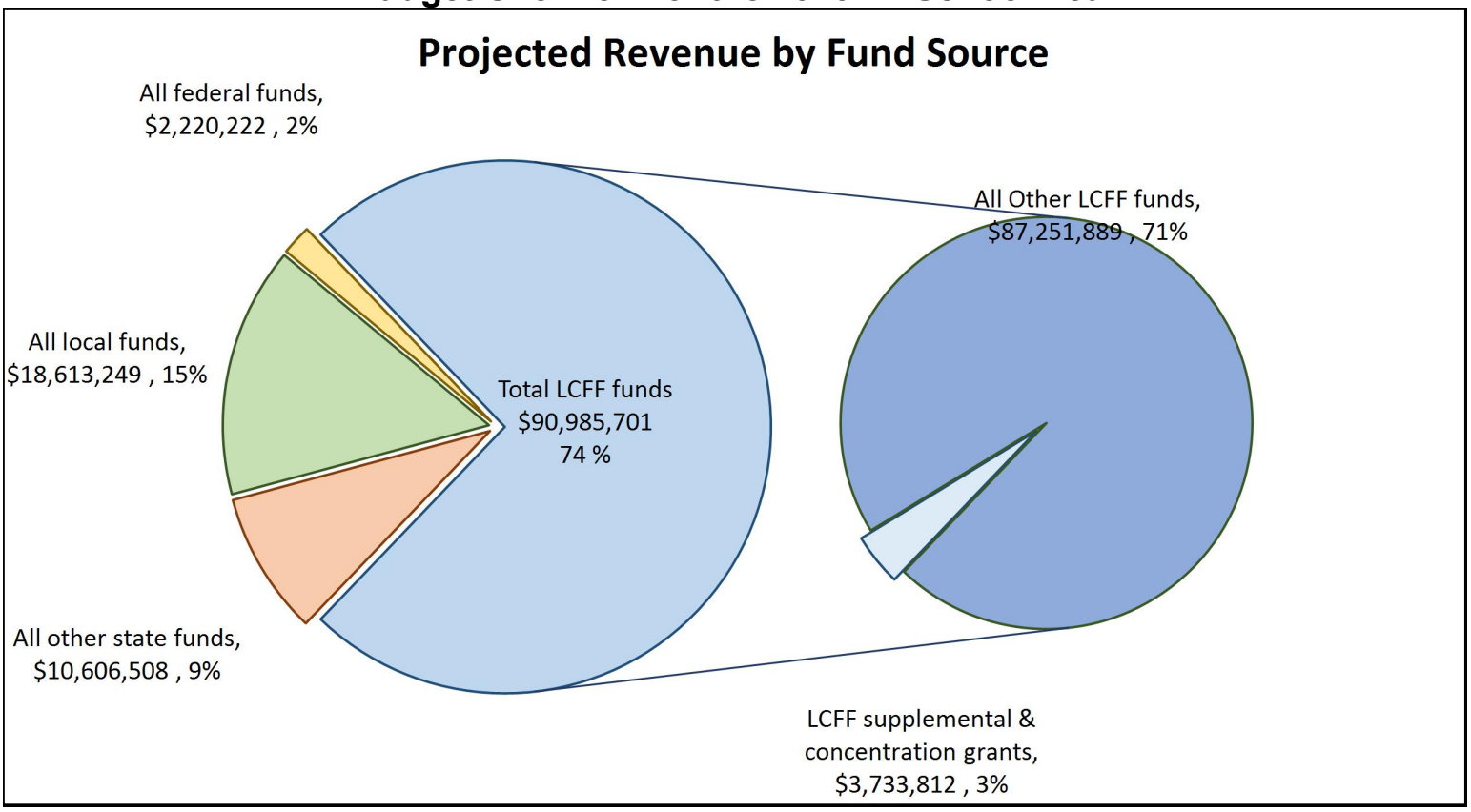
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Whisman School District
CDS Code: 43-69591-0000000
School Year: 2026-27
LEA contact information:
Cathy Baur
Associate Superintendent, Educational Services
cbaur@mvwsd.org
(650) 526-3500 ext. 1125

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

Budget Overview for the 2026-27 School Year

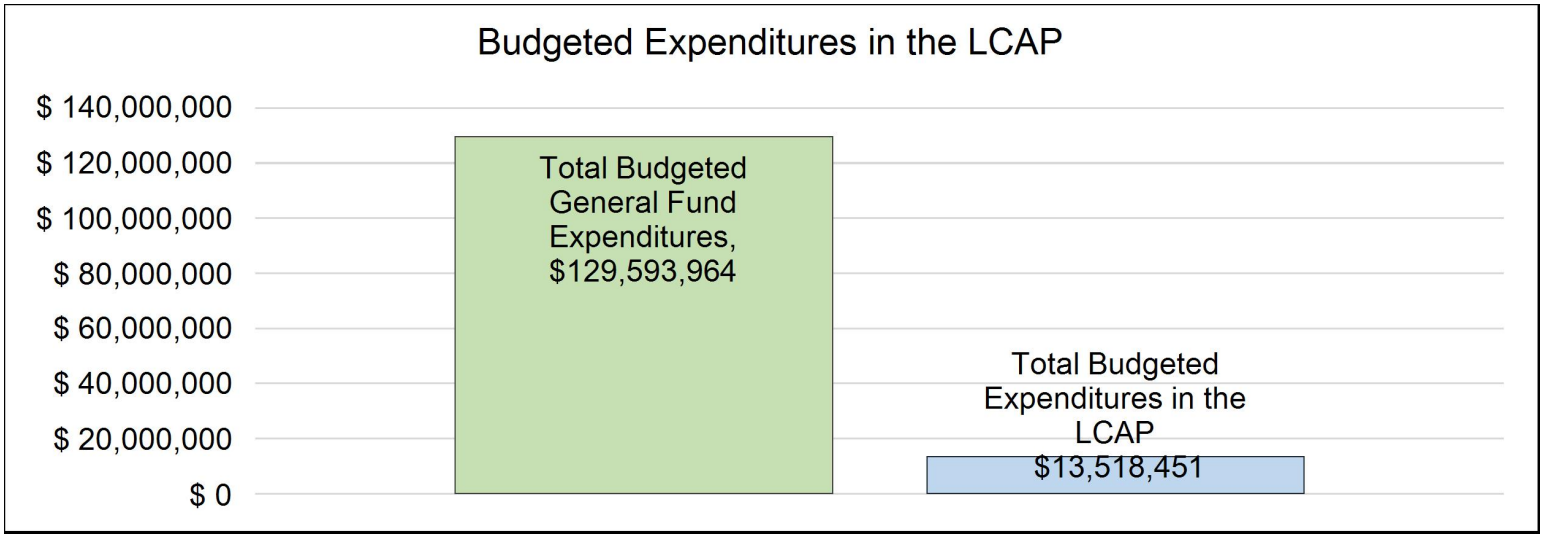


This chart shows the total general purpose revenue Mountain View Whisman School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Whisman School District is $122,425,679.5, of which $90,985,701 is Local Control Funding Formula (LCFF), $10,606,507.50 is other state funds, $18,613,249 is local funds, and $2,220,222 is federal funds. Of the $90,985,701 in LCFF Funds, $3,733,812 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 Mountain View Whisman School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View Whisman School District plans to spend $129,593,963.70 for the 2026-27 school year. Of that amount, $13,518,451 is tied to actions/services in the LCAP and $116,075,512.7 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

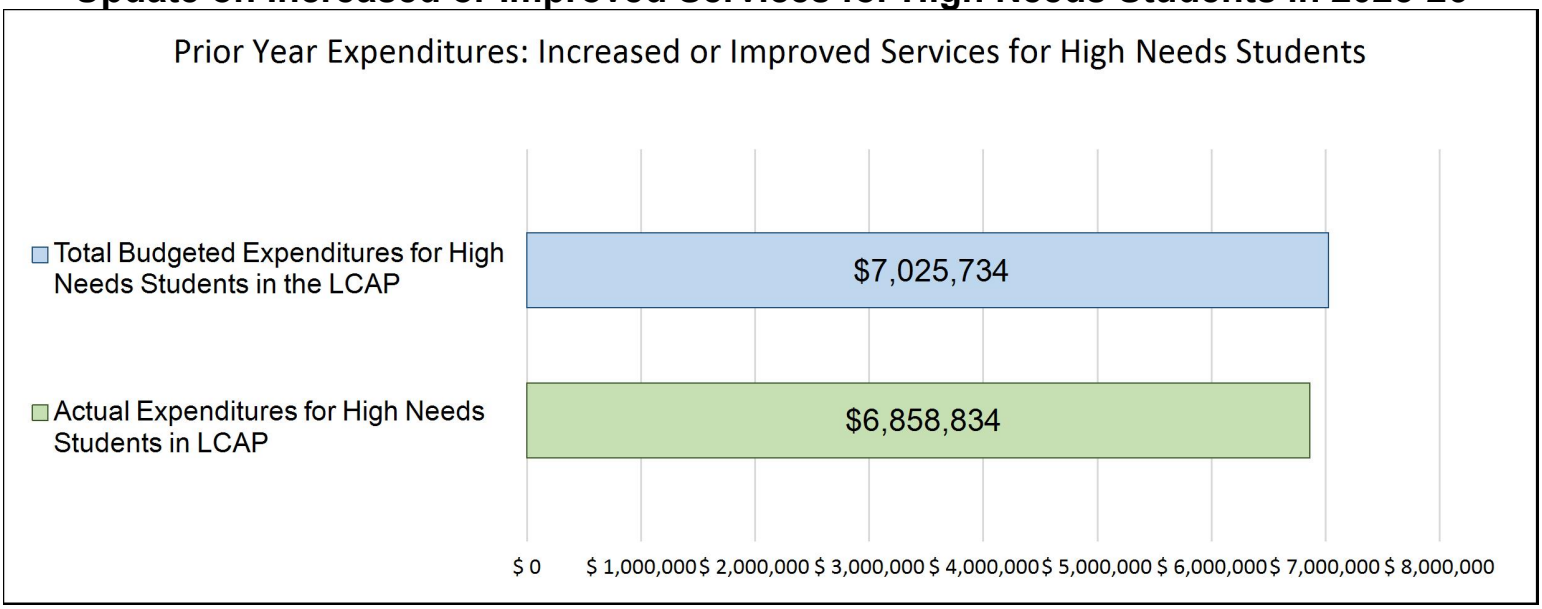
The most significant general fund expenditures not included in the LCAP are primarily related to the salaries of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through supplemental dollars and not specific to the goals, actions, and services in the LCAP. Additionally, these may include expenditures such as school facilities and maintenance that involve staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs, general overhead (gas, water, electricity), and other operational cost of the District

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

In 2026-27, Mountain View Whisman School District is projecting it will receive $3,733,812 based on the enrollment of foster youth, English learner, and low-income students. Mountain View Whisman School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Whisman School District plans to spend $5,037,270 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mountain View Whisman 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 Mountain View Whisman School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mountain View Whisman School District's LCAP budgeted $7,025,734 for planned actions to increase or improve services for high needs students. Mountain View Whisman School District actually spent $6,858,834 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $166,900 had the following impact on Mountain View Whisman School District’s ability to increase or improve services for high needs students:

The variance between the budgeted and actual expenditures for 2025–26 was primarily due to a reduction in instructional coach staffing under Goal 1.1. Instructional coaches were initially budgeted at 16.0 FTE during budget adoption but were reduced to 15.0 FTE at Estimated Actuals. In addition, school sites were unable to fully expend their TSSP allocations, resulting in lower expenditures than originally projected. Despite these reductions, there was minimal impact on the District’s ability to provide or improve services for unduplicated students, as other supports remained in place, including Response to Instruction, early literacy instruction, MTSS, teacher coaching, and integrated and designated ELD services.

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
Mountain View Whisman School District	Cathy Baur Associate Superintendent, Educational Services	cbaur@mvwsd.org (650) 526-3500 ext. 1125

Plan Summary [2026-27]

General Information

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

The Mountain View Whisman School District (MVWSD) serves a diverse group of students with the goal of having "Every student, family, staff, and community member engaged and committed to learning in a collaborative, diverse and innovative partnership." Our student population includes 22% English Language Learners (ELLs) and 70% of ELLs are classified as Socio-Economically Disadvantaged. Our Local Control Funding Formula unduplicated count (count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth) is 36%. Thirteen percent of students are considered Students with Disabilities. Seventy-seven percent of our ELL students speak Spanish, but the District also has students who speak many other languages including Russian, Mandarin, Korean, and Hindi. Our student population is made up of many ethnicities with the majority of our students, 39% identifying as Hispanic/Latino, 22% White, 23% Asian, 1.0% African American, 2.0% Filipino, and 13% are listed as Multiple. MVWSD serves approximately 4,645 students Pre-K through 8th grade at 11 quality schools: 9 elementary schools (including two choice programs) and 2 middle schools. No schools in MVWSD receive Equity Multiplier Funding.

Reflections: Annual Performance

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

MVWSD continues to utilize both iReady and CAASPP as ways to measure student academic outcomes. I-Ready assessments are given three times per year in August, December and May. The District has also analyzed the results of the California Dashboard which was

released in November 2025 as well as other internal data including attendance and suspension data as well as results of the District LCAP/Climate Survey which is given annually.

CAASPP 2025
The overall percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in spring 2025 in English Language Arts was 63% and 58% in mathematics. Overall, the District continues to outperform the state and county of Santa Clara although scores remain flat (+1 and 0 percentage points respectively). There continue to be significant, widening proficiency gaps in English Language Arts and Mathematics between Hispanic/Latino students, SED students, students with disabilities and their peers. Proficiency for English Learners and Socio-Economically Disadvantaged students are below the overall rates in Santa Clara County for these student groups. Elementary proficiency rates are declining, while middle school rates are slightly increasing. See proficiency percentages below for ELA and math.

English Language Arts
Reclassified Fluent English Proficient (RFEP) - 61% (+1 Percentage Points (PP) from 2024),
English Learner (EL) - 9% (same as 2024).
Socioeconomically Disadvantaged (SED) - 28% (same as 2024)
Students with Disabilities (SWD) - 25% (+1 PP from 2024)
Homeless - 12% (-2 PP from 2024)
Asian - 90% (+2 PP from 2024)
Hispanic/Latino - 30% (-1 from 2024)
White - 83% (+3 from 2024)

Mathematics
Reclassified Fluent English Proficient (RFEP) - 56% (+4 Percentage Points (PP) from 2024)
English Learner (EL) - 12% (+1 from 2024)
Socioeconomically Disadvantaged (SED) - 21% (0 PP from 2024)
Students with Disabilities (SWD) - 25% (+1 PP from 202)
Homeless - 10% (+2 PP from 2024)
Asian - 89% (-1 from 2024)
Hispanic/Latino - 22% (0 PP from 2024)
White - 80% (0 from 2024)

District iReady Assessments
Data from the District iReady Diagnostic 3 assessments for May 2025 will not be available in time for the approval of the Local Control Accountability plan. A review of the results from i-Ready Diagnostic 2 given in December 2025 indicate that overall students are maintaining In both reading and mathematics. Sixty percent of students were on or above grade level in December in Reading compared to 59% in 2024 and 51% were on or above grade level in math which is the same as 2024. Similar to CASSPP scores there continue to be significant, widening proficiency gaps in English Language Arts and Mathematics between Hispanic/Latino students, SED students, students with disabilities and their peers. Some small highlights include a 5 percentage point increase proficiency at Castro and a 4 percentage point increase at Monta Loma in Reading. In mathematics, Castro proficiency increased 4 percentage points and at Mistral 3. The District is

moving away from using iReady as assessment tool. In 2026-27 iReady will be used for math placement in grades 5-8 and for purposes of reclassification. Teachers will be creating grade level formative assessments that will be used beginning in 2027-28. The Math Committee will recommend a new assessment and process for math placement for implementation in 2027-28 as well.

Annual Determination Letter
MVWSD is no longer considered Disproportionate for over-identifying Hispanic/Latino students for having a specific learning disability and is also no longer considered Disproportionate for over-identifying Hispanic/Latino students for suspension less than 10 days. The Annual Determination letter pursuant to Individuals with Disabilities Act sent by the California Department of Education indicates that MVWSD met all other indicators including: Drop-out rate, Academic Performance, LRE regular class 80% or more, LRE preschool, parent involvement, and Child Find. The only areas where MVWSD did not meet targets were the following:

Least Restrictive Environment Regular Class Less than 40% - The target is less than or equal 13.5% and MVWSD is at 13.84%
Least Restrictive Environment Separate Schools Percent - The target is less than or equal to 2.6% and MVWSD is at 2.91%

California Dashboard
Dashboard results especially for academics and English Learner progress reconfirm that there continue to be significant, widening proficiency gaps in English Language Arts and Mathematics between Hispanic/Latino students, SED students, students with disabilities and their peers. The District was able to improve a few ratings (see below).

The District had the following overall ratings on the California Dashboard in November 2025:
English Language Arts (ELA) - Green/High (Same as 2024)
Math - Green/High (Same as 2024)
Science - Green/High - No Indicator in 2024
English Learner Progress - Yellow/Medium (Improved from Orange/Low in 2024)
Chronic Absenteeism - Yellow/Medium (same as 2024)
Suspensions - Green/Low (Improved from Orange/High in 2024)
All local indicators were "met".

Student groups had the following ratings in English Language Arts
Red/Very Low: No Student Groups (3 groups in red in 2024)
Orange/Low: Homeless, Hispanic/Latino, Socio-Economically Disadvantaged and Long Term English Learners (Long Term English Learners and Homeless improved from red/very low to orange/low)
Yellow/Medium: English Learners and Students with Disabilities (English Learners improved from orange/low to yellow/medium and Students with Disabilities from red/very low to yellow/medium)
Green/High: Filipino
Blue/Very High: Asian, Two or More Races, White (Two or more races and white improved from green/high to blue/very high)

Student groups had the following ratings in mathematics:
Red/Very Low: Homeless (2 groups in 2024)

Orange/Low: Hispanic/Latino, Socio-Economically Disadvantaged, and Long Term English Learners (Long Long Term English Learners improved from red/very low to orange/low)
Yellow/Medium: Students with Disabilities and English Learners (English Learners improved from orange/low to yellow/medium and Students with Disabilities from red/very low to yellow/medium)
Green/High: Filipino (Improved from yellow/medium to green/high)
Blue/Very High: Asian, Two or More Races and White (Two or more races and white improved from green/high to blue/very high

English Learner Progress
Overall the District has a Yellow/medium rating for English Learner Progress which is an improvement from orange/low in 2024

In the area of Chronic Absenteeism the District's overall rating is Yellow/Medium.
Red/Very High: No Student Groups
Orange/High: African American and Long Term English Learners
Yellow/Medium: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Homeless, and Students with Disabilities
Green/Low: Asian, Filipino, and White
Blue/Very Low: Two or More Races

Chronic Absenteeism
Overall Chronic Absenteeism rates dropped 0.8 percentage points from 2024.

Red/Very High: No Student Groups
Orange/High: Long Term English Learners, Two or More Races (rates increased from students from Two or More Races and moved them from Blue/very low to orange/high)
Yellow/Medium: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Homeless, and Students with Disabilities (same groups from 2024 and all groups continued to have decreases in chronic absenteeism)
Green/Low: Asian, Filipino, African American, and White (African American moved from orange/high to green/low)
Blue/Very Low: No student groups (1 in 2024)

In the area of Suspensions, the District's overall rating is green/low (a change from orange/high in 2024)
Red/VeryHigh: Long Term English Learners (a change from orange/high to red/very high in 2024)
Orange/High: Filipino (a change from green/low in 2024)
Yellow/Medium: African American, English Language Learners, Hispanic/Latino, Homeless, Socio-EconomicallyDisadvantaged, Students with Disabilities, and white (African American and Students with Disabilities moved from red/very high to yellow/medium, English Learners, Hispanic/Latino and Socio-Economically Disadvantaged students moved from orange/high to yellow/medium, and white remained as yellow/medium)
Green/Low: Asian, Two or more races (both groups moved from yellow/medium to green/low from 2024)
Blue/Very Low: No student groups

The District has identified the following metrics and action steps to address student groups with Red Ratings on the 2023 Dashboard.
Homeless - ELA/Math

Metrics:
1.1 - CAASPP ELA
1.2 - CAASPP Math
1.9 - I-Ready Reading
1.11 - I-Ready Math
1.18 - Addressing Academic Outcomes for Homeless Students - Differentiated Assistance
Actions
1.1 - Instructional Coaches
1.5 - Response to Intervention
1.13 - Multi Tiered System of Support
1.14 - Early Literacy Team
1.18 - Addressing Academic Outcomes for Homeless Students - Differentiated Assistance

Chronic Absenteeism: Students with Disabilities
Metric:
2.2 - Chronic Absenteeism Rates
Actions
2.3 - Addressing Chronic Absenteeism
2.6 - Additional Targeted Support and Improvement plans
2.10 - Counselors at all school sites

Suspensions: Homeless, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities
Metric:
2.4 - Suspension Rates
Actions
2.1 - At Risk Supervisors
2.4 - Suspension Rates
2.5 - Supporting Student Behavior
2.6 - Additional Targeted Support and Improvement plans
2.10 - Counselors

School Level Performance
MVWSD has a very diverse population and each of its eleven schools have different challenges and have reasons to celebrate.
The following schools have Blue/Very High ratings for English Language Arts and mathematics performance: Imai and Bubb. Several schools also had Green/High ratings for English Language Arts and mathematics including Crittenden, Graham, Landels, Monta Loma, Stevenson and Vargas. Crittenden, Imai and Vargas have Blue/Very High ratings for English Learner progress. Vargas received a red rating for English learner progress on the 2023 dashboard.
Theuerkauf and Mistral have orange/low ratings for English Language Arts.
Castro Elementary school has a Red Ratings for English Language Arts, mathematics and chronic absenteeism. Multiple action steps in goals 1, 2 and 6 are designed to improve outcomes at Castro (See below).

Chronic Absenteeism rates continue to decline although at slower rates than in previous years. All schools saw decreases in rates except Castro (+3.2), Graham (+1.6) and Crittenden (flat).
Castro is the only school with a red/very high rating.

Suspension rates decreased at all schools except Mistral (+0.1), Vargas (+0.3) and Bubb (0.6). Castro school had the largest decrease (-4.9) and moved from a red/very high rating to green/low on this indicator.

The District has identified the following action steps and metrics to address student groups with Red Ratings on the 2023 Dashboard.

Castro Suspension Rate
Metrics
6.12
Actions
2.1 - At Risk Supervisors
2.4 - Addressing Suspension Rates
2.5 - Addressing Student Behavior
2.6 - Additional Targeted Support and Improvement
6.4 - Wellness Center
6.5 - Additional Counselor

Castro ELA
Metrics
6.1 - CAASPP - ELA
6.2 - CAASPP Math
6.6 - I-Ready Reading
6.8 - I-Ready Math
Actions
1.1 - Instructional Coaches/ELD Coach
1.5 - Response to Instruction
1.13 Multi Tiered System of Support
6.1 - Early Literacy Team
6.7 - Daily Schedule/Breakfast
6.8 - Centralized Data Team

Vargas El Progress
Metric
1.16
Actions
1.1 - Instructional Coach/English Language Development Coach

1.5 - Response to Instruction
1.8 - Designated English Language Development
1.10- Integrated English Language Development
1.11 - English Language Learners - Newcomer Students
1.13 - Multi Tiered System of Support
1.16 - ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners

School Student Groups with Red Indicators on the 2023 California Dashboard
Imai: Hispanic and Socio-Economically Disadvantaged - Chronic Absenteeism
Bubb: Hispanic, Socio-Economically Disadvantaged and Students with Disabilities - Chronic Absenteeism
Crittenden: White - Chronic Absenteeism
English Learners - English Language Arts
English Learners - Math
Hispanic and Socio-Economically Disadvantaged - Suspension Rate
Landels: English Learners and Students with Disabilities - Chronic Absenteeism
Students with Disabilities - Suspension Rate
Mistral: Students with Disabilities - Suspension Rate
Graham: Homeless - Chronic Absenteeism
English Learners and Hispanic - English Language Arts
English Learners, Hispanic, and Socio-Economically Disadvantaged-Math
Homeless - Suspension Rate
Vargas: Students with Disabilities - Suspension Rate
Castro: English Learners, Hispanic, and Socio-Economically Disadvantaged - English Language Arts
English Learners and Hispanic - Math
Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities - Suspension Rate
Monta Loma: Students with Disabilities and White - Chronic Absenteeism
Stevenson: Hispanic and Students with Disabilities - Chronic Absenteeism
Theuerkauf: Students with Disabilities - Chronic Absenteeism

This District has identified the following metrics and action steps to address these areas in the LCAP as identified below.

Imai - Hispanic and Socio-Economically Disadvantaged - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions:
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Bubb: Hispanic, Socio-Economically Disadvantaged and Students with Disabilities - Chronic Absenteeism
Metrics:
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.10 Counselors

Crittenden
White - Chronic Absenteeism
Metrics:
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.10 Counselors

Crittenden
English Learners - English Language Arts
Metrics
1.1 CAASPP ELA, and 1.9 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim ELPAC Assessments

Crittenden English Learners - Math
Metrics
1.2 CAASPP Math,1.11 I-Ready Math
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim Electives

Crittenden Hispanic and Socio-Economically Disadvantaged - Suspension Rate
Metrics
2.4 - Suspension Rates
Actions
2.1 At Risk Supervisors
2.4 Addressing Suspension Rates
2.5 Supporting Student Behavior
2.10 Counselor

Landels
English Learners and Students with Disabilities - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Landels Students with Disabilities - Suspension Rate
Metrics
2.4 Suspension Rates
2.12 Disproportionality Rate
Actions
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Mistral
Metrics
2.4 Suspension Rates
2.12 - Disproportionality
Actions
2.1 At Risk Supervisor
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Graham:
Homeless - Chronic Absenteeism
Metric 2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.10 Counselors

Graham
English Learners - English Language Arts
Metrics
1.1 CAASPP ELA, and 1.9 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim ELPAC Assessments

Graham
Hispanic - English Language Arts
Metrics
1.1 CAASPP ELA, and 1.9 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support

Graham
English Learners - Math
Metrics
1.2 CAASPP ELA, and 1.11 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers

1.13 Multi Tiered System of Support
1.16 ELPAC Interim ELPAC Assessments

Graham
Hispanic, and Socio-Economically Disadvantaged-Math
1.2 CAASPP ELA, and 1.11 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support

Graham
Homeless - Suspension Rate
Metric 2.4 Suspension Rates
Actions
2.1 At Risk Supervisors
2.4 Addressing Chronic Absenteeism
2.5 Supporting Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Vargas
Students with Disabilities - Suspension Rate
Metrics
2.4 Suspension Rates
2.12 - Disproportionality
Actions
2.1 At Risk Supervisor
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Castro
English Learners - English Language Arts
Metrics
6.1 CAASPP ELA, and 6.7 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach

1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.13 Multi Tiered System of Support
1.18 ELPAC Interim Assessments
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
Hispanic, and Socio-Economically Disadvantaged - English Language Arts
Metrics
6.1 CAASPP ELA, and 6.7 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
English Learners - Math
Metrics
6.2 CAASPP Math, and 6.8 I-Ready Math
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.13 Multi Tiered System of Support
1.18 ELPAC Interim Assessments
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
Hispanic - Math
Metrics
6.2 CAASPP Math, and 6.8 I-Ready Math
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction

1.13 Multi Tiered System of Support
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities - Suspension Rate
Metrics
6.12 Suspension Rates
Actions
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.10 Counselor
6.2 At Risk Supervisor
6.4 Wellness Center
6.5 Counselor

Castro
Students with Disabilities - Suspension Rate
Metrics
1.12 - Disproportionality
6.12 Suspension Rates
Actions
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor
6.2 At Risk Supervisor
6.4 Wellness Center
6.5 Counselor

Monta Loma
Students with Disabilities and White - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Stevenson
Hispanic and Students with Disabilities - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions:
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Theuerkauf
Students with Disabilities - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions:
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Additional Targeted Support and Improvement/Targeted Support and Improvement
Three Schools exited Additional Targeted Support/Targeted Support and Improvement based on results of the November 2025 Dashboard. Two schools in MVWSD continue to be identified for Additional Support and Improvement (ATSI) and one school was identified for Targeted Support and Improvement (TSI) These two schools have one or more student group(s) that meet(s) some of the criteria used to identify Title 1 schools that need Comprehensive Support and Improvement.The Dashboard results are based on data collected in the 2024-25 school year.

Identified schools and areas needing improvement are as follows:
Castro Elementary: Hispanic/Latino, English Learners, and Socio-Economically Disadvantaged students
Imai Elementary School: Students with Disabilities

All sites will work with District administrators to develop actions to address areas needing Additional Targeted Support and Improvement or Targeted Support and Improvement. Each school will create an ATSI/TSI plan that will be locally approved and implemented and monitored during the 2026-27 school year.

Orenda Systems Study
MVWSD is facing significant budget reductions, stagnant state test scores, and widening achievement gaps. Staff members are working hard but results are not materializing in student outcomes. After a competitive process in fall 2025, the District contracted with Orenda Education to conduct a study to answer three core questions:
-What is the current student success profile across the district?
-What systems best explain that profile?

-What changes would most accelerate student success?

The Study identified four root causes that are collectively creating a low ceiling for achievement specifically for underrepresented student groups including English Learners, Students with Disabilities, Hispanic/Latino and Socio-Economically Disadvantaged students:
-Symbolic Data Systems
-Weak Program Design
-Christmas Tree Effect
-Weak System Alignment

Orenda made comprehensive recommendations in each of the four areas and implementation of all of the recommendations are necessary to improve outcomes for all students and close achievement gaps. Implementation will take sustained effort and focused commitment over multiple years. The District has been working since January to reflect on and analyze the results of the study. Orenda Education will support staff with defining efforts and building action plans. Some efforts are short-term and recommendations will begin to be implemented starting in spring 2026 and will be contained in the LCAP for 2026-27 and other recommendations are longer-term and will be contained within a new Strategic Plan which will be developed during spring, summer and fall of 2026. This work will form the basis of the District's new three-year LCAP beginning in 2027-28.

