

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Whisman School District

CDS Code: 43-69591-0000000

School Year: 2024-25

LEA contact information:

Cathy Baur

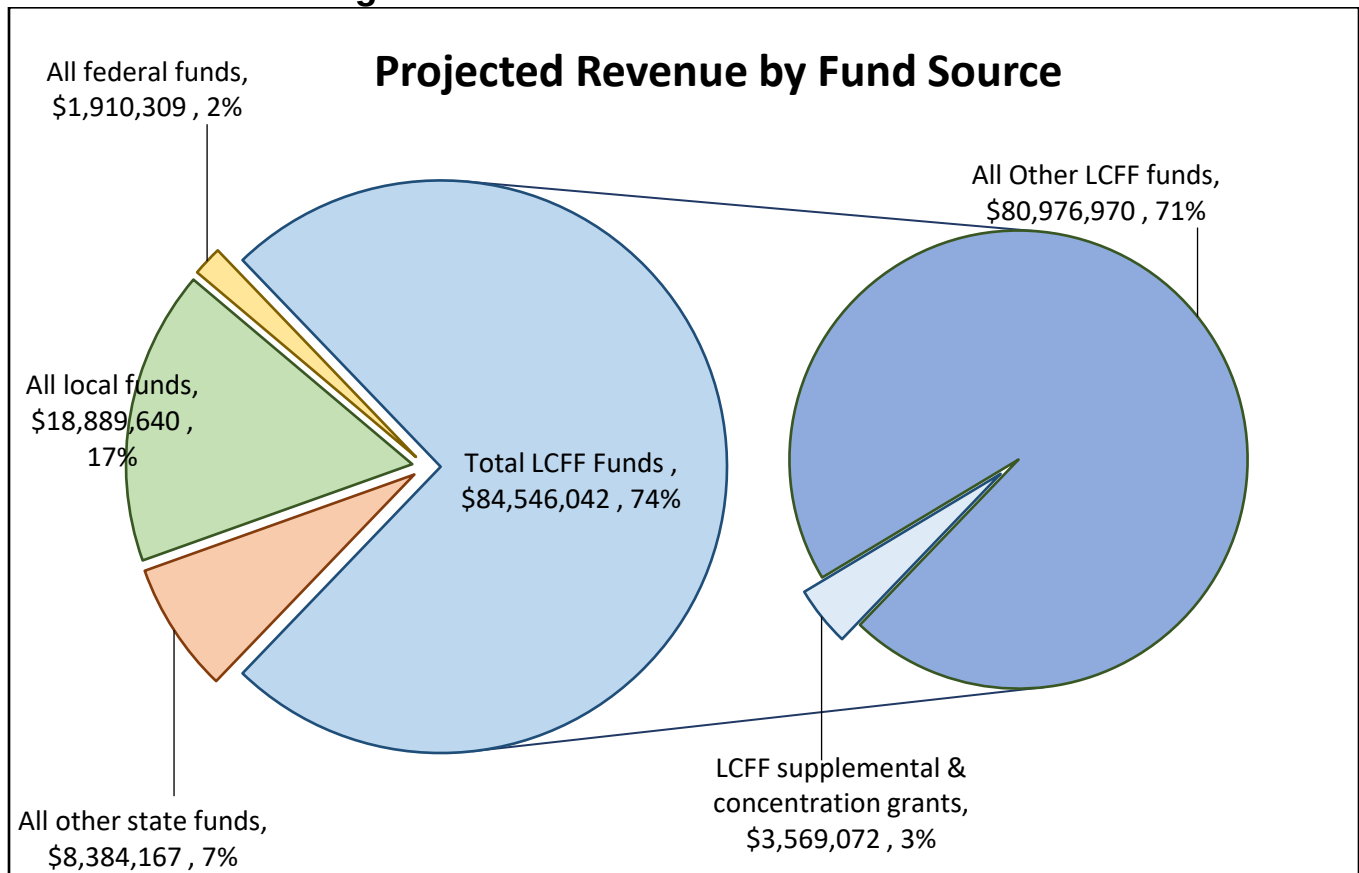
Chief Academic Officer

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 2024-25 School Year

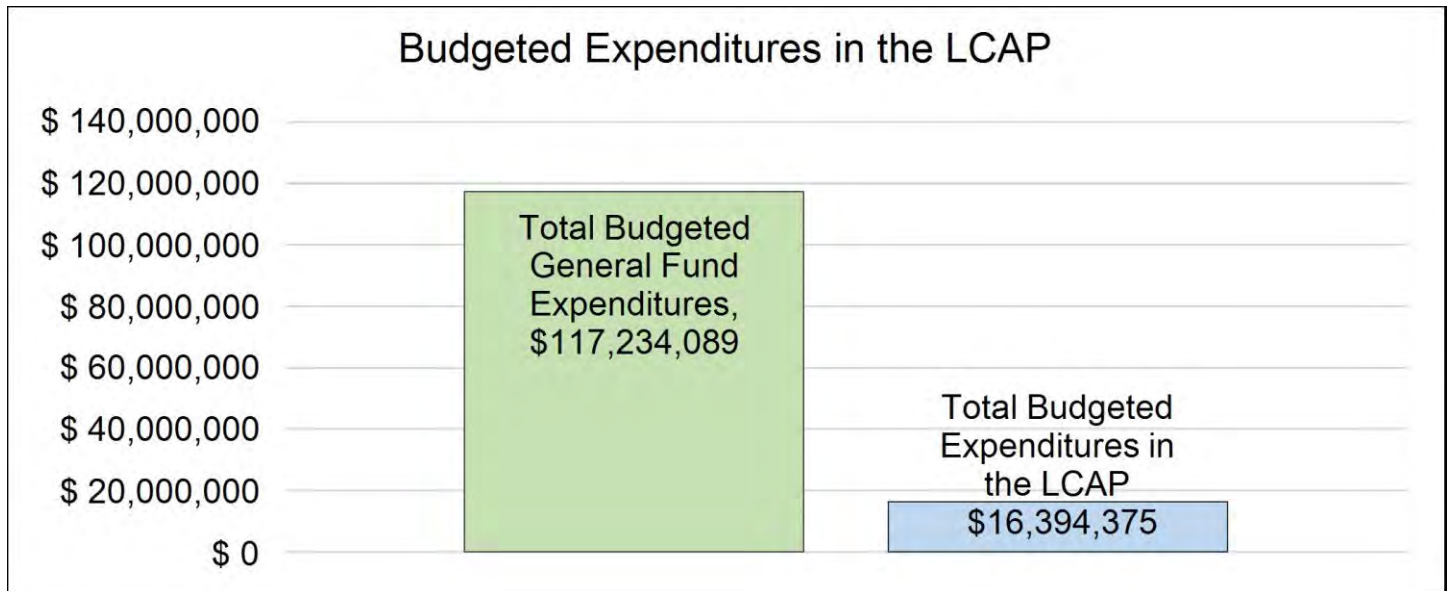


This chart shows the total general purpose revenue Mountain View Whisman School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Whisman School District is \$113,730,158, of which \$84,546,042 is Local Control Funding Formula (LCFF), \$8,384,167 is other state funds, \$18,889,640 is local funds, and \$1,910,309 is federal funds. Of the \$84,546,042 in LCFF Funds, \$3,569,072 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 2024-25. 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 \$117,234,089.01 for the 2024-25 school year. Of that amount, \$16,394,375 is tied to actions/services in the LCAP and \$100,839,714.01 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

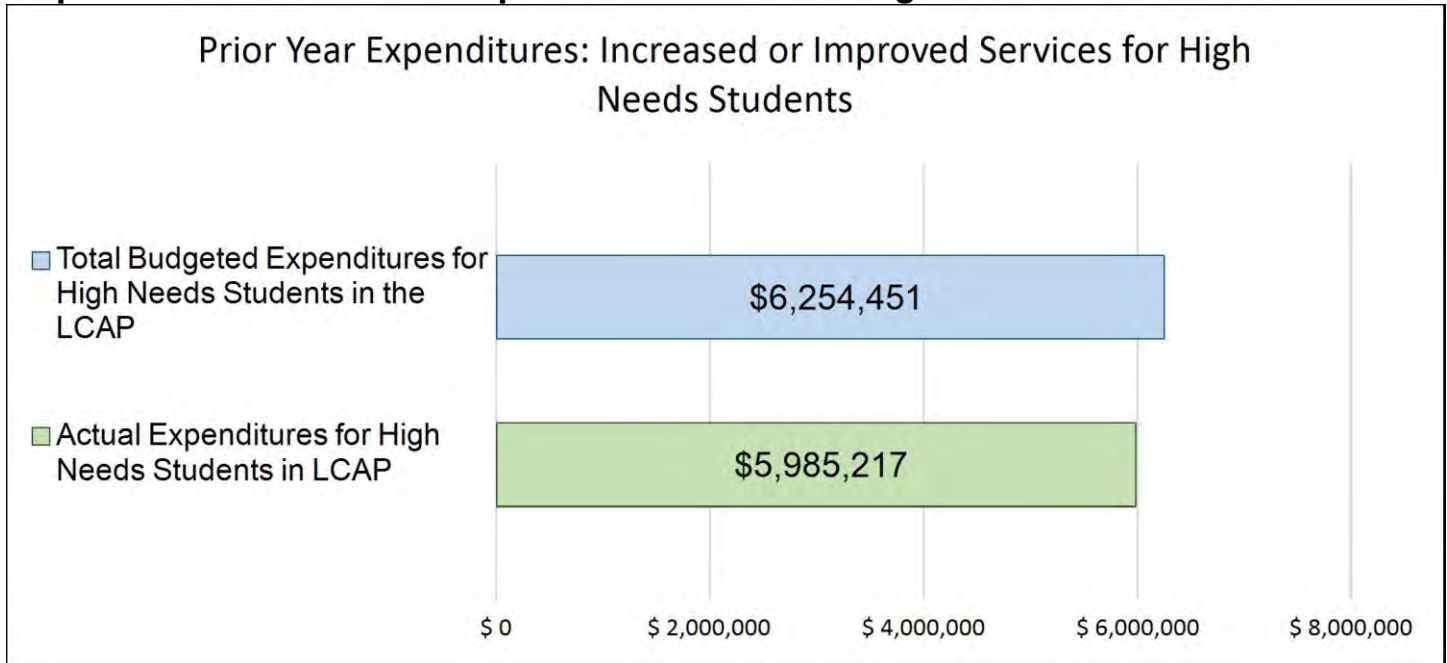
The most significant general fund expenditures not included in the LCAP are primarily related to the salaries of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through supplemental dollars and not specific to the goals, actions, and services 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 costs of the district. Some restricted State and Federal funding sources may not be included in the LCAP