Update
Learning Recovery and Emergency Block Grant
MVWSD expects to have unexpended LREBG funds for the 2026-27 school year in the amount of $ 2,321,900. This includes the additional amount of $174,355 received in 2025-26. The District plans to spend $ 1,547,036 in 2026-27 (Goal 1.14 $910,220 and Goal 6.1 $ 606,814 and an Indirect Charge of $30,002; the Indirect Charge is not linked in any of the LCAP actions.)The District will continue to have an Early Literacy Team in 2027-28 ($ 1,535,807) and will expend it’s remaining LREBG funds of $774, 864 for this purpose.

The District's needs assessment has identified early literacy as a need especially in some schools within the District. At the end of the 2022-23 school year 67% of 2nd graders were reading at grade level (26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf) and 14% of 2nd graders were reading at the Kindergarten level (44% at Castro, 23% at Monta Loma, 18% Mistral). Without strong foundational skills students are unable or struggle with the shift from learning to read to reading to learn from 2nd to 3rd grade. The District convened an Early Literacy Team (Action 1.14) which consists of 6 reading intervention teachers that support 5 school sites with the highest needs for intervention in foundational literacy skills. Additionally, the Literacy Team spends 40% of time working with students from Castro School, which has the highest needs in the District (Action 6.1). Teachers are trained in the Orton-Gillingham instructional approach and provide small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise. I-Ready Diagnostic two results from the 2025-26 school year showed that reading achievement is increasing by grade level with few exceptions across the four schools. Results can be found in Metrics 1.18 and 1.19 which were added in the 2024-25 school year.

Actions 1.14 and 6.1 align with the allowable uses of funds in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff The District will continue to utilize the Early Literacy Team in 2026-27 to provide

reading intervention with a focus on five elementary schools. The only change is that the District is increasing from 6 to 8 teachers to ensure that the other 4 elementary schools have access to reading intervention for students.

Reflections: Technical Assistance

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

The district was identified as eligible for Differentiated Assistance based on the 2024 California Dashboard for for Homeless Students for academics and Suspension Rate as well as for outcomes for Students with Disabilities in academics and suspension. The District was also identified for Differentiated Assistance based on the 2025 California Dashboard for outcome for Long Term English Learners in Suspension and English Learner Progress.

These trends are also reflected in the results of the District's local academic assessments as well as in local suspension and chronic absenteeism data and academic data.
In partnership with the Santa Clara County Office of Education, MVWSD engaged in several improvement efforts to investigate and address areas of identified need including:
-Conducted an in depth analysis of quantitative and qualitative data to determine root causes of students' Chronic Absenteeism, Suspension and academic challenges.
-Identified several evidence-based practices/interventions to address identified challenges.
-"Tested" several practices/interventions to determine if they have a positive impact in 2025-26 and developed new/revised practices/interventions for 2026-27
-Developed an implementation and monitoring plan for 2026-27 as reflected in the LCAP
Actions intended to monitor and address academic challenges for Homeless Students are included in Goal 1 (Actions 1.1, 1.5, 1.13, 1.14, and 1.18) and for Students with Disabilities (Actions 1.1, 1.5, 1.12, 1.13, and 1.14). Actions to monitor and address attendance challenges and suspension rates for Homeless Students and Students with Disabilities are included in Goal 2 (Actions 2.1, 2.3, 2.4, and 2.9) and Goal 3 (Action 1). Actions to monitor and address English Learner Progress and Suspensions for Long Term English Learners are included in Goal 1 (1.8, 1.9, 1.10, 1.16) and Goal 2 (2.4 and 2.9). The Santa Clara County Office of Education will assist MVWSD with implementation in 2026-27 and provide additional technical assistance as needed.

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.

No schools in MVWSD are eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools in MVWSD are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools in MVWSD are eligible for comprehensive support and improvement.

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
Engaging Educational Partners	In fall of 2020, MVWSD began the process of developing the 2021-2024 Local Control Accountability Plan (LCAP). The LCAP was developed in tandem with the District's Strategic Plan 2027 (SP2027). The new six-year SP2027, aligns with two cycles of the District's LCAP to ensure that district initiatives and work is aligned, focused and targeted. Both SP2027 and the LCAP build on and expand the former plans' successes and areas of need for students. The District is beginning work on a new Strategic Plan that will inform the new 3-year LCAP beginning in 2027-28.
MVWSD Board of Trustees	On January 29, 2026 the District updated the Board of Trustees on the timeline for the completion of the 2026-27 LCAP and 2025-26 annual update. Additionally, District staff has provided updates to the Board on the following items related to the District's LCAP as they are large initiatives that are also aligned to the District's Strategic Plan 2027. The District's Strategic Plan was developed to align with 2 cycles of the District's LCAP and was informed by staff and stakeholders over the course of the 2020-21 school year. i-Ready Reading and Math September 18, 2025 CAASPP Results: October 16, 2025 i-Ready Reading and Math and mClass DIBELS (Reading screener) Report: February 12, 2026 MVWSD+ Update (Expanded Learning Opportunities Program): November 6, 2025, March 5, 2026 and May 28, 2026

Educational Partner(s)	Process for Engagement
	Health and Wellness Update - November 20, 2025 Special Education Update - November 20. 2025 California Dashboard: February 12, 2026 LCAP Mid-Year Update: February 12, 2026 MVWSD Way - April 16, 2026 Update on Multi Lingual Learner Programs: April 30, 2026 The LCAP will be presented for Public Hearing at the May 28, 2026 meeting of the Board of Trustees and for final approval on June 11, 2026.
District English Learner Advisory Council (DELAC):	The District's English Language Advisory Committee was provided with information about the District's LCAP development on January 26, 2026. At this meeting DELAC members were updated on the LCAP survey and how to access it when released. They provided input on the District LCAP on May 18, 2026. Initially, there were no comments provided by the DELAC committee. Follow up emails were sent and this was noted both on the website and the committee on May 26, 2026. A comment was submitted on May 27 and that comment was responded to and posted to the website on May 27, 2026.
District Advisory Council	The District's Advisory Council was provided the opportunity to give input on the District's LCAP on May 20, 2026. Written responses to member questions and comments were provided on May 27, 2026. One member of the District Advisory Committee is a parent of a Student with a Disability.
Site Staff and Students	The District shared LCAP timeline and survey information with site stakeholders including certificated and classified staff (including site administrators and principals), bargaining unit members and students in January and February 2026. Dedicated time was provided for these groups to take the Districts annual LCAP/Climate survey during the school day. California Dashboard results were also shared during this timeframe. Bubb Elementary School - LCAP and Survey

Educational Partner(s)	Process for Engagement
	Certificated Staff: 1/28/26, Classified Staff: 1/29/26, Students: Week of 2/2/26 Results of the California Dashboard Staff: 1/21/26 Castro Elementary School - LCAP and Survey Certificated Staff: 1/21/26, Classified Staff: 2/4/26, Students: Week of 2/2/26 Results of the California Dashboard Staff: 1/21/26 Crittenden Middle School - LCAP and Survey Certificated and Classified Staff: 1/29/26 Students: Week of 2/2/26 Results of the California Dashboard Staff: 1/29/26 Graham Middle School - LCAP and Survey Certificated Staff 1/28/26, Classified Staff: Students: 2/13/26 Results of the California Dashboard Staff: 1/28/26 Imai Elementary School - LCAP and Survey Certificated Staff: 1/28/26, Classified Staff: 1/29/26, Students: Week of 2/2/26 Results of the California Dashboard Staff: 12/3/26 Landels Elementary School - LCAP and Survey Certificated Staff 1/28/26, Classified Staff 1/29/26, Students: Week of 2/2/26 Results of the California Dashboard Staff: 1/28/26 Mistral Elementary School - LCAP and Survey Certificated Staff: 1/28/26 and Classified Staff: 1/29/26 Students: Week of 2/3/25 Results of the California Dashboard Staff: 12/17/26

Educational Partner(s)	Process for Engagement
	Monta Loma Elementary School - LCAP and Survey Certificated Staff: 1/28/26 and Classified Staff: 1/29/26, Students: Week of 2/2/26 Results of the California Dashboard Staff: 12/10/26 Stevenson Elementary School - LCAP and Survey Certificated 1/28/26, Classified Staff: 1/30/26, Students: Week of 2/226 Results of the California Dashboard Staff: 12/3/26 Theuerkauf Elementary School - LCAP and Survey Certificated Staff: 2/4/26, Classified Staff: 2/5/26, and Students Week of 2/2/26 Results of the California Dashboard 1/5/26 Vargas Elementary School - LCAP and Survey Certificated 1/28/26, Classified Staff: 1/28/26, Students: 1/30/26 and 2/2/26 Results of the California Dashboard Staff: 2/11/26
Students	In addition to having students take the LCAP/Climate survey during the school day, the District also solicited input from students enrolled in the Leadership Classes at each middle school. The Leadership classes serve as the District's student advisory body. Input was taken on May 22, 206 at Crittenden and May 21, 2026 at Graham. These input sessions were posted in accordance with the Green Act. Written responses were provided and posted on May 28, 2026 for Crittenden and Graham.
Site Advisory Groups and Parents	The District shared LCAP timeline and survey information with site advisory groups and parents in January and February 2026. Support was provided to parents to take the District's annual LCAP/Climate Survey. California Dashboard results were also shared during this timeframe.

Educational Partner(s)	Process for Engagement
	Bubb Elementary School - LCAP and Survey ELAC: 2/6/26, SSC: 1/29/26 Results of the California Dashboard ELAC: 2/6/26 SSC: 1/29/26 Other: Principal's Coffee 1/30/26 Castro Elementary School - LCAP and Survey ELAC: 1/30/26, SSC: 1/29/30 Results of the California Dashboard ELAC: 1/30/26, SSC: 1/29/26 Other: Principal's Coffee 1/30/26 Crittenden Middle School - LCAP and Survey ELAC: 2/10/26, SSC: 2/10/26 Results of the California Dashboard ELAC: 2/10/26 SSC: 2/10/26 Other: Principal’s Coffee: 1/30/26 Graham Middle School - LCAP and Survey ELAC: 2/11/16, SSC: 2/11/26 Results of the California Dashboard ELAC: 2/11/26 SSC 2/11/26 Imai Elementary School - LCAP and Survey ELAC: 1/23/26 SSC: 1/29/26 Results of the California Dashboard ELAC: 1/23/26 SSC: 1/29/26 Other: Principal’s Coffee: 1/6/26 Landels Elementary School - LCAP and Survey ELAC: 1/28/26, SSC:1/12/26 Results of the California Dashboard ELAC: 1/28/12 SSC: 1/12/26 Other: Principal’s Coffee: 1/28/26 Mistral Elementary School - LCAP and Survey ELAC: 2/3/26, SSC: 2/4/26 Results of the California Dashboard ELAC: 2/3/26 SSC: 2/4/26 Other: Principal's Coffee: 1/23/26 Monta Loma Elementary School - LCAP and Survey ELAC: 2/5/26, SSC: 2/4/26

Educational Partner(s)	Process for Engagement
	Results of the California Dashboard ELAC: 2/526 SSC: 2/4/26 Other: Principal's Coffee: 1/16/26 Stevenson Elementary School - LCAP and Survey ELAC: 1/21/26, SSC: 1/20/26 Results of the California Dashboard ELAC: 12/10/26 SSC: 12/16/26 Other: Principal's Coffee 1/7/26 Theuerkauf Elementary School - LCAP and Survey ELAC: 1/30/26, SSC: 2/11/26 Results of the California Dashboard ELAC :1/30/26 SSC: 2/11/26 Other: Principal's Coffee 2/6/26 Vargas Elementary School - LCAP and Survey ELAC: 2/9/26, SSC: 2/11/26 Results of the California Dashboard ELAC: 2/39/26 ELAC: 2/11/26 Other: Principal's Coffee: 2/27/26
Annual LCAP/Climate Survey	The annual LCAP/Climate survey was open to stakeholders from January 26, 2026 through February 13, 2026. The Survey was sent out in English and Spanish. This year the District will continue to implement changes made in spring 2025 Last year's changes included:. Spring 2025 Parents and students received a unique link for the survey. One link per family and one link per student. Students took the survey during the school day. This allowed the District to encourage families that had not taken the survey to do so during the administration window and support sites with knowing which students still needed to complete the survey. Responses were confidential. This also eliminated more demographic questions that were able to pre-populate with District data. Parents with multiple children were asked to respond based on their experiences with their child with their birthday earliest in the calendar year. The District received 3,712 total responses to the survey which is the same as 2025/. The breakdown is as follows:

Educational Partner(s)	Process for Engagement
	Parents: 1,140 in 2026 which was a decrease from 1,222 in 2025 Staff: 459 staff in 2026 which was an increase of eleven respondents from 448 in 2025 Students grades 4 - 8: 2,113 in 2026 which was an increase from 2,042 in 2025 Parent response rates were lower than in 2025. Staff rates were similar and student rates were increased. One-hundred twenty-three parents of students with Disabilities and 321 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2026 compared to 133 parents of students with Disabilities and 386 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2025. Ninety-six parents of English Learners took the survey in spring 2026 as compared to 143 in spring 2025. MVWSD has been partnering with Hanover Research to conduct the survey each year since 2016. With only minor changes to the survey each year Hanover performs cross-tabulations of survey results across years (2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025 and 2026) and highlights statistically significant and meaningful differences across years. This is very important as the District creates the LCAP. On May 28, 2026 the District provided an overview report of the LCAP survey results for the Board of Trustees.
Orenda Systems Study	MVWSD is facing significant budget reductions, stagnant state test scores, and widening achievement gaps. Staff members are working hard but results are not materializing in student outcomes. After a competitive process in fall 2025, the District contracted with Orenda Education to conduct a study to answer three core questions: -What is the current student success profile across the district? -What systems best explain that profile? -What changes would most accelerate student success? The Study identified four root causes that are collectively creating a low ceiling for achievement specifically for underrepresented student

Educational Partner(s)	Process for Engagement
	groups including English Learners, Students with Disabilities, Hispanic/Latino and Socio-Economically Disadvantaged students: -Symbolic Data Systems -Weak Program Design -Christmas Tree Effect -Weak System Alignment Orenda made comprehensive recommendations in each of the four areas and implementation of all of the recommendations are necessary to improve outcomes for all students and close achievement gaps. Implementation will take sustained effort and focused commitment over multiple years. The District has been working since January 2026 to reflect on and analyze the results of the study. Some efforts are short-term and recommendations will begin to be implemented starting in spring 2026 and will be contained in the LCAP for 2026-27 and other recommendations are longer-term and will be contained within a new Strategic Plan which will be developed during spring, summer and fall of 2026. This work will form the basis of the District's new three-year LCAP beginning in 2027-28.
District Bargaining Units	In addition to Bargaining unit members having time to complete the LCAP survey during the work day, the District meets weekly with unit representatives to discuss issues and concerns including those related to the LCAP and solicits input and feedback.
SELPA Review	The LCAP was reviewed by representatives from the SELPA on May 20, 2026. One-hundred twenty-three families of students with Disabilities responded to the Districts LCAP/Climate survey in spring 2026.
Posting for Public Comment on Website	Additionally, MVWSD posted the LCAP for public comment on the website with the supporting presentation to encourage additional feedback. Posting for public comment on District website: May 18, 2026 through May 22, 2026: No members of the public commented on the LCAP. Written acknowledgement that there were no comments provided was posted on the District’s website on May 26, 2026.

Educational Partner(s)	Process for Engagement
Board of Trustees	On May 28, 2026 the LCAP was presented for public hearing and final feedback from the Board of Trustees and members of the public. The District responded in writing to the comments made during the public hearing and posted them to the District website on June 3, 2026. On June 11, 2026 the LCAP was presented for approval. The Board of Trustees approved the LCAP on June 11, 2026.

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

Feedback from Educational Partners is the foundation for the District's Strategic Plan 2027 and Local Control Accountability Plan. Feedback led directly to the following action/services in each goal area or the revision of actions/services as listed below.

Goal 1
LCAP/Climate survey data indicates that 91% (+4 Percentage Point (PP) from spring 2025) of parents and 60% (+7 PP from 2025) of staff report students are on track for the next academic year. One action for the 2025-26 school year was the continued development and implementation of the District's Multi Tiered System of Support (MTSS) (Action 1.13). In 2025-26 staff re-launched MVWSD's MTSS website that included protocols for data and information collection and coordination of Services Team meetings (COST) to improve access and use of data to support the Whole Child. All eleven school sites used the website although it is still not able to capture Student Success Team meetings and data. Technical limitations of the website impeded its effective use to capture student interventions. School sites continued to rely on internal documentation though Google Docs or Google Sheets to track student intervention data. The challenges capturing intervention data highlighted the need to explore the feasibility of purchasing a platform to manage MTSS workflows. This was frustrating for staff and led to inconsistencies in implementation of MTSS processes. Staff conducted an Request for Proposals to find a platform to take over the District website and hold District data in an accessible format. The District recommended purchasing the EduCLIMBER platform for purchase. The board approved this purchase on May 14th and the District will embark on a two year rollout. The District anticipates that these steps will lead to improved student outcomes thus preparing students for the next academic year.

An essential component of the District's MTSS is the Response to Instruction (RTI) process (Action 1.5). RTI builds time into school schedules for students to receive intervention or enrichment as needed. At the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allows classroom teachers to work with small groups of students. At the middle school level, students who need intervention are given an RTI period in their schedule. MVWSD conducted a Systems Study in Fall 2025. Results indicated a need for a stronger focus on core instruction. RTI time has been traditionally time for gap filling for students. One of the recommendations is to make sure that students during small group time are receiving instruction related to core content and standards. Staff will work with sites in 2026-27 to make this shift. RTI benefits students because its data-driven instruction and regular progress monitoring help tailor instruction to what students need. Results from the District's LCAP/Climate survey over the past several years indicate that parents have been very or completely satisfied with the support their child receives in Response to Instruction: 2022 62%, 2023 67%, 2024 68%, 2025 66% and 2026 66%. RTI will continue in 2025-26 and daily schedules will continue to adapted at Castro Elementary, Mistral

Elementary, Theuerkauf Elementary and Monta Loma Elementary to allow for longer uninterrupted instructional blocks to support student needs as well as to allow for teachers to have additional support during math blocks.

The Systems Study clearly identified that the District needs to refocus on core instruction that is standards based and aligned to the rigor of the Smarter Balanced Assessments). The District is decreasing the allocation of Instructional Coaches from 2025-26 and will instead have Instructional coaches support District teachers and sites with improving core instruction. Coaches will be trained with teachers and principals on planning for and assessing standards based and SBAC aligned core instruction through regular teaching cycles and data reflection practices (Action 1.2). The District will also continue to have a 1.0 FTE Teacher on Special Assignment to specifically support English Learner Programs. (Goal 1, Action 1) and a coach to support teachers within the District's Special Education department (Goal 1, Action 12). The Special Education Coach will continue to focus on supporting teachers new to Special Education with instructional practices and the development of IEPsSeventy-nine percent (+1 from spring 2024 of teachers agreed or strongly agreed that instructional coaches help them improve their practice. On the spring 2025 LCAP/Climate survey only 65% of parents of students with disabilities agreed or strongly agreed that Students in Special Education receive the resources and support they need. In spring 2026 82% of parents of students with disabilities agreed or strongly agreed with this statement. While not the sole reason for the 17percentage point increase, having a coach work specifically with teachers was effective. The coach for English Learner programs will continue to work directly with Castro, Crittenden and Vargas to address red indicators in English Learner Progress or in ELA and Math for English Language Learners. The coach will support teams to ensure that Designated and Integrated English Language Development is consistently and effectively delivered (Action 1.8 and 1.10) and support sites with the use of the interim English Learner Proficiency Assessments for California (ELPAC) are administered, analyzed and results used to refine instruction (Action 1.16).

Sixty-seven percent (+3 from spring 2025) of staff and 69% of parents (+2 from 2025) agree or strongly agree that underperforming students do not get the support they need. This coupled with the need to improve academic outcomes for students especially at our lower performing schools has led the District to continue to support an Early Literacy Team (Action 1.14). The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills. For 2026-27 the team has been restructured to include 8 reading intervention teachers supporting all elementary schools in the District with a focus on Vargas, Monta Loma, Theuerkauf, Castro and Mistral. The increase in Reading intervention teachers is to fill the gap created when the District decreased the instructional coaching team. In 2025-26 site based instructional coaches also provided reading intervention. Teachers will conduct small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise. As a result of the Orenda System's Study, staff will work to begin to push reading intervention into the core ELA block and provide some intervention afterschool to maximize instructional time.

In 2026-27 the District will continue it's work with the Mathematics Programming and Curriculum Adoption Committee. The District's math curriculum is outdated and it's assessments and middle school pathway placement criteria needs to be reviewed and revised. In 2025-26, the District worked to identify pilot curricula and began work to review current middle school pathways and criteria. The District's System's Study also identified a need for the District to ensure that all students who are eligible for accelerated math tracks are given the opportunity. This work has been added to this action step (Action 1.17). This action is necessary as the District looks to improve outcomes for all students and address perceptions by parents and staff from the spring 2026 LCAP/Climate Survey that their school offers challenging classes (62% of parents agreed or strongly agreed, +1 from 2025) and staff perceptions that students are on track for the next academic year (60% agreed or strongly agreed +7 from 2025).
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Goal 2
Parents who responded to the District's LCAP/Climate survey generally find their children have positive school environments. Eighty-two percent (+1 from spring 2025) of parents and 83% (+7 from spring 2025) of staff agreed or strongly agreed that students receive the Social Emotional support they need. Lower percentages of students indicate their school focuses on student's character - 65% (+4 from spring 2025) and only 59% (+2 from spring 2025) of students agree or strongly agree that students get along with each other and respect their differences. Increased, positive staff, student and parent perceptions in these areas are leading the District will continue to expand and implement the plan of action for social emotional learning which was first developed during the 2021-22 school year as part of the District's Strategic Plan 2027. The District implemented a new Social Emotional Learning curriculum in 2025-26 (Goal 2, Action 9) and will continue to refine its use. The District will also continue to have School Counselors for all school sites and will add an additional Mental Health Specialist (2 total for 2026-27) to support intensive student mental Health needs. The District will increase mental health services through accepting additional interns as well. Each site will continue to have one counselor except for Graham (2). Castro will have one counselor (Action 6.5). and will use rollover funding from the completed partnership with the Santa Clara County Office of Education to staff the wellness center with a licensed practitioner and then fill with interns in 2026-27 (Action 6.4). The counselors will play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons in 2025-26 (2.10).

The continued addition of counselors along with the work of the District's Differentiated Assistance/Behavior Team also supports the District in efforts to decrease chronic absenteeism and suspension rates. Seventy-seven percent (+8 from spring 2025) of students agreed or strongly agreed that they feel safe at school and only 74% (+3 from spring 2025) agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school. Additionally, 82% (+2 from 2025) of students agreed or strongly agreed that they have a trusted adult at school but only 63% (+3 from 2025) of students feel that they are treated fairly at school. In 2026-27 efforts to continue to decrease chronic absenteeism and suspension and create engaging and safe environments for students will continue. Some highlights are schools will review prior year chronically absent students and proactively reach out to the families with targeted communication related to attending school regularly. Student support teams made up of School and Community Engagement Facilitators, At Risk Supervisors, School Counselors, and/or teachers will engage families in restorative conversations to identify barriers for these student in order to match the student & family with appropriate supports and relationship building (Action 2.3). Staff will pair behavior/discipline data monthly reviews with development of tiered alternatives to suspension, including restorative practices activities. The Leadership Team and student support group (School and Community Engagement Facilitators, At Risk Supervisors, School Counselors), respectively, will map tiered restorative practices and alternatives to suspension supports at the district and school site level for year 1 development of our MTSS data platform with the goal of having identified practices & interventions to develop our tiered activities for the platform.) Staff will also conduct empathy interviews and data analysis to address disproportionately high suspension rates among the following student groups: LTELs, students who qualify for services under McKinney-Vento, and students with disabilities (Action 2.4).

The District's efforts to specifically address disproportionality have been successful. At the end of the 2024-25 school year MVWSD exited disproportionality for the over identification of Hispanic students with a specific learning disability and in 2025-26 the District is not longer disproportionate for suspensions of Hispanic students with Disabilities over 10 days.

Goal 3
Stakeholder responses on the LCAP/Climate survey continue to support having School and Community Engagement Facilitators (Goal 3, Action 1). On the District's LCAP/Climate survey 86% (same as 2025) of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 64% of respondents who are

parents/guardians of students who are English Learners agreed or strongly agreed that Community Engagement Facilitators have encouraged their involvement in school events and overall 79% (same as spring 2025) of parents agreed or strongly agreed that School and Community Engagement Facilitators encourage parent involvement in school. Additionally, the decrease in chronic absenteeism rates for homeless students by another 7.1% can also be attributed to the outreach done by our SCEF team. In 2026-27 he District will continue to have an additional SCEF specific to supporting this group of families across the District. The SCEF team will also continue to monitor attendance of Students with Disabilities along with Homeless students.

The District will continue its focus on Equity although this work will be continue to be facilitated by a District principal. For the 26-27school year, Equity work will include
1. Development and implementation of the district's culture and climate program #BetterTogether. The annual theme will be One World: Many Voices and include a digital matrix of learning targets and activities along with supporting literature provided to sites.
2. Formation and facilitation of quarterly District Equity Advisory Committee meetings. These meetings will include participants from multiple stakeholder groups including Board members, parents, district leaders, teachers, and classified staff members. The advisory committee will provide feedback to the Superintendent and/or designee around issues of equity and inclusion in the district.
3. Continued consultation with Superintendent or designee on Equitable Access to Choice Programs in the district. This consultation will relate to the implementation and revision of the choice program lottery and/or supports provided to schools to ensure equitable access for families.
4. Professional development on issues related to healthy school culture and climate for both students and staff upon request. These may include training sessions about addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups.

Eighty-seven percent (-1 from spring 2024) of staff and 92% (+1 from spring 2025) of parents agreed or strongly agreed that students from different cultural backgrounds become friends. 83% (same as 2025) of parents, 76% (+6 from spring 2023) of staff students agreed or strongly agreed that students get along with each other and respect each other's differences although only 59% (+2 from spring 2024) of students agreed or strongly agreed indicating there is still work to be done. Eighty-three percent (+7 from 2025) of parents agreed or strongly agreed on the District's LCAP/Climate Survey that they are very or completely satisfied with Parent University indicating a need to continue this program.

Goal 4
Staff who responded to the LCAP/Climate survey indicate there has been improvement when it comes to receiving and giving feedback in schools. Eighty percent (+3) from spring 2025 agreed or strongly agreed that they receive an appropriate amount of feedback on their work. However, lower percentages of staff feel they have a say in decision-making at their school (65% - +12 from spring 2024) and the percentage of staff that indicated administrators listen to their suggestions and recommendations decreased to seventy-one percent (-8 from spring 2025). Additionally, only 33% (+1 from spring 2025) agreed or strongly agreed that they were satisfied with the professional development provided by the District. The professional development survey was not given in 2025-26 due to staffing and priority changes. This year, two new programs were introduced to better support the development of our classified and certificated staff (Action 4.2) The Aspiring Leaders program was begun this year. The program is a professional development initiative designed to identify and nurture educators with leadership potential. It equips participants with skills in instructional leadership, team collaboration, and school improvement through mentorship, training, workshops and practical leadership experiences. This program designed for certificated staff builds a strong internal leadership pipeline. This will continue in 2026-27. In 2026-27 staff will also begin a Resident Teacher Program. To promote opportunities for

growth in both our classified and certificated staff, MVWSD is partnering with SCCOE for the 2026-27 school year to build a Teacher Residency Program. This partnership between our district and the county promotes a shared responsibility of recruiting, developing, and retaining effective educators. The teacher residency program offers a co-teaching experience that strengthens professional practice through a paid, year-long placement with a high-quality mentor teacher. This model not only prepares future educators to be classroom-ready from day one, but also creates a pathway to employment. Staff will collect data on the effectiveness and staff perceptions of these programs in 2026-27.

Goal 5
Forty-eight percent of students indicated their school is clean on the LCAP/Climate survey which is an increase of 13 percentage points from 2025 but only 29% agreed or strongly agreed that the restrooms are clean at their school. In order to continue to improve and maintain the cleanliness, safety, and functionality of all school sites stff will conduct quarterly site inspections at each school, focusing on high-priority areas including restrooms, playgrounds, and a representative sample of classrooms and common spaces. Inspection findings will be used to identify and prioritize maintenance and custodial needs, support continuous improvement, and ensure readiness for the annual FIT evaluation. To incorporate student voice, staff will continue to conduct simple annual feedback process (e.g., survey or small focus group) to better understand student perceptions of campus cleanliness and safety and inform ongoing improvements. (Action 5.1). While 85% of parents agree or strongly agree that their child has adequate access to technology at school, the District knows that not all students have reliable access to the internet at home. The District will continue to implement MVWSDConnect (Action Action 5.3). MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in Citizens Broadband Radio Service (CBRS) equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home. In 2026-27 the department will continue to provide routers and Chromebooks to students who need Internet access at home that will allow them to access the CBRS network. Staff continues hearing from parents regarding concerns around technology usage and monitoring. The District has taken steps to reduce technology by moving away from 1:1 devices at grades K-3 and instead having carts in classrooms. The District will provide a device for any family that requests one in 2026-27 (Action 5.2). Additionally, staff is continuing to work on the technology review. A survey of parent, staff and student perceptions of technology will be administered in May 2026 with completion slated for fall 2026 (Action 5.5).

Goal 6
The actions in this goal are additional supports put in place to improve outcomes for students and Castro School. Castro will continue to implement a daily schedule. The schedule will have 50 minute blocks for instruction, common breaks for grades 1-5 and allow for cross grade level Response to Instruction each day. The new schedule will also allow for team teaching in math (Action 6.7). Eighty percent of parents (+1 from 2025) and 86% of staff (+25 from 2025) agree or strongly agree that students receive the social emotional support they need supporting the District in staffing Castro with one full time counselor (Action 6.5) and additional support in the Wellness Center from the District's mental health specialist and interns (Action 6.4). Additionally, 86% (+4 from 2025) of parents at Castro agreed or strongly agreed that Community Engagement Facilitators (SCEF) encouraged my involvement in school events supporting the need for 1.5 FTE SCEFs. Suspension rates at Castro dropped 4.9% from 2024-25 and now the suspension rate is 1.5% based on the California Dashboard indicating that have two At Risk Supervisors allows student needs to be met quickly before escalation (Action 6.2).

SELPA Review and Input
The SELPA reviewed the District's LCAP on May 20, 2026 and provided feedback.
SELPA Review;

Summary and Suggested Revisions
The LCAP demonstrates a thoughtful and data-informed approach to supporting students with disabilities, with strengths including: clear identification of SWDs within the student population, use of multiple data sources to monitor performance demonstrated improvement in key Dashboard indicators, alignment of Differentiated Assistance needs with targeted actions, and inclusion of SWDs across goals, metrics, and actions

Key revisions include:
Revision of the SELPA consultation section to accurately reflect the May 20, 2026 feedback by removing duplicative survey language

Conclusion
The SELPA LCAP review and consultation findings indicate that Mountain View Whisman School District has established an inclusive and aligned approach to serving students with disabilities. The district has demonstrated measurable improvements in outcomes while maintaining a strong focus on data-driven decision-making and targeted supports. Continued attention to closing achievement gaps and addressing identified areas of need will further strengthen outcomes for students with disabilities.

Community Partner Input
A draft of the LCAP with a supporting presentation was posted on the District's website for community input. No members of the community responded.

Three members of the community made comments during the public hearing on May 28, 2026 and written responses were provided on June 3, 2026. Based on some of the comments, staff revised wording in the annual update (Goal 1, prompt 3) related to the Early Literacy Team, Response to Instruction and actions related to English Learners to make it more clear and understandable.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and Implement effective and consistent instructional practices that meet the needs of all students.	Broad Goal

State Priorities addressed by this goal.

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.

It is important to develop a districtwide program for effective instruction that defines high quality, culturally relevant teaching strategies. Through this responsive teaching we can stimulate students' cognitive development and create students that are flexible thinkers. When the tools and strategies developed blend together, they create the social, emotional, and cognitive conditions that accelerates learning for all students. Additionally, this program will ensure a coherent approach to instruction rather than introducing a series of unrelated new instructional initiatives.

This goal aligns to the District's SP2027 Goal 1 and State Priorities 2,4,7, and 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	Priority 4 - Student Achievement CAASPP Results - ELA	2022-23 64% of students met or exceeded standards in ELA in spring 2023. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2023:	2023-24 62% of students met or exceeded standards in ELA in spring 2024. The following are the percentages of	2024-25 63% of students met or exceeded standards in ELA in spring 2025. The following are the percentages of	Percentage of students who will meet or exceed standards in ELA in spring 2026 Overall 75% Socio Economically Disadvantaged (SED) - 51%	Overall: -1 Percentage Points (PP) Socio Economically Disadvantaged (SED) -3 PP English Language Learners (ELL) - 0 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio Economically Disadvantaged (SED) - 31% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 62% Long-Term English Learners(LTEL) - 4% Students With Disabilities (SWD) -27% Homeless - 12% Hispanic/Latino - 33% Asian - 90% White - 83% Crittenden Middle School - Percent of students who met or exceeded standards in ELA in spring 2023 ELL: 7% Graham Middle School - Percent of students who met or exceeded standards in ELA in spring 2023 ELL - 3% Homeless - 9% Socio-Economically Disadvantaged - 25% Hispanic - 25%	students in each significant student group that met or exceeded standards in ELA in spring 2024: Socio Economically Disadvantaged (SED) -28% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 60% Long-Term English Learners(LTEL) - 5% Students With Disabilities (SWD) - 24% Homeless - 14% Hispanic/Latino - 31% Asian - 88% White - 80% Crittenden Middle School - Percent of students who met or exceeded	students in each significant student group that met or exceeded standards in ELA in spring 2025: Socio Economically Disadvantaged (SED) • 28% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 61% Long-Term English Learners(LTEL) - 4% Students With Disabilities (SWD) - 25% Homeless - 12% Hispanic/Latino - 30% Asian - 90% White - 83% Crittenden Middle School - Percent of students who met or exceeded	English Language Learners (ELL) - 28% Reclassified Fluent English Proficient (RFEP) - 73% Long-Term English Learners(LTEL) - 31% Students With Disabilities (SWD) -49% Homeless - 38% Hispanic/Latino - 53% Asian - 93% White - 88% Crittenden Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL: 34.9% Graham Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL - 32%	Reclassified Fluent English Proficient (RFEP) -1 PP Long-Term English Learners(LTEL) 0 PP Students With Disabilities (SWD) -2 PP Homeless 0 PP Hispanic/Latino -3 PP Asian 0 PP White 0 PP Crittenden Middle School: ELL: +1 PP Graham Middle School: ELL +3 PP Homeless -2 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards in ELA in spring 2024 ELL: 8% Graham Middle School • Percent of students who met or exceeded standards in ELA in spring 2024: ELL - 2% Homeless - 9% Socio-Economically Disadvantaged - 24% Hispanic - 25%	standards in ELA in spring 2024 ELL: 8% Graham Middle School • Percent of students who met or exceeded standards in ELA in spring 2025: ELL - 6% Homeless - 7% Socio-Economically Disadvantaged - 25% Hispanic - 25%	Homeless - 36% Socio-Economically Disadvantaged - 47% Hispanic - 47%	Socio-Economically Disadvantaged 0 PP Hispanic - 0 PP
1.2	Priority 4 - Student Achievement CAASPP Results - Math	2022-23 58% of students met or exceeded standards in math in spring 2023. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2023: Socio Economically Disadvantaged (SED) - 23% English Language Learners (ELL) - 11%	2023-24 58% of students met or exceeded standards in math in spring 2024. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2024:	2024-25 58% of students met or exceeded standards in math in spring 2025 The following are the percentages of students in each significant subgroup that met or	Percentage of students who will meet or exceed standards in Math in spring 2026 Overall 70% Socio Economically Disadvantaged (SED) - 46% English Language Learners (ELL) - 38%	Overall: 0 Percentage Points (PP) Socio Economically Disadvantaged (SED) -2 PP English Language Learners (ELL) +1 PP Reclassified Fluent English Proficient (RFEP) +4 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Reclassified Fluent English Proficient (RFEP) - 52% Long-Term English Learners(LTEL) - 2% Students With Disabilities (SWD) -23% Homeless - 9% Hispanic/Latino - 23% Asian - 89% White - 78% Crittenden Middle School - Percent of students who met or exceeded standards in math in spring 2023 ELL: 4% Graham Middle School - Percent of students who met or exceeded standards in math in spring 2023 ELL - 3% Homeless - 6% Socio-Economically Disadvantaged - 18% Hispanic - 17%	Socio Economically Disadvantaged (SED) - 21% English Language Learners (ELL) - 11% Reclassified Fluent English Proficient (RFEP) - 52% Long-Term English Learners (LTEL) - 2% Students With Disabilities (SWD) - 24% Homeless - 8% Hispanic/Latino - 22% Asian - 89% White - 80% Crittenden Middle School - Percent of students who met or exceeded standards in math in spring 2024 ELL: 6% Graham Middle School - Percent of students who met or exceeded standards in math in spring 2024: ELL - 4%	exceeded standards in math in spring 2025: Socio Economically Disadvantaged (SED)- 21% English Language Learners (ELL) - 12% Reclassified Fluent English Proficient (RFEP) - 56% LongTerm English Learners(LTEL) - 3% Students With Disabilities (SWD) - 25% Homeless - 10% Hispanic/Latino - 22% Asian - 89% White - 80% Crittenden Middle School - Percent of students who met or exceeded standards in math in spring 2025 ELL: 9% Graham Middle School - Percent of	Reclassified Fluent English Proficient (RFEP) - 67% Long-Term English Learners(LTEL) - 31% Students With Disabilities (SWD) - 46% Homeless - 36% Hispanic/Latino - 46% Asian - 92% White - 84% Crittenden Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL: 33% Graham Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL - 32% Homeless - 34% Socio-Economically	Long-Term English Learners(LTEL) +1 PP Students With Disabilities (SWD) +2 PP Homeless +1 PP Hispanic/Latino -1 PP Asian 0 PP White +2 PP Crittenden Middle School: ELL: +5 PP Graham Middle School: ELL +3 PP Homeless +1 PP Socio-Economically Disadvantaged -2 PP Hispanic -1 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless - 3% Socio-Economically Disadvantaged - 18% Hispanic - 17%	students who met or exceeded standards in math in spring 2024: ELL - 6% Homeless - 7% Socio-Economically Disadvantaged - 16% Hispanic - 16%	Disadvantaged - 41% Hispanic - 41%	
1.3	Priority 4 - Student Achievement CAASPP Results - Science	2022-23 55% of students met or exceeded standards in Science in spring 2023. The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2023: Socio Economically Disadvantaged (SED) - 21% English Language Learners (ELL) - 3% Reclassified Fluent English Proficient (RFEP) - 44% Long-Term English Learners(LTEL) - 11%	2023-24 54% of students met or exceeded standards in Science in spring 2024. The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2024: Socio Economically Disadvantaged (SED) -22% English Language Learners (ELL) - 6%	2024-25 56% of students met or exceeded standards in Science in spring 2025. The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2025: Socio Economically Disadvantaged (SED) - 20% English Language Learners (ELL) - 5%	Percentage of students who will meet or exceed standards in Science in spring 2026 Overall 68% Socio Economically Disadvantaged (SED) - 44% English Language Learners (ELL) - 32% Reclassified Fluent English Proficient (RFEP) - 64% Long-Term English Learners(LTEL) - 38% Students With Disabilities (SWD) - 44%	Overall: +1 Percentage Points (PP) Socio Economically Disadvantaged (SED) -1 PP English Language Learners (ELL) - +2 PP Reclassified Fluent English Proficient (RFEP) +5 PP Long-Term English Learners(LTEL) - 11 PP Students With Disabilities (SWD) +2 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD) - 21% Hispanic/Latino - 24% Asian - 83% White - 75%	Reclassified Fluent English Proficient (RFEP) - 45% Long-Term English Learners(LTEL) - 0% Students With Disabilities (SWD) - 23% Hispanic/Latino - 24% Asian - 78% White - 73%	Reclassified Fluent English Proficient (RFEP) - 49% Long-Term English Learners(LTEL) – 0% Students With Disabilities (SWD) - 23% Hispanic/Latino - 24% Asian - 81% White - 81%	Hispanic/Latino - 46% Asian - 88% White - 82%	Hispanic/Latino 0 PP Asian -2 PP White +6 PP
1.4	English Learner Progress - California Dashboard	California Dashboard 2023 District: 53.7% of English Learners are making progress toward English Language Proficiency Vargas: 44% of English Learners are making progress toward English Language Proficiency	California Dashboard 2024 District: 51.5% of English Learners are making progress toward English Language Proficiency Vargas: 45.6% of English Learners are making progress toward English Language Proficiency	California Dashboard 2025 District: 49.7% of English Learners are making progress toward English Language Proficiency Vargas: 67.6% of English Learners are making progress toward English Language Proficiency	California Dashboard 2026 District: 69% of English Learners are making progress toward English Language Proficiency Vargas: 57% of English Learners are making progress toward English Language Proficiency.	California Dashboard 2025 District -4 Percentage Points (PP) Vargas +23.6 PP
1.5	Priority 4 - Student Achievement Reclassification Rate	October 2023 : 14.95%	October 2024: 11.8%	October 2025: 9.48%	October 2026 20%	October 2025: -5.47 Percentage Points (PP)
1.6	Percentage of Long Term English Learners	Spring 2024: 2.8% of EL students are Long Term English Learners	Spring 2025: 6.6% of EL students are Long	Spring 2026: 7.5% of EL students are Long	Spring 2027: Original Desired Outcome:	Spring 2026: +1.8 Percentage Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Initial Rate 2.8% of EL students are Long Term English Learners (Spring 2024) Corrected Rate: 5.7% of EL students are Long Term English Learners (Spring 2024)	Term English Learners	Term English Learners	1.5% of EL students will be classified as Long Term English Learners Adjusted Desired Outcome: 4.5% of EL students will be classified as Long Term English Learners	(PP) using corrected rate.
1.7	Priority 2 - Implementation of State Standards - Rubric scores on the Academic Content Standards Self Reflection Tool Rubric	2023-24 The District had all 4's and 5's on the Self Reflection tool for implementation of state standards.	2024-25 The District had all 4's and 5's on the Self Reflection tool for implementation of state standards.	2025-26 The District revised ratings based on results of the Systems Study done in fall 2025 Currently the District has 10/23 areas that moved from a 4 to a 3 on the Academic Content Standards Self Reflection Tool	June 2027 Obtain rubric scores of at least 4 on all areas of the Academic Content Standards Self Reflection Tool Rubric	2025-26 10/23 areas were moved from a 4 to a 3 on the Academic Content Standards Self Reflection Tool
1.8	Priority 7 - Course Access Percentage of students in grades 1-8 that have access to a Broad Course of Study including Low-income, Foster Youth, English	2023-24 100% of students had access to a broad course of study based on data from the District's student information system	2024-25 100% of students had access to a broad course of study based on data from the District's student information system	2025-26 100% of students had access to a broad course of study based on data from the District's student information system	Spring 2027 100% of students will have access to a broad course of study based on data from the District's student information system.	2025-26 0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Language Learners and Students with Disabilities					
1.9	Discontinued for 2026-27 i-Ready Reading	Diagnostic 2 2023-24 58% of students met or exceeded standards in reading on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2: Socio Economically Disadvantaged (SED) - 22% English Language Learners (ELL) 12% Reclassified Fluent English Proficient (RFEP) - 59% Long-Term English Learners(LTEL) - 3% Students With Disabilities (SWD) 26% Homeless - 8% Hispanic/Latino - 27% Asian - 82% White - 74 % Crittenden Middle School - Percent of	Diagnostic 2 2024-25 59% of students met or exceeded standards in reading on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2: Socio Economically Disadvantaged (SED) - 22% English Language Learners (ELL) - 16% Reclassified Fluent English Proficient (RFEP) - 61% Long-Term English Learners(LTEL) - 1% Students With Disabilities (SWD) - 27%	Diagnostic 2 2025-26 60% of students met or exceeded standards in reading on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2: Socio Economically Disadvantaged (SED) - 23% English Language Learners (ELL) - 15% Reclassified Fluent English Proficient (RFEP) -60 % Long-Term English Learners(LTEL) - 0% Students With Disabilities (SWD)	Discontinued for 2026-27 Diagnostic 2 2026-27 Overall 70% Socio Economically Disadvantaged (SED) - 45% English Language Learners (ELL) - 38% Reclassified Fluent English Proficient (RFEP) - 71% Long-Term English Learners(LTEL) - 32% Students With Disabilities (SWD) - 48% Homeless - 36% Hispanic/Latino - 49% Asian - 86% White - 82% Crittenden Middle School - Percent of students who will met or exceeded standards in	Overall: +2 Percentage Points (PP) Socio Economically Disadvantaged (SED) +1 PP English Language Learners (ELL) +3 PP Reclassified Fluent English Proficient (RFEP) +1 PP Long-Term English Learners(LTEL) -3 PP Students With Disabilities (SWD) -1 PP Homeless +5 PP Hispanic/Latino +2 PP Asian +2 PP White +3 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		who will met or exceeded standards in Reading on diagnostic 2 Reading: ELL - 0% Graham Middle School - Percent of students who will met or exceeded standards in Reading on diagnostic 2 ELL - 1% Homeless - 4% Socio-Economically Disadvantaged - 20% Hispanic - 20%	Homeless - 8% Hispanic/Latino - 27% Asian - 84% White - 77% Crittenden Middle School - Percent who met or exceeded standards in Reading on diagnostic 2 Reading: ELL - 6% Graham Middle School - Percent of students who met or exceed standards in Reading on diagnostic 2: ELL - 3% Homeless - 9% Socio-Economically Disadvantaged - 17% Hispanic - 20%	- 25% Homeless - 13% Hispanic/Latino - 29% Asian - 84% White - 77% Crittenden Middle School - Percent who met or exceeded standards in Reading on diagnostic 2 Reading: ELL - 4% Graham Middle School • Percent of students who met or exceed standards in Reading on diagnostic 2: ELL - 0% Homeless - 10% Socio-Economically Disadvantaged - 17% Hispanic - 22%	Reading on diagnostic 2 Reading: ELL - 30% Graham Middle School - Percent of students who will met or exceeded standards in Reading on diagnostic 2 ELL - 31% Homeless - 32% Socio-Economically Disadvantaged - 44% Hispanic - 44%	Crittenden Middle School: ELL: +4 PP Graham Middle School: ELL -1 PP Homeless +6 PP Socio-Economically Disadvantaged -3 PP Hispanic +2 PP
1.10	Discontinued for 2026-27 I-Ready Reading - percentage of students	Diagnostic 2 2023-24 39% of students made one year's growth in	Diagnostic 2 2024-25	Diagnostic 2 2025-26	Discontinued for 2026-27	Diagnostic 2 2025-26: -4 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who made 1 year's growth -	reading as of Diagnostic 2	39% of students made one year's growth in reading as of Diagnostic 2	35% of students made one year's growth in reading as of Diagnostic 2	Diagnostic 2 2026-27 100% of students will make 1 year's growth	
1.11	Discontinued for 2026-27 i-Ready math	Diagnostic 2 2023-24 52% of students met or exceeded standards in Math on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math on Diagnostic 2: Socio Economically Disadvantaged (SED) - 15% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 53% Long-Term English Learners(LTEL) - 0% Students With Disabilities (SWD) 23% Homeless - 5% Hispanic/Latino - 18% Asian - 81% White - 70%	Diagnostic 2 2024-25 51% of students met or exceeded standards in Math on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math on Diagnostic 2: Socio Economically Disadvantaged (SED) - 13% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 52% Long-Term English Learners(LTEL) - 0%	Diagnostic 2 2025-26 51% of students met or exceeded standards in Math on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math on Diagnostic 2: Socio Economically Disadvantaged (SED) - 14% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 50% Long-Term English	Discontinued for 2026-27 Diagnostic 2 2026-27 Overall 66% Socio Economically Disadvantaged (SED) - 40% English Language Learners (ELL) - 38% Reclassified Fluent English Proficient (RFEP) - 67% Long-Term English Learners(LTEL) - 30% Students With Disabilities (SWD) - 46% Homeless - 33% Hispanic/Latino - 43% Asian - 87% White - 80% Crittenden Middle School - Percent of	Overall: -1 Percentage Points (PP) Socio Economically Disadvantaged (SED) -1 PP English Language Learners (ELL) 0 PP Reclassified Fluent English Proficient (RFEP) -3 PP Long-Term English Learners(LTEL) 0 PP Students With Disabilities (SWD) 0 PP Homeless +3 PP Hispanic/Latino 0 PP Asian +2 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2 ELL: 4% Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 6% Homeless - 5% Socio-Economically Disadvantaged - 16% Hispanic - 17%	Students With Disabilities (SWD) 21% Homeless - 4% Hispanic/Latino - 16% Asian - 81% White - 69% Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2: ELL: 7% Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 6% Homeless - 2% Socio-Economically Disadvantaged - 13% Hispanic - 13%	Learners(LTEL) - 0% Students With Disabilities (SWD) 23% Homeless - 8% Hispanic/Latino - 18% Asian - 83% White - 67% Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2: ELL: 4% Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 4% Homeless - 4% Socio-Economically Disadvantaged - 14% Hispanic - 15%	students who met or exceeded standards in math on diagnostic 2 ELL:33% Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 34% Homeless - 35% Socio-Economically Disadvantaged - 41% Hispanic - 42%	White -3 PP Crittenden Middle School : ELL: 0 PP Graham Middle School: ELL -2 PP Homeless -1 PP Socio-Economically Disadvantaged -2 PP Hispanic - 2 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Discontinued for 2026-27 i-Ready math - percentage of students who made 1 year's growth	Diagnostic 2 2023-24 28% of students made one yea's growth in math as of Diagnostic 2	Diagnostic 2 2024-25 27% of students made one year's growth in math as of Diagnostic 2	Diagnostic 2 2025-26 27% of students made one year's growth in math as of Diagnostic 2	Discontinued for 2026-27 Diagnostic 2 2026-27 100% of students will make 1 year's growth	Diagnostic 2 2025-26: -1 Percentage Point (PP)
1.13	Designated English Language Development Schedules	Initial Metric: 2023-24: 100% of sites submitted master schedules for ELD Revised Metric: 2023-24 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction	2024-25: 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction	2025-26: 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction	Initial Metric: 2026-27: 100% of sites submitted master schedules for ELD Revised Metric: 2026-27 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction	2025-26: 0 Percentage Points (PP)
1.14	Course Access: General Education Participation - Students with Disabilities	2023-24 78.1% of Students with Disabilities participate in general education 80-100% of the time 17.8% of Students with Disabilities participate in general education 0-39% of the time	2024-25 76.2% of Students with Disabilities participate in general education 80-100% of the time. 16.7% of Students with Disabilities participate in	2025-26 77.8% of Students with Disabilities participate in general education 80-100% of the time. 13.8% of Students with Disabilities participate in	2026-27 81% of Students with Disabilities are participate in general education 80-100% of the time 14% of Students with Disabilities are participate in general education 0-39% of the time	2025-26 80-100%: -0.3 Percentage Points (PP) 0-39%: -4.0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			general education 0-39% of the time	general education 0-39% of the time		
1.15	District Climate/LCAP Survey - Broad Course of Study	82% of parents agreed or strongly agreed on the spring 2024 LCAP/Climate Survey that their child had access to a broad course of study	82% of parents agreed or strongly agreed on the spring 2025 LCAP/Climate Survey that their child had access to a broad course of study	86% of parents agreed or strongly agreed on the spring 2026 LCAP/Climate Survey that their child had access to a broad course of study	Spring 2027 88% of parents will agree or strongly agree	2026 LCAP/Climate Survey +4 Percentage Points (PP)
1.16	Course Access - Services for Socio-Economically Disadvantaged Students, English Learners and Foster Youth	2023-24 67% of Socio-Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)	2024-25 64% of Socio-Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)	2025-26 61% f Socio-Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)	2026-27 75% of Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)	2025-26 -6 Percentage Points (PP)
1.17	District Climate/LCAP Survey - Instructional Coaches	Spring 2024 76% of teachers agreed or strongly agreed that instructional coaches help them improve their practice	Spring 2025 78% of teachers agreed or strongly agreed that instructional coaches help them improve their practice	Spring 2026 79% of teachers agreed or strongly agreed that instructional coaches help them improve their practice	Spring 2027 83% of teachers will agree or strongly agree that instructional coaches help them improve their practice	Spring 2026 +3 Percentage Points (PP)
1.18	Discontinued for 2026-27	Diagnostic 2 2024-25	No data as this is a new metric added	Diagnostic 2 2025-26	Discontinued for 2026-27	Diagnostic 2 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning Recovery Emergency Block Grant Metric (LREBG) i-Ready Reading Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas	Monta Loma Kinder - 45% 1st - 53% 2nd - 45% 3rd - 54% Theuerkauf Kinder - 58% 1st - 63% 2nd - 54% 3rd - 43% Castro Kinder - 45% 1st - 11% 2nd - 9% 3rd - 22% Mistral Kinder - 38% 1st - 30% 2nd - 47% 3rd - 47% Vargas Kinder - 76% 1st - 65% 2nd - 61% 3rd - 67%	for the 2025-26 LCAP.	Monta Loma Kinder 60% 1st 51% 2nd 48% 3rd 62% Theuerkauf Kinder 70% 1st 51% 2nd 61% 3rd 49% Castro Kinder 38% 1st 21% 2nd 25% 3rd 23% Mistral Kinder 48% 1st 40% 2nd 37% 3rd 53% Vargas Kinder 66% 1st 65% 2nd 64% 3rd 70%	Diagnostic 2 2026-27 Monta Loma Kinder - 56% 1st - 62% 2nd - 56% 3rd - 65% Theuerkauf Kinder - 66% 1st - 72% 2nd - 63% 3rd - 52% Castro Kinder - 55% 1st - 44% 2nd - 28% 3rd - 38% Mistral Kinder - 50% 1st - 44% 2nd - 57% 3rd - 57% Vargas Kinder - 82% 1st - 72% 2nd - 68% 3rd - 73%	Monta Loma Kinder +15 Percentage Points (PP) 1st -2 PP 2nd +3 PP 3rd +8 PP Theuerkauf Kinder +12 PP 1st -12 PP 2nd +7 PP 3rd +6 PP Castro Kinder -7 PP 1st - +10 PP 2nd +16 PP 3rd - +1 PP Mistral Kinder +10 PP 1st +10 PP 2nd -10 PP 3rd +6 PP Vargas Kinder -10 PP 1st 0 PP 2nd +3 PP 3rd +3 PP
1.19	Discontinued for 2026-27 Learning Recovery Emergency Block Grant Metric (LREBG)	Diagnostic 2 2024-25 Monta Loma Kinder - 55% 1st - 47% 2nd - 48	No data as this is a new metric added for the 2025-26 LCAP.	Diagnostic 2 2025-26 Monta Loma Kinder 56% 1st 48%	Discontinued for 2026-27 Diagnostic 2 2026-27	.Diagnostic 2 2025-26 Monta Loma Kinder +1 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	i-Ready Phonics Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas	3rd - 70 Theuerkauf Kinder - 73% 1st - 63% 2nd - 67% 3rd - 67% Castro Kinder - 48% 1st - 18% 2nd - 12% 3rd - 32% Mistral Kinder - 52% 1st - 34% 2nd - 53% 3rd - 60% Vargas Kinder - 78% 1st - 63% 2nd - 67% 3rd - 69%		2nd 69% 3rd 73% Theuerkauf Kinder 73% 1st 55% 2nd 70% 3rd 71% Castro Kinder 44% 1st 32% 2nd 46% 3rd 29% Mistral Kinder 55% 1st 48% 2nd 46% 3rd 66% Vargas Kinder 67% 1st 72% 2nd 74% 3rd 75%	Monta Loma Kinder - 64% 1st - 57% 2nd - 58 3rd - 76 Theuerkauf Kinder - 80% 1st - 70% 2nd - 73% 3rd - 73% Castro Kinder - 58% 1st - 35% 2nd - 30% 3rd - 46% Mistral Kinder - 62% 1st - 46% 2nd - 62% 3rd - 68% Vargas Kinder - 82% 1st - 70% 2nd - 73% 3rd - 75%	1st +1 PP 2nd +21 PP 3rd +3 PP Theuerkauf Kinder 0 PP 1st -8 PP 2nd +3 PP 3rd +4 PP Castro Kinder -4 PP 1st - +14 PP 2nd +34 PP 3rd - -3 PP Mistral Kinder +3 PP 1st +14 PP 2nd -7 PP 3rd +6 PP Vargas Kinder -11 PP 1st +9 PP 2nd +7 PP 3rd +6 PP
1.20	Learning Recovery Emergency Block Grant Metric (LREBG) DIBELS Composite , percent at or above benchmark for Monta Loma, Theuerkauf,	DIBELS Composite: December 2025 Percent at or above benchmark Monta Loma Kinder - 50% 1st - 51.1%	No data as this is a new metric added for the 2026-27 LCAP.	No data as this is a new metric added for the 2026-27 LCAP.	DIBELS Composite: December 2026 Percent at or above benchmark Monta Loma Kinder - 55%	No data as this is a new metric added for the 2026-27 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Castro, Mistral and Vargas	2nd - 69.2% Theuerkauf Kinder - 47.9% 1st - 60.4% 2nd - 77.2% Castro Kinder - 15.4% 1st - 30.8% 2nd - 39.3% Mistral Kinder - 27.9% 1st - 42.2% 2nd - 47.2% Vargas Kinder - 49.7% 1st - 77.8% 2nd - 82.1%			1st - 56% 2nd - 75% Theuerkauf Kinder - 54% 1st - 65% 2nd - 82% Castro Kinder - 25% 1st - 40% 2nd - 50% Mistral Kinder - 35% 1st - 50% 2nd - 55% Vargas Kinder - 55% 1st - 82% 2nd - 85%	
1.21	Learning Recovery Emergency Block Grant Metric (LREBG) DIBELS Phonics Fluency, percent at or above benchmark for Monta Loma, Theuerkauf, Castro, Mistral and Vargas	DIBELS Phonics Fluency: December 2025 Percent at or above benchmark Monta Loma Kinder - 45.6% 1st - 45.9% 2nd - 75% Theuerkauf Kinder - 47.9% 1st - 43.8% 2nd - 65.6%	No data as this is a new metric added for the 2026-27 LCAP.	No data as this is a new metric added for the 2026-27 LCAP.	DIBELS Composite: December 2026 Percent at or above benchmark Monta Loma Kinder - 51% 1st - 51% 2nd - 80% Theuerkauf Kinder - 55% 1st - 50% 2nd - 61%	No data as this is a new metric added for the 2026-27 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Castro Kinder - 28.2% 1st - 41.4% 2nd - 37% Mistral Kinder - 44.3% 1st - 51.6% 2nd - 56.5% Vargas Kinder - 44.7% 1st - 73.4% 2nd - 69.7%			Castro Kinder - 35% 1st - 48% 2nd - 45% Mistral Kinder - 51% 1st - 57% 2nd - 62% Vargas Kinder - 50% 1st - 78% 2nd - 76%	

Goal Analysis [2025-26]

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

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

The District was able to implement most actions as described in Goal 1 during the 2025-26 school year.

Successful Implementation
The District began the school year with a full instructional coaching team (Action 1.1). Each elementary school had a coach, the middle schools shared 4 content specific coaches, and a District coach for English Language Development was hired. All coaches provided direct intervention services 40% of the time and instructional coaching 60% of the time. All elementary English Language Arts, and social studies coaches have been trained in evidence-based foundational skills instruction (Orton Gillingham). Science and math coaches have been trained in foundational math intervention. Additionally, a technology coach (Action 1.2) was hired and worked to support staff with the use of District technology.

The District continued to use SchoolCity as its data platform to administer classroom assessments and monitor student achievement throughout and across school years (Action 1.3) and iReady was used as the District's diagnostic assessment for grades K-8 three times per year, August, December and May (Action 1.4). The District continued to provide Response to Instruction at elementary and middle schools to support student needs. Each elementary student receives RTI at least 2 times a week. Castro and Mistral Elementary's schedules have strategically scheduled PE, art, and music specials so that grade levels can have at least three common, uninterrupted core instruction blocks across the grade level (Action 1.5).

The District provided summer programs including MVWSD+ Summer Camp, Elevate Math, the Valdes Summer Math Institute and Peninsula Bridge Summer session for over 640 students. (Action 1.6) Targeted Student Support Program funds were allocated to all school sites to specifically support improved outcomes for unduplicated students (English Learners, Socio-Economically Disadvantaged and Foster Youth). Expenditures were outlined in School Plans for Student Achievement (Action 1.7).