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Mountain View Whisman School District is projecting it will receive \$3,569,072 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 \$6,408,117 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 2023-24



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 2023-24, Mountain View Whisman School District's LCAP budgeted \$6,254,451 for planned actions to increase or improve services for high needs students. Mountain View Whisman School District actually spent \$5,985,217 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$269,234 had the following impact on Mountain View Whisman School District's ability to increase or improve services for high needs students:

The difference is mainly due to one unfilled vacancy in goal 1.1 for a middle school science coach and this impacted our ability to provide increased or improved services to our unduplicated students as the middle school science team did not have access to regular instructional coaching to improve teaching efficacy in 2023-24 although teachers were still supported by other coaches and administrators.

Goal 1.7 is the site's budget; the \$79,800 difference is mainly due to the sites being unable to spend their total allocation. This had minimal impact on our ability to provide or improve services to unduplicated students because other supports were in place to support students including Response to Instruction, Early Literacy instruction, MTSS, coaching for teachers, and Integrated and designated ELD.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Whisman School District	Cathy Baur Chief Academic Officer	cbaur@mvwsd.org (650) 526-3500 ext. 1125

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in ELA on the California Assessment of Student Performance and Progress (CAASPP).	71% of students met or exceeded standards in ELA in spring 2019. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2019: Socio Economically Disadvantaged (SED) - 44% English Language Learners (ELL) - 20% Reclassified Fluent English Proficient (RFEP) - 70% Students With Disabilities (SWD) - 25% Hispanic/Latino - 49% Asian - 90%	Data for this metric will not be available until summer 2022. The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2022-23 LCAP. Data for the Spring 2022 CAASPP Assessments Added in Fall 2022: 66% of students met or exceeded standards in ELA in spring 2022 on the California Assessment of Student Performance and Progress (CAASPP). The following are the	Data for this metric will not be available until summer 2023. The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2023-24 LCAP.	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: Socio Economically Disadvantaged (SED) - 31% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 62% Students With Disabilities (SWD) - 27% Hispanic/Latino - 33% Asian - 90% White - 83%	80% of students overall will meet or exceed standards in ELA The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 60% English Language Learners (ELL) 41% Reclassified Fluent English Proficient (RFEP) - 79% Students With Disabilities (SWD) - 47% Hispanic/Latino - 63% Asian - 93% White - 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White - 87% CAASPP Assessments were not given in Spring 2020 or 2021	percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2022: Socio Economically Disadvantaged (SED) - 34% English Language Learners (ELL) - 13% Reclassified Fluent English Proficient (RFEP) - 66% Students With Disabilities (SWD) - 29% Hispanic/Latino - 38% Asian - 90% White - 83%			
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards in math on the California Assessment of Student Performance and Progress (CAASPP)	64% of students met or exceeded standards in math in spring 2019 The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2019:	Data for this metric will not be available until summer 2022. The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2022-23 LCAP. Data for the Spring 2022 CAASPP	Data for this metric will not be available until summer 2023. The data will be analyzed when available. The outcomes will be updated as part of the annual update for the 2023-24 LCAP.	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:	80% of students overall will meet or exceed standards in math The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio Economically Disadvantaged (SED) - 32% English Language Learners (ELL) -18% Reclassified Fluent English Proficient (RFEP) - 60% Students With Disabilities (SWD) - 22% Hispanic/Latino - 36% Asian - 89% White - 84% CAASPP Assessments were not given in Spring 2020 or 2021	Assessments Added in Fall 2022: 59% of students met or exceeded standards in math in spring 2022 on the California Assessment of Student Performance and Progress (CAASPP). The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2022: Socio Economically Disadvantaged (SED) - 24% English Language Learners (ELL) -12% Reclassified Fluent English Proficient (RFEP) - 54% Students With Disabilities (SWD) - 23% Hispanic/Latino - 25% Asian - 90% White - 81%		Socio Economically Disadvantaged (SED) - 23% English Language Learners (ELL) - 11% Reclassified Fluent English Proficient (RFEP) - 52% Students With Disabilities (SWD) - 23% Hispanic/Latino - 23% Asian - 89% White - 78%	English Language Learners (ELL) - 41% Reclassified Fluent English Proficient (RFEP) - 71% Students With Disabilities (SWD) - 43% Hispanic/Latino - 53% Asian - 92% White - 89%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady ELA Diagnostic 3 in May 2021	71% of students met or exceeded standards in ELA in spring 2021 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in May 2021: Socio Economically Disadvantaged (SED) - 37% English Language Learners (ELL) 26% Reclassified Fluent English Proficient (RFEP) - 65% Students With Disabilities (SWD) 31% Hispanic/Latino - 41% Asian - 90% White - 84%	71% of students met or exceeded standards in ELA in spring 2022 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in May 2022: Socio Economically Disadvantaged (SED) - 34% English Language Learners (ELL) 27% Reclassified Fluent English Proficient (RFEP) - 64% Students With Disabilities (SWD) 35% Hispanic/Latino - 39% Asian - 91% White - 84%	66% of students met or exceeded standards in ELA in spring 2023 on iReady Diagnostic 3. The following are the percentages of students in each significant student group that met or exceeded standards in ELA in May 2023: Socio Economically Disadvantaged (SED) - 32% English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 65% Students With Disabilities (SWD) 34% Hispanic/Latino - 35% Asian - 89% White -83 %	Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. 58% of students met or exceeded standards in ELA in November 2023 on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in ELA in November 2023: Socio Economically Disadvantaged (SED) - 22% English Language Learners (ELL) 12% Reclassified Fluent English Proficient (RFEP) - 59% Students With Disabilities (SWD) 26% Hispanic/Latino - 27% Asian - 82%	80% of students overall will meet of exceed standards in ELA. The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 54% English Language Learners (ELL) -46% Reclassified Fluent English Proficient (RFEP) - 74% Students With Disabilities (SWD) - 50% Hispanic/Latino - 57% Asian - 92% White - 89%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White - 74 %	
Decrease by 10 percentage points the number of students both overall and in significant subgroups not meeting standards District iReady math Diagnostic 3 in May 2021	66% of students met or exceeded standards in math in spring 2021 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in May 2021: Socio Economically Disadvantaged (SED) - 30% English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 61% Students With Disabilities (SWD) 29% Hispanic/Latino - 34% Asian - 91% White - 80%	68% of students met or exceeded standards in math in spring 2022 on iReady Diagnostic 3. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in May 2022: Socio Economically Disadvantaged (SED) - 29% English Language Learners (ELL) 25% Reclassified Fluent English Proficient (RFEP) - 64% Students With Disabilities (SWD) 30% Hispanic/Latino - 33% Asian - 92% White - 81%	64% of students met or exceeded standards in Math in spring 2023 on iReady Diagnostic 3. The following are the percentages of students in each significant student group that met or exceeded standards in Math in May 2023: Socio Economically Disadvantaged (SED) -28 % English Language Learners (ELL) 23% Reclassified Fluent English Proficient (RFEP) - 63% Students With Disabilities (SWD) 30% Hispanic/Latino - 31% Asian - 91% White - 84%	Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. 52% of students met or exceeded standards in Math in November 2023on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math in November 2023: Socio Economically Disadvantaged (SED) - 15% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 53%	80% of students overall will meet of exceed standards in math. The following are desired outcomes for students in significant subgroups: Socio Economically Disadvantaged (SED) - 49% English Language Learners (ELL) -44% Reclassified Fluent English Proficient (RFEP) - 72% Students With Disabilities (SWD) - 48% Hispanic/Latino - 45% Asian - 93% White - 83%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Students With Disabilities (SWD) 23% Hispanic/Latino - 18% Asian - 81% White - 70%	
Reclassification rate	The reclassification rate in 2021 was 16.3% (initial) Corrected Rate: 10.8% (adjustment made due to a reporting error).	The reclassification rate in 2021-22 was 12.2%. Please note that the percentage reported in last year's LCAP was incorrect. The actual reclassification rate in 2020-21 was 10.8%	The reclassification rate in 2022-23 was 15.8%	The reclassification rate as of October 2023 is 14.95% The calculation of the reported reclassification rate in past versions of the LCAP was based on the August-June school year. After research and consulting with CA Department of Education staff, we have adjusted the way we calculate reclassification rate to match the state's method. The time period is now October to October (between census dates) and the percentage is derived as follows:	Increase the reclassification rate to 24.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				(Reclassified between October 2022 and October 2023) / (Reclassified between October 2022 and October 2023 + ELs in October 2023)	
Percentage of Long Term English Language Learners	5.3% of students were Long Term English Language Learners	10.2% of ELs are LTELs in the spring 2022. Please note that the percentage reported in last year's LCAP was incorrect. The actual percentage of ELs who were LTELs in Spring 2021 was 13%	4.9% of MVWSD ELs are LTELs in spring 2023.	2.8% of EL students are Long Term English Learners in spring 2024.	Decrease the percentage of Long Term English Language Learners to 3.0%
English Learners who maintained a level 4 or gained a level on the spring 2021 ELPAC	37% of English Learners who participated in the Summative ELPAC with MVWSD in 2021 maintained a level 4 or gained one or more levels.	Data for this metric will not be available until summer 2022. It will be updated and added to the 2022-23 LCAP Data added in Fall 2022: 51% of English Learners who participated in the Summative ELPAC with MVWSD in 2021 maintained a level 4	Data for this metric will not be available until summer 2023. It will be updated and added to the 2023-24 LCAP Data added in Fall 2023 43.9% of English Learners who participated in both the 2022 Summative and the 2023 Summative gained	Data for this metric will not be available until summer 2024. It will be updated and added to the 2024-25 LCAP	56% of English Learners will maintain a level 4 or gain one or more levels on the ELPAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		or gained one or more levels.	one overall level or maintained a level 4.		
Percentage of students who made 1 year's growth in English Language Arts based on the results of iReady assessments	55% made one year's growth in Reading	62% made one year's growth in Reading in 2021-22	60% made one year's growth in Reading in 2022-23	Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. 39% of students made one yea's growth in reading by December 2023 and increase of +4 from December 2022.	75% of students will make one year's growth.
Percentage of students who made 1 year's growth in mathematics based on the results of iReady assessments	47% made one year's growth in math	61% made one year's growth in math In 2021-22	58% made one year's growth in math in 2022-23	Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. 28% of students made one yea's growth in math by December 2023 and increase of +4 from December 2022.	70% of students will make one year's growth.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Designated English Language Development Schedules	All English Language Learners received Designated English Language Development in the 2020-21 school year as part of regular instruction as evidenced by walkthroughs and meetings with site administrators. Having sites develop and submit formal instructional schedules for all classrooms is a new process that will be implemented in 2021-22 and baseline data will be updated in the 2021-22 LCAP	All sites submitted master schedules that indicated when designated ELD took place during the school day in Fall 2021-22, with a minimum of 120 minutes a week in TK-K and 150 minutes a week in grades 1-8. District administrators visited every site to walk through classrooms and work collaboratively with site leaders on the administration and management of designated ELD, including addressing professional development needs for teachers.	2022-23: 100% of sites submitted master schedules for ELD	2023-24: 100% of sites submitted master schedules for ELD.	100% of schools will have Designated ELD outlined for all classes on their instructional schedules.
Newcomer Plans	While the District and sites have plans for newcomers they are not formalized nor does the District have consistent criteria that must be met.	Sites began to formulate and implement individual strategies to address the needs of newcomers in 2021-22 with mixed success. The District will develop a	This metric has been removed from the LCAP as it was determined it was an action rather than a metric. Goal 1, Action 13 describes the District's action steps to support newcomer students.	Removed in 2023-24	This Metric has been removed from the LCAP. Initial desired outcome: 100% of schools will have consistent newcomer plans that are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		comprehensive Newcomer Plan.			effective and meet District criteria. New desired outcome: The District will implement a districtwide plan for newcomers.
Disproportionality - MVWSD is significantly disproportionate within Special Education by overrepresentation of Hispanic/Latino students in the specific learning disability category.	At the end of the 2019-20 MVWSD had 50% of students identified as Hispanic/Latino also identified as having a Specific Learning Disability, thus identifying MVWSD as significantly disproportionate	At the end of the 2020-21 school year, MVWSD was identified as disproportionate in identifying Hispanic/Latino students as students with a disability; with an identification rate of 4.97 per CDE, which is 3.0 over the target identification rate. The CDE goal for the 2020-21 school year for MVWSD was 1.97 identification rate. This rate is known as the Risk Ratio rate and is determined by dividing the risk of a particular outcome for children in one racial or ethnic group within a LEA (analysis group) by	At the end of the 2021-22 school year MVWSD was again identified as disproportionate in identifying Hispanic/Latino students as students with a specific learning disability (SLD); with an identification rate of 3.54 per CDE, which is still over the 3.0 threshold for target identification though improved from the previous year. The CDE goal for the 2020-21 school year for MVWSD was and will continue to be a 1.97 identification rate.	2023-24: The District was notified that it is no longer considered disproportionate in identifying Hispanic/Latino students as students with a specific learning disability (SLD). No threshold was given by the CDE to the District even after several inquiries. The District was identified as disproportionate for over identifying Hispanic students with disabilities for suspensions less than 10 days. The District had a threshold of 5.08 which is over the target of 3.0	This desired outcome was revised for 2023-24: Decrease Identification rate to 3.0 Original Desired Outcome: Be cleared from being identified as significantly disproportionate - MVWSD will have a match in overall percentage of our Hispanic/Latino population to that identified as having a Specific Learning Disability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the risk of that same outcome for children in all other racial or ethnic groups within the LEA (comparison group). The District will measure this metric using the Risk Ratio moving forward.		This metric will be moved to Goal 2 in the 2024-25 LCAP.	
Implementation of Academic Content Standards Self Reflection Tool Rubric	The State Board of Education adopted self-reflection tool for implementation of state standards was completed and approved on June 17, 2021	The State Board of Education adopted self-reflection tool for implementation of state standards was completed and approved on June 16, 2022	The District had all 4's and 5's with the except of one 3 on the Self Reflection tool for implementation of state standards.	2023-24 The District had all 4's and 5's on the Self Reflection tool for implementation of state standards.	This desired outcome was revised for 2023-24. Obtain rubric scores of at least 4 on all areas of the Academic Content Standards Self Reflection Tool Rubric Original Desired Outcome: Yearly completion and approval of the State Board of Education adopted self-reflection tool for implementation of state standards
Revised Metric: Course Access - Percentage of students in grades 1-8 that have access to a	The State Board of Education adopted self-reflection tool for a broad course of study was completed	The State Board of Education adopted self-reflection tool for a broad course of study was completed	2022-23 100% of students have access to a broad course of study based on data from	2023-24 100% of students have access to a broad course of study based on data from	Revised Desired Outcome: 100% of students in grades 1-8 will have access to a broad course of study based on data from