School Schedules included blocks for Designated English Language Development.Students were regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in Elementary school or placed in level specific classes in middle school (Action 1.8). Castro, Vargas, and Crittenden all participated in a district-wide data cycle specifically focused on English Learner writing designed by the English Language Development coach. Middle schools offered sections of Transitional Language Arts classes especially tailored for the needs of middle school newcomer students.

All K-5 teachers have access to a set of Language Development resources built on our subscription to Grammar Gallery. Resources include a set of ready-to-use lessons for teachers to use at Elementary sites during Designated English Language Development time. At Middle School, teachers of Novice English Learners who are new to the US have access to subscriptions to Read 180, a reading program. Additionally, reading platforms are available to all students which have read-aloud and read-along functions include EPIC, SORA, and Learning Ally. (Action 1.9). Teachers and coaches were trained on best practice Sheltered Instruction Observation Protocol (SIOP) strategies during the year to improve the quality of their Integrated ELD instruction. District professional development included a focus on oral and written academic English usage (Action 1.10). The District's Newcomer Teacher Team continued in 2025-26 with three teachers. One teacher specifically supported Castro Elementary school and two others supported Landels, Monta Loma, Theuerkauf and Vargas. The English Language Development Coach supported this work throughout the school year. (Actions 1,8, 1,9, 1,10, and 1.11).

Supports for Students with Disabilities continued with teachers being trained in the District intensive Reading Intervention Program. Co-teaching continued in middle school. Learning centers were piloted at Bubb, Vargas, Monta Loma, and Stevenson. Social Resource Programs were added at two elementary schools to support students with autism in general education classes and a Districtwide special education coach was hired and work to support new teachers in special education. The District did provide a Dyslexia Clinic in Summer 2025. (Action 1.12).

MVWSD expanded MTSS by relaunching the MTSS website. The website allowed for the use of a common Coordination of Services Team (COST) referral and meeting form. The website was effective at creating consistent information collection protocols for student referrals. The Early Literacy Team supported student at 5 sites. Early literacy team fully staffed with 6.0 FTE providing reading intervention to over 200 students at Castro, Mistral, Monta Loma, Theuerkauf, and Vargas schools. All early literacy teachers and instructional coaches have been trained in the Orton-Gillingham methodology and using the University of Florida's Literacy Institute's (UFLI) curriculum. Student progress is monitored regularly using mCLASS DIBELS. District middle schools continued with an 8-period schedule which allows all students to have access to core subjects, at least one choice elective and Response to Instruction as needed (Action 1.15).

In 2025-26, teachers at all sites gave two coordinated administrations of Interim ELPAC, once in fall and once in winter. Data analysis and training in specific instructional adjustments related to writing occurred after the fall administration. Sites implemented these strategies during Designated and Integrated ELD with the goal of measuring change via the winter Interim ELPAC administration. Castro, Vargas, and Crittenden actively engaged in the learning related to Interim ELPAC usage (Action 1.16).

The District did convene a Mathematics Programming and Curriculum Adoption Committee. In 2025-26 the Committee focused on reviewing and identifying curriculum to pilot in 2027-28. Professional Development was provided on the Science of Learning and California Mathematics Framework prior to curriculum review. The committee will continue in 2027-28 (Action 1.17).

The practice of prioritizing Homeless students for attendance in after school programs has continued in 2025-26. Progress monitoring for attendance in general has continued for Homeless students at both the district and site level with same-day follow up with families being the expectation when a student is absent. The district team explored models of how to provide interventions outside of school hours to Homeless. The Differentiated Assistance team has also continued the work of identifying ways to address the rate of suspensions in this group because suspensions affect the academic performance of this group. The team has explored ways to provide staff with strategies which represent a positive and preventative approach as opposed to a reactive approach after a behavior incident involving a Homeless student has occurred.

Implementation Challenges
Staffing changes made in during the 2025-26 school year made it difficult to fully implement some action steps. The District did expand it MTSS although the website was not well suited suited to be used for Student Success Team (SST) meetings or to effectively capture student interventions. The challenges capturing intervention data highlighted the need to explore the feasibility of purchasing a service to manage MTSS workflows through a Request for Proposals (RFP) process which was conducted in spring 2026 (Action 1.13). The District did not collaborate with partners from the Mountain View Los Altos High School District to explore additional ways to support students transitioning to high school although it did hold an Parent University event in May on preparing for high school (Action 1.19).

Modified Implementation
The MTSS website was not used to track Student Success Team meetings as planned although it was expanded to allow for the use of a common Coordination of Services Team (COST) referral and meeting form (Action 1.13).

Non-Implemented Actions:
1.19: Staff changes during the school year prevented the District from collaborating with partners from the Mountain View Los Altos High School District to explore additional ways to support students transitioning to high school.

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.

Action 1.1: The total FTE budgeted for in action 1.1 was for 16.0 FTE. The actual FTE was 14.0 which decreased the estimated actuals.
Action 1.3: The cost of the license for SchoolCity was less than budgeted
Action 1.5: The salary and benefits costs for the STEAM teaching team was less than budgeted
Action 1.6: The cost for the YMCA was more than budgeted due to more kids attending that estimated. The cost for the Peninsula Bridge program was not originally included in the estimated budget.
Action 1.7: Sites were not able to expend all funds provided to them in 2025-26. These funds are being reallocated to support parent engagement activities focused on supporting English Learners, Socio-Economically Disadvantages and Foster Youth in 2026-27 to support improving outcomes for students and families.

Action 1.8: Staffing changes mid-year affected planned professional development projects decreasing estimated actual expenditures.
Action 1.10: Staffing changes mid-year affected planned professional development projects decreasing estimated actual expenditures.
Action 1.11: The salary and benefit costs for the newcomer team was less than budgeted
Action 1.12: The costs for replacement reading intervention materials was more than budgeted. Additionally, the salary and benefits costs for the Special Education TOSA was not budgeted in 2025-26 by mistake. This cost was added to the annual update and will be included in the budget for this action step moving foward.
Action 1.14: The salary and benefits costs for the Early Literacy Team teachers was more than budgeted
Action 1.16: The majority of the work done on this item was handled by staff as a part of regular responsibilities decreasing estimated actual expenditures
Action 1.17: The math committee met on several Saturdays over the course of the school year, increasing costs for teacher compensation
Action 1.18: All of the steps were completed by District staff, thus no additional expenditures were incurred.

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

Action steps in Goal 1 combined to support the District's goal of developing and Implementing effective and consistent instructional practices that meet the needs of all students. The District will make small changes to this goal based on the results of a systemic study done by Orenda Education in Fall 2025 and more significant changes will occur in the new 2027-2030 LCAP. Some of the actions listed have shown to be effective although the District is still not improving outcomes for underrepresented students and gaps are widening.

All sites benefitted from having instructional coaches (Action 1.1) to directly work with teachers on improving instructional practices although assessment results on both CAASPP and i-Ready continue to be flat with gaps widening for the Districts most underrepresented groups (Socio-Economically Disadvantaged, English Learners, Hispanic/Latino and Students with Disabilities). The District continues to believe that by investing in solid first teaching, gains will be made in closing the achievement gaps that are widening, although the District will be moving away from coaching and providing more direct professional development to teachers and principals on planning for and assessing core instruction through regular teaching cycles and data reflection practices. Even though teachers agreed or strongly agreed on the District's LCAP/Climate Survey that instructional coaches help them improve their practice (+1 PP) in 2026 compared to 2025, the District will be reducing the instructional coaching team in 2026-27 due to budget reductions and a need to have teachers more involved in the development and planning of core instruction. In 2026-27 coaches will no longer provide intervention. Instead the District will increase the number of Reading Intervention teachers to ensure all elementary sites have access. Elementary and Middle school Coaches will still be specifically supporting schools and student groups that had red indicators on the 2023 California Dashboard.

Early results, show that having a dedicated Literacy Team (Action 1.14) who provides researched based reading intervention at six of the District's elementary schools has been effective and led to improved i-Ready reading proficiency specifically for the five identified schools. When comparing results on i-Ready from Diagnostic 2 in December 2024 to results from Diagnostic 2 in 2025 scores are as follows:
CA: +6% (17% to 23%)
MI: +2% (41% to 43%)
ML: +4% (47% to 51%)
TH: -4% (52% to 48%)
VA: +0% (64% to 64%)
The District anticipates that by strengthening foundational literacy skills in the early grades student outcomes will improve.

Response to Instruction (Action 1.5) is a program that allows sites to provide small group instruction in either ELA or Math. At the elementary level, each site has dedicated STEAM teachers that provide science instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their schedule. While RTI is data-driven instruction and includes regular progress monitoring help tailor instruction to what students need it has been focused on gap filling and the work is not resulting in improved academic outcomes for students. One of the recommendations from the District's Systems Study is to make sure that students during this small group time are receiving instruction related to core content and standards. Staff will work with sites in 2026-27 to begin to make this shift to improve the effectiveness of this program. Daily schedules will continue to be adapted at Castro Elementary and Mistral Elementary to allow for longer uninterrupted instructional blocks to support student needs as well as to allow for teachers to have additional teacher support during math blocks.

The District had a technology coach in 2025-26 (Action 1.2). The Technology Coach had a variety of responsibilities including developing and sending monthly newsletters and weekly tech tips, organizing the MVWSD Film Festival, meeting monthly with the site tech leads, reviewing educational technology programs that are used in the district, managing the student data agreements for educational software, meeting with teachers one-on-one to help them with implementing technology, presenting training on various tools at school staff meetings and developing digital citizenship lessons. Due to budget reductions, the Technology coach position is being eliminated and the work will be redistributed to other staff in both Technology and Educational Services.

The District has two actions that support data collection and analysis (Actions 1.3 and 1.4). The District used i-Ready for diagnostic assessments three times per year - August, December and May. The results were used by sites and District to monitor student progress and identify areas of strength and need across the District. While the District has been considering a move away from i-Ready, the need was confirmed in the results of the Systems Study done in Fall 2025. The District plans to utilize i-Ready as a secondary measure for math placement in grades 6-8 and for reclassification in 2026-27. In 2026-27 the district will be working to create grade level assessments that will be used beginning in 2027-28. District will also continue to use SchoolCity as the data platform for District assessments and reporting (Action 1.4). School City contains data from i-Ready and other assessments and allows the District to further disaggregate the data to pinpoint areas of need down to the individual student level which is necessary for teachers in order to adjust instruction to meet needs. These tools are also necessary for the Literacy Team as they monitor the progress of students receiving intervention.

The District served approximately 640 students in Summer 2025 (Action 1.6). Programming was provided using Expanded Learning Opportunity Program (ELOP) Funding and included multiple partners (Valdes Summer Math Institute, Elevate Math, Peninsula Bridge Foundation, Right at School and the YMCA). Without these programs our most underserved students and families would not have access to needed intervention and enrichment or childcare during the summer.

Targeted Student Support Funds (Action 1.7) were given to each site to provide direct support and services to English Learners, Socio-Economically Disadvantaged students and Foster Youth (Unduplicated Students). Funding is based on the percentage of Unduplicated Students at each site. Sites spent their funds on items including instructional materials and personnel to address the unique needs of students in these groups. The District is shifting it's focus for the use of these funds in 2026-27. Funds will be used for parent engagement activities directed related to supporting the needs of English Learners, Socio-Economically Disadvantaged students and Foster Youth.

Six actions in goal one were focused on supporting outcomes from English Language Learners. The District hired a Instructional Coach for English Language Development (ELD) (Action 1.1). The coach was responsible for supporting teachers with improving instruction for English Language Learners and newcomer students. The English Language Development coach also trained instructional coaches and provided professional development on the Sheltered Instruction Observation Protocol (SIOP) (Action 1.10) which is the District's research based instructional model designed to meet the needs of English Learners, Reclassified Fluent English Proficient students and Long Term English Language Learners. In 2025-26 the ELD coach provided weekly professional development to teachers and coaching across the district. The coach also designed and supported Castro, Vargas, and Crittenden in a district-wide data cycle specifically focused on English Learner writing. The coach did walkthroughs during Integrated ELD multiple times with district administrators, site administrators as well as site coaches. These were followed by reflective conversations with administrators and teachers, including at Castro, Vargas, and Crittenden with the goal of improving instruction during Integrated ELD content teaching.

All English Learners were regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in elementary school or were placed in level specific classes in middle school (Action 1.8). All elementary teachers were provided access to Language Development resources built on our subscription to Grammar Gallery. Resources include a set of ready-to-use lessons for teachers to use at Elementary sites during Designated English Language Development time. Lexia English is available to teachers of Novice English Learners who are Newcomers to the United States. At middle school, teachers of Novice English Learners who are new to the US have access to subscriptions to Read 180, a reading program (Action 1.9).

The District provided direct support for newcomer students across 5 elementary schools in 2025-26 with 1.0 FTE being dedicated to support newcomers at Castro School which has the largest number across the District. Newcomer teachers served 121 students with 43 being from Castro School. They also served an additional 44 students by taking ELD or writing groups which lowers the class sizes during intervention at sites. Weekly data collected showed that students gained in their ability to use one-word phrases to express needs or answer questions. Work of the newcomer team is directly supported by the English Language Development TOSA with weekly collaboration meetings and ongoing observations and feedback (Action 1.11). Due to budget reductions, the District plans to reduce the newcomer team by 0.5 FTE to 2.5. Castro School, will still receive a majority of support do to having the highest number of newcomers in the District. In 2025-26, teachers at all sites gave two coordinated administrations of Interim ELPAC, once in fall and once in winter. Data analysis and training in specific instructional adjustments related to Writing occurred after the fall administration. Sites implemented these strategies during Designated and Integrated ELD . Staff is awaiting summative ELPAC scores to determine the effectiveness of this action step (Action 1.16). The District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. The District has identified four actions to begin to address this finding (1.8, 1.9, 1.10 and 1.16).

The District is implementing actions to support English Learners to develop English proficiency and results are not improving. Results from the District's system's study indicated a need to better align ELD instruction with core content. In 2026-27 the English Learner Programs coach and staff will work with sites to refine Designated English Language instruction to align with core instruction as a step to improve outcomes for ELLs.

I-Ready scores are flat for both English Learners and Reclassified Students although English Learner Progress Indicator scores from the California Dashboard for two of the District target schools increased from 2024: Crittenden +2.8 and Vargas +22. The District did see a decrease in Reclassification rate from 11.8% to 9.48% between October 2024 and October 2025 This drop is because the District is reclassifying 6th and 7th grade students in May instead of August so that their fall middle school schedules will not need to change after

school starts. This means that these reclassification numbers are included in 2024-25 and not in 2025-26 like in previous year. This decreased the reclassification 2% in 25-26 as of October. This number will increase after 6th and 7th grade students are reclassified this spring. The numbers will be updated in the mid-year update in February 2027.

Action 1.12 is directly designed to support Students with Disabilities. The District provided intensive reading curriculum and trained Special Education teachers all schools to better support students with building foundational reading skills in addition to support provided through the Reading Intervention team (Action 1.14) The District continued to implement co-taught classes in English Language Arts and mathematics at both middle schools. Overall i-Ready results were mixed for Students with Disabilities (Reading -2 PP and Math +2 PP). In 2025-26 the District piloted Learning Center models at Bubb, Vargas, Monta Loma and Stevenson Schools. These programs allowed students with mild disabilities to spend more time in general education accessing core instruction with support. The District will add a Learning Center at Landels school in 2026-27. The District also added Social Resource Programs at Stevenson and Vargas to better support students in general education with Autism. Next year, due to enrollment, the District will only have one Social Resource Program at Stevenson Elementary. A Dyslexia clinic was held during summer of 2025. Forty students began the summer and 20 students were still enrolled at the end of the summer. The District will continue to offer this in summer 2026 but will reduce the enrollment. A Special Education Coach was added in 2025-26 with the primary responsibility of mentoring new teachers in Special Education. The SPED coach will continue in 2026-27. The District's percentage of Students with Disabilities spending less than 40% of their day in a general education classroom decreased from 14.73% to 13.84%. Additionally, the District is no longer disproportionate for suspending Students with Disabilities. While more time is needed to assess the effectiveness of the programming changes, assessment results indicate a need to provide better access to core instruction for Students with Disabilities.

MVWSD expanded MTSS by relaunching the MTSS website. The website allowed for the use of a common Coordination of Services Team (COST) referral and meeting form. The website was not suited to be used for Student Success Team (SST) meetings due to the differences in format with COST meetings. Eleven of eleven school sites regularly used the MTSS website to refer students to COST and 11 of 11 school sites held regularly scheduled COST meetings. SST meetings were held on an as-needed basis based on referrals from COST or by parent request. The website was effective at creating consistent information collection protocols for student referrals. Technical limitations of the website impeded its effective use to capture student interventions. School sites continued to rely on internal documentation though Google Docs or Google Sheets to track student intervention data. The challenges capturing intervention data highlighted the need to explore the feasibility of purchasing a service to manage MTSS workflows. MVWSD conducted a Request for Proposals (RFP) process to explore the feasibility of purchasing a service to replace an internal data website and MTSS website. A team consisting of certificated, classified, and management staff reviewed competitive proposals and identified proposals that strongly aligned with needs outlined in the RFP's criteria. The RFP successfully identified a platform that will provide a single website to manage unified student data and MTSS workflows. The Board of Trustees approved the purchase of EduCLIMBER in May 2026 and the District will embark on a two year rollout of the platform (Action 1.13).

The District continued to implement an 8-period day at both middle schools (Action 1.15). This schedule allows for all students to be enrolled in a Broad Course of Study and that underrepresented students have access to, and are enrolled in, programs and services developed and provided for low income, English learner, foster youth, and Students with Disabilities. The District has been considering a change in the middle school schedule. When it was initially implemented it was done to ensure that Students with Disabilities who were also English Learners had access to at least one elective. In the old schedule this was not the case. The Systems Study done in Fall 2026 also confirmed the need to change the schedule for a variety of reasons including decreased instructional minutes and too many transitions

throughout the day and week, interrupting learning. The District will convene a middle School Schedule Committee with the goal of recommending a new schedule for implementation in 2027-28.

The District did convene a Mathematics Programming and Curriculum Adoption Committee. In 2025-26 the Committee focused on reviewing and identifying curriculum to pilot in 2027-28. Professional Development was provided on the Science of Learning and California Mathematics Framework prior to curriculum review. In 2026-27, teachers on the committee will pilot materials and recommend new math materials for adoption in grades K-8. The committee will also review overall mathematics programming, middle school pathways, placement criteria and assessments and make adjustments for implementation in 2027-28 (Action 1.17).

All unhoused (Homeless) students were prioritized to attend after school programs in 2025-26 (Action 1.18). Progress monitoring for attendance in general has continued for Homeles students at both the district and site level with same-day follow up with families being the expectation when a student is absent. The district team explored models of how to provide interventions outside of school hours to Homeless students and is still working to find an effective solution.
The Differentiated Assistance team has also continued the work of identifying ways to address the rate of suspensions in this group because suspensions affect the academic performance of this group. The team has explored ways to provide staff with strategies which represent a positive and preventative approach as opposed to a reactive approach after a behavior incident involving a Homeless student has occurred. Suspension rates decreased 3.2 percentage points between 2024 and 2025. Chronic absenteeism rates for this group of students has decreased from 42.7% in 2022 to 17.8% in 2025. There was a 7.2 percentage point decrease between 2024 and 2025 based on the California Dashboard.

The District had an action step to collaborate with partners from our feeder High School District, Mountain View Los Altos, to explore additional ways to support student's transition to high school. The District will keep this action for 2026-27. Due to staffing reductions this was not completed. The District did hold a Parent University event on preparing for high school.

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

Metrics
Metrics: 1.9, 1.10, 1.11, and 1.12: These metrics are discontinued for 2026-27. The District has been considering a move away from i-Ready as an assessment tool and the need was confirmed in the results of the Systems Study done in Fall 2025. The District plans to utilize i-Ready as a secondary measure for math placement in grades 6-8 and for reclassification in 2026-27. In 2026-27 the district will be working to create grade level assessments that will be used beginning in 2027-28.

Metrics: 1.18 and 1.19: These metrics are discontinued for 2026-27. The District is moving away from the use of i-Ready as an assessment tool. The District plans to utilize i-Ready as a secondary measure for math placement in grades 6-8 and for reclassification in 2026-27 only. The use of I-Ready for these metrics will be removed and the District will instead use the results of the Dibels Assessments.

Metrics 1.20 and 1.21: These metrics have been added to replace metrics 1.18 and 1.19 due to the move away from the use of i-Ready as an assessment tool.

Metric 1.20: The District added the following metric - DIBELS Composite, percent at or above benchmark for Monta Loma, Theuerkauf, Castro, Mistral and Vargas to further measure progress of students receiving services from the early literacy team (Action 1.15) which is funded by the Learning Recovery and Emergency block Grant.
Metric 1.21: The District added the following metric - DIBELS Phonics Fluency, percent at or above benchmark for Monta Loma, Theuerkauf, Castro, Mistral and Vargas to further measure progress of students receiving services from the early literacy team (Action 1.15) which is funded by the Learning Recovery and Emergency block Grant

Actions:
Action 1.1: Instructional Coaches - The District continues to believe that by investing in solid first teaching gains will be made in closing the achievement gaps although will be moving away from coaching and providing more direct professional development to teachers and principals on planning for and assessing core instruction through regular teaching cycles and data reflection practices. The District will be reducing the instructional coaching team in 2026-27 due to budget reductions and a need to have teachers more involved in the development and planning of core instruction. In 2026-27 coaches will no longer provide intervention. Elementary and Middle school Coaches will still be specifically supporting schools and student groups that had red indicators on the 2023 California Dashboard. I-Ready will no longer be used as a metric to assess this action step as the District is moving away from it's use. The District will continue to use CAASPP results and results from questions from the LCAP/Climate Survey.

Action 1.2: Technology Coach - Due to budget reductions, the Technology coach position is being eliminated and the work will be redistributed to other staff in both Technology and Educational Services.

Action 1.4: iReady: The District will be transitioning away from the use of iReady. Teachers will be creating standards aligned assessments during the 2026-27 school year. The District plans to utilize i-Ready as a secondary measure for math placement in grades 6-8 and for reclassification in 2026-27. In 2026-27 the district will be working to create grade level assessments that will be used beginning in 2027-28.

Action 1.5: Response to Instruction - I-Ready will no longer be used as a metric to assess this action step as the District is moving away from it's use. The District will continue to use CAASPP results and results from questions from the LCAP/Climate Survey. Shift the focus of RTI from gap filling to instruction and enrichment related to core instruction.

Action 1.7: Target Student Support Program (TSSP) - Due to a decrease in funding from School Linked Services, the District will shift the use of TSSP funds for parent education and engagement activities that support outcomes for Foster Youth, English Learners and Socio-Economically Disadvantaged students (Goal 2, Action 7). The District will measure this action with metrics found in Goal 3: 3.1, 3.2, 3.3, 3.4, 3.5, and 3.6 as well as academic outcomes from CAASPP. I-Ready will no longer be used as a metric to assess this action step as the District is moving away from it's use. The District will continue to use CAASPP results and results from questions from the LCAP/Climate Survey.

Action 1.8: This action has been updated to reflect that the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. The title of the action was updated from Designated English Language Development - English Learners and Long Term English Learners to Designated English Language Development - English Learners and Long Term English Learners Differentiated Assistance

Results from the District's system's study indicated a need to better align ELD instruction with core content. In 2026-27 the English Learner Programs coach and staff will work with sites to refine Designated English Language instruction to align with core instruction.

Action 1.9: This action has been updated to reflect that the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. The title of this action was updated from Designated English Language Development - English Learners and Long Term English Learners to Designated English Language Development - English Learners and Long Term English Learners Differentiated Assistance

Results from the District's system's study indicated a need to better align ELD instruction with core content. In 2026-27 the English Learner Programs coach and staff will work with sites to refine Designated English Language instruction to align with core instruction.

Action 1.10: This action has been updated to reflect that the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. The title of this action was updated from Integrated English Language Development - English Learners and Long Term English Learners to Integrated English Language Development - English Learners and Long Term English Learners Differentiated Assistance.

Action 1.11: Due to budget reductions, the District will hire 2.5 elementary newcomer teachers. Castro School, will still receive a majority of support do to having the highest number of newcomers in the District.

Action 1.12: Supports for Students with Disabilities - The District will only offer one social resource program in 2026-27 due to a decreased number of students needed this particular program. The District will add an additional learning center at Landels School.

Action 1.13: Multi-Tiered System of Support - The District will begin the transition to a new MTSS Platform, EduCLIMBER, in 2026-27. The transition will occur over two years and in the interim sites will continue to use the old system in order to have common Coordination of Services Team (COST) referral and meeting forms until the transition is complete.

Action 1.14: Early Literacy Team - In 2026-27 the early literacy team will be expanded to include 8 teachers instead of 6. This is to replace the intervention that was being done by instructional coaches (coaching team reduced due to budget reductions and the need to have teachers focused on core instruction) and ensure all elementary schools have access to reading intervention for students. Results of the District System's Study also identified a need for the District to maximize instructional time. Staff will be working with sites to push reading intervention into ELA core instruction time and provide some intervention afterschool.

Action 1.15: Course Access - The District will continue to utilize the 8-period schedule in 2026-27 and will convene a Middle School Schedule Committee with the goal of recommending a new schedule for implementation in 2027-28.

Action 1.16: This action has been updated to reflect that the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. The title of this action was updated from ELPAC Interim Assessments - English Language Learners and Long

Term English Language Learners to ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners Differentiated Assistance.

Action 1.17: Mathematics Programming and Curriculum Adoption: The District's System's Study identified a need for the District to ensure that all students who are eligible for accelerated math tracks are given the opportunity. District staff will work closely with middle schools to ensure that this happens. This work was added to this action.

Action 1.19: Due to staffing changes work on this action was not done in 2025-26 and will be moved to 2026-27.

The District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. The District has identified 4 actions to support Long Term English Learners (1.8, 1.9, 1.10 and 1.16)

New Action 1.2: Professional Development, Core Instruction: The District contracted with Orenda Education to conduct a Systems Study in fall 2025. The Study identified four root causes that are collectively creating a low ceiling for achievement specifically for underrepresented student groups including English Learners, Students with Disabilities, Hispanic/Latino and Socio-Economically Disadvantaged students.

Metric 1.7: To begin to address the findings in the study and improve outcomes for students, MVWSD will provide year-long professional development to all elementary teachers in ELA and Middle school math and ELA teachers. The focus of the training is the development of essential standards, formative assessments aligned to the rigor of SBAC and data reflection processes. The District identified 10/23 areas that moved from a 4 (full implementation to a 3 (initial Implementation) on the Academic Content Standards Self Reflection Tool based on results of the Systems Study done in fall 2025. This professional development will support the District in improving these ratings in 2026-27;.

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	Instructional Coaches	Provide 4.0 FTE Instructional coaches to support District teachers and sites with improving core instruction. Coaches will be trained with teachers and principals on planning for and assessing standards based and Smarter Balanced Assessment aligned core instruction through regular teaching cycles and data reflection practices. The District will also continue to have a 1.0 FTE Teacher on Special Assignment to support English Learner Programs.	$1,174,113.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Research indicates that coaching is an essential component of an effective professional development program. Coaching builds will, skill, knowledge, and capacity for all teachers. Instructional coaches is one action that will specifically support the following schools and student groups that had red indicators on the 2023 California Dashboard by supporting teachers to provide effective and data based instructional practices: District Homeless Students in ELA and Math Schools Castro English Language Arts School Student Groups Vargas English Learner Progress Crittenden English Language Learners in ELA and/or Math Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
1.2	Professional Development - Core Instruction	The District contracted with Orenda Education to conduct a Systems Study in fall 2025. The Study identified four root causes that are collectively creating a low ceiling for achievement specifically for underrepresented student groups including English Learners, Students with Disabilities, Hispanic/Latino and Socio-Economically Disadvantaged students. To begin to address the findings in the study and improve outcomes for all students, MVWSD will provide year-long professional development to all elementary teachers in ELA and Middle school math and ELA teachers. The focus of the training is the development of essential standards,	$700,000.00	No

Action #	Title	Description	Total Funds	Contributing
		formative assessments aligned to the rigor of the Smarter Balanced Assessments and data reflection processes.		
1.3	Data Platform - SchoolCity	The District will continue to use SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. SchoolCity allows teachers to see how their students are performing and to use that information to personalize instruction and provide additional support.	$26,980.00	No
1.4	iReady Assessment	The District will continue to utilize i-Ready for one more year as a secondary measure for middle school math placement and for reclassification purposes. In 2026-27 the district will be working to create grade level assessments that will be used beginning in 2027-28 (See Action 1.2). Disaggregating results helps teachers and staff to adjust instruction to better support student needs, specifically students needing reteaching or enrichment and Students with Disabilities.	$0.00	No
1.5	Response to Instruction	In order to improve academic outcomes specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners the District will continue to implement and refine the District's Response to Instruction process. At the elementary level, each site has dedicated STEAM teachers that provide science instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their schedule. RTI benefits students because its' data-driven instruction and regular progress monitoring help tailor instruction to what students need. Daily schedules will continue to be adapted at Castro Elementary and Mistral Elementary to allow for longer uninterrupted instructional blocks to support student needs as well as to allow for teachers to have additional teacher support during math blocks.	$2,542,740.00	Yes

Action #	Title	Description	Total Funds	Contributing
		RTI time has been traditionally time for gap filling for students. One of the recommendations from the District's Systems Study is to make sure that students during small group time are receiving instruction related to core content and standards. Staff will work with sites in 2026-27 to begin to make this shift. The RTI process is one action that will specifically support the following schools and student groups that had red indicators on the 2023 California Dashboard: District Homeless Students in ELA and Math Schools Castro English Language Arts Vargas English Learner Progress School Student Groups Crittenden English Language Learners in ELA and/or Math Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
1.6	Summer Programming	The District will provide a variety of summer programs through the Expanded Learning Opportunities Program. In Summer 2026. MVWSD will provide students access to the following programs: MVWSD+ Summer Camp, operated by YMCA Elevate Math Valdes Summer Math Institute Peninsula Bridge Summer Imagineerz	$740,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Targeted Student Support Funding	The District will allocate each school funds to support target students - English Learners, Foster Youth and Socio-Economically Disadvantaged students. Allocations are based on each sites' unduplicated count. The District will shift the use of these funds to parent education and engagement activities that support outcomes for these students and families.	$100,522.00	Yes
1.8	New Title: Designated English Language Development - English Learners and Long Term English Learners Differentiated Assistance	Maintain existing Designated English Language Development expectations: 150 min/week of explicit language development time for every student, clearly outlined on each school's schedule. Continue to provide support to sites through the English Learner Programs coach and staff to refine Designated English Language instruction beginning to focus on making connections to core instruction. Schedules and instructional practices will be monitored in order to highlight best practices that can be replicated across the District. In 2025-26 all students will continue to be regrouped across grade levels by ELPAC levels in Elementary school or be placed in level specific classes in middle school. This action was renamed as the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. Old Title: Designated English Language Development - English Learners and Long Term English Learners. Specific focus will be places on ensuring consistent schedules and coaching and supporting teachers at Castro, Vargas and Crittenden at least monthly due to the following red indicators on the 2023 Dashboard: Castro - ELA and Math English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Designated English Language Development instruction focuses on English Learners developing the language skills needed to learn content taught in English and develop academic proficiency.		
1.9	New Title: Designated English Language Development - English Learners and Long Term English Learners Differentiated Assistance	Provide teachers access to supplemental curriculum to support Designated English Language Development lessons. These subscriptions provide additional tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency in addition to the English Language Development component of the District's English Language Arts Curriculum and strategies used through the Sheltered Instruction Observation Protocol (SIOP). This action was renamed as the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. Old Title: Designated English Language Development - English Learners and Long Term English Learners	$25,000.00	No
1.10	New Title: Integrated English Language Development - English Learners and Long Term English Learners Differentiated Assistance	The District will continue to train coaches and teachers on best practices for Integrated English Language Development into all subject areas as demonstrated by evidence of key Sheltered Instruction Observation Protocol (SIOP) strategies in every classroom. This expectation will be supported by the English Language Development Coach through district and site professional development as well as regular integrated ELD walkthroughs/feedback sessions for teachers by district and site administrators..	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This title has been changed as the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. Old Title: Integrated English Language Development - English Learners and Long Term English Learners Specific focus will be placed on ensuring consistent Implementation and coaching of teachers at Castro, Vargas and Crittenden at least monthly due to the following red indicators on the Dashboard: Castro - ELA and Math for English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners		
1.11	English Language Learners - Newcomer Students	The District will continue to implement year four of its newcomer plan including the hiring of 2.5 FTE elementary Newcomer teachers to be shared amongst the elementary schools to provide targeted instruction for students who are just beginning to learn English. Newcomer support will be prioritized to supporting students at Castro School. Vargas school will also have support due to a red indicator for English Learner Progress on the 2023 California Dashboard. Teachers will be assigned to the other elementary sites with the highest number of newcomer students based on data collected at the beginning of the 2026-27 school year. In addition, the middle schools will offer sections of Transitional Language Arts classes especially tailored for the needs of middle school newcomer students. Funding for this is part of regular staff allocations at middle school and not reflected in this action’s expenditures. This action will also specifically support English Learners who are newcomers at Crittenden build skills in English to help them begin to access content instruction.	$411,955.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Supports for Students with Disabilities - Differentiated Assistance	Curriculum: The District will continue to provide a research based, intensive reading curriculum to all schools to better support the building of foundational reading skills for Students with Disabilities. This is in addition to support provided through the Reading Intervention team (Action 1.14). The curriculum will be taught three days per week. Teachers will use identified progress monitoring systems within the curriculum to make adjustments to instruction. Teachers will be retrained in the use of the curriculum in summer 2025 as needed. Co-Teaching The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools. Learning Centers In 2025-26 the District will continue Learning Centers at Bubb, Vargas, Monta Loma and Stevenson Schools and will add an additional at Landels Elementary. Learning Centers allow students to receive instruction alongside general education peers instead of in self contained classrooms. Social Resource Program The District will have one Social Resource Program in stead of two due to enrollment and student needs. Special Education Coach The District will continue to have a 1.0 FTE Special Education Coach whose primary role will be to support new teachers in Special Education, work with teachers on instructional practices and the development and implementation of Individualized Education Programs (IEPS) Dyslexia Clinic: In Summer 2026, the District will continue to provide small group reading intervention for approximately 20 students. Students will receive research-based intervention in groups of three, five hours per week by trained teachers.	$167,019.00	No

Action #	Title	Description	Total Funds	Contributing
1.13	Multi Tiered System of Support	The District will transition to using a new MTSS Data Platform, eduCLIMBER. The initial rollout will be in 2026-27 with expansion in 2027-28. The District will continue to use the MTSS website for common Coordination of Services Team (COST) referral and meeting forms. The new Data Platform will replace the old system and house all referral and data in one location. This action is part of regular staff responsibilities - no expenditures. District Homeless Students in ELA and Math Schools Castro English Language Arts Vargas English Learner Progress School Student Groups Crittenden English Language Learners in ELA and Math Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math	$45,920.00	No
1.14	Early Literacy Team	Learning Recovery Emergency Block Grant (LREBG) Action For the 2026-27 school year, the District will continue to support early learners through the early literacy team. The team will be expanded to include 8 reading intervention teachers with oversight by the Director of Curriculum, Instruction and Assessment as part of her regular duties. The team will continue to provide direct support to the students at Castro, Mistral, Monta Loma, Theuerkauf and Vargas as well as targeted support to the other 4 elementary sites. Teachers will conduct small group reading	$910,220.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise. As a result of the Orenda System's Study, staff will work to begin to push reading intervention into the core ELA block and provide some intervention afterschool to maximize instructional time. The District's needs assessment has identified early literacy as a need especially in some schools within the District. At the end of the 2022-23 school year 67% of 2nd graders were reading at grade level (26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf) and 14% of 2nd graders were reading at the Kindergarten level (44% at Castro, 23% at Monta Loma, 18% Mistral). The need is also substantiated through results from the 2024 Dashboard where student groups (Hispanic/Latino, English Leaners and Socio-economically disadvantaged students at these schools have low or very low ratings in English Language Arts. Without strong foundational skills students are unable or struggle with the shift from learning to read to reading to learn from 2nd to 3rd grade. Metrics 1.20 and 1.21 MVWSD expects to have unexpended LREBG funds for the 2026-27 school year in the amount of $ 2,321,900. This includes the additional amount of $174,355 received in 2025-26 The District plans to spend $ 1,547,036 in 2026-27 (Goal 1.14 $ 910,220 and Goal 6.1 $ 606,814 and an Indirect Charge of $30,002; the Indirect Charge is not linked in any of the LCAP actions). The District will continue to have an Early Literacy Team in 2027-28 ($1,535,807) and will expend it’s remaining LREBG funds of $774,864 for this purpose. Homeless students at these sites will be prioritized for additional instruction and their progress monitored closely by staff including the District's McKinney-Vento liaisons who work directly with our families identifying as Homeless.		
1.15	Course Access	Eight-Period Middle School Schedule The District wants all students to be enrolled in a Broad Course of Study. Additionally, the District wants to ensure that underrepresented students	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		have access to, and are enrolled in, programs and services developed and provided for low income, English learner, foster youth, and Students with Disabilities. The District will continue to implement a 8-period schedule at both middle schools which allows all students to have access to core subjects, at least one choice elective and Response to Instruction as needed. The schedule also ensures that English Learners, Long Term English Learners and Newcomers have access to English Language Development instruction as appropriate and Students with Disabilities have access to co-taught classes and or instructional support as needed. The District will convene a Committee to recommend a new Middle School Schedule for implementation in 2027-28. The new Schedule will provides a Broad Course of Study and ensure that underrepresented students have access to, and are enrolled in, programs and services developed and provided for low income, English learner, foster youth, and Students with Disabilities. This action is part of regular staff responsibilities and staffing - no expenditures.		
1.16	New Title: ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners Differentiated Assistance	In 2026-27 teachers and site staff will administer the ELPAC interim assessment. Sites will give the assessment once in fall and once in winter and analyze the results and make instructional adjustments to English Language Development instruction. This action was renamed as the District was identified for Differentiated Assistance for English Learner Progress on the California Dashboard for Long Term English Learners. This action will contribute to supporting Long Term English Learners make progress in attaining English. Old Title: ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Specific focus will be places on supporting teachers at Vargas and Crittenden with the assessment, analysis and instructional shifts due to red indicators on the 2023 Dashboard: Castro - ELA and Math for English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners		
1.17	Mathematics Programming and Curriculum Adoption	The District will continue to convening the Mathematics Adoption Committed in 2026-27. Teachers on the committee will pilot materials and recommend new math materials for grades K-8. The committee will also review overall mathematics programming, middle school pathways, placement criteria and assessments and make adjustments for implementation in 2027-28. Based on findings in the District's System's Study, staff will work closely with both middle schools to ensure that all students who are eligible for accelerated math pathways are provided the opportunity.	$5,000.00	No
1.18	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	In 2026-27 Homeless students will continue to be prioritized to attend after school programs.. The District will implement the progress monitoring system developed in 2024-25 for all Homeless students. In 2026-27 Staff will continue to refine ways to take advantage of after school time to provide academic support for unhoused students and develop more options for 2027-28. The Differentiated Assistance Team will continue to work to develop additional interventions in 2026-27 as part of ongoing work to address the needs of this student group.	$5,000.00	No
1.19	Supporting Students Transition to High School	In 2026-27, staff will collaborate with partners from Mountain View Los Altos High School District to explore additional ways to better support students transitioning to high school. Staff will conduct this work so no expenditures are required.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Collaborative for Academic and Social Emotional Learning meta-analysis of 2011 indicates that Social-Emotional Learning instruction with fidelity has demonstrated an average of 11 percentage-point increase in student achievement as measured on standardized assessments. Data from the Coalition on Positive Behavior Intervention and Supports, National Center for School Mental Health, and National Center for Safe and Supportive Schools indicates school districts implementing equitable practices and processes for social-emotional and behavioral health have seen out of school and out of classroom disciplinary actions drop up to 25% of year 1 of a 5 year implementation process. Social emotional learning increases self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged. Additionally, evidence shows suspension isn't effective in changing a student's behavior and can affect their wellbeing. A growing body of research shows suspension increases the likelihood of failing school and dropping out as well as contact with the criminal justice system This goal is aligned to SP 2027 Goal Area 2 and State Priorities 5 and 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State Priority 5 School Attendance Rates	Spring 2024 District – 95.0% Bubb Elementary – 95.6% Castro Elementary – 93.3% Crittenden Middle – 94.7% Graham Middle - 95.1%	Spring 2025 District – 94.9% Bubb Elementary – 95.8% Castro Elementary – 93.2% Crittenden Middle – 94.6%	Spring 2026 District: 95.5% Bubb: 96.7% Castro: 93.7% Crittenden: 94.8% Graham: 95.6% Imai: 95.9% Landels: 95.7% Mistral: 95.6%	Spring 2027 Increase to 97% average daily attendance overall and for all schools	Spring 2026 District +0.5 Percentage Points (PP) Bubb Elementary +1.1 PP Castro Elementary +0.4 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Imai Elementary - 96.0% Landels Elementary - 94.5 Mistral Elementary - 94.7% Monta Loma Elementary - 94.8% Stevenson Elementary - 96.3% Theuerkauf Elementary - 94.5% Vargas Elementary - 95.3%	Graham Middle - 93.9% Imai Elementary - 95.9% Landels Elementary - 94.7% Mistral Elementary - 95.4% Monta Loma Elementary - 94.3% Stevenson Elementary - 96.0% Theuerkauf Elementary - 95.2% Vargas Elementary - 95.8%	Monta Loma: 93.5% Stevenson: 96.9% Theuerkauf: 95.1% Vargas: 96.2%		Crittenden Middle +0.1 PP Graham Middle +0.5 PP Imai Elementary - 0.1PP Landels Elementary +1.2PP Mistral Elementary +0.9 PP Monta Loma Elem -1.3 PP Stevenson Elementary +0.6 PP Theuerkauf Elementary +0.6 PP Vargas Elementary +0.9 PP
2.2	State Priority 5 Chronic Absenteeism Rates	2022-23 California Dashboard Chronic Absenteeism rates were published in December 2023. Overall - 15.6% English Learners - 23.1% Homeless - 32% Socioeconomically Disadvantaged - 25.6% Students with Disabilities - 28.6% African American - 18.3%	2023-24 California Dashboard Chronic Absenteeism rates were published in December 2024. Overall - 11.6% English Learners - 17.4% Homeless - 24.8% Socioeconomically Disadvantaged - 20.8% Students with Disabilities - 19.9%	2024-25 CaliforniaDashboard ChronicAbsenteeism rates were published in November 2025. Overall - 10.9% English Learners - 15.9% Homeless - 17.8% Socioeconomically Disadvantaged - 19.1%	2025-26 California Dashboard Chronic Absenteeism rates published in Fall 2026 Overall - 6.6% English Learners - 9.3% Homeless - 12.8% Socioeconomically Disadvantaged - 10.6% Students with Disabilities - 11.8%	2024-25 California Dashboard Overall -4.7 Percentage Points (PP) English Learners - 7.2 PP Homeless -14.2 PP Socioeconomically Disadvantaged - 6.5 PP Students with Disabilities - 9.9 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian - 6.4% Filipino - 13.5% Hispanic/Latino - 24.7% Two or More Races - 8.9% White - 11.9% Pacific Islander - No Performance Rating Graham Middle School Homeless - 34.7% Landels Elementary English Learners - 25.5% Students with Disabilities - 33.3%	African American - 19.6% Asian - 4.1% Filipino - 7.1% Hispanic/Latino - 19.3% Two or More Races - 5% White - 8.4% Pacific Islander - No Performance Rating Graham Middle School Homeless - 27.8% Landels Elementary English Learners - 17% Students with Disabilities - 33.3%	Students with Disabilities - 18.7% African American - 8.2% Asian - 3.1% Filipino - 4.2% Hispanic/Latino - 18.9% Two or More Races - 5.6% White - 7.8% Pacific Islander - No Performance Rating Long Term English Learners: 20.2% Graham Middle School Homeless - 17.2% Landels Elementary English Learners - 20% Students with Disabilities - 31.9%	African American - 7.5% Asian - 3.4% Filipino - 5.7% Hispanic/Latino - 10.3% Two or More Races - White - 5.3% Pacific Islander - No Performance Rating Graham Middle School Homeless - 14.3% Landels Elementary English Learners - 13% Students with Disabilities - 13.5%	African American - 10.1 PP Asian -3.3 PP Filipino -9.3 PP Hispanic/Latino - 5.8 PP Two or More Races - 3.3PP White -4.1 PP Pacific Islander - No Performance Rating Long Term English Learners N/A Graham Middle School Homeless - 17.5 PP Landels Elementary English Learners - 5.5 PP Students with Disabilities -1.4 PP
2.3	State Priority 5 Middle School Dropout Rate	0% in 2023-24	0% in 2024-25	0% in 2025-26	2026-27 Maintain 0% middle school dropout rate	2025-26: 0 Percentage Points (PP)
2.4	State Priority 6 Suspension Rates	2022-23 California Dashboard suspension rates published in December 2023.	2023-24 California Dashboard suspension rates published in November 2024.	2024-25 California Dashboard suspension rates published in November 2025.	2025-26 California Dashboard suspension rates published in Fall 2026	2024-25 California Dashboard suspension rates published in November 2025.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall - 2.9% English Learners - 3.9% Homeless - 7.2% Socioeconomically Disadvantaged - 5.4% Students with Disabilities - 5.9% African American - 4.8% Asian - 0.8% Filipino - 1.9% Hispanic/Latino - 4.9% Two or More Races - 1.5% White - 1.9% Crittenden Middle School Hispanic/Latino - 11.2% Socio-Economically Disadvantaged - 12.9% Graham Middle School Homeless - 15.3% Landels Elementary Students with Disabilities - 7.5% Mistral Elementary Students with Disabilities - 7.7% Vargas Elementary Students with Disabilities - 11.8%	Overall - 3.2% English Learners - 5.2% Homeless - 7.7% Socioeconomically Disadvantaged - 5.9% Students with Disabilities - 6.5% African American - 7.3% Asian - 1.3% Filipino - 1.0% Hispanic/Latino - 4.9% Two or More Races - 1.7% White - 1.7% Crittenden Middle School Hispanic/Latino - 12% Socio-Economically Disadvantaged - 13.7% Graham Middle School Homeless - 10.7% Landels Elementary Students with Disabilities - 5%	Overall - 2.4% English Learners - 3.8% Homeless - 4.6% Socioeconomically Disadvantaged - 3.3% Students with Disabilities - 5.7% African American - 4.1% Asian - 1.5% Filipino - 3.2% Hispanic/Latino - 3.6% Two or More Races - 1.0% White - 1.6% Long Term English Learners - 17% Crittenden Middle School Hispanic/Latino - 6.9% Socio-Economically Disadvantaged - 4.7% Graham Middle School Homeless - 13.8% Landels Elementary	Overall - 1.7% English Learners - 2.3% Homeless - 3.5% Socioeconomically Disadvantaged - 2.2% Students with Disabilities - 2.4% African American - 1.9% Asian - 0.5% Filipino - 0.9% Hispanic/Latino - 1.9% Two or More Races - 0,8 White - 0.9% Crittenden Middle School Hispanic/Latino - 4.48% Socio-Economically Disadvantaged - 5.16% Graham Middle School Homeless - 6.3% Landels Elementary Students with Disabilities - 3.0%	Overall - 0.5Percentage Points (PP) English Learners - 0.1 PP Homeless -2.6 PP Socioeconomically Disadvantaged - 2.1 PP Students with Disabilities -0.2 PP African American - 0.7 PP Asian +0.7 PP Filipino +1.3 PP Hispanic/Latino - 1.3 PP Two or More Races -0.5 PP White -0.3PP Long Term English Learners N/A Crittenden Middle School Hispanic/Latino - 4.3 PP Socio-Economically Disadvantaged - 8.2 PP Graham Middle School Homeless - 1.5 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mistral Elementary Students with Disabilities - 5.7% Vargas Elementary Students with Disabilities - 3.3%	Students with Disabilities - 4.1% Mistral Elementary Students with Disabilities - 6.7% Vargas Elementary Students with Disabilities - 3.3%	Mistral Elementary Students with Disabilities - 3.08% Vargas Elementary Students with Disabilities - 4.8%	Landels Elementary Students with Disabilities -3.4 PP Mistral Elementary Students with Disabilities -1 PP Vargas Elementary Students with Disabilities -8.5 PP
2.5	State Priority 6 Expulsion Rate	0% for 2023-24	.02% for 2024-25	.02% for 2025-26	2026-27 Maintain 0% expulsion rate	2025-26; +.02 Percentage Points (PP)
2.6	State Priority 6 The percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey	64% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	69% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	77% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 75% of students will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2026: +13 Percentage Points (PP)
2.7	State Priority 6 The percentage of staff who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey	82% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	89% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	92% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 90% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2026: +10 Percentage Points (PP)
2.8	State Priority 6 The percentage of Parents who agreed or strongly agreed that their child is safe at school on	85% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	91% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	90% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 90% of parents will agree or strongly agree on the spring 2027	Spring 2026: +5 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the LCAP/Climate Survey				LCAP/Climate Survey	
2.9	State Priority 6 The percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	80% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 87% of students will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2026: +3 Percentage Points (PP)
2.10	The percentage of staff who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey.	73% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	76% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	83% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 84% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2026: +10 Percentage Points (PP)
2.11	The percentage of parents who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey.	80% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	81% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	82% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 96% of parents will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2026: +2 Percentage Points (PP)
2.12	Disproportionality	2023: The District was identified as disproportionate for over identifying Hispanic students for suspensions less than 10 days. The District had a threshold of 5.08 which is over the target of 3.0	2024: The District continues to be disproportionate for over identifying Hispanic students for suspensions less than 10 days. The District had a threshold of 4.88 which is over the target of 3.00	2025: The District is no longer disproportionate for over identifying Hispanic students for suspension less than 10 days. A threshold was not provided since the District is not disproportionate. The District will	New Outcome Spring 2027 The District will continue to be found not disproportionate. Old Outcome Spring 2027 The District will have a threshold under 3.0 and exit Disproportionality	2025: No longer disproportionate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				retain this metric for 2026-27 to ensure that suspension rates do not increase for this student group.		

Goal Analysis [2025-26]

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

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

The District was able to implement most actions as described in Goal 2 during the 2025-26 school year.

Successful Implementation
At Risk Supervisors were assigned to all sites as planned (Action 2.1).

The District has been working to address challenges with Chronic Absenteeism and attendance. To help improve attendance District staff reviews attendance and chronic absenteeism data with site principals monthly at Leadership Team meetings and send communication about the importance of regular attendance in District and school newsletters. MVWSD updated Attendance procedure manual published by student services that School and Community Engagement Facilitators (SCEF) and Secretaries have been trained on which includes SART and SARB protocols (Action 2.2). An Attendance monitoring system is also in place and used by SCEFs. District attendance at Differentiated Assistance Improvement Network days and Attendance Collaborative meetings has been 100%. McKinney-Vento Liaisons follow all steps identified for families showing a series of absences beyond 3 days (Action 2.3).

The District continues work to address suspension rates. Discipline and suspension data is reviewed monthly with principals at Leadership Team meetings as well as at monthly meetings with School Community Engagement Facilitators and At-Risk Supervisors in order analyze behavior trends, and discuss action steps to improve outcomes for students with a focus on suspension rates for Homeless students and Students with Disabilities. On-going training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool has happened over the course of the school year in Leadership Team meetings. At-Risks participated in monthly professional development which included a study of the book "Right at School" as part of training on alternatives to suspension. LT meetings included a joint session with At-Risks where Principals and At-Risks worked to establish a shared framework for understanding and responding to behaviors. A multidisciplinary team of MVWSD staff participated in a grant-funded county program on Restorative Practices aligned with the Institute for Restorative Practices designed to establish a district-wide trainer-of-trainers model. School Principals received ongoing professional development on implementing brief, outcomes-focused COST meeting protocols to address student needs with behavior, in particular. The MTSS website was redesigned to include built-in intervention options to increase access to clear intervention choices for Coordination teams. An internal student data platform provided school staff with new ways to cross reference behavioral, attendance,

demographic, and academic data. Panorama SEL data was used throughout the year by counselors and administrators to identify student needs and match students to targeted interventions. (Actions 2.4 and 2.5).

The three schools identified for Additional Targeted Support and Improvement completed plans to address outcomes for identified student groups and priority areas (Action 2.6). The plans have been monitored by District Staff.

The District did convene the Health and Wellness Committee. The H&W Committee has met quarterly this year, reviewed all annual goals, measured progress, and sponsored an end of the year event for May Mental Health Month. (Action2.7).

MVWSD continued to benefit from the partnership with School Linked Services (Action 2.8) Funding offsets the cost of School and Community Engagement Facilitators at three sites, allows for family engagement programs and activities and provides access to counseling services for 4 schools - Castro, Mistral, Theuerkauf and Graham.

The district adopted and purchased CharacterStrong Social Emotional Learning (SEL) Curriculum and Panorama SEL Survey platform. The SEL Survey platform has been implemented and resulted in a 92% participation rate. Student supports have been allocated based on the results of the SEL Survey, which has helped streamline referral to care (Action 2.9).

Counselors were hired and placed at all school sites. Graham had two counselors due to the size of the school and Castro had one counselor and an additional part time social worker in the Wellness Center which is in partnership with the Santa Clara County Office of Education (see Action 6.4). The District did hire a Mental Health Specialist to support intensive mental health needs and increased mental health services through the hiring of a contracted mental health specialist and 4 interns for a total of 1.8 FTE (Action 2.10).

Implementation Challenges
Mid-year staffing changes created some challenges with creating the plan for adopting a comprehensive Restorative Practices approach districtwide although work is ongoing (Action 2.4).

Non-Implemented Actions
Mid-year staffing changes created some challenges with creating the plan for adopting a comprehensive Restorative Practices approach districtwide (Action 2.4).

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.

Action 2.1: The salary and benefits costs for the At Risk team was less than budgeted due to some turnover in staffing over the course of the school year.
Action 2.7: The District was unable to to find certificated or classified staff to attend Health and Wellness meetings thus there were no expenditures for staff time.
Action 2.9: The cost for the Districts new Social Emotional Learning curriculum and associated measurement tool was more than budgeted.

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

Action steps in Goal 2 combined to support the District's goal of developing and implementing programs and processes to equitably and effectively support students' social-emotional health and behavior.

The District continued to have At Risk Supervisors across all sites in the District (Action 2.1). At Risk Supervisors are assigned at all sites in the District. The second At Risk at Castro did not start until November 2025.
Monthly discipline data reviews were conducted at Leadership Team (LT) meetings, with ARIS staff joining principals for behavior-focused sessions. Data reviewed at Leadership Team meetings included COST referrals, SEL survey results, and the California Data Dashboard. Additionally, Principals, At-Risk Supervisors, Counselors, and SCEFs were trained on using an internal student data website that hosts demographic, incident, attendance, and assessment data. Leadership Team meetings included training for site administrators on PowerSchool incident reporting, a review of incident types (local versus State reportable), and work establishing shared expectations for ARIS versus site administrator entered incidents. At-Risks participated in monthly professional development which included a study of the book "Right at School" as part of training on alternatives to suspension. LT meetings included a joint session with At-Risks where Principals and At-Risks worked to establish a shared framework for understanding and responding to behaviors. A multidisciplinary team of MVWSD staff participated in a grant-funded county program on Restorative Practices aligned with the Institute for Restorative Practices designed to establish a district-wide trainer-of-trainers model. Mid-year staff and role changes impacted consistent participation in the program; however work to establish a comprehensive Restorative Practice approach is ongoing. Suspension rate data from the California Dashboard indicate these actions including the work of At Risk Supervisors (Action 2.1) in conjunction with that done by the Differentiated Assistance team are contributing decreasing suspension rates. Nine schools have low or very low suspension rates overall. Suspension Rates for Homeless students have decreased from a high of 7.2% in 2023 to 4.6 in 2025. Work needs to continue with a continued focus on Students with Disabilities and Long Term English Learners (Actions 2.4 and 2.5).

Two actions in goal 2 are dedicated to improving student attendance and decreasing chronic absenteeism rates. Newsletters items have been sent out (September Attendance awareness month) and the District website was updated with infographics of the importance of school attendance. Similar to the process to review suspensions rates, the District reviews disaggregated attendance and chronic absenteeism data with site principals monthly at Leadership Team meetings. An attendance monitoring system is in place and monitored by the SCEFs. An updated Attendance procedure manual was published by student services and School and Community Engagement Facilitators (SCEF) and Secretaries have been trained on this year. Attendance monitoring occurs regularly at all sites with a focus on Students with Disabilities and Homeless students. McKinney-Vento Liaisons follow all steps identified for families showing a series of absences beyond 3 days. District staff is attending the Attendance Collaborative meetings and Differentiated Assistance Improvement Network meetings to continue to develop strategies for supporting students who are chronically absent.
The actions implemented have supported decreases in chronic absenteeism over the past several years. At the end of the 2021-22 school year, the District had a chronic absenteeism rate of 16.9% and at the end of the 2024-25 school year the rate had decreased to 10.9%. Seven District schools have overall low or medium rates for Chronic absenteeism with the highest overall rates at Castro Elementary (23.9%), Monta Loma (12.5%), Crittenden (13.2%) and Graham (13.9%). All schools decreased in Chronic absenteeism rates or remained flat except Castro (+3.2 percentage points) and Graham (+1.6 percentage points). While rates continue to decline slowly, work on Chronic absenteeism needs to continue as the Districts most underrepresented students still have high rates including Socio-Economically Disadvantaged (19.1%), English Learners (15.9%), Students with Disabilities (18.7%), Hispanic/Latino students (18.9%) and Long Term English Learners (20.2%) (Action 2.2 and 2.3).

Three MVWSD schools were identified for Additional Targeted Intervention and Support (ATSI) and one school for Targeted Support and Improvement. (Action 2.6) The District used the same process as in the 2024-25 school year to work with site principals to develop plans to improve student group performance and monitor the implementation of these plans over the course of the school year. Two schools were exited from ATSI and one from TSI based on results from the 2024-25 Dashboard deeming this process effective. The District has one school left in ATSI and one school identified for Targeted Support and Intervention (TSI).

The Health and Wellness Committee (Action 2.7) met quarterly this year, reviewed all annual goals, measured progress, and sponsored an end of the year event for May Mental Health Month. The event will occur May 8, 2026 in partnership with Palo Alto University and focus on mental health and technology use. The Health and Wellness Committee will continue to ensure alignment with board policy and support for the health of our students, staff and community

The District continued to partner with School Linked Services (SLS) during the 2025-26 school year (Action 2.8). The partnership provided funding to offset the cost of three School and Community Engagement Facilitators as well as funding for family engagement events at all school sites. School and Community Engagement Facilitators are seen as critical liaisons between families and schools helping to remove barriers for families and thus improve student outcomes (See Goal 3, Action 1). Schools are on track to expend their family engagement money and to date over 2, 000 people have attended family engagement events at sites because of this funding. in addition, seventy-five percent of parent respondents on the District's LCAP/Climate survey agreed or strongly agreed that MVWSD encourages families to work with staff and faculty on family engagement activities. Four sites received additional access to counseling services Castro, Theuerkauf, Graham and Crittenden instead of two like anticipated last spring. MVWSD will continue this effective partnership although funding has been reduced for the 2026-27 school year.

Two actions in goal two were directed at improving students social emotional health. The district adopted and purchased CharacterStrong SEL Curriculum and Panorama SEL Survey platform. There was 100% participation in SEL Curriculum implementation at elementary schools and minimal participation at the middle schools. The SEL Survey platform has been implemented and resulted in a 92% participation rate. Student supports have been allocated based on the results of the SEL Survey, which has helped streamline referral to care (Action 2.9). Over 500 students have been served with Tier 1 or Tier 2 counseling supports. Every school in MVWSD had a full time counselor, with Graham Middle School having 2 full time counselors and Castro having 1 counselor and 0.5 FTE Social Worker as a part of a partnership for a Wellness Center through the Santa Clara County Office of Education. Each school has a comprehensive school counseling program identified to support student needs informed by local data and at the elementary sites, counselors continue to will play a large role in the implementation of the District's SEL curriculum (Action 2.10). Data from the District's LCAP/Climate survey indicate that 83% (+7 percentage points) of staff agreed or strongly agreed that students received the social emotional support they need. Eighty-eight percent (+7 percentage points) agreed or strongly agreed that students had access to non-academic counseling and guidance (+6 PP). Actions 2.9 and 2.10 have been effective to continue to address the social emotional needs to students and will continue in 2026-27. The District plans to hire a second mental health specialist instead of contracting in 2026-27 and increase intern support to nine which is approximately 6.5 FTE.