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study Original Metric: Implementation of Broad Course of Study Self Reflection Tool	and approved on June 17, 2021	and approved on June 16, 2022	the District's student information system	the District's student information system	the District's information system Original Desired Outcome: Yearly completion and approval of the State Board of Education adopted self-reflection tool for a broad course of study
The percentage of parents who agreed or strongly agreed that their child had access to a broad range of subjects on the LCAP/Climate Survey.	73% agreed or strongly agreed	78% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	82% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	82% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 80% agree or strongly agree

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Work on action steps listed in Goal 1 moved the District toward its goal of Developing and Implementing effective and consistent instructional practices that meet the needs of all students. While the District did not meet the Desired Outcomes for Academic Performance, all actions are effective as the District works to mitigate the impacts of the pandemic and have contributed to small positive gains in 2023-24 that the District will build upon in 2024-25. Several actions will be revised based on data, input and reflections from the 2023-24 school year.

Instructional Coaches: All sites benefitted from having instructional coaches to directly work with teachers on improving instructional practices. The District believes that by investing in solid first teaching gains will be made in closing the achievement gaps that have been widened due to the pandemic and interrupted learning. In reviewing i-Ready Reading data from Diagnostic 2 in 2022 to Diagnostic 2 2023

overall proficiency for Socio-Economically Disadvantaged (+2), Reclassified (+4) and Hispanic-Latino (+2) students showed increases. Data from the California Dashboard released in December 2023 shows that MVWSD maintained over Green ratings in ELA and Math. Math scores maintained as compared to 2021-22 and declined by 3.2 points in ELA. While the increases are small they are a positive change as gains have not been made in the previous years. Overall, more students met their annual growth targets in Reading (+5) and in math (+2). Coaches also played a key role in supporting grade level teams to develop Universal Data Cycle Plans as a part of the District's MTSS. Grade level teams reviewed data every 9 weeks and developed and implemented plans to address gaps in instruction. Seventy-six percent of teachers agreed or strongly agreed on the LCAP/Climate survey that instructional coaches help them improve their practice which is an increase of 2 percentage points from spring 2023. Additionally, coaches are also key in the District's ability to implement the California state academic standards(state priority 2).

Identify the professional learning needs of groups of teachers or staff as a whole
Identify the professional learning needs of individual teachers
Provide support for teachers on the standards they have not yet mastered

Six actions in goal 1 were focused on supporting outcomes from English Language Learners. Only 2.3% of EL students are considered Long Term English Learners which is a decrease of 3% from 2021-22 to 2023-24. This District achieved this Desired Outcome. While the District most likely will not meet its goal in increasing the reclassification rate to 24.3%, a change was made in how the rate is calculated. As of October 2023 the reclassification rate is 14.95% which is an increase of 4.1% from 2021-22. Data for the percentage of English Learners who maintained a level 4 or gained a level on the 2023-24 summative ELPAC is not yet available. The District provided direct support for 102 newcomer students across 4 elementary schools in 2023-24. Weekly data collected showed that students gained in their ability to use one-word phrases to express needs or answer questions. Approximately 20 students were exited from this support over the course of the year and the District will analyze Summative ELPAC scores to further understand the impact of this program in Summer 2024. The District plans to continue to offer this program.

One of the biggest actions for the District in Goal 1 is the continued development and implementation of MTSS (Action 17). This year the District implemented refined Universal Data Cycle, Coordination of Services Team (COST) and Student Study Team (SST) processes. The District continued the implementation of Universal Data Cycles, which includes the district's process and protocol for disaggregating and analyzing data to drive instructional decisions for students. In 2023-24 there were 4, 9-week data cycles which the District plans to continue. COST and SST processes were formalized and integrated into Powerschool, the District's student information system. This allows the District and sites to better track student progress and needs. Overall, 272 students had at least one COST meeting where the team developed a plan to support the students needs with targeted goals, actions and progress monitoring. As of April 2024, twenty-eight students exited the COST process and 70 students were referred to SST. Eleven of 70 students exited the SST process. Twenty-nine students were referred for Special Education Evaluation. The District plans to continue these processes with some modifications in 2024-25 with the goal of reducing referrals to SST and Special Education. Based on feedback from District staff and information gained from visiting successful schools in California and New York coaches will take a bigger role in supporting grade level teams with disaggregating and analyzing data. The District will implement the first version of the district MTSS website, which will be used in lieu of PowerSchool, and will include data dashboards and protocols for UDC, COST, and SST to improve access and use of data to support the Whole Child and also launch version two of the Strategies, & Interventions Matrix now the Assessment, Strategies and Interventions Matrix, which will include the addition of universal assessments available to teachers to assess specific areas of student learning and match to specific strategies and interventions.

The District has 3 additional actions that support data collection and analysis (Actions 2,3 and 4) The District will continue to use i-Ready for diagnostic assessments three times per year although the instruction platform will not be purchased Districtwide in 2023-24 as the District wants to maximize instructional time during the school day and find a better balance between first teaching and the use of technology. The District will continue to use SchoolCity as the data platform for District assessments and reporting and will analyze and data regularly. Action 4 will be discontinued as data analysis falls under the District's MTSS process.

Response to Instruction will continue (Action 5) although adjustments will be made at some sites to maximize instructional blocks and ensure that all students have access to intervention, enrichment and STEAM. Castro and Mistral schools will adjust so that the entire class attends STEAM twice a week. During the STEAM time the classroom teacher will push into the math block with his/her grade level partner to support instruction. These two schools have the highest concentration of English Learner (76% and 55%) and Socio-Economically Disadvantaged (82% and 54%) students and achievement gaps are wide.

The District served approximately 700 students in Summer 2023. Programming was provided using Expanded Learning Opportunity Program (ELOP) Funding and included multiple partners (Valdez Summer Math Institute, Elevate Math, Peninsula Bridge Foundation, Right and School and the YMCA). The District also hired teachers to provide enrichment workshops. Due to the decrease in ELOP funding the District will need to eliminate the teacher enrichment workshops for 2024-25.

Targeted Student Support Funds were given to each site to provide direct support and services to English Learners, Socio-Economically Disadvantaged students and Foster Youth. Sites spent their funds on items including instructional materials and personnel. In some cases personnel was unable to be hired right away so supports started later in the school year.

Actions 15, 16 and 19 are specifically related to students receiving Special Education Services. All actions were completed.. Co-teaching continued in Middle School and Two Transitional Kindergarten classes. Professional development was provided. Due to staffing issues, the state preschool co-taught class did not continue for the full year. Based on enrollment data and academic data, the District will continue to offer co-teaching in middle school ELA and math classes, but only one TK class and not at all in the state preschool program in 2024-25. Additional reading curriculum was provided to all SPED classrooms across the District and training was provided in fall 2023. The implementation of the curriculum was not consistent across sites and challenges with staffing impacted instruction. The District will continue to provide the curriculum and monitor implementation in 2024-25. To address Significant Disproportionality the district worked with the Stanford's Center to Support Excellence in Teaching to provide professional development for K-1 teachers at Castro, Mistral and Theuerkauf. The District has excited significant disproportionality for Hispanic Students being over identified has having a learning disability. This was confirmed by the California Department of Education (CDE) and no risk ratio was given as the District has fallen below the 3.0 threshold. This is the last year of the District's partnership with CSET and this action will be updated for 2024-25 as the District was identified as being disproportionate for over suspending Hispanic students for less than ten days. A new metric and action will be added in Goal 2.

The District developed and implemented a plan to identify and address needs of students experiencing reading difficulties or who are identified as at risk of dyslexia. The District conducted Universal Screening for all students in K-3, provided professional development to all elementary teachers and outlined the process for supporting identified students through the COST process. This action will be removed for 2024-25 as it is part of the District's MTSS process now.

The District convened an Early Literacy Team which included 5 teachers, 5 instructional assistants and one Director. The goal of the team is to provide foundation reading intervention for students identified through the Universal Screener as having reading difficulties or who are at risk of dyslexia. iReady Diagnostic 2 data shows that reading students made progress on the targeted foundational skills of phonological awareness, phonics, and high frequency words. There were double digit reductions in the percentage of students scoring in Tier 3 in several areas. Highlights included:

- 22% 2nd grade phonological awareness
- 25% 1st grade phonics
- 23% 1st grade high frequency words
- 30% 1st grade overall

Additionally, there were double digit gains in the percentage of students scoring in Tier 1 as well:

+26% kinder phonological awareness

+13% 1st grade phonics

+25% 2nd grade high frequency words

+18% kinder overall

The reading intervention team was able to provide reading intervention services for almost every student who was flagged for reading difficulty on the iReady dyslexia screener. In total, the team provided services to approximately 40% of the students in grades K-2 at the early literacy sites. It is important to remember that every K-2 student at the early literacy sites receives targeted literacy support during the dedicated intervention block--either from the reading intervention teacher or from their classroom teacher. This year, the team was able to exit 50 students from reading intervention who were at or nearing proficiency in phonological awareness and phonics and serve new students with demonstrated need.

Based on data collected the District will make staffing and programmatic adjustment for 2024-25 including hiring an additional teacher in lieu of having 5 instructional assistants, adding an additional school, aligning the daily schedules at the schools receiving early literacy support (Castro, Mistral, Monta Loma, Theuerkauf, and now Vargas). 2023-24 was the first year of the Early Literacy Team. Over time, along with the adoption of a new structured literacy ELA curriculum for grades K-5, continued professional development and coaching for teachers and the implementation of MTSS, the District anticipates improved academic outcomes for students.

The District continued to offer all students a broad course of study and access to at least one choice elective through the 8-period schedule. The schedule also allows English Learners to have access to English Language Development and Students with Disabilities to have access to co-taught class and/or instructional support as needed. Based on input from students, parents and teachers the District is planning to move to a 7-period schedule with an advisory period one time per week in 2024-25. The new schedule will increase instructional minutes for core classes by 25 minutes per class per week, still allow for all students to have at least one choice elective, provide co-teaching, instructional support and English Language Development. The new advisory period will provide time each week for social-emotional learning lessons.

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 District was unable to hire a science coach for middle school so expenditures are lower than budgeted.

Action 1.2: The cost of the SchoolCity platform was slightly higher than budgeted

Action 1.5: The District had two RTI teachers resign mid-year. Replacements were not quickly hired so expenditure are lower than budgeted.

Action 1.6: Expenditures exceeded the budget due to a variety of factors including the need to hire two sets of summer staff due to multiple summer locations, the hiring of certificated teachers to serve as enrichment instructors, the purchasing of STEAM/Design Thinking enrichment video lessons and associated supplies, the addition of music and art classes. and the cost of aide support for students with disabilities.

Action 1.7: Sites budgeted for hiring staff to support unduplicated students in the fall. At several sites staff was unable to be hired at the beginning of the school year or not at all so expenditures are lower than budgeted.

Action 1.10: The budget reflected the top end estimate of hourly stipends paid to teachers for participation in professional development outside of work hours. Actual attendance did not reach the top end estimate.

Action 1.12: The District budgeted for SIOP consultants to train teachers, but due to the firm's inability to meet our scheduling needs and limits on available whole-district professional development time, it was decided that internal training would be more realistic. Expended funds reflect overtime and summer pay for ELD TOSA and site Instructional Coaches which were less costly.

Action 1.13: The salary and benefits costs for the newcomer teachers was less than budgeted.

Action 1.15: The District added additional training and coaching for the District's co-teaching team which increased expenditures.

Action 1.16: The District did not have to purchase/replenish as many of the reading materials as originally anticipated.

Action 1.18: Funds were sent aside to purchase materials for for trainings. All materials were created by staff so there were no expenditures.

Action 1.19: Funds were allocated to purchase testing new testing materials to ensure that the District could more accurately pinpoint if an English learner had a language disorder. The cost of the materials was less than budgeted.

Action 1.20 The District had budgeted to send site principals to a Dyslexia conference in Summer 2023 but was unable to due to conflicts with principal availability so expenditures are lower than budgeted.

Action 1.21: Early Literacy Team: The cost of the salary and benefits of the instructional assistants and teachers was less than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action steps in Goal 1 combined to meet the District's goal of developing and Implementing effective and consistent instructional practices that meet the needs of all students.