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 2.12: The 2027 Outcome for Metric 2.12 has been revised as the District is no longer disproportionate and no threshold was provided. The District will keep the metric and as adjusted Year 3 outcome to be: The District will continue to be found not disproportionate. Work for related to this metric can be found in action step 2.4.

Action 2.5: Supporting Student Behavior - This action step has been eliminated and the work combined with Action 2.4 as it overlaps.

Action 2.8: The District will continue to partner with School Linked Services although parent engagement funding will not be available due to a decrease in funding provided to District. Sites will be able to utilize the Targeted Student Support Program funds for parent education and engagement events that are designed to improve outcomes for Foster Youth, English Learners and Socio-Economically Disadvantaged students (See Goal 1, Action 7).

Action 2.9: The District will hire a second Mental Health Specialist instead of contracting in 2026-27 and will add add nine interns that equate to approximately 6.5 FTE.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	At Risk Supervisors	The District will continue to have At Risk Supervisors at the majority of school sites in the District. Allocations are unchanged from 2025-26. Imai - 0.5 Stevenson - 0.5 Landels - 0.5 Bubb - 0.5 Crittenden - 1.0 Graham - 2.0 Mistral - 1.0 Monta Loma - 1.0 Theuerkauf - 1.0 Vargas - 1.0 Castro -2.0 (See Goal 6, Action 2) Having At Risk Supervisors who can intervene and support students will support the District's efforts to reduce suspension rates both overall, for specific students groups and at sites.	$1,402,219.00	No

Action #	Title	Description	Total Funds	Contributing
		District Students with Disabilities Homeless Students Schools Castro Elementary School Groups Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless and Students with Disabilities Vargas: Students with Disabilities Castro: Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilties		
2.2	Improving Attendance Rates	To improve attendance and decrease truancy and chronic absenteeism the district will continue to do the following: 1. Communicate the importance of attendance in school and District newsletters and websites 2. Review disaggregated attendance data monthly with site administrators at Leadership meetings to analyze trends and develop next steps with a focus on Students with Disabilities and Homeless students 3. Review and Implement School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols with a focus on interventions for students who are at risk in the areas of absenteeism. This action is part of regular staff responsibilities - no expenditures.	$0.00	No
2.3	Addressing Chronic Absenteeism Differentiated Assistance	MVWSD has been identified for Differentiated Assistance due to high levels of chronic absenteeism for Students with Disabilities. The District has convened a Differentiated Assistance team that has been working collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to begin to address the needs of these groups of students. Specifically in the 2026-27 school year the District will:	$140,039.00	No

Action #	Title	Description	Total Funds	Contributing
		1. MVWSD schools will review prior year chronically absent students and proactively reach out to the families with targeted communication related to attending school regularly. Student support teams made up of School and Community Engagement Facilitators, At Risk Supervisors, School Counselors, and/or teachers will engage families in restorative conversations to identify barriers for these students in order to match the student and family with appropriate supports and relationship building. 2. Continue the attendance monitoring and staff communication system developed for McKinney-Vento & Long Term English Learner students and Students with Disabilities, which will be used consistently by all school sites. 3. The District will participate in the Attendance Collaborative through the Santa Clara County Office of Education. The Student Services team will utilize systems and strategies presented through this collaborative process to support sites with interventions for students in order to reduce chronic absenteeism and increase school engagement. These systems and strategies will be shared at Leadership Team meetings, Secretary trainings, meetings with School Community Engagement Facilitators and the Special Education Department. 4. Continue to provide two McKinney-Vento Liaisons who will : 1. Make contact with and/or conduct home visits with families after 3 absences 2. Deliver attendance-related training to McKV families while on home visits or during calls 3. Provide training to staff about Homeless (McKV) designation at the beginning of the school year at each school site 4. Identify for teachers their McKV students and provide general tips and supports on an ongoing basis 5. Visit schools on an ongoing basis to monitor the needs of McKV students. Additional Support for Schools with Red Indicators in Chronic Absenteeism on the Dashboard, who were not identified for Additional Targeted Support and Improvement will be provided by the District's Health and Wellness team and McKinney-Vento Liaisons as appropriate. Time will be dedicated		

Action #	Title	Description	Total Funds	Contributing
		monthly for principals to meet with these staff during monthly attendance data reviews during leadership team meetings to create plans of support. Crittenden Middle School: White Students Landels: English Learners Graham: Homeless - Chronic Absenteeism and Students with Disabilities Imai: Hispanic Bubb: Students with Disabilities, Hispanic, and Socio-Economically Disadvantaged Students Monta Loma: White		
2.4	Addressing Suspension Rates - Differentiated Assistance and Supporting Student Behavior	MVWSD has been identified for Differentiated Assistance due to high rates of suspension for Students with Disabilities and for Homeless Students and Long Term English Learners. The District has convened a Differentiated Assistance team that has been working collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to address the needs of these groups of students. Specifically in the 2026-27 school year the District will: 1.Pair behavior/discipline data monthly reviews with development of tiered alternatives to suspension, including restorative practices activities. 2. As a Leadership Team and student support group School and Community Engagement Facilitators, At Risk Supervisors and School Counselors)will map tiered restorative practices and alternatives to suspension supports at the district and school site level for year one development of our MTSS data platform, with the goal of having identified practices and interventions to develop our tiered activities for the platform. 3. The student support group School and Community Engagement Facilitators, At Risk Supervisors and School Counselors will engage in quarterly professional development in restorative practices. 4. The Leadership Team will engage in monthly professional learning on the vision and connection between restorative practices, alternatives to suspension, and reduction in suspensions. 5. Provide targeted District level supports for school sites demonstrating high rates of suspension for students with disabilities, unhoused, and LTEL students; including but not limited to consistent use of COST, SST, and MTSS strategies to support student behavior.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		6. Conduct empathy interviews and data analysis to address disproportionately high suspension rates among the following student groups: Long Term English Learners, students who qualify for services under McKinney-Vento, and Students with Disabilities. Additional Support for Schools with Red Indicators in Chronic Absenteeism on the Dashboard, who were not identified for Additional Targeted Support and Improvement will be provided by the District's Health and Wellness team and McKinney-Vento Liaisons as appropriate. Time will be dedicated monthly for principals to meet with these staff during monthly attendance data reviews during leadership team meetings to create plans of support. Crittenden: Hispanic and Socio-Economically Disadvantaged Students Graham: Homeless Students This action step will also contribute to addressing the finding that MVWSD was identified as disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days in 2024-25 although the District is no longer considered disproportionate as of 2026-27. This action is part of regular staff responsibilities - no expenditures.		
2.5	Additional Targeted Support and Improvement/Targeted Support and Improvement	One MVWSD school was identified for Additional Targeted Intervention and Support (ATSI) and one school for Targeted Support and Improvement. These schools are creating plans to address identified areas for implementation in the 2026-27 school year in addition to the other actions that the District is taking to address needs in Chronic Absenteeism and Academics. The District's Director of Curriculum, instructions and Assessment is leading these efforts using a template provided by the Santa Clara County Office of Education. The following schools are creating plans: Additional Targeted Support and Improvement (ATSI) Castro Elementary: English Learners, Hispanic/Latino and Socio-Economically Disadvantaged Students	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted Support and Improvement (TSI) Imai: Students with Disabilities Plans will be monitored in cycles in individual meetings with Principals. Plans will be revised as needed based on data. This action is part of regular staff responsibilities - no expenditures.		
2.6	Health and Wellness Committee	The District will continue to convene a Health and Wellness Committee to align efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In 2026-27 will continue its work to implement the Wellness Policy.	$2,000.00	No
2.7	Partnership with School Linked Services	The District will continue to partner with School Linked Services to offer services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families. The partnership provides funds to offset costs for three of the District's School and Community Engagement Facilitators and provides supplemental counseling services to families.	$100,522.00	No
2.8	Student Social Emotional Health - Curriculum	The District will continue to implement Character Strong Social Emotional Learning curriculum in Elementary and use CharacterStrong as supplemental intervention curriculum at the Middle Schools. The District will also continue with the use of a Social Emotional Learning (SEL) measurement platform to continue to monitor student needs three times throughout the next school year.	$30,730.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Student Social Emotional Health - Counselors	The District will continue to employ School Counselors at all school sites. Each site will have one counselor except for Graham (2) and Castro (1 + additional support in the Wellness Center - See Goal 6, Action 4) counselors will play a critical role in addressing the varied needs of students at school sites. The District will add a an additional Mental Health Specialist to support intensive student mental Health needs for a total of 2.0 FTE in 2026-27. The District will also increase mental health services through nine interns totaling approximately 6.5 FTE. Whole School, Whole, Community, Whole Child Model (WSCC) The WSCC model accomplishes important objectives: It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both. It provides an update to the Coordinated School Health (CSH) approach to better align with the way schools function The District was identified for Differentiated Assistance for high rates of suspension on the California Dashboard for Long Term English Learners. This action will contribute to decreasing suspension rates for this student group. Additionally, the District anticipates that counseling support will lead to decreased chronic absenteeism and suspension rates over time as students become more connected to school. Currently the following schools and student groups have red indicators for suspension or chronic absenteeism on the dashboard: District Chronic Absenteeism Students with Disabilities Suspension Homeless, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities Schools	$2,035,566.00	No

Action #	Title	Description	Total Funds	Contributing
		Castro - Suspension Rates School Student Groups Chronic Absenteeism Imai: Hispanic and Socioeconomically Disadvantaged Bubb: Hispanic and Socioeconomically Disadvantaged, and Students with Disabilities Crittenden: White Landels: English Learners and Students with Disabilities Graham: Homeless Monta Loma: Students with Disabilities and White Stevenson: Students with Disabilities and Hispanic Students Theuerkauf: Students with Disabilities Suspension Rates Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless Vargas: Students with Disabilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Research has shown that an active partnership between staff and families leads to better student outcomes academically, socially, and emotionally. Like any partnership, the relationship between staff and families is built on trust. Ensuring that all individuals feel included and welcomed builds the trust required to establish and maintain a virtuous cycle of student support. Metrics developed for this goal are designed to help us understand the District's strengths and opportunities to improve our culture for our stakeholders.

This goal is aligned to the District's SP2027 Goal Area 3 and State Priority 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 3 Parental Involvement and Family Engagement The percentage of families that agreed or strongly agreed that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey.	Spring 2024 Percentage of families that agreed or strongly agreed overall and by site Initial Rates (spring 2024 - adjustments made due to a reporting error) District 69% Bubb - 63% Castro - 79% Crittenden - 61%	Spring 2025 Percentage of families that agreed or strongly agreed overall and by site Initial Rates (spring 2025 - adjustments made due to a reporting error) District 70% Bubb - 68%	Spring 2026 Percentage of families that agreed or strongly agreed overall and by site District 71% Bubb - 60% Castro - 79% Crittenden - 66% Graham - 72% Imai - 74% Landels - 75% Mistral - 70%	Spring 2027 Percentage of families that agreed or strongly agreed overall and by site District - 80% Bubb - 74% Castro - 85% Crittenden - 80% Graham - 80% Imai - 72% Landels - 87% Mistral - 90%	Spring 2026 District +5 Percentage Point (PP) Bubb -1 PP Castro - 3 PP Crittenden +2 PP Graham +14PP Imai +9 PP Landels +2 PP Mistral -10 PP Monta Loma +16 PP Stevenson +20 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graham - 61% Imai - 61% Landels - 77% Mistral - 87% Monta Loma - 68% Stevenson - 57% Theuerkauf - 79% Vargas - 73% Corrected Rates (Spring 2024) District 66% Bubb - 61% Castro - 82% Crittenden - 64% Graham - 58% Imai - 65% Landels - 73% Mistral - 80% Monta Loma - 60% Stevenson - 51% Theuerkauf - 68% Vargas - 71%	Castro - 75% Crittenden - 62% Graham - 65% Imai - 67% Landels - 70% Mistral - 77% Monta Loma - 80% Stevenson - 63% Theuerkauf - 71% Vargas - 71% Corrected Rates (Spring 2025) District 68% Bubb - 65% Castro - 77% Crittenden - 67% Graham - 62% Imai - 65% Landels - 73% Mistral - 76% Monta Loma - 76% Stevenson - 62% Theuerkauf - 77% Vargas - 59%	Monta Loma - 76% Stevenson - 71% Theuerkauf - 69% Vargas - 70%	Monta Loma - 77% Stevenson - 75% Theuerkauf - 85% Vargas - 80%	Theuerkauf +1PP Vargas -1 PP
3.2	State Priority 3 Parental Involvement and Family Engagement The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and	Spring 2024 68% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Spring 2025 70% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	Spring 2026 73% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	Spring 2027 77% will agree or strongly agree on the District's LCAP/Climate Survey	Spring 2026 +5 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	implementing strategies to reach and seek input from an underrepresented groups (English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities) in the school community on the LCAP/Climate Survey.					
3.3	State Priority 3 Parent Involvement Self Reflection Tool	June 2024 The District had all 3's and 4's on the Parent Involvement Self Reflection Tool Rubric	June 2025 The District had all 3's and 4's on the Parent Involvement Self Reflection Tool Rubric	June 2026 The District had all 3's and 4's on the Parent Involvement Self Reflection Tool Rubric	June 2027 Obtain rubric scores of at least 4 on all areas of the Parent Involvement Self Reflection Tool Rubric	June 2026 The District continued to have all 3's and 4's on the Parent Involvement Self Reflection Tool Rubric Of the 12 areas: 9 4's (+2 from 2024) 3 3's (-2 from 2024)
3.4	Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	Spring 2024 Overall 87% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Spring 2025 Overall 86% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	Spring 2026 Overall 88% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 91% will agree or strongly agree on the District's LCAP/Climate Survey	Spring 2026: +1 Percentage Point (PP)
3.5	The percentage of families that agree or strongly agree that they	Spring 2024 Initial rate 73% (2022-23)	Spring 2025 75% agreed or strongly agreed	Spring 2026 75% agreed or strongly agreed	Spring 2027 81% will agree or strongly agree that	Spring 2026 Academic Supports

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	understand the academic and non-academic supports available to their students on the LCAP/Climate Survey.	Corrected Rate 75% (2022-23) (adjustment made due to a reporting error) agreed or strongly agreed that they understand the academic supports available to their students. 65% agreed or strongly agreed that they understand the non academic supports available to their students. on the spring 2024 LCAP/Climate Survey	that they understand the academic supports available to their students. 66% agreed or strongly agreed that they understand the non academic supports available to their students. on the spring 2025 LCAP/Climate Survey	that they understand the academic supports available to their students. 69% agreed or strongly agreed that they understand the non academic supports available to their students. on the spring 2026 LCAP/Climate Survey	they understand the academic supports available to their students. 76% will agree or strongly agree that they understand the non academic supports available to their students. on the spring 2024 LCAP/Climate Survey	0 Percentage Points (PP) Non-Academic Supports +4 Percentage Points (PP)
3.6	The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.	Spring 2024 78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Spring 2025 Overall 78% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	Spring 2026 Overall 79% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 84% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Spring 2026 +1 Percentage Points (PP)
3.7	Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	Spring 2024 Initial rate 21% (2022-23) Corrected Rate 20% (2022-23) (adjustment made due to a reporting error) agreed or strongly agreed that what I want to know is mixed in with information that does	Spring 2025 23% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2024 LCAP/Climate Survey	Spring 2026 20% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2026 LCAP/Climate Survey	Spring 2027 Decrease the percentage to 12% that agree or strongly agree.	Spring 2026 0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		not apply to me on the spring 2024 LCAP/Climate Survey				

Goal Analysis [2025-26]

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

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

The District was able to implement most actions as described in Goal 3 during the 2025-26 school year.

Successful Implementation
School and Community Engagement Facilitators (SCEF) are hired and active at all sites (Action 3.1). The District actually hired 10.75 FTE School and Community Engagement Facilitators instead of 9.75. Nine Facilitators Provide support all sites and 1.75 support our families that are considered unhoused. The two SCEFs that are assigned as McKinney-Vento Liaisons have each been assigned a portfolio of school sites and are actively supporting the needs of unhoused students at their sites. Liaisons are also actively involved in tracking attendance, making reminder phone calls, connecting families with information about summer programs and next year's after school programs. SCEFs worked with families identifying as unhoused (homeless) and families of students with disabilities to remove barriers so students can attend school regularly.

This year, the district transitioned from a full-time Director of Equity to a model in which equity work is supported by a school principal leader (Action 3.2). The #BetterTogether culture and climate program launched as planned under the One World: Many Voices theme, with a digital matrix of learning targets, activities, and supporting literature distributed to sites. The District Equity Advisory Committee did not formally convene this year despite recruitment efforts, due to limited community interest although the two interested members were consulted. Consultation on equitable access to Choice Programs continued, and professional development was offered on welcoming environments for LGBTQ+ and gender non-conforming students (Action 3.2).

The District continued to offer both District and site sponsored Parent University events. (Action 3.3).

MyPowerhub by Powerschool was determined to be not an option due to lack of support and low usability. Research on the potential use of Parent Square is on hold due to budget reductions and focus on website ADA compliance (Action 3.4).

The District gathered information on Effective School-Family communication for Spanish Speaking Families (Action 3.5).

Implementation Challenges

Budget and staffing reductions hindered work on several communication action steps. The District did not continue researching Parent Square (Action 3.4) and did not continue to identify best practice in family school communication after gathering some initial research (Action 3.5).

Modified Implementation: The District only compiled some initial research on best practice in family school communication with Spanish speaking families (Action 3.5).

Not Implemented
Research on the potential use of Parent Square is on hold due to budget reductions and focus on website ADA compliance (Action 3.4). The Equity Committee was not convened in the Spring 2026 due to a lack of interest (Action 3.2). The few community members that expressed interest were consulted on their concerns and perspectives related to the #Better Together focus for 2026-27.

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.

Action 3.3: The District did not contract with any outside speakers for Parent University thus there were no expenditures.

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

School and Community Engagement Facilitators continue to play a critical role in our school communities and are effective as liaisons between students, staff, and parents to remove barriers to improve student learning and achievement (Action 3.1). Data from the District's spring 2025 LCAP survey is supportive of the continuation of these staff. Seventy percent of families that agreed or strongly agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making (+1 Percentage Point (PP) from spring 2024 and 70% also agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups (English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities) in the school community (+2 PP from spring 2025). Similar to last year 78% of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey. Additionally, As of March 30 Chronic absenteeism rates for Students with Disabilities is down from the end of 2024 by 7 Percentage Points based on District data.

This year, the district transitioned from a full-time Director of Equity to a model in which equity work is supported by a school principal leader, while core programs continue as part of district routine. The #BetterTogether culture and climate program launched as planned under the One World: Many Voices theme, with a digital matrix of learning targets, activities, and supporting literature distributed to sites. The District Equity Advisory Committee did not convene this year despite recruitment efforts, due to limited community interest. The few community members that expressed interest were consulted on their concerns and perspectives related to the #Better Together focus for 2026-27. Consultation on equitable access to Choice Programs continued, and professional development was offered on welcoming environments for LGBTQ+ and gender non-conforming students. The year's actions were generally effective in advancing the district's equity goal. #BetterTogether has moved from initiative to embedded practice across sites — a central aim of the Director of Equity's work over the past four years — demonstrating that equity efforts can be sustained without dependence on a single role. Choice Programs showed measurable

progress, including an increase in SED families enrolling at Stevenson. On-request professional development reached multiple sites, including all middle school teachers; this model is responsive to site-identified needs but risks underserving sites with less equity-forward leadership. This work will continue in 2026-27. (Action 3.2)

The District continues to run an effective and successful Parent University Program (Action 3.3). Seventy-seven percent of families indicated that they are completely or very satisfied with Parent University which is an increase of 1 percentage point (PP) from the spring 2025 survey. Additionally, this year approximately 300 families have attended District Parent University Events and over 3,000 people have attended Site-based Parent University events. This program will continue in 2026-27.

The District is committed to improving communication with all families and ensuring that they get needed information in easily accessible ways. Accessible communication is important for families that may have English Learners or Students with Disabilities. It was determined that MyPowerhub by Powerschool is not an option due to lack of support and low usability. Research on the potential use of Parent Square is on hold due to budget reductions and focus on website ADA compliance (Action 3.4). This action will be removed from the LCAP and will be considered again for the 2027-30 plan.

The District gathered information on Effective School-Family communication for Spanish Speaking Families but was not able to put any practices into use from the research this year.

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

Metric 3.1: The Baseline and Year 1 outcomes were reported incorrectly. The wrong line from the District's spreadsheet was inputted. The percentages for the District and all schools were updated for both years.

Action 3.1: School and Community Engagement Facilitators: The District will staff with 10.75 FTE School and Community Engagement Facilitators (SCEF). The FTE of 9.75 which was reported in the 2025-26 LCAP was incorrect.

Action 3.4: Parent Communication: Due to budget and staffing reductions, this action step will be removed and considered for the 2027-30 plan.

Action 3.5: Communication practices that meet the needs of all families (now 3.4 since the old action 3.4 was removed - see above): The District gathered information on Effective School-Family communication for Spanish Speaking Families but was not able to put any practices into use from the research this year and will continue these efforts in 2026-27.

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	School and Community Engagement Facilitators (SCEF)	Staff with 10.75 FTE School and Community Engagement Facilitators (SCEF). The SCEF team will also specifically monitor attendance of Students with disabilities along with Homeless students. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).	$1,283,205.00	Yes
3.2	Equity	MVWSD has had a dedicated Director of Equity for the last four years and has developed programs and initiatives that have become a part of district routine. Moving forward many of these programs will continue to run, but don't require as much direct oversight or support. Continuing the programs does not necessitate employing a full-time Director of Equity. The programs will be supported instead by a school principal leader. In 2026-27, Equity work will continue to include: 1. Development and implementation of the district's culture and climate program #BetterTogether. The annual theme will be One World: Many Voices and include a digital matrix of learning targets and activities along with supporting literature provided to sites. 2. Formation and facilitation of quarterly District Equity Advisory Committee meetings. These meetings will include participants from multiple stakeholder groups including Board members, parents, district leaders, teachers, and classified staff members. The advisory committee will provide feedback to the Superintendent and/or designee around issues of equity and inclusion in the district. 3. Continued consultation with Superintendent or designee on Equitable Access to Choice Programs in the district. This consultation will relate to the implementation and revision of the choice program lottery and/or supports provided to schools to ensure equitable access for families.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		4. Professional development on issues related to healthy school culture and climate for both students and staff upon request. These may include training sessions about addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups.		
3.3	Parent Engagement - Parent University	In 2025-26 the District continued to implement a refined Parent University system. The system is designed to improve families knowledge of the public school system, to empower families to better support their children's development and increase participation and engagement by parents from the District's underrepresented groups including: English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities. In 2026-27 the District will continue to offer both District sponsored and site sponsored Parent University events.	$5,000.00	No
3.4	Communication practices that meet the needs of all families	In 2026-27, staff will work identify and implement new practices in family-school communication, specifically with families that speak Spanish or are underserved in the community. Community partners indicated a need to find new ways to communicate with families from Castro School as well which is the District's only Title 1 school and lowest performing school. MVWSD wants to ensure it has two-way communication with all community partners. Participation rates families from that speak Spanish or who are socio-economically disadvantaged are lower than those of families who are white or Asian and are not economically disadvantaged on the District's LCAP/Climate survey Staff will conduct this research so no expenditures are required.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Develop and Implement policies and practices to support and retain effective and engaged employees.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly. Actions and metrics outlined in this goal are designed to support the District in these areas.
This goal is aligned to SP2027 Goal Area 4 and State Priority 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of highly qualified teachers	2023-24: 84% of teachers are highly qualified	2024-25: 87% of teachers are highly qualified	2025-26 88% of teachers are highly qualified	2026-27 90% of teachers will be highly qualified	+1 Percentage Point (PP)
4.2	State Priority 1: Basic Number/percentage of mis-assignments of teachers of English learners	2023-23: 0	2024-25: 1	2025-26 13 (all teachers had waivers for EL authorization while completing coursework and exams)	2026-27 Maintain 0 mis-assignments of teachers of English Learners	mis-assignments: +13
4.3	State Priority 1: Basic Number of other teacher mis-assignments	2023-24: 0	2024-25: 0	This data is not available at this time.	2026-27 Maintain 0 teacher mis-assignments	Data not available at this time
4.4	State Priority 1: Basic	2023-23: 0	2024-25: 0	2025-26: 0	2026-27	0 vacant teacher positions

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Number of vacant teacher positions				Maintain 0 vacant teacher positions.	
4.5	Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey.	2023-24: 60% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	2024-25: 77% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	2025-26: 73% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey	2025-26 +13 Percentage Points (PP)
4.6	Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.	2023-24: 69% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	2024-25: 82% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	2025-26: 73% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey	2025-26 +4 Percentage Points (PP)
4.7	Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving opportunities for student learning on the LCAP/Climate survey.	2023-24: 93% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	2024-25: 93% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	2025-26: 94% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	2026-27 Maintain 95% agree or strongly agree on the District's annualLCAP/Climate Survey	2025-26 +1 Percentage Point (PP)
4.8	Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school LCAP/Climate survey.	2023-24: 53% agreed or strongly agreed at the school level.	2024-25: 65% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	2025-26: 63% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	2026-27 Increase to 70% agree or strongly agree on the District's annual LCAP/Climate Survey	2025-26 +10 Percentage Points (PP)
4.9	Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and	2023-24: 88% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	2024-25: 87% agreed or strongly agreed on the spring 2025	2025-26: 91% agreed or strongly agreed on the spring 2026	2026-27 Increase to 95% agree or strongly agree on the District's annual	2025-26: +3 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	procedures by which I will be evaluated on LCAP/Climate survey.		LCAP/Climate Survey.	LCAP/Climate Survey.	LCAP/Climate Survey	
4.10	Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.	2023-24: 67% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	2024-25: 79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	2025-26: 71% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	2026-27 Increase to 75% agree or strongly agree on the District's annual LCAP/Climate Survey.	2025-25 +4 Percentage Points (PP)
4.11	Staff Retention Rates	2023-24 Overall Staff Retention - 93% Certificated Staff - 91% Classified Staff - 94% Teachers - 90%	2024-25 Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 91%	2025-26 Overall Staff Retention - 89% Certificated Staff - 87% Classified Staff - 90% Teachers - 90%	2026-27 Overall Staff Retention - 95% Certificated Staff - 95% Classified Staff - 97% Teachers - 93%	2025-26 Overall Staff Retention -4 Percentage Point (PP) Certificated Staff -4 Percentage Point (PP) Classified Staff -4 Percentage Points (PP) Teachers - +0 Percentage Points (PP)

Goal Analysis [2025-26]

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

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

While not all action steps in Goal 4 were implemented exactly as written, the outcomes of the work is considered effective in contributing to the District's goal of developing and Implementing policies and practices to support and retain effective and engaged employees during the 2025-26 school year.

Successful Implementation
The District partnered with the Santa Cruz Silicon Valley New Teacher Project to provide an induction program. The District supported 36 teachers with 2.5 FTE District mentors (Action 4.1) While the District did not conduct the assessment of leadership opportunities for staff and engage stakeholder groups in order to gain insight and begin to develop leadership pathways, staff has created two programs to support both the hiring process and employee retention and support - the Resident Teacher Program and Aspiring Leaders Program (Actions 2.2 and 2.3).

Modified Implementation
The District did not conduct an assessment of the leadership opportunities for staff and engage stakeholder groups in order to gain insight and begin to develop leadership pathways, staff has created two programs to support both the hiring process and employee retention and support - the Resident Teacher Program and Aspiring Leaders Program (Actions 2.2 and 2.3).

Not Implemented
The staff professional development survey was not given in 2025-26, instead the District planned professional development based on the results of the Systems Study done by Orenda Education in fall 2025 which identified areas of need for our certificated and classified staff.

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

Action 4.1: The salary and benefits costs for the New Teacher Induction mentors was less than budgeted

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

While not all action steps in Goal 4 were implemented exactly as written, the outcomes of the work are considered effective in contributing to the District's goal of developing and Implementing policies and practices to support and retain effective and engaged employees.

The District partnered with the New Teacher Project to provide induction for 36 teachers and had 2.5 support providers (Action 1). Data collected from the mid-year survey of teachers participating in the program was very positive. Thirty-five of 37 participating teachers agreed that their mentor is effective in using their Individual Learning Plan to support their just in time needs. All 36 teachers agreed that they were satisfied with their induction experience so far this year and all 36 agreed that their mentor supporting them in developing strategies that foster my resilience and help me find joy in the profession. This partnership is an effective practice to attract and retain employees.

The District did not conduct an assessment of the leadership opportunities for staff and engage stakeholder groups in order to gain insight and begin to develop leadership pathways, staff has created two programs to support both the hiring process and employee retention and support - the Resident Teacher Program and Aspiring Leaders Program (Actions 2.2 and 2.3). Both programs will be implemented in 2026-27 and have support from staff. Effectiveness will need to be assessed in 2026-27.

Resident Teacher Program
To promote opportunities for growth in both our classified and certificated staff, MVWSD is partnering with SCCOE for the 2026-27 school year to build a Teacher Residency Program. This partnership between our district and the county promotes a shared responsibility of

recruiting, developing, and retaining effective educators. The teacher residency program offers a co-teaching experience that strengthens professional practice through a paid, year-long placement with a high-quality mentor teacher. This model not only prepares future educators to be classroom-ready from day one, but also creates a pathway to employment. This opportunity is a mutual benefit to both the aspiring teacher and the mentor teacher. Both the teacher coach and the resident teacher will reflect on practices and collaborate around best teaching practices for students through a co-teaching model. By MVWSD supporting and implementing a teacher residency program, we are ensuring aspiring teachers have affordable, high-quality opportunities and supports while they learn to teach and supporting the instructional and staffing needs of our own organization.