Instructional Coaches: All sites benefitted from having instructional coaches to directly work with teachers on improving instructional practices. The District believes that by investing in solid first teaching gains will be made in closing the achievement gaps that have been widened due to the pandemic and interrupted learning. In reviewing i-Ready Reading data from Diagnostic 2 in 2022 to Diagnostic 2 2023 overall proficiency for Socio-Economically Disadvantaged (+2), Reclassified (+4) and Hispanic-Latino (+2) students showed increases. Data

from the California Dashboard released in December 2023 shows that MVWSD maintained over Green ratings in ELA and Math. Math scores maintained as compared to 2021-22 and declined by 3.2 points in ELA. While the increases are small they are a positive change as gains have not been made in the previous years. Overall, more students met their annual growth targets in Reading (+5) and in math (+2). Coaches also played a key role in supporting grade level teams to develop Universal Data Cycle Plans as a part of the District's MTSS. Grade level teams reviewed data every 9 weeks and developed and implemented plans to address gaps in instruction.

Six actions in goal 1 were focused on supporting outcomes from English Language Learners. Only 2.3% of EL students are considered Long Term English Learners which is a decrease of 3% from 2021-22 to 2023-24. This District achieved this Desired Outcome. While the District most likely will not meet its goal in increasing the reclassification rate to 24.3%, a change was made in how the rate is calculated. As of October 2023 the reclassification rate is 14.95% which is an increase of 4.1% from 2021-22. Data for the percentage of English Learners who maintained a level 4 or gained a level on the 2023-24 summative ELPAC is not yet available.

One of the biggest actions for the District in Goal 1 is the continued development and implementation of MTSS (Action 17). This year the District implemented refined Universal Data Cycle, Coordination of Services Team (COST) and Student Study Team (SST) processes. The District continued the implementation of Universal Data Cycles, In 2023-24 there were 4, 9-week data cycles which the District plans to continue. COST and SST processes were formalized and integrated into Powerschool, the District's student information system. This allows the District and sites to better track student progress and needs. Overall, 272 students had at least one COST meeting where the team developed a plan to support the students needs with targeted goals, actions and progress monitoring. As of April 2024, twenty-eight students exited the COST process and 70 students were referred to SST. Eleven of 70 students exited the SST process. Twenty-nine students were referred for Special Education Evaluation. The District plans to continue these processes with some modifications in 2024-25 with the goal of reducing referrals to SST and Special Education.

The District has 3 additional actions that support data collection and analysis (Actions 2,3 and 4) The District will continue to use i-Ready for diagnostic assessments three times per year although the instruction platform will not be purchased Districtwide in 2023-24 as the District wants to maximize instructional time during the school day and find a better balance between first teaching and the use of technology. The District will continue to use SchoolCity as the data platform for District assessments and reporting and will analyze and data regularly.

Response to Instruction will continue as it provides dedicated time during the school day for teachers to provide intervention and enrichment (Action 5). Adjustments will be made at some sites to maximize instructional blocks and ensure that all students have access to intervention, enrichment and STEAM.

The District served approximately 700 students in Summer 2023. Programming was provided using Expanded Learning Opportunity Program (ELOP) Funding and included multiple partners (Valdez Summer Math Institute, Elevate Math, Peninsula Bridge Foundation, Right and School and the YMCA). The District also hired teachers to provide enrichment workshops.

Targeted Student Support Funds were given to each site to provide direct support and services to English Learners, Socio-Economically Disadvantaged students and Foster Youth. Sites spent their funds on items including instructional materials and personnel.

Actions 15, 16 and 19 are specifically related to students receiving Special Education Services. All actions were completed.. Co-teaching

continued in Middle School and Two Transitional Kindergarten classes. Professional development was provided. Due to staffing issues, the state preschool co-taught class did not continue for the full year. Additional reading curriculum was provided to all SPED classrooms across the District and training was provided in fall 2023. The implementation of the curriculum was not consistent across sites and challenges with staffing impacted instruction. The District will continue to provide the curriculum and monitor implementation in 2024-25. To address Significant Disproportionality the district worked with the Stanford's Center to Support Excellence in Teaching to provide professional development for K-1 teachers at Castro, Mistral and Theuerkauf. The District has excited significant disproportionality for Hispanic Students being over identified has having a learning disability. This was confirmed by the California Department of Education (CDE) and no risk ratio was given as the District has fallen below the 3.0 threshold. This is the last year of the District's partnership with CSET and this action will be updated for 2024-25 as the District was identified as being disproportionate for over suspending Hispanic students for less than ten days. A new metric and action will be added in Goal 2.

The District developed and implemented a plan to identify and address needs of students experiencing reading difficulties or who are identified as at risk of dyslexia. The District conducted Universal Screening for all students in K-3, provided professional development to all elementary teachers and outlined the process for supporting identified students through the COST process. This action will be removed for 2024-25 as it is part of the District's MTSS process now.

The District convened an Early Literacy Team which included 5 teachers, 5 instructional assistants and one Director. The goal of the team is to provide foundation reading intervention for students identified through the Universal Screener as having reading difficulties or who are at risk of dyslexia. iReady Diagnostic 2 data shows that reading students made progress on the targeted foundational skills of phonological awareness, phonics, and high frequency words. There were double digit reductions in the percentage of students scoring in Tier 3 in several areas. Highlights included:

- 22% 2nd grade phonological awareness
- 25% 1st grade phonics
- 23% 1st grade high frequency words
- 30% 1st grade overall

Additionally, there were double digit gains in the percentage of students scoring in Tier 1 as well:

+26% kinder phonological awareness
+13% 1st grade phonics
+25% 2nd grade high frequency words
+18% kinder overall

The reading intervention team was able to provide reading intervention services for almost every student who was flagged for reading difficulty on the iReady dyslexia screener. In total, the team provided services to approximately 40% of the students in grades K-2 at the early literacy sites. It is important to remember that every K-2 student at the early literacy sites receives targeted literacy support during the dedicated intervention block--either from the reading intervention teacher or from their classroom teacher. This year, the team was able to exit 50 students from reading intervention who were at or nearing proficiency in phonological awareness and phonics and serve new students with demonstrated need.

Based on data collected the District will make staffing and programmatic adjustment for 2024-25 including hiring an additional teacher in lieu of having 5 instructional assistants, adding an additional school, aligning the daily schedules at the schools receiving early literacy support

(Castro, Mistral, Monta Loma, Theuerkauf, and now Vargas). 2023-24 was the first year of the Early Literacy Team. Over time, along with the adoption of a new structured literacy ELA curriculum for grades K-5, continued professional development and coaching for teachers and the implementation of MTSS, the District anticipates improved academic outcomes for students.

The District continued to offer all students a broad course of study and access to at least one choice elective through the 8-period schedule. The schedule also allows English Learners to have access to English Language Development and Students with Disabilities to have access to co-taught class and/or instructional support as needed. This schedule will continue in 2024-25.

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

Based on feedback from District staff and information gained from visiting successful schools in California and New York coaches roles will be adjusted and they will play a larger role in supporting grade level teams with disaggregating and analyzing data as a part of Universal Data Cycles (Action 1.1) as well as at the elementary level, supporting the implementation of the District's new ELA Curriculum.

Two action steps (4 and 20) will be removed in 2024-25 as they now fall under the umbrella of the Multi-Tiered System of Support. Analyzing and Disaggregating data is a key part of MTSS and does not warrant a separate action. The District's plan to identify and support students with reading difficulties or who are at risk of Dyslexia also falls under the umbrella of MTSS (Action 1.17) which includes Universal Screening and a process for providing interventions through the COST process and Early Literacy Team (Action 1.21).

The Response to Instruction process (Action 1.5) will be revised at Castro and Mistral schools will adjust so that the entire class attends STEAM twice a week. During the STEAM time the classroom teacher will push into the math block with his/her grade level partner to support instruction. These two schools have the highest concentration of English Learner (76% and 55%) and Socio-Economically Disadvantaged (82% and 54%) students and achievement gaps are wide.

Due a decrease in ELOP funding the District will need to eliminate the teacher enrichment workshops for 2024-25 (Action 1.6) in order to continue to have the funds to be in compliance with the program requirements.

The action step for having a Director of Equity (Action 1.8) will be moved to goal 3 as the rest of the District's work with equity related topics lies in that goal.

Action 1.11 (Designated English Language Development) will be combined with with action 1.9.

Progress monitoring of English Language Learners (Action 1.14) was completed in December and January of 2023-24. This action will be removed as it is now a part of the District's Multi-Tiered System of Support.

Based on enrollment data and academic data, the District will continue to offer co-teaching (Action 1.15) in middle school ELA and math classes, but only one TK class and not at all in the state preschool program in 2024-25. The District will continue to provide reading curriculum to all schools for Students with Disabilities (Action 1.16) and these two actions will be combined.

Based on input and data collected during the initial rollout of the District's MTSS (Action 1.17), the first version of the district MTSS website, which will be used in lieu of PowerSchool will be implemented in 2024-25. It will include data dashboards and protocols for UDC, COST, and SST to improve access and use of data to support the Whole Child. The District will also launch version two of the Strategies, & Interventions Matrix now the Assessment, Strategies and Interventions Matrix, which will include the addition of universal assessments available to teachers to assess specific areas of student learning and match to specific strategies and interventions. Progress monitoring of English Learners is also now incorporated into MTSS cycles.

Based on data and feedback collected over the course of 2023-24 on the work of the Early Literacy Team (Action 1.21) staffing and programmatic adjustments will be made for 2024-25 including hiring an additional teacher in lieu of having 5 instructional assistants, adding an additional school, aligning the daily schedules at the schools receiving early literacy support (Castro, Mistral, Monta Loma, Theuerkauf, and now Vargas).

The District was notified that it is no longer considered disproportionate in identifying Hispanic/Latino students as students with a specific learning disability (SLD). No threshold was given by the CDE to the District even after several inquiries, however, 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. A new metric and action will be added to the LCAP in Goal 2 in 2024-25.

Two metrics were revised for 2023-24. The calculation method for reclassification rate and Long Term English Learners were revised so that it is calculated from October to October instead of August to June. This change was made in consultation with the California Department of Education to match the method used by the state. Both metrics will be kept for 2024-25.

The District has excited significant disproportionality for Hispanic Students being over identified has having a learning disability. The District was identified as being disproportionate for over suspending Hispanic students for less than ten days. A new metric and action will be added.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	Spring 2020: District - 96.5% Bubb Elementary - 96.5% Castro Elementary - 95.4% Crittenden Middle - 96.7% Graham Middle - 96.9% Huff Elementary - 97.3% Landels Elementary - 96.5% Mistral Elementary - 96.3% Monta Loma Elementary - 96% Stevenson Elementary - 97% Theuerkauf Elementary - 95% Vargas Elementary - 95.9%	Spring 2022: District - 95.0% Bubb Elementary - 96.4% Castro Elementary - 91.1% Crittenden Middle - 94.3% Graham Middle - 95.8% Imai (Former Huff) Elementary - 96.3% Landels Elementary - 94.6% Mistral Elementary - 95.0% Monta Loma Elementary - 93.8% Stevenson Elementary - 96.2% Theuerkauf Elementary - 93.1% Vargas Elementary - 95.0%	Spring 2023: District - 94.2% Bubb Elementary - 95.3% Castro Elementary - 91.5% Crittenden Middle - 94.7% Graham Middle - 94.2% Imai (Former Huff) Elementary - 94.2% Landels Elementary - 93.6% Mistral Elementary - 94.2% Monta Loma Elementary - 92.8% Stevenson Elementary - 95.6% Theuerkauf Elementary - 92.4% Vargas Elementary - 94.2%	Spring 2024 District – 95.0% Bubb Elementary – 95.6% Castro Elementary – 93.3% Crittenden Middle – 94.7% Graham Middle - 95.1% 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%	Maintain or increase to 97% overall and for all schools.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	2019 California Dashboard Overall Rating - Yellow English Learners - Orange Homeless - Orange Socioeconomically Disadvantaged - Yellow Students with Disabilities - Orange African American - Orange Asian - Blue Filipino - Yellow Hispanic/Latino - Green Pacific Islander - Yellow White - Green	No data for chronic absenteeism was published on the California Dashboard in December 2021. The following data is from Dataquest for the 2020-21 school year. Overall - District: 4.6%, Bubb - 4.0%, Crittenden 4.2%, Landels - 6.6%, Imai - 2.4%, Mistral - 2.8%, Graham - 2.6%, Vargas - 4.5%, Castro - 12.7%, Monta Loma - 6.5%, Stevenson - 1.8%, Theuerkauf - 8.0% English Learners - District - 0.4%	2021-22 California Dashboard ratings were published in December 2022. Ratings for this dashboard are based on the following scale: Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low ratings for Chronic Absenteeism. Overall - High English Learners - Very High Homeless - Very High Socioeconomically Disadvantaged - Very High Students with Disabilities - Very High African American - High Asian - Medium Filipino - High Hispanic/Latino - Very High Two or More Races - Medium White - High Pacific Islander - No Performance Rating	2022-23 California Dashboard ratings were published in December 2023. Ratings for this dashboard are based on the following scale: Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low ratings for Chronic Absenteeism. Overall - Medium/Yellow English Learners - Medium/Yellow Homeless - Medium/Yellow Socioeconomically Disadvantaged - Very High/Red Students with Disabilities - Medium/Yellow African American - High/Orange Asian - High/Orange Filipino - High/Orange Hispanic/Latino - Medium/Yellow Two or More Races - Low/Green	Maintain or increase overall rating and subgroup ratings to green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White - High/Orange Pacific Islander - No Performance Rating	
Middle School Dropout Rate	0%	0% in 2021-22	0% in 2022-23	0% in 2023-24	Maintain zero middle school dropouts
Suspension Rates	2019 California Dashboard Overall - Green English Learners - Green Homeless - Yellow Socioeconomically Disadvantaged - Yellow Students with Disabilities - Green African American - Green Asian - Blue Filipino - Blue Hispanic/Latino - Yellow Two or More Races - Yellow White - Green	No data for suspensions was published on the California Dashboard in December 2021. The following data is from Dataquest for the 2020-21 school year. Suspension Rates Overall - District: 0.3%, Bubb - 0%, Crittenden 0.3%, Landels - 0%, Imai - 0.6%, Mistral - 0%, Graham - 0.5%, Vargas - 0%, Castro - 1.2%, Monta Loma - 0%, Stevenson - 0%, Theuerkauf - 0% English Learners - District - 0.4%	2021-22 California Dashboard ratings were published in December 2022. Ratings for this dashboard are based on the following scale Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low ratings for Suspension. Overall - Medium English Learners - High Homeless - High Socioeconomically Disadvantaged - High Students with Disabilities - High African American - High Asian - Low Filipino - Medium Hispanic/Latino - Medium	2022-23 California Dashboard ratings were published in December 2023. Ratings for this dashboard are based on the following scale Very Low, Low, Medium, High and Very High. The District would like to have Low or Very Low ratings for Suspension. Overall - High/Orange English Learners - High/Orange Homeless - Very High/Red Socioeconomically Disadvantaged - Very High/Red Students with Disabilities - Very High/Red African American - High/Orange Asian - Low/Green	Maintain or increase overall rating and subgroup ratings to green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Two or More Races - Low White - Low	Filipino - Medium/Yellow Hispanic/Latino - Very High/Red Two or More Races - Low/Green White - High/Orange	
Expulsion Rates	0%	0% for spring 2022	0% for 2022-23	0% for 2023-24	Maintain zero expulsions
Entering Discipline Data	The error rate for entering discipline data into Powerschool was 15% at the end of 2019-20.	The error rate for entering discipline data into Powerschool was 22% at the end of 2021-22.	The error rate for entering discipline data into Powerschool was 18% at the end of 2022-23.	Data for 2023-24 will not be available until Summer 2024.	Decrease error rate to 9%
The percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey.	93% agreed or strongly agreed	72% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	61% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	64% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 97% agree or strongly agree
The percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey.	86% agreed or strongly agreed	79% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	74% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	77% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 90% agree or strongly agree
The percentage of students who agreed or strongly agreed that	65% agreed or strongly agreed	62% agreed or strongly agreed on the	57% agreed or strongly agreed on the	58% agreed or strongly agreed on the	Increase to 80% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
my school focuses on a students character on the LCAP/Climate Survey.		spring 2022 LCAP/Climate Survey.	spring 2023 LCAP/Climate Survey	spring 2024 LCAP/Climate Survey	
The percentage of staff who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey.	76% agreed or strongly agreed	72% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	72% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	73% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 85% agree or strongly agree
The percentage of parents who agreed or strongly agreed that their students social emotional needs were met on the LCAP/Climate Survey.	68% agreed or strongly agreed	75% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey	80% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 75% agree or strongly agree

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

All nine action steps in Goal 2 were implemented fully in 2023-24 and are supporting the District's goal of developing and implementing programs and processes to equitably and effectively support students' social-emotional health and behavior. Three actions steps specifically were aimed at addressing suspension and behavior. At the end of the 2022-23 school year the District predicted an increase in suspension rates. This was confirmed by the data released on the California Dashboard in December 2023. The District's overall rating went from medium to high and several subgroups moved from having high to very high suspension rates including Hispanic/Latino, Socio-Economically Disadvantaged, Homeless students and Students with Disabilities. This coupled with data from the LCAP/Climate survey where only 61% of students agreed or strongly agreed that they felt safe at school prompted the District to develop and implement new Behavior Response Standards (Action 2.9). The Standards were implemented in August 2023. The goal was to ensure that there was consistency in addressing and documenting behavior incidents across the District. This action was completed although it is only the first and necessary step in addressing larger issues around disproportionality in suspensions. Action 2.5 was also created to address issues with suspensions.

Discipline data was reviewed monthly with At Risk Supervisors, School and Community Engagement Facilitators and site administrators and training was provided on entering data correctly as well as bias in discipline. Student perceptions of safety at school increased from 61% to 64%. The District continued to have At Risk Supervisors at all schools (Action 2.1). At Risk Supervisors were trained in entering discipline data as well as bias in discipline. As the District monitored data at all sites it is clear that some have acute needs with student behaviors while others do not. The District ended the year with only 9 At Risk Supervisors. It is anticipated that the District will have 8 At Risk Supervisors in the 2024-25 year at the most challenging sites as we are shifting to add Counselors at all school sites in 2024-25 who can support with behavior and discipline as well as mental health and counseling. All of this work continues to be necessary as the District is identified for Differentiated Assistance for Students with Disabilities and Homeless Students for very high suspension rates.

The District had two actions in goal 2 to address attendance and chronic absenteeism. Action 2.2, improving attendance and Action 2.8 Addressing Chronic Absenteeism specifically for Homeless students were both implemented as planned. The District was identified for Differentiated Assistance in 2022-23 for low academic outcomes and chronic absenteeism for Homeless students although other groups of students also had high levels of Chronic Absenteeism. Overall, based on data the District's average daily attendance is between 93% and 96%. The district strives to be at 97% average daily attendance overall and for all schools and will continue to focus on general attendance strategies including communication, reviewing data regularly at the District and site level and SART and SARB processes. The District will also expand it's attendance monitoring and staff communication system that was put in place to directly monitor the attendance of Homeless students to include at the least Students with Disabilities as the District was identified for Differentiated Assistance for this group in 2023-24. Chronic Absenteeism for Homeless students declined by 10.7% between 2021-22 and 2022-23 and the District conducted over 200 home visits to families identified as Homeless in 2023-24.