Aspiring Leaders Program
The Aspiring Leaders Program is a professional development initiative designed to identify and nurture educators with leadership potential. It equips participants with skills in instructional leadership, team collaboration, adn school improvement through mentorship, training, workshops and practical leadership experiences. This program designed for certificated staff builds a strong internal leadership pipeline, ensures smooth succession and continuity, improves student outcomes through better leadership, retains high-performing staff, and aligns leaders with district vision and goals among other things.

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.

Actions 4.2 and 4.3: - Employee Retention and Support and Hiring Process are being combined into one action step for 2026-27 as efforts in each area overlap.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Teacher Induction	The District will continue to partner with the Santa Cruz/Silicon Valley New Teacher Project to provide induction to teachers in years 1 and 2 of their careers. Having an induction program allows MVWSD to provide inexperienced teachers with the necessary models and tools for beginning their teaching careers, support them in becoming highly effective, and allow them to obtain a clear credential.	$543,518.00	No
4.2	Employee Retention and Support and Hiring Process	The District will continue to offer the Aspiring Leaders Program and will implement the Residential Teacher Program in 2026-27. Resident Teacher Program	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		To promote opportunities for growth in both our classified and certificated staff, MVWSD is partnering with SCCOE for the 2026-27 school year to build a Teacher Residency Program. This partnership between our district and the county promotes a shared responsibility of recruiting, developing, and retaining effective educators. The teacher residency program offers a co-teaching experience that strengthens professional practice through a paid, year-long placement with a high-quality mentor teacher. This model not only prepares future educators to be classroom-ready from day one, but also creates a pathway to employment. This opportunity is a mutual benefit to both the aspiring teacher and the mentor teacher. Both the teacher coach and the resident teacher will reflect on practices and collaborate around best teaching practices for students through a co-teaching model. By MVWSD supporting and implementing a teacher residency program, we are ensuring aspiring teachers have affordable, high-quality opportunities and supports while they learn to teach and supporting the instructional and staffing needs of our own organization. Aspiring Leaders Program The Aspiring Leaders Program is a professional development initiative designed to identify and nurture educators with leadership potential. It equips participants with skills in instructional leadership, team collaboration, and school improvement through mentorship, training, workshops and practical leadership experiences. This program designed for certificated staff builds a strong internal leadership pipeline, ensures smooth succession and continuity, improves student outcomes through better leadership, retains high-performing staff, and aligns leaders with district vision and goals among other things. This action is part of regular staff responsibilities - no expenditures.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students' access to various resources such as technology, facilities, and nutrition positively correlates to their ability to fully take advantage of educational opportunities. The District has eleven school sites that were remodeled and or built at different points over the years. To ensure that all schools have equitable technology, facilities, and access to materials, standardized rubrics and systems for evaluation to meet site needs will be put into place.
This goal is aligned to the District's SP 2027 Goal Area 5 and State Priority 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	State Priority 1 - Basic School facilities are maintained in good repair	2023-24: Facilities in Good Repair: 11,460/11,550 = 99.22%	2024-25 Facilities in Good Repair: 18,103/18,192 = 99.51%	2025-26 Facilities in Good Repair: 10,899/11,130 = 97.92%	Maintain 99% of Facilities in Good repair or increase to 100%	2025-26: -1.3 Percentage Points (PP)
5.2	Percentage of completed work orders in Service Now.	2023-24: 109% completed. The percentage includes leftover work orders from summer plus the 23/24 school year	2024-25: 95.33% of work orders have been resolved and 4.67% remain open or awaiting parts.	2025-26: 95% of work orders submitted have been completed	95% of work orders submitted will be completed.	2025-26: -14 Percentage Points (PP)
5.3	Percentage of students reporting that my school	33% agreed or strongly agreed on the spring	35% agreed or strongly agreed on the spring 2025	48% agreed or strongly agreed on the spring 2026	Increase to 60% agree or strongly agree on the	2025-26: +15 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	is clean on the LCAP/Climate Survey.	2024 LCAP/Climate Survey.	LCAP/Climate Survey.	LCAP/Climate Survey.	District's annual LCAP/Climate survey	
5.4	Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey.	78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	81% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	86% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey	2025-26: +8 Percentage Points (PP)
5.5	Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey.	76% agreed or strongly agreed on the spring 20234LCAP/Climate Survey.	74% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.	81% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey.	Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey	2025-26: +5 Percentage Points (PP)
5.6	State Priority 1 - Basic Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home.	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks on September 7, 2023	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks on September 5, 2024	100% of students had access to their own copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks on	Maintain 100% of students having access to standards aligned instructional materials for use at school and at home	2025-26: 0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				September 18, 2025		

Goal Analysis [2025-26]

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

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

The District was able to implement most actions in Goal 5 in 2025-26. All work contributed to the District's goal of developing and implementing plans and protocols to ensure the equitable distribution of resources that support student success.

Successful Implementation
Regular site walkthroughs were conducted throughout the year to proactively address maintenance and cleanliness needs. These visits were effective in maintaining campus conditions and responding to issues in a timely manner. A planned second Facilities Inspection Tool (FIT) assessment was not completed due to personnel changes within the department. Despite this, staff continued to monitor site conditions through routine visits and communication with school sites, which helped mitigate potential gaps in formal inspection data. District conducted focus groups this year to better understand areas for improvement (Action 5.1).

All fifth grade students were issued Chromebooks in August 2025 and additional CBRS routers were issues tto students that needed access to the internet at home (Actions 5.2 and 5.3).

In 2024-2025, expenditures for locally purchased small farm produce was $187,000 and as of April 2026 expenditures for locally purchased small farm produce is $200,000 without federal grants. Child Nutrition also worked on eliminating additional food dyes in breakfast foods, introduced Omega 3 cereals, and are reducing highly processed foods. A meal survey is planned in April and Child Nutrition will coordinate with Living Classroom for a third school produce tasting. Two focus groups have been held so far and one focus group is planned for the end of the school year (Action 5.4)

Implementation Challenges
The The Assistant Director of Maintenance Operations and Transportation left the District in Spring of 2026 and a new director was not be in place until May 2026.

Modified Implementation
The District has made partial progress toward completing the comprehensive review of technology usage. To date, data has been collected on device usage rates and the applications currently utilized across the District at both the site and district levels. This information has provided initial insight into patterns of use and supported a better understanding of how technology resources are being accessed. The District is currently working to conduct a stakeholder technology survey before the end of the school year. (Action 5.5).

Not Implemented
A planned second Facilities Inspection Tool (FIT) assessment was not completed due to personnel changes within the department. Only three focus groups were done in 2025-26 (Action 5.4).

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.

Action 5.2: The District discontinued issuing Chromebooks to kindergarten students that are only used at home. Kindergarten students continued to have access to Chromebooks in the classroom and the District provided a Chromebook for any kindergarten family that requested one to have at home which decrease expenditures for technology devices.

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

All of the work completed on actions in Goal 4 were effective in contributing to the District's goal of developing and implementing plans and protocols to ensure the equitable distribution of resources that support student success.

Regular site walkthroughs were conducted throughout the year to proactively address maintenance and cleanliness needs. These visits were effective in maintaining campus conditions and responding to issues in a timely manner. The regular site visits and increased communication with custodial staff were effective in maintaining campuses in good condition. These efforts supported timely identification and resolution of maintenance and cleanliness issues, contributing to overall positive site conditions. A planned second Facilities Inspection Tool (FIT) assessment was not completed due to personnel changes within the department. Despite this, staff continued to monitor site conditions through routine visits and communication with school sites, which helped mitigate potential gaps in formal inspection data. In addition, all-hands meetings were held with custodial staff to reinforce safety protocols, clarify cleaning expectations, and align priorities across sites. The all-hands meetings also improved clarity around expectations and consistency in practices across sites. In response, the District conducted focus groups this year to better understand areas for improvement. Feedback from these groups informed targeted actions, including deploying additional custodial support to address restroom cleanliness and proactively identifying maintenance issues before they were reported by school sites (Action 5.1).

MVWSD has been a 1:1 technology device District since the pandemic although it is revisiting it's plan for technology usage especially in the younger grades and is moving to having carts in classrooms at grades K-3 instead of having both carts and individual devices for each student. Parents of students that need a device at home may request one and will be issued a device for home use. In 2025-26 all 5th grade students were issued new Chromebooks Students use these devices through their end of their 8th grade year (Action 5.2) The new chromebooks purchased have the capability of connecting to the District-wide CBRS network (MVWSDConnect). MVWSD Connect (Action 5.3) is the District's initiative to ensure all students have access to the internet at home. The District has installed CBRS radios at all 11 school sites which extends the range of the District's network by up to 3/4 of a mile from the school site.. CBRS routers and chromebooks are provided to students who need them at home (Action 5.3).

In 2024-2025, expenditures for locally purchased small farm produce was $187,000 and current expenditures for 2025-26 are $200,000, without Federal grants which exceeds the goal of maintaining from 2024-25. Local fresh produce along with scratch coked meals increased lunch participation from 44% in 2024-25 to 52%, 2025-26. Child Nutrition worked on eliminating additional food dyes in breakfast foods, introduced Omega 3 cereals, and are reducing highly processed foods. Child Nutrition will conduct a meal survey in April and coordinate with

Living Classroom for a third school produce tasting. A third small focus group will meet and address the survey results and current meal issues (Action 5.4).

The District has made partial progress toward completing the comprehensive review of technology usage. To date, data has been collected on device usage rates and the applications currently utilized across the District at both the site and district levels. This information has provided initial insight into patterns of use and supported a better understanding of how technology resources are being accessed. The District is currently working to conduct a stakeholder technology survey before the end of the school year. The remaining components of the review, including analysis of challenges and successes, research on best practices for technology in schools, and development of recommendations for next steps, are still in progress. This work will continue into the summer and early fall to ensure a thorough and thoughtful evaluation that can inform future decision-making and strategic planning.

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 5.2: Chromebooks - In 2026-27, the District will no longer be issuing Chromebooks to kindergarten through third grade students that are only used at home. Kindergarten through third grade students will continue to have access to Chromebooks in the classroom and the District will provide a Chromebook for any family that requests one to have at home. Fourth grade students will use their chromebooks provided when they were in Kindergarten.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Cleanliness	Maintain safe, clean, and functional school environments by implementing a consistent and manageable site inspection process aligned with the State of California Facility Inspection Tool (FIT). The District will conduct quarterly site inspections at each school, focusing on high-priority areas including restrooms, playgrounds, and a representative sample of classrooms and common spaces. Inspection findings will be used to identify and prioritize maintenance and custodial needs, support continuous improvement, and ensure readiness for the annual FIT evaluation. To incorporate student voice, the District will continue to conduct simple annual feedback process (e.g., survey or small focus group) to better understand student perceptions of campus cleanliness and safety and inform ongoing improvements.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is part of regular staff responsibilities - no expenditures.		
5.2	Technology Devices	The District will issue new Chromebooks to students entering 4th grade in 2026-27. Students that receive a Chromebook at 4th grade will use that device through the end of 8th grade. Issuing new devices at these specific grade levels will ensure that students have access to a fully supported Chromebook throughout their time in MVWSD and ensures a stable budget each year as the cost for the devices is similar year to year. In 2026-27, the District will no longer be issuing Chromebooks to kindergarten through third grade students that are only used at home. Kindergarten through third grade students will continue to have access to Chromebooks in the classroom and the District will provide a Chromebook for any family that requests one to have at home. Fourth grade students will use their 1:1 device issued when they were in Kindergarten.	$310,000.00	No
5.3	MVWSDConnect	The district will continue to provide a router, LTE-capable Chromebook, or a hotspot to students who need Internet access at home ensuring internet access for all students. The district has built a CBRS network that uses LTE technology to provide Internet access to students outside of school. A limited number of hotspots are also available for students that live beyond the range of the CBRS network. This action is part of regular staff responsibilities and the District currently has equipment - no expenditures.	$0.00	No
5.4	Meals for Students	The District will ensure that all students have access to nutritious, appealing daily meals by maintaining a stable and sustainable Child Nutrition program that prioritizes food quality, student engagement, and operational consistency.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will continue to provide broad access to meals and will monitor participation trends to assess whether students in need are being effectively served. Progress will be measured by maintaining or increasing overall meal participation rates compared to the prior year. The District will also sustain current levels of local purchasing, when feasible, while balancing cost, supply stability, and program sustainability. Progress will be measured by maintaining the percentage of food expenditures on local products at or near prior-year levels. To support continuous improvement in food quality, the District will initiate a phased review of menu items to identify opportunities to reduce or eliminate artificial dyes and highly processed ingredients where practical. Progress will be measured by the number of menu items reviewed and the implementation of feasible product substitutions. To incorporate student voice and improve meal satisfaction, the District will conduct two to three Child Nutrition feedback opportunities annually, such as focus groups or surveys, and use the input to inform program improvements. Progress will be measured by completion of these engagement opportunities and documentation of responsive changes. The District will also continue to collaborate with partners, including Living Classroom, to incorporate school garden produce into meal programs when available and feasible. This action is part of regular staff responsibilities - no expenditures.		
5.5	Technology Review	Continue the review of technology usage in the District including devices, applications (District and site), usage rates, challenges, successes etc. Include a review of research on best practices for technology in schools and recommendations for next steps	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Develop and Implement effective and consistent practices that meet the needs of students of Castro School.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
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.

As the only Title 1 school and lowest performing school, the District has always identified specific actions to improve outcomes for students at Castro School. Eighty-nine percent of students who attend are identified as unduplicated (Socio-Economically Disadvantaged, English Learner, or Foster Youth). The actions in this goal are additional supports put in place to improve outcomes for students and Castro School and come directly from work done this year by a committee of District staff, teachers, administrators and Board members on Reimagining Castro School. The team met regularly to understand the needs of Castro and visited effective schools in California and New Jersey.

This goal aligns to the District's SP2027 Goals 1, 2, 3 and 5 and State Priorities 2,3 4, 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
6.1	State Priority 4 Student Achievement CAASPP Results - ELA	Spring 2023 ELA Results (percentage of students who met or exceeded standard): Overall - 22% Students with Disabilities - 5% English Learners - 5%	Spring 2024 ELA Results (percentage of students who met or exceeded standard): Overall - 21%	Spring 2025 ELA Results (percentage of students who met or exceeded standard): Overall - 15%	Spring 2026 ELA Results (percentage of students who met or exceeded standard): Overall - 45%	Spring 2025 ELA Overall -7 Percentage Point (PP) Students with Disabilities -5 PP English Learners 0 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino - 15% Socioeconomically Disadvantaged - 18% English Only - 44% RFEP - 75%	Students with Disabilities - 4% English Learners - 6% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 15% English Only - 42% RFEP - 38%	Students with Disabilities - 0% English Learners - 5% Hispanic/Latino - 10% Socioeconomically Disadvantaged - 11% English Only - 47% RFEP - 33%	Students with Disabilities - 33% English Learners - 33% Hispanic/Latino - 40% Socioeconomically Disadvantaged - 41% English Only - 60% RFEP - 82%	Hispanic/Latino -5 PP Socioeconomically Disadvantaged -7 PP English Only +3 PP RFEP -42 PP
6.2	State Priority 4 Student Achievement CAASPP Results - math	Spring 2023 math Results (percentage of students who met or exceeded standard): Overall - 16% Students with Disabilities - 5% English Learners - 6% Hispanic/Latino - 11% Socioeconomically Disadvantaged - 13% English Only - 39% RFEP - 44%	Spring 2024 math Results (percentage of students who met or exceeded standard): Overall - 14% Students with Disabilities - 8% English Learners - 2% Hispanic/Latino - 9% Socioeconomically Disadvantaged - 11% English Only - 32% RFEP - 38%	Spring 2025 math Results (percentage of students who met or exceeded standard): Overall - 15% Students with Disabilities - 0% English Learners - 7% Hispanic/Latino - 9% Socioeconomically Disadvantaged - 9% English Only - 47% RFEP - 25%	Spring 2026 math Results (percentage of students who met or exceeded standard): Overall - 41% Students with Disabilities - 33% English Learners - 34% Hispanic/Latino - 38% Socioeconomically Disadvantaged - 39% English Only - 57% RFEP - 82%	Spring 2025 Math Overall - 1 Percentage Point (PP) Students with Disabilities -5 PP English Learners +1 PP Hispanic/Latino -2 PP Socioeconomically Disadvantaged -4 PP English Only +8 PP RFEP -19 PP
6.3	State Priority 4 English Learner Progress - California Dashboard	2022-23: 43.2% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC	2023-24: 44.3% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC	2024-25: 35.7% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC	2025-26: 51% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC	2024-25 -7.5 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	State Priority 4 Reclassification Rate	October 2023 The reclassification rate was 5.85%	October 2024 The reclassification rate was 6.70%	October 2025 The reclassification rate was 8.48	October 2026 The reclassification rate will be 34%	2025 +1.8 Percentage Points (PP)
6.5	Long Term English Learners	November 2023: Reported Percentage 9.3% of EL students are At Risk of becoming Long Term English Learners 2023-24 Corrected Percentage 24.4% of EL students are At Risk of becoming Long Term English Learners	November 2024: Reported Percentage 1.2% of EL students (2 students) are At Risk of becoming Long Term English Learners 2024-25 Corrected Percentage 18% of EL students are At Risk of becoming Long Term English Learners	November 2025: 22% of EL students are At Risk of becoming Long Term English Learners	November 2026: 4% of EL students will be At Risk of becoming Long Term English Learners	2025: -12.7 Percentage Points (PP)
6.6	Discontinued to 2026-27 I-Ready Reading Proficiency	Diagnostic 2 2023 - 24 Results (percentage of student who met or exceeded standard) Overall - 16% Students with Disabilities - 0% English Learners - 6% Hispanic - 10% Homeless - Not available SocioEconomically Disadvantaged - 11%	Diagnostic 2 2024-25 Results (percentage of student who met or exceeded standard) Overall - 17% Students with Disabilities - 5% English Learners - 9% Hispanic - 13% Homeless - 5%	Diagnostic 2 2025-26 Results (percentage of students who met or exceeded standard) Overall - 23% Students with Disabilities - 0% English Learners - 11% Hispanic - 18%	Discontinued in 2026-27 Diagnostic 2 2026-27 Results (percentage of student who met or exceeded standard) Overall - 31% Students with Disabilities - 30% English Learners - 34%	2025-26 Diagnostic 2 Overall +7 Percentage Point (PP) Students with Disabilities +0 PP English Learners +5 PP Hispanic - +8 PP Homeless N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Only - 46% RFEP 27%	SocioEconomically Disadvantaged - 14% English Only - 52% RFEP - 17%	Homeless - 8% SocioEconomically Disadvantaged -18 % English Only - 41% RFEP - 46%	Hispanic - 37% Homeless - Not available SocioEconomically Disadvantaged - 38% English Only - 62% RFEP 49%	SocioEconomically Disadvantaged +7 PP English Only -5 PP RFEP +19 PP
6.7	Discontinued to 2026-27 I-Ready Reading One year's growth	Diagnostic 2 Results 2023-24 24% of students made 1 year's growth in Reading	Diagnostic 2 Results 2024-25 26% of students made 1 year's growth in Reading	Diagnostic 2 Results 2025-26 23% of students made 1 year's growth in Reading	Discontinued in 2026-27 Diagnostic 2 Results 2026-27 100% of students will make 1 year's growth in Reading	2025-26 Diagnostic 2 -1 Percentage Point (PP)
6.8	Discontinued to 2026-27 I-Ready math Proficiency	Diagnostic 2 Results 2023-24 (percentage of student who met or exceeded standard) Overall - 10% Students with Disabilities - 3% English Learners - 4% Hispanic - 5% Homeless - Not available SocioEconomically Disadvantaged - 6% English Only - 27% RFEP 33%	Diagnostic 2 Results 2024-25 (percentage of student who met or exceeded standard) Overall - 8% Students with Disabilities - 3% English Learners - 4% Hispanic - 4% Homeless - 2% SocioEconomically Disadvantaged - 6% English Only - 24% RFEP - 6%	Diagnostic 2 2025-26 Results (percentage of student who met or exceeded standard) Overall - 12% Students with Disabilities - 0% English Learners - 5% Hispanic - 8% Homeless - 8% SocioEconomically Disadvantaged - 6% English Only - 26% RFEP - 18%	Discontinued in 2026-27 Diagnostic 2 Results 2026-27 (percentage of student who met or exceeded standard) Overall - 37% Students with Disabilities - 32% English Learners - 34% Hispanic - 35% Homeless - Not available SocioEconomically Disadvantaged - 36% English Only - 62%	2025-26 Diagnostic 2 Overall +2 Percentage Point (PP) Students with Disabilities -3 PP English Learners +1 PP Hispanic +3 PP Homeless N/A SocioEconomically Disadvantaged 0 PP English Only -1 PP RFEP - 15 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					RFEP 53%	
6.9	Discontinued to 2026-27 I-Ready math One year's growth	Diagnostic 2 Results 2023-24 19% of students made 1 year's growth in math	Diagnostic 2 Results 2024-25 26% of students made 1 year's growth in math	Diagnostic 2 Results 2025-26 19% of students made 1 year's growth in Reading	Discontinued in 2026-27 Diagnostic 2 Results 2026-27 100% of students will make 1 year's growth in math	2025-26 Diagnostic 2 0 Percentage Points (PP)
6.10	Priority 5 School Attendance Rates	Spring 2024 93.3%	Spring 2025 93.2%	Spring 2026 93.7%	Increase to 97% overall	Spring 2026: +0.5 Percentage Points (PP)
6.11	Priority 5 Chronic Absenteeism	2022-23 Dashboard Results The overall rating for chronic absenteeism is 29.4% Students with Disabilities - 39% English Learners - 27.2% Hispanic - 28.8% Homeless - 23.2% SocioEconomically Disadvantaged - 30.2%	2023-24 Dashboard Results The overall rating for chronic absenteeism is 20.7% Students with Disabilities - 27.3% English Learners - 18% Hispanic - 21.5% Homeless - 15.6% SocioEconomically Disadvantaged - 21.7	2024-25 Dashboard Results The overall rating for chronic absenteeism is 23.9% Students with Disabilities - 28.9% English Learners - 23.2% Hispanic - 25% Homeless - 18.8% SocioEconomically Disadvantaged - 23.6%	2025-26 Dashboard Results The overall rating for chronic absenteeism will be 13% Students with Disabilities - 15% English Learners - 12% Hispanic - 12% Homeless - 9.4% SocioEconomically Disadvantaged - 12.2%	2024-25 Dashboard Overall -5.5 Percentage Points (PP) Students with Disabilities -10.1 PP English Learners - 4 PP Hispanic -3.8 PP Homeless -4.4 PP SocioEconomically Disadvantaged - 6.6 PP
6.12	Priority 6 Suspension Rate	2022-23 Dashboard Results The overall suspension rate is 6.1% Students with Disabilities - 14.6% English Learners - 6% Hispanic - 6.4%	2023-24 Dashboard Results The overall rating for suspensions 6.4% Students with Disabilities - -1.3%	2024-25 Dashboard Results The overall rating for suspensions 1.5% Students with Disabilities - 0% English Learners -	2025-26 Dashboard Results The overall suspension rate will be 2.4% Students with Disabilities - 6.2%	2024-25 Dashboard Overall -4.6 Percentage Point (PP) Students with Disabilities

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless - 10.1% SocioEconomically Disadvantaged - 6.4%	English Learners - 6.8% Hispanic - 6.8% Homeless - 10.1% SocioEconomically Disadvantaged - 6.6%	1.5% Hispanic - 1.6% Homeless - 3.1% SocioEconomically Disadvantaged - 1.3%	English Learners - 2.1% Hispanic - 2.1% Homeless - 4.6% SocioEconomically Disadvantaged - 2.1%	(Minus) -14.6 PP English Learners - 4.5 PP Hispanic -4.8 PP Homeless -7 PP SocioEconomically Disadvantaged - 5.1 PP
6.13	Number of parents who respond to the District's LCAP/Climate Survey	Spring 2024 84 parents responded to the District's LCAP/Climate survey from Castro School	Spring 2025 63 parents responded to the District's LCAP/Climate survey from Castro School	Spring 20266 52 parents responded to the District's LCAP/Climate survey from Castro School	Spring 2027 125 parents will respond to the District's LCAP/Climate survey from Castro School	Spring 2026: -32 Parent Respondents
6.14	The percentage of staff who agree or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.	73% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	61% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	86% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 81% will agree or strongly agree	Spring 2026: +13 Percentage Points (PP)
6.15	The percentage of parents who agreed or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.	89% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	80% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 92% will agree or strongly agree	Spring 2026: -9 Percentage Points (PP)
6.16	The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey	87% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	69% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 96% will agree or strongly agree	Spring 2026: -18 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.17	Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	90% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	86% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	78% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 93% will agree or strongly agree	Spring 2026: -12 Percentage Points (PP)
6.18	Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	37% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	39% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	44% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 60% will agree or strongly agree	Spring 2026 +7 Percentage Points (PP)
6.19	Percentage of students reporting that I feel safe at my school my on the LCAP/Climate Survey.	60% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	74% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	69% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 68% will agree or strongly agree	Spring 2026 +9 Percentage Points (PP)
6.20	Percentage of staff reporting that I feel safe at my school my on the LCAP/Climate Survey.	74% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	94% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey	93% agreed or strongly agreed on the spring 2026 LCAP/Climate Survey	Spring 2027 84% will agree or strongly agree	Spring 2026 +19 Percentage Points (PP)

Goal Analysis [2025-26]

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

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

Goal 6 contained 5 actions developed to support Castro in addition to other action items in other goals. All actions were implemented and have contributed to the goal of developing and Implementing effective and consistent practices that meet the needs of students of Castro School.

Start Here.
Successful Implementation
The Early Literacy Team worked with site teachers to provide reading intervention to all students who were flagged for reading difficulty on the District's Universal Screener, mCLASS DIBELS (Action 6.1). The team provided reading intervention to 55 K-2 students at Castro over the course of the school year.

The District did hire additional support personnel for Castro in 2025-26. Castro had 2 At Risk Supervisors (Action 6.2) to support students with behavior in 2025-26 similar to 2024-25 The District provided an additional 0.5 FTE Community Engagement Facilitator for a total of 1.5 in 2025-26. A main focus of the School and Community Engagement Facilitators was to follow up with families of students with attendance issues The District did place a 0.5 FTE assistant principal at Castro school in 2025-26.

The District continued to partner with the Santa Clara County Office of Education to provide a Wellness Center at Castro. (Action 6.4). The Wellness Center was staffed with a 0.5 FTE Social Worker and liaison during school hours to support students mental health and social emotional needs. In addition to the Wellness Center, Castro has an additional full time counselor (Action 6.5). The counselor, provided 1:1, small group and whole group sessions with students in 2025-26.

The District continued to have a transitional Kindergarten class at Castro (Action 6.6) to provide more consistent programming for families in the Castro neighborhood (Preschool is also located on this campus). In past years, families in the Castro neighborhood did not enroll in TK at other sites due to the logistics of drop off and pick up.

Castro has fully implemented a master schedule which includes common grade level instructional blocks for math and ELA, multi-grade level Response to Instruction/Reading Intervention blocks, and team teaching in math.
The daily schedule also begins with a school-wide breakfast period (Action 6.7). The District hired a 1.0 FTE Newcomer teacher for Castro School (Action 6.9). Forty-three students received instruction in 2025-26.

Playworks provided support and structure to recess and lunch and improve safety, engagement and leadership skills for students at Castro in 2025-26 (Action 6.10).

Implementation Challenges
Castro did implement a master schedule which include designated time for breakfast during the first part of the school day. The new schedule had 50 minute blocks for instruction, common breaks for grades 1-5 and allowed for cross grade level Response to Instruction each day. The new schedule will also allowed for team teaching in math. Even with uninterrupted blocks for ELA, math and designated ELD, instructional minutes were still impacted by other scheduling constraints (Art, Music, Library, Playworks - Class Game Time, SEL Lessons, Field Trips, Living Classroom).

Modified Implementation
Castro had a centralized data team that worked to analyze assessment data primarily focused on data related to early literacy skills in grades K-.(Action 6.8). As the year progressed, in K-2, we monitored students who were below the expected reading level every 14 days.

As the year progressed, and our knowledge of what students needed, progressed, the demand and the work of data teams shifted
The Playworks classroom game time schedule was adjusted from one time per week to 2 times per month (Action 6.10).

Not Implemented
All actions were implemented.

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.

Action 6.7: The cost for snacks for classrooms was less than budgeted.

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

As the only Title 1 school and lowest performing school, the District has always identified specific actions to improve outcomes for students at Castro School. Eighty-nine percent of students who attend are identified as unduplicated (Socio-Economically Disadvantaged, English Learner, or Foster Youth). Students and families from Castro were disproportionately impacted by the pandemic and gaps in academics and social-emotional health widened greatly and will take time to reduce.

The Early Literacy Team (Action 6.1) worked with site teachers to provide reading intervention to all students who were flagged for reading difficulty on the District's Universal Screener (Action 6.1). The team provided reading intervention to 55 K-2 students at Castro to date.

Overall I-Ready reading results from Diagnostic 2 in December 2025 show gains from Diagnostic 2 in December 2024 across early grade levels indicating effectiveness of the Literacy Team - First Grade: +12 (PP) and Second Grade: +10 (PP). As students build foundational skills and have access to early intervention overall reading scores will continue to improve. In addition to the Orton Gillingham and UFLI training provided to all reading intervention teachers and instructional coaches, Castro K-1 teachers, the instructional coach, the principal, and the director of Curriculum, Instruction, and Assessment are participating in the AIM Pathways Early Literacy Program as an Early Success School. The team has successfully completed a rigorous course on structured literacy and engages in deep data dives and ongoing coaching on early literacy.

Castro had 2 At Risk Supervisors in 2025-26(Action 6.2). A second At Risk was hired due to increasing suspension rates and behavior incidents over the past few years. Castro's suspension rate was 6.1% in 2023-24. Castro's suspension rate decreased 4.9 percent in 2025-26 to 1.5% based on the results of the California Dashboard. Two At Risk Supervisors have been able to support students an intervene effectively before incidents escalate. In 2025-26 the District will add a 0.5 FTE Assistant Principal at Castro School in addition to the 2.0 At Risk Supervisors.

The District provided an additional 0.5 FTE Community Engagement Facilitator for a total of 1.5 in 2025-26. Seventy-seven percent of parents agreed or strongly agreed on the spring 2026 LCAP/Climate Survey that School and Community Engagement Facilitators have encouraged their involvement in school (-4 Percentage Points from 2025) and 77% agreed or strongly agreed that School and Community Engagement Facilitators have reached out to me (+9 PP from 2025).