The District has 4 actions in Goal 2 that are designed to support Student Social Emotional Health and Wellness. The District continued to convene the Health and Wellness Committee which focused its work on supporting and monitoring the District Wellness policy and providing input on District-wide wellness campaigns like Nutrition. The committee met four times over the course of the school year and includes District staff, community members and parents and will continue. The District also continues to partner with School Linked Services (Action 2.4). to provide additional supports to families and fund parent engagement events. This year, 35 students were referred for additional mental health support through our partner ship and over 7,000 parents attended engagement events. This partnership will continue. Actions 2.6 and 2.7 are specific to Student Social Emotional Health and are directly aligned to the District's Strategic Plan 2027. These actions are steps to support the District in achieving LCAP and Strategic Plan goals by the end of the 2026-27 school year. Both action steps were completed this year. The District continued to use Sown to Grown in elementary and expanded its use to middle school. Professional Development on the Whole School, Whole Community, Whole Child model was provided and strategies, supports and interventions that support the Whole Child were introduced in the District's Intervention Matrix as part of the Multi-Tiered System of Support. 80% of staff agreed or strongly agreed on the spring 2023 LCAP/Climate Survey that student social emotional needs are being met (increase from 72% in 2023-23 and 80% of parents agreed or strongly agreed on the spring 2023 LCAP/Climate Survey which is an increase from 77% in 2022-23. These actions will continue next year and build upon the work done in 2023-24.

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 District had staffing turnover with At Risk Supervisors over the course of the school year and opted to not fill two positions causing expenditures to be less than budgeted.

Action 2.6: The cost of the Sown to Grow contract was less than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All nine actions steps in Goal 2 were effective in making progress toward the goal of developing and implementing programs and processes to equitably and effectively support students' social-emotional health and behavior. As written above three actions steps specifically were aimed at addressing suspension and behavior. At the end of the 2022-23 school year the District predicted an increase in suspension rates. This was confirmed by the data released on the California Dashboard in December 2023. The District's overall rating went from medium to high and several subgroups moved from having high to very high suspension rates including Hispanic/Latino, Socio-Economically Disadvantaged, Homeless students and Students with Disabilities. This coupled with data from the LCAP/Climate survey where only 61% of students agreed or strongly agreed that they felt safe at school prompted the District to develop and implement new Behavior Response Standards (Action 2.9). The Standards were implemented in August 2023. The goal was to ensure that there was consistency in addressing and documenting behavior incidents across the District and this was effective based on staff reviews of incident reports over the course of the school year. The error rate for entering Discipline data will not be available until summer 2024 and will be reported in the 2024-25 LCAP. Action 2.5 was also effective in our beginning efforts to address issues with suspensions. Discipline data was reviewed monthly with At Risk Supervisors, School and Community Engagement Facilitators and site administrators. By continually reviewing data it brought to light trends in suspensions and opened conversations about how groups of students are being disciplined and what is the role of restorative practices and alternatives to suspension which will be a focus in 2024-25. The District continued to have At Risk Supervisors at all schools (Action 2.1). At Risk Supervisors were trained in entering discipline data as well as bias in discipline. As the District monitored data at all sites it is clear that some have acute needs with student behaviors while others do not. The District ended the year with only 9 At Risk Supervisors. It is anticipated that the District will have 8 At Risk Supervisors in the 2024-25 year at the most challenging sites. While the percentage of students who agreed or strongly agreed that they feel safe at school increased to 64% from 2022-23, the District expects to see an increase in the suspension rate in 2023-24 and possibly 2024-25 due to new guidelines and increased consistency of practice. Once these are firmly established, related efforts, such as continued training for principals on alternatives to suspension and restorative practices and teachers on SEL skill building to accompany behavior responses should lead to a reduction of the suspension rate in the next few years. To support this and other Initiatives the District is shifting to add Counselors at all school sites in 2024-25 who can support with behavior and discipline as well as mental health and counseling.

Action 2.2, Improving Attendance and Action 2.8 Addressing Chronic Absenteeism specifically for Homeless students were both effective. The District was identified for Differentiated Assistance in 2022-23 for low academic outcomes and chronic absenteeism for Homeless students and created an attendance monitoring and communication plan that was implemented in 2022-23. Results from the California Dashboard showed a 10.7% decrease in chronic absenteeism for homeless students and District data indicates that Chronic absenteeism for this group will decrease another 7% in 2023-23. Based on these results, the District plans to expand it's attendance monitoring and staff

communication system to include at the least Students with Disabilities as the District was identified for Differentiated Assistance for this group in 2023-24. Overall, based on data the District's average daily attendance is between 93% and 96% which is increased from 2022-23. The district strives to be at 97% average daily attendance overall and for all schools and will continue to focus on general attendance strategies including communication, reviewing data regularly at the District and site level and SART and SARB processes.

Work done by the District's Health and Wellness Committee was effective in supporting and monitoring the District Wellness policy and gathering input on District-wide wellness campaigns like Nutrition (Action 2.3). The committee met four times over the course of the school year and includes District staff, community members and parents and will continue in order to meet Wellness policy goal. The District's partnership with School Linked Services (Action 2.4). to provide additional supports to families and fund parent engagement events was effective. This year, 35 students were referred for additional mental health support through our partnership and over 7,000 parents attended engagement events. These types of services would not be available without this partnership.

Actions 2.6 and 2.7 are specific to Student Social Emotional Health and are directly aligned to the District's Strategic Plan 2027. The District's Strategic Plan aligns with the LCAP Cycle ending at the end of the 2023-24 school year and with the next LCAP Cycle which ends in June 2027. These actions are steps to support the District in achieving LCAP and Strategic Plan goals by the end of the 2026-27 school year. Both action steps were completed this year and are deemed effective in our work to support students' social-emotional health. The social-emotional measurement tool, Sown to Grow was fully implemented at the Elementary schools. Social-Emotional check-ins were utilized on a weekly basis with a student participation rate of 100% at any given point in the school year and an average teacher feedback rate across all schools in the spring of 41%. The Sown to Grow survey was administered at the Elementary Schools and expanded to the middle schools with participation rates of 91% and 88% respectively. Data is used to inform focus areas at individual sites. Based on the data collected from Sown to Grow, the District will explore curriculum to address identified needs during the 2024-25 school year.

Professional Development on the Whole School, Whole Community, Whole Child model was provided and strategies, supports and interventions that support the Whole Child were introduced in the District's Intervention Matrix as part of the Multi-Tiered System of Support (Action 2.7). While 80% of staff agreed or strongly agreed on the spring 2023 LCAP/Climate Survey that student social emotional needs are being met (increase from 72% in 2023-23 and 80% of parents agreed or strongly agreed on the spring 2023 LCAP/Climate Survey which is an increase from 77% in 2022-23 the District is planning to add counselors to all school sites to continue to expand our work towards embedding a Whole School, Whole Community, Whole Child model approach in each of our schools.

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

Action 2.1: The District plans to reduce the number of At Risk Supervisors from 11.0 FTE to 8.0 FTE based on behavior data collected over the course of the school year. Supervisors will be placed at sites where the need is the greatest.

Action 2.5 and 2.7: In order to better address the Whole Child and decrease suspension rates the District will be adding a counselor to each school site in 2024-25.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	Overall 82% agreed or strongly agree (56% agreed - 27% strongly agreed)	Overall 83% agreed or strongly agreed (58% agreed - 25% strongly agreed) on the spring 2022 LCAP/Climate Survey.	Overall 86% agreed or strongly agreed (58% agreed - 27% strongly agreed) on the spring 2023 LCAP/Climate Survey	Overall 87% agreed or strongly agreed (58% agreed - 29% strongly agreed) on the spring 2024 LCAP/Climate Survey	Maintain or increase the percentage of families that agree or strongly agree that MVWSD creates a welcoming environment for families. Increase the percentage of families that strongly agree by 8% a year from 27% to 51%.
The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey.	74% agreed or strongly agreed that they understand the academic supports available to their students. 61% agree or strongly agree that they understand the non-academic supports available to their students.	73% agreed or strongly agreed that they understand the academic supports available to their students on the spring 2022 LCAP/Climate Survey. 60% agreed or strongly agreed that they understand the non academic	72% agreed or strongly agreed that they understand the academic supports available to their students. 62% agreed or strongly agreed that they understand the non academic supports available to their students.	73% 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.	Increase the percentage of families that agree or strongly agree that they understand the academic supports available to 80%. Increase the percentage of families that agree or strongly agree that they understand the non