Castro elementary school's Wellness Center (Action 6.4) is operational during school hours. A 0.5 FTE licensed social worker and a full time mental health liaison are staffed by a grant funded by the Santa Clara County Office of Education. The Castro Wellness Center has seen 247 students to date. Additionally, 12 students are receiving Tier 3 support through the Wellness Center through the District's Mental Health Specialist.

In additional to the Wellness Center, Castro has an additional full time counselor (Action 6.5). The counselor, provided 1:1, small group sessions with students as well as monthly social emotional lessons. The Castro School Counselor has seen 38 students this school year in either group or individual counseling sessions and is providing lessons to classrooms using the Character Strong.

The District will continue to have a Transitional Kindergarten class at Castro School (Action 6.6). In past years, families in the Castro neighborhood did not enroll in TK at other sites due to the logistics of drop off and pick up. Based on preliminary enrollment data for 2026-27, 24 families from the Castro neighborhood have registered for TK and have been assigned there next year.

Castro will continue to implement a master schedule which includes the shift to second chance breakfast, common core and intervention blocks across grade levels, and team teaching in math. (Action 6.7). The schedule is effective in that school-wide RTI and D-ELD blocks increase teacher collaboration and focus on core instruction and academic intervention. Even with uninterrupted blocks for ELA, math and designated ELD, instructional minutes were still impacted by other scheduling constraints (Art, Music, Library, Playworks - Class Game Time, SEL Lessons, Field Trips, Living Classroom). These impacts to school schedules were also highlighted in the District's Systems Study done by Orenda Education in Fall 2025. Staff is working with providers (CSMA and Rhythm and Moves) to begin to streamline schedules for 2026-27.

Castro had a centralized data team that worked to analyze primarily early literacy skills assessment data to adjust (Action 6.8). Students who do not have prerequisite reading at grade 2 reading skills, were identified for the appropriate Early Literacy Skills intervention groups. In grades 3-5 Students in reading intervention are monitored every 4-6 weeks and are exited once they have reached around grade 2 reading proficiency with foundational skills such fluency, decoding, and phonics.. Those students are then moved to a group within their grade-level span to work on comprehension development. This process was effective in that the streamlined approach allowed teachers to focus on planning differentiated and targeted instruction for their student groups and the process allowed for increased frequency of data collection and quicker adjustments. This process will continue in 2026-27.

The District hired two 0.5 FTE Newcomer teachers for Castro School (Action 2.9). Forty-three students received instruction in 2025-26. In addition to building necessary communication skills, this dedicated time effectively creates a safe space for students new to Castro and the country to ask questions and receive support.

Playworks provided support and structure to recess and and lunch and improve safety, engagement and leadership skills for students at Castro in 2025-26 (Action 6.10). This year Castro and Mistral shared one coach. This made sense since the schools share a school campus and both schools have scheduling constraints. Having only one coach streamlines the work as impact to instructional time. Having a Playworks Coach was effective in supporting student behavior and social interactions during recess. The Coach also provided leadership opportunities for older students to be Junior Coaches and learn conflict management and communication skills.

The District did place a 0.5 FTE assistant principal at Castro School this year. The Assistant Principal was also 0.5 FTE at a middle school. Due to budget reductions this position is being eliminated for 2026-27. This action will be removed from the LCAP. (Action 6.11).

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.

Corrected Metric 6.5 - Long Term English Learners: The percentage of students At Risk for becoming a Long Term English Learner was reported incorrectly. The actual percentage for 2023-24 (baseline) and 2024-25 have been corrected. Rates are 24.4% (23-24) and 18% (24-25).

Discontinued Metrics
Metrics: 6.6, 6.7, 6.8, and 6.9: These metrics are discontinued for 2026-27. The District has been considering a move away from i-Ready as an assessment tool and the need was confirmed in the results of the Systems Study done in Fall 2025. The District plans to utilize i-Ready as a secondary measure for math placement in grades 6-8 and for reclassification in 2026-27. In 2026-27 the district will be working to create grade level assessments that will be used beginning in 2027-28.

Actions
Wellness Center (Action 6.4): The partnership with the Santa Clara County Office Of Education ends June 30, 2026. There is some rollover funding from the partnership that will be used to staff the wellness center with a licensed practitioner and then the District will back fill with interns in 2026-27. (Castro continues to have an additional full time counselor as well, see Action 6.5).

Centralized Data Team (Action 6.8): Castro will continue to have a centralized data team with a focus on early literacy foundational skills and student groupings.

Assistant Principal (Action 6.11): This position has been eliminated due to budget reductions. This action will be removed from the LCAP.

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
6.1	Early Literacy Team	Learning Recovery Emergency Block Grant Action (LREBG) The Early Literacy Team (See also Action 1.14) will dedicate 40% of it's time to supporting students at Castro school in 2026-27. In collaboration with the site team, the master schedule will be adjusted to have common intervention and tier 1 teaching blocks. The Early Literacy Team will specifically support Castro school overall and with student groups that had red indicators on the California Dashboard (English Learners, Hispanic/Latino students, and Socio-Economically Disadvantaged students) as well as for Students with Disabilities.	$606,814.00	No

Action #	Title	Description	Total Funds	Contributing
		Learning Recovery Emergency Block Grant Action The District's needs assessment has identified early literacy as a need especially in some schools within the District (See Action 1.14). At the end of the 2022-23 school year 67% of 2nd graders were reading at grade level (26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf) and 14% of 2nd graders were reading at the Kindergarten level (44% at Castro, 23% at Monta Loma, 18% Mistral). The need is also substantiated through results from the 2024 Dashboard where student groups (Hispanic/Latino, English Leaners and Socio-economically disadvantaged students at these schools have low or very low ratings in English Language Arts. Without strong foundational skills students are unable or struggle with the shift from learning to read to reading to learn from 2nd to 3rd grade. Metrics 1.20 and 1.21 MVWSD expects to have unexpended LREBG funds for the 2026-27 school year in the amount of $ 2,321,900. This includes the additional amount of $174,355 received in 2025-26. The District plans to spend $ 1,547,036 in 2026-27 (Goal 1.14 $ 910,220 and Goal 6.1 $ 606,814 and an Indirect Charge of $30,002; the Indirect Charge is not linked in any of the LCAP actions). The District will continue to have an Early Literacy Team in 2027-28 ($1,535,807) and will expend it's remaining LREBG funds of $774,864 for this purpose. Castro English Language Arts Castro English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
6.2	At Risk Supervisor	In 2026-27, Castro will continue to have 2.0 FTE At Risk Supervisors (the same as 2025-26). The funds for these positions are listed in Goal 2, Action 1. This action will specifically support Castro school address the red indicator on the California Dashboard for suspension rates.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	School and Community Engagement Facilitator	In 2026-27, Castro will continue to have 1.5 FTE School and Community Engagement Facilitators, the same as 2025-26. Funding for this action is included in Goal 3, Action 1 so no expenditures are listed for this action. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).	$0.00	No
6.4	Wellness Center	Through a partnership with the Santa Clara County Office of Education, Castro School has had a Wellness Center. The partnership with the Santa Clara County Office Of Education ends June 30, 2026. There is some rollover funding from the partnership that will be used to staff the wellness center with a licensed practitioner and then the District will back fill with interns in 2026-27 (Castro continues to have an additional full time counselor as well, see Action 6.5). This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates	$0.00	No
6.5	Additional Counselor	In 2026-27, Castro will Continue to have a 1.0 FTE counselor. Funding for the 1.0 FTE is listed in Goal 2, Action 10 so no funding is listed here.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates		
6.6	Transitional Kindergarten	The District will continue to have a Transitional Kindergarten class at Castro to provide more consistent programming for families in the Castro neighborhood (Preschool is also located on this campus). in past years, with no Transitional Class available at Castro, families may not have chosen to enroll students due to lack of transportation to another site, thus reducing student's access to critical schooling. Based on enrollment for 2026-27 there are already 24 students registered.	$141,369.00	No
6.7	New Daily Schedule/Breakfast	In 2026-27, Castro will continue to implement the daily schedule. The schedule will have 50 minute blocks for instruction, common breaks for grades 1-5 and allow for cross grade level Response to Instruction each day. The new schedule will also allow for team teaching in math. Castro will continue to provide second chance breakfast at recess time for all students and will also provide snacks in the classrooms for students to have if they arrive at school without having eaten. This action has no funding as it is part of regular staff responsibilities and the District is part of California s Universal Meals Program so breakfast is not cost. Visits to effective schools like Castro both in California and in New Jersey uncovered the need for Castro to offer school-wide breakfast during the school day. Sites visited were successful in using this time to build community by incorporating breakfast into morning meeting and thus access to food/resources was de-stigmatized. Additionally, visits showed the need for Castro to have a consistent daily schedule that will prioritize	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		longer instructional blocks to prioritize tier 1 instruction and provide for common intervention blocks so teams can work together to share students. This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates		
6.8	Centralized Data Team	In 2026-27 Castro will continue to implement a site-based data team with a focus on early literacy foundational skills and student groupings. This process will support academic outcomes specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, English Learners, Long Term English Learners and Students with Disabilities as the more successful students are in school the more they attend and engage positively in learning. This action has no funding as it is part of regular staff responsibilities. Visits to effective schools like Castro both in California and in New Jersey uncovered the need for effective practices including having data management by a site-based team which will take the burden of grouping students off of teachers and allow them to focus on instruction. Having data managed by a central team will promoted school-wide data transparency and ownership. This action will specifically support Castro school address the red indicators on the California Dashboard: Castro English Language Arts English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.9	Dedicated Newcomer Teacher	In 2026-27, Castro will continue to have a priority for a newcomer teacher. Castro has the highest number of newcomer students in the District. Funding for the additional 1.0 FTE is listed in Goal 1, Action 11 so no funding is listed here.	$0.00	No
6.10	Playworks	The District will continue to partner with Playworks to bring support and structure to recess and and lunch and improve safety, engagement and leadership skills for students. In 2026-27, Castro will continue to share a Playworks coach with Mistral School, instead of having a full time coach like in 2025-26. Schools can and should create play environments that help kids be their best. Studies show that recess matters: a thoughtful approach to recess improves children’s physical health and social and emotional learning.	$38,000.00	No
6.11				

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,733,812	$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
6.634%	0.000%	$0.00	6.634%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Coaches **Need:** While the District had overall ratings of High in ELA and Math, the Low ratings for English Learners and Socio-Economically Disadvantaged students in English Language Arts and math for these student groups	To address the performance gap in ELA and Math for English Learners, Foster Youth, and Socio-Economically Disadvantaged students MVWSD is investing in instructional coaching, in conjunction with other programs and initiatives, to support teachers in improving their instructional practices with a focus on closing the achievement gap for students including SocioEconomically Disadvantaged students, English Learners, Foster Youth and other identified subgroups. The District	The District is using several metrics to measure this goal including: 1.1: CAASPP Results - ELA 1.2; CAASPP Results - Math 1.3: CAASPP Results - Science

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
	indicate a need to continue to provide programs to target support to these groups. District I-Ready data from Diagnostic 2 in 2025-26 also verifies the need for improved instructional practices for teachers to address learning gaps. Only 23% of Socio-Economically Disadvantaged (SED) students and 15% of English Language Learners (ELL) were proficient on Diagnostic 2. **Scope:** LEA-wide	will have a 4.0 FTE instructional coaches and an English Language Development coach dedicated to the needs to English Learners and newcomers. The District will add a 1.0 FTE Special Education Coach. These coaches will provide training, model lessons, disaggregate data by student group, and coach teachers to ensure that teachers practice is responsive to the needs of these students. Coaches will be trained with teachers and principals on planning for and assessing standards based and SBAC aligned core instruction through regular teaching cycles and data reflection practices in 2026-27 with the goal that they support the continued implementation of these practices in future years. Research is clear that teachers are the single most important school based factor affecting student achievement. Students, especially Socio-Economically Disadvantaged, English Learners and Foster Youth need to have access to highly effective teachers. We believe that investing in improved teacher practice is critical to improved outcomes in reading and math for our unduplicated students. This action continues to be prioritized this year and we have determined this action to be effective because 78% (+2 Percentage Points PP) of teachers agreed or strongly agreed on the District's annual LCAP/Climate survey that "the instructional coach helps me improve my practice.'	1.17: LCAP Survey - Instructional Coaches
1.5	**Action:** Response to Instruction **Need:**	The District's Response to Instruction Initiative was developed as a strategy for closing the achievement gap that exists by having additional teachers push in at grade levels. This allows sites to lower the teacher to student ratios through small	The District is using several metrics to measure this goal including:

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
	While the District had overall ratings of High in ELA and Math, the Low ratings for Socio-Economically Disadvantaged students and medium ratings for English Language Learners English Language Arts and math for these student groups indicate a need to continue to provide programs to target support to these groups. District iReady assessment results from December 2025 indicate that these same students continue to be significantly behind in academic achievement. Results varied from those of December 2024. See results below: On or Above Grade Level in Reading 2025 English Learners 15% (-1 from 2024) Socio-Economically Disadvantaged 23% (+1 gain from 2024) English Only - 74% (-1 from 2024) Reclassified Fluent English Proficient 2023 - 60% (-1 from 2024) On or Above Grade Level in Math 2025 English Learners 11% (same as 2024) Socio-Economically Disadvantaged 14% (+1 from 2024) English Only 64% (same as 2024) Reclassified Fluent English Proficient - 50% (-2 from 2024) **Scope:**	groups supporting our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools. The orange and yellow ratings for English Learners and SocioEconomically Disadvantaged students in English Language and mathematics on the California Dashboard indicate a need to continue to provide this program in conjunction with other programs to target support to these student groups. Lowering student to teacher ratios and targeting the needs of students is expected to result in improved outcomes in reading and math for students. Additionally, RTI time has been traditionally time for gap filling for students. One of the recommendations from the District's Systems Study is to make sure that students during small group time are receiving instruction related to core content and standards. Staff will work with sites in 2026-27 to begin to make this shift. This action continues to be prioritized this year in conjunction with other programs and initiatives because 66% of parent respondents on the District’s LCAP/Climate survey indicated that parents agreed or strongly agreed that they were satisfied with the support their child receives in Response to Instruction. Additionally, 67% of respondents who are parents/guardians of students learning English indicated that English Learners receive the resources and support they need in Response to Instruction and 74% of respondents who are parents/guardians of students receiving free or reduced lunch indicated that receive the resources and support they need in Response to Instruction.	1.1: CAASPP Results - ELA 1.2; CAASPP Results - math 1.3: CAASPP Results - Science

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** School and Community Engagement Facilitators (SCEF) **Need:** MVWSD will continue to invest in School and Community Engagement Facilitators with increased allocation to sites with higher populations of English Learners, Foster Youth, and Low-income students. School and Community Engagement Facilitators work directly with families to connect them to needed resources for student and family success. Many of our families, primarily English Learners, Socio-Economically Disadvantaged students and Foster Youth struggle with attendance and engagement in school and have low levels of academic achievement. This is due to a variety of reasons including food or housing insecurities, lack of space appropriate for learning, and mental health issues among other things. Many of these problems were here before the pandemic and have remained. SCEFs also play a key role in the District's plan to decrease in Chronic Absenteeism rates for our Homeless students. California Dashboard results showed a decrease of 10.7 percentage points from the 2021-22 school year for these students (from 42.7 % to 32%). Results of the 2024 Dashboard show another 7.2 percentage point decline in Chronic Absenteeism rates (24.8%) for 2023-24 for	MVWSD will continue this action and expects it to be effective because by investing in School and Community Engagement Facilitators we will strengthen the home to school connection and increase engagement as measured through survey data resulting in improved educational and personal outcomes for students and families. On the District's LCAP/Climate survey 86% (same as 2025) of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 74% of respondents who are parents/guardians who speak Spanish agreed or strongly agreed that Community Engagement Facilitators have reached out to them and 83% agreed or strongly agreed that School and Community Engagement Facilitators encouraged parent involvement in school	3.1 The percentage of families that agreed or strongly agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey. 3.2 The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups (English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities) in the school community on the LCAP/Climate Survey. 3.6 The percentage of families that agree or strongly agree that they

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
	homeless students. The current rate is 17.8%. Chronic Absenteeism rates for Students with disabilities declined 8.7 percentage points in 2023-24 to 19.9% and currently are 18.7%. The District will continue to monitor chronic absenteeism rates for Students with Disabilities and Homeless Students by SCEFs 2026-27. Additionally, the District has seen an increase in the percentage of families identifying as homeless across the District. In 2021-22 - 5% (236 families) 2023-24 7% (301 families). As of March 30, 2026 the District has 205 students identified as Homeless - the District will continue to have an additional SCEF specifically focused on McKinney-Vento (Homeless) students for 2026-27. **Scope:** LEA-wide		are encouraged to be involved in school events on the LCAP/Climate Survey. 2.2 Chronic Absenteeism rates specifically for Homeless Students and Students with Disabilities

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
1.7	**Action:** Targeted Student Support Funding **Need:**	Through stakeholder feedback we learned that it is important that the decision making around meeting these needs also be part of site based planning. All sites will be allocated additional funding based	The District is using several metrics to measure this goal including:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	All schools in MVWSD have English Learners and Socio-Economically Disadvantaged Students and a few have students identified as Foster Youth. Additionally, each school site in our District is unique and their unduplicated students and families have different needs.The percentages of these students at each site are different as well. Research indicates that children from low-income, racial, and ethnic minority backgrounds benefit the most academically from parental involvement. Engaged families often see faster literacy gains and higher graduation rates for their children. **Scope:** Limited to Unduplicated Student Group(s)	on their unduplicated count to provide site based parent engagement activities that will support outcomes for English Learners, Socio-Economically Disadvantaged students, and Foster Youth. This funding will help build crucial relationships between parents and school staff, encouraging them to voice concerns and advocate for their children's needs. Parent engagement activities help to connect families with community services, inform them on how to monitor academic progress, and provide strategies for supporting learning at home. This action, modified from 2025-26, continues to be prioritized as it in conjunction with other District programs should improve academic outcomes for students through targeted programs unique to each school's unduplicated students.	1.1: CAASPP Results - ELA 1.2; CAASPP Results - math 1.3: CAASPP Results - Science 3.1: District Climate/LCAP Survey - Parent Involvement/Family Engagement 3.2: District Climate/LCAP Survey - Parent Involvement/Family Engagement 3.4: District Climate/LCAP Survey - Welcoming Environment 3.5: District Climate/LCAP Survey - Academic and Non Academic Supports 3.6: District Climate/LCAP Survey - Involvement in School Events

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.

N/A

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.

N/A

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	56,280,444	3,733,812	6.634%	0.000%	6.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,606,508.00	$2,957,034.00	$3,627,185.00	$327,724.00	$13,518,451.00	$11,279,402.00	$2,239,049.00

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	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$1,174,113.00	$0.00	$1,174,113.00	$0.00	$0.00	$0.00	$1,174,113.00	
1	1.2	Professional Development - Core Instruction	All	No			All Schools	On-going	$0.00	$700,000.00	$0.00	$700,000.00	$0.00	$0.00	$700,000.00	
1	1.3	Data Platform - SchoolCity	All	No			All Schools	On-going	$0.00	$26,980.00	$0.00	$0.00	$26,980.00	$0.00	$26,980.00	
1	1.4	iReady Assessment	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Response to Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,542,740.00	$0.00	$2,542,740.00	$0.00	$0.00	$0.00	$2,542,740.00	
1	1.6	Summer Programming	Students with Disabilities English Learners, Socio-Economically Disadvantaged Students, Foster Youth	No			All Schools	Summer 2024	$0.00	$740,000.00	$0.00	$740,000.00	$0.00	$0.00	$740,000.00	
1	1.7	Targeted Student Support Funding	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$100,522.00	$100,522.00	$0.00	$0.00	$0.00	$100,522.00	
1	1.8	New Title: Designated English Language Development - English	English Language Learners and Long Term English	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Learners and Long Term English Learners Differentiated Assistance	Language Learners													
1	**1.9**	New Title: Designated English Language Development - English Learners and Long Term English Learners Differentiated Assistance	English Language Learners and Long Term English Language Learners	No			All Schools	On-going	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	$25,000.00	
1	**1.10**	New Title: Integrated English Language Development - English Learners and Long Term English Learners Differentiated Assistance	English Learners and Long Term English Learners	No			All Schools	On-going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
1	**1.11**	English Language Learners - Newcomer Students	English Language Learners - Newcomer studnets	No			Specific Schools: Graham Middle School, Crittenden Middle School, Vargas Elementary (Other Elementary Schools will be determined in summer 2024 based on enrollment for 2024-25).	On-going	$411,955.00	$0.00	$0.00	$0.00	$411,955.00	$0.00	$411,955.00	
1	**1.12**	Supports for Students with Disabilities - Differentiated Assistance	Students with Disabilities	No			All Schools	On-going	$167,019.00	$0.00	$167,019.00	$0.00	$0.00	$0.00	$167,019.00	
1	**1.13**	Multi Tiered System of Support	All	No			All Schools	On-going	$0.00	$45,920.00	$0.00	$0.00	$45,920.00	$0.00	$45,920.00	
1	**1.14**	Early Literacy Team	Students with Disabilities Students identified as having reading difficulties through the	No			Specific Schools: Support to all elementa	On-going	$910,220.00	$0.00	$0.00	$910,220.00	$0.00	$0.00	$910,220.00	

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
			District's universal screener and diagnostic assessments.				ry schools with a focus on Castro, Mistral, Monta Loma, Theuerkauf and Vargas.									
1	**1.15**	Course Access	All	No			Specific Schools: Crittenden Middle School and Graham Middle School	On-going	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
1	**1.16**	New Title: ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners Differentiated Assistance	English Language Learners/Long Term English Learners	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	**1.17**	Mathematics Programming and Curriculum Adoption	All	No			Specific Schools: All Elementary Schools K-5	On-going	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
1	**1.18**	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	Homeless Students	No			All Schools	On-going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
1	**1.19**	Supporting Students Transition to High School	All	No			Specific Schools: Graham Middle School and Crittenden Middle School 6-8	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	**2.1**	At Risk Supervisors	All	No			All Schools	On-going	$1,402,219.00	$0.00	$1,402,219.00				$1,402,219.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Improving Attendance Rates	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Addressing Chronic Absenteeism Differentiated Assistance	Students with Disabilities Homeless Students	No			All Schools	On-going	$140,039.00	$0.00				$140,039.00	$140,039.00	
2	2.4	Addressing Suspension Rates - Differentiated Assistance and Supporting Student Behavior	All	No			All Schools	On-going	$0.00	$15,000.00	$0.00	$0.00	$15,000.00	$0.00	$15,000.00	
2	2.5	Additional Targeted Support and Improvement/Targeted Support and Improvement	Students with Disabilities, Homeless Students, Hispanic Students	No			Specific Schools: Imai Elementary and Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Health and Wellness Committee	All	No			All Schools	On-going	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00	
2	2.7	Partnership with School Linked Services	All	No			All Schools	On-going	$0.00	$100,522.00	$0.00	$0.00	$100,522.00	$0.00	$100,522.00	
2	2.8	Student Social Emotional Health - Curriculum	All	No			All Schools	On-going	$0.00	$30,730.00	$0.00	$0.00	$30,730.00	$0.00	$30,730.00	
2	2.9	Student Social Emotional Health - Counselors	All	No			All Schools	On-going	$2,035,566.00	$0.00	$0.00	$0.00	$2,035,566.00	$0.00	$2,035,566.00	
3	3.1	School and Community Engagement Facilitators (SCEF)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,283,205.00	$0.00	$1,219,895.00	$0.00	$0.00	$63,310.00	$1,283,205.00	
3	3.2	Equity	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Parent Engagement - Parent University	All	No			All Schools	On-going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
3	3.4	Communication practices that meet the needs of all families	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.1	Teacher Induction	All	No			All Schools	On-going	$459,143.00	$84,375.00	$0.00	$0.00	$459,143.00	$84,375.00	$543,518.00	
4	4.2	Employee Retention and Support and Hiring Process	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	**5.1**	School Cleanliness	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.2**	Technology Devices	All	No			All Schools	On-going	$0.00	$310,000.00	$0.00	$0.00	$310,000.00	$0.00	$310,000.00	
5	**5.3**	MVWSDConnect	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.4**	Meals for Students	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	**5.5**	Technology Review	All	No			All Schools	on-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.1**	Early Literacy Team	All	No			Specific Schools: Castro Elementary	On-going	$606,814.00	$0.00	$0.00	$606,814.00	$0.00	$0.00	$606,814.00	
6	**6.2**	At Risk Supervisor	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.3**	School and Community Engagement Facilitator	All Students with Disabilities	No			Specific Schools: Castro School	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.4**	Wellness Center	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.5**	Additional Counselor	All	No			Specific Schools: Castro Elementary	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.6**	Transitional Kindergarten	All	No			Specific Schools: Castro Elementary	On-going	$141,369.00	$0.00	$0.00	$0.00	$141,369.00	$0.00	$141,369.00	
6	**6.7**	New Daily Schedule/Breakfast	All	No			Specific Schools: Castro Elementa	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry									
6	**6.8**	Centralized Data Team	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.9**	Dedicated Newcomer Teacher	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.10**	Playworks	All	No			Specific Schools: Castro School	On-going	$0.00	$38,000.00	$0.00	$0.00	$38,000.00	$0.00	$38,000.00	
6	**6.11**						Specific Schools: Castro Elementary School									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
56,280,444	3,733,812	6.634%	0.000%	6.634%	$5,037,270.00	0.000%	8.950 %	**Total:**	$5,037,270.00
								LEA-wide Total:	$4,936,748.00
								Limited Total:	$100,522.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,174,113.00	
1	1.5	Response to Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,542,740.00	
1	1.7	Targeted Student Support Funding	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$100,522.00	
3	3.1	School and Community Engagement Facilitators (SCEF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,219,895.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$14,499,841.00	$13,777,919.00

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)
1	**1.1**	Instructional Coaches	Yes	$3,108,241.00	2,789,333
1	**1.2**	Technology Coach	No	$178,423.00	178,700
1	**1.3**	Data Platform - SchoolCity	No	$38,100.00	25,696
1	**1.4**	iReady Assessment	No	$0.00	0
1	**1.5**	Response to Instruction	Yes	$2,430,228.00	2,396,191
1	**1.6**	Summer Programming	No	$257,000.00	339,697
1	**1.7**	Targeted Student Support Funding	Yes	$354,538.00	272,024
1	**1.8**	Designated English Language Development - English Learners and Long Term English Learners	No	$25,000.00	1,178
1	**1.9**	Designated English Language Development - English Learners and Long Term English Learners	No	$25,000.00	25,412

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Integrated English Language Development - English Learners and Long Term English Learners	No	$25,000.00	2,478
1	1.11	English Language Learners - Newcomer Students	No	$537,027.00	474,646
1	1.12	Supports for Students with Disabilities - Differentiated Assistance	No	$4,000.00	153,886
1	1.13	Multi Tiered System of Support	No	$0.00	0
1	1.14	Early Literacy Team	No	$679,448.00	693,475
1	1.15	Course Access	No	$0.00	0
1	1.16	ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	No	$5,000.00	1,043
1	1.17	Mathematics Programming and Curriculum Adoption	No	$4,920.00	23,228
1	1.18	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	No	$10,000.00	0
1	1.19	Supporting Students Transition to High School	No	$0.00	0
2	2.1	At Risk Supervisors	No	$1,420,553.00	1,239,460

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Improving Attendance Rates	No	$0.00	0
2	2.3	Addressing Chronic Absenteeism Differentiated Assistance	No	$133,416.00	134,004
2	2.4	Addressing Suspension Rates - Differentiated Assistance	No	$0.00	0
2	2.5	Supporting Student Behavior	No	$0.00	0
2	2.6	Additional Targeted Support and Improvement/Targeted Support and Improvement	No	$0.00	0
2	2.7	Health and Wellness Committee	No	$2,000.00	0
2	2.8	Partnership with School Linked Services	No	$193,522.00	193,522
2	2.9	Student Social Emotional Health - Curriculum	No	$66,000.00	78,435
2	2.10	Student Social Emotional Health - Counselors	No	$1,859,366.00	1,904,704
3	3.1	School and Community Engagement Facilitators (SCEF)	Yes	$1,200,309.00	1,247,404
3	3.2	Equity	No	$0.00	0
3	3.3	Parent Engagement - Parent University	No	$5,000.00	0
3	3.4	Parent Communication	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Communication practices that meet the needs of all families	No	$0.00	0
4	4.1	Teacher Induction	No	$621,147.00	521,307
4	4.2	Employee Retention and Support	No	$0.00	0
4	4.3	Hiring Process	No	$0.00	0
5	5.1	School Cleanliness	No	$0.00	0
5	5.2	Technology Devices	No	$552,996.00	308,861
5	5.3	MVWSDConnect	No	$0.00	0
5	5.4	Meals for Students	No	$0.00	0
5	5.5	Technology Review	No	$0.00	0
6	6.1	Early Literacy Team	No	$452,965.00	462,317
6	6.2	At Risk Supervisor	No	$0.00	0
6	6.3	School and Community Engagement Facilitator	No	$0.00	0
6	6.4	Wellness Center	No	$0.00	0

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)
6	**6.5**	Additional Counselor	No	$0.00	0
6	**6.6**	Transitional Kindergarten	No	$130,495.00	131,268
6	**6.7**	New Daily Schedule/Breakfast	No	$6,200.00	3,400
6	**6.8**	Centralized Data Team	No	$0.00	0
6	**6.9**	Dedicated Newcomer Teacher	No	$0.00	0
6	**6.10**	Playworks	No	$38,000.00	38,000
6	**6.11**	Additional Administrative Support - Assistant Principal	No	$135,947.00	138,250

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,574,661	$7,025,734.00	$6,858,834.00	$166,900.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Instructional Coaches	Yes	$3,108,241.00	2,943,215		
1	**1.5**	Response to Instruction	Yes	$2,430,228.00	2,396191		
1	**1.7**	Targeted Student Support Funding	Yes	$354,538.00	272,024		
3	**3.1**	School and Community Engagement Facilitators (SCEF)	Yes	$1,132,727.00	1,247,404		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
53,538,390	3,574,661	0	6.677%	$6,858,834.00	0.000%	12.811%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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