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		supports available to their students on the spring 2022 LCAP/Climate Survey.	on the spring 2023 LCAP/Climate Survey	on the spring 2024 LCAP/Climate Survey	academic supports available to 70%.
The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey.	66% agreed or strongly agreed	63% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	68% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Increase to 81% agree or strongly agree.
Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	23% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me	24% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2022 LCAP/Climate Survey.	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 2023 LCAP/Climate Survey	21% 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	Decrease the percentage to 5% that agree or strongly agree.
Professional development opportunities to staff to better understand diverse cultures/sub cultures for more responsive customer support.	No professional development opportunities were provided.	100% of MVWSD staff attended professional development opportunities related to anti-racism, bias, and/or equitable access in 2021-22.	100% of MVWSD staff attended professional development opportunities related to anti-racism, bias, and/or equitable access	In 2023-24 professional development opportunities were provided 100% to all site leaders on three occasions and included the following topics: Bias in the SPED Classification Process, Bias in the Discipline Routine, and Creating Inclusive	Revised Desired Outcome in for 2023-24: 100% of staff will attend professional development opportunities provided each year. Original Desired Outcome: Provide at least 1 staff training per yer.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Climates for Students. Professional Development Opportunities were provided to MVWSD+ (after school) staff and leaders on the topic of addressing bias related incidents - 100% of leaders and 95% of staff attended.	
Percentage of families reporting that Parent University events are easy to access and content directly helps them at home with their children.	2020-21: 1,000 people attended or Parent University Attendance or Viewed Parent University recorded sessions Content Satisfaction - Baseline will be determined during the 2021-22 school year	2021-22: With two more sessions to go, at least 937 people attended a Parent University event this year and there were 344 views of all Parent University videos. Content Satisfaction: 93.9% of parents who responded to post-event surveys agreed or strongly agreed that "This event helped me better understand how to help my child."	2022-23: With several more sessions to go, at least 1,503 (will be updated again by 4/21) people attended a Parent University event this year and there were 166 views of all Parent University videos. Content Satisfaction: 90.7% of parents who responded to post-event surveys agreed or strongly agreed that "This event helped me better understand how to help my child."	As of 4/9/24, with several more Extension Series and one more Speaker Series event to go. total attendance at all Parent University events is 1,657. Limited Completed surveys results indicated that 100% agreed or strongly agreed that "This event helped me better understand how to help my child."	Increase attendance at Parent University/views of recorded session events by 10% each year to 1,300. Content Satisfaction target will be determined at the end of the 2021-22 school year. New Desired Outcome Content Satisfaction Target: 93% will agreed or strongly agree that "This event helped me better understand how to help my child."
Parent Involvement Self Reflection Tool	The State Board of Education adopted	The State Board of Education adopted	The District had 3/12 areas on Parent	June 2024	Revised Desired Outcome for 2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	self-reflection tool for parent involvement was completed and approved on June 17, 2021	self -reflection tool for parent involvement was completed and approved on June 16, 2022.	Involvement Self Reflection Tool Rubric that were scored at a level 2.	The District had all 3's and 4's on the Parent Involvement Self Reflection Rubric	Obtain rubric scores of at least 3 on all areas of the Parent Involvement Self Reflection Tool Rubric Original Desired Outcome: Yearly completion and approval of the State Board of Education adopted self-reflection tool parent engagement
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.	65% agreed or strongly agreed	60% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	63% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	69% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Increase to 75% agree or strongly agree.
Revised Metric: The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and	67% agreed or strongly agreed	66% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	65% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	68% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Increase to 77% agree or strongly agree.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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. Original Metric: 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 in the school community on the LCAP/Climate Survey.					

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

There were 7 actions in Goal 3 and six of seven were fully implemented and supported the District to cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces and empowers all stakeholders. School and Community Engagement Facilitators (Action 3.1) continued to service as key members of our site staffs. School and Community Engagement Facilitators (SCEFs) receive regular monthly professional development from district staff to help them be increasingly effective and efficient at working with parents and colleagues. In March 2024 an additional facilitator position was added to the district office in order to better address the needs of McKinney-Vento students, increasing the total FTE to 9.6. SCEFs also played a key role in the District's plan to decrease in Chronic Absenteeism rates for our McKinney-Vento students (Goal 2, Action 8). California Dashboard results showed a decrease of 10.7% from the 2021-22 school year. for McKinney-Vento Students (32%). District data shows Chronic Absenteeism at 25% for 2023-24. The increase in participation at Parent University by 40% this year over 2022-23 can also be attributed to the outreach done by our SCEF team.

The District has several actions related directly to work around Equity. The District Director of Equity (Goal 1, Action 8) facilitates the District Equity Committee (Action 3.2) . This committee met monthly over the course of the 2023-24 school year. The committee was focused on developing culturally responsive practices that were incorporated into MVWSD's culture and climate program #BetterTogetherMVWSD. Each month practices were embedded into activities that were shared with and delivered by staff to grades TK - 8 during the school day. The theme for 2023-24 was Allyship. Topics included what is an Ally, Identity, Cultural Appreciation, empathy, addressing bias, conflict resolution, speaking up, finding your power, advocacy, and self-worth. The District also completed work on the Equity Scorecard (Action 3.5) which will be used to measure progress on goals related to equity. The scorecard will be used internally and shared with stakeholders. It is expected to be released in August 2024. This year the District also successfully modified the enrollment process for choice programs to increase access to choice schools for underrepresented families. Overall in the first year of implementation of the weighted lottery, at Stevenson, SED students made up 9% of the applicant pool, and 12% of students offered seats, an improvement from last year when 8% of applicants and only 5% of students offered seats were SED. Amongst K applicants, all SED students who applied were offered seats at Stevenson (8 students, with one applicant removing their application).The district will continue to monitor any changes to enrollment from year to year to be reflexive to the weights given underrepresented families in the lottery.

Parent University events (Action 3.4) were provided over the course of the school year. As of April 2023 here was an increase in parent participation by 40% from 2022-23 with over 1,700 attendees. Although there were limited satisfaction surveys completed, they did indicate that 100% of families that the event they participated in helped me better understand my child.

Staff continued working to improve communication with families in accessible ways (Action 3.5). The District tested the platform, Parent Square between Dec 2023-February 2024 at Theuerkauf Elementary and will engage in testing of a secondary, new product called "My Powerschool" in late spring/summer 2024.

The District did work to facilitate opportunities for staff to provide input on District initiatives and issues. A majority of input from staff comes from the yearly LCAP/Climate Survey where all staff are provided time during the work day to complete the survey. Results are used to develop the LCAP and address other issues. This year 449 staff took the survey. Of the 449, 265 were teachers. This action was difficult. The District was unable to convene a certificated or classified professional development committee due to lack of staff interest. The District also was not able to recruit staff from all elementary schools to be on the ELA adoption committee. The District is going to turn its attention to supporting sites to develop processes to gather input both at the site and District level and funneling information. This action step will be discontinued for 2024-25.

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 budget was the top end estimate if we anticipated using multiple outside vendors to provide sessions for Parent University. The District only contracted with one vendor and the rest of the budget was unspent because staff produced our own internal programs or found partners who were self-funded.

Action 3.4: Money was budgeted to cover costs associated with communication platform trials. The actual expenditures were less than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All of the actions except action 3.7 (Staff Input) were effective in moving the District toward its goal of cultivating and maintaining an inclusive and welcoming culture that acknowledges, embraces and empowers all stakeholders. This goal is directly aligned to the District's Strategic Plan 2027. The Equity Advisory Committee (Action 3.2), Communication (Action 3.4) Equity Framework (Action 3.5) are directly tied to work being done in the Strategic plan. These actions are steps in the plan that are intended to get us to our goal at the end of 2027 and are effective steps in our journey. The Equity Advisory Committee is an ongoing body that works directly with the Directory of Equity on topics identified each year. This year the committee met monthly over the course of the 2023-24 school year. The committee was focused on developing culturally responsive practices that were incorporated into MVWSD's culture and climate program #BetterTogetherMVWSD. Each month practices were embedded into activities that were shared with and delivered by staff to grades TK - 8 during the school day.

Parent Communication (Action 3.4) is a continuous process for the District. Staff is always looking for better ways to communicate with families to ensure they get the information they need and understand that they are a valued part of our community. The percentage of families that agree or strongly agree on the LCAP/Climate Survey that they are encouraged to be involved in school events has increased by 12% over the past three years. The Equity Framework (Action 3.5) work has focused on creating an Equity Scorecard that will be used by staff and stakeholders to gauge our progress on closing gaps for underrepresented groups as well as identifying areas of success and need. It is a more comprehensive tool and will be used in conjunction with the California Dashboard.

School and Community Engagement Facilitators (Action 3.1) have become key parts of our school communities. Their outreach has led to an increase in participation by families in our Parent University Program of over 40% from 2023-23. Their work has also contributed to the increase in the percentage of parents that agreed or strongly agreed that MVWSD creates a welcoming environment. School and Community Engagement Facilitators are often the first contact for many of our families.

The District's Parent University Program has evolved over the course of the last three years. A new format was introduced in 2022-23 and refined in 2023-24 with the goal of improving 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. Again we have seen a 40% increase in participation. More analysis of family participation will be done over the summer, but this action will continue.

Equitable Access to Choice Schools (Action 3.6) was put in place to address significant disproportionality at one of our District's choice Schools. Based on 2020-21 enrollment data, Stevenson Elementary School is facing a significant disproportionality in the number of students who attend that are English Language Learners (ELLs) and Socio-Economically Disadvantaged (SED). The district successfully modified the enrollment lottery process for this choice program to increase access for underrepresented families. The district saw an increase in the enrollment of SED families. SED students made up 9% of the applicant pool, and 12% of students offered seats, an improvement from last year when 8% of applicants and only 5% of students offered seats were SED. Amongst K applicants, all SED students who applied were offered seats at Stevenson (8 students, with one applicant removing their application). This action will continue as the District will continually monitor enrollment and make adjustments as needed.

Finding ways to have staff more involved in the decision making at the District level has been a challenge. A majority of input from staff comes from the yearly LCAP/Climate Survey where all staff are provided time during the work day to complete the survey. Results are used to develop the LCAP and address other issues. Efforts have been made to convene committees in the areas of professional development and English Language Arts curriculum adoption. No staff was interested in the professional development committees after many months of outreach and turn out for the ELA adoption committee was lower than anticipated. The District needs to rethink its approach and will discontinue this action for 2024-25.

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

The District plans to move Goal 1, Action 8 - Director of Equity to Goal 3. The majority of the Equity work action steps are found in Goal 3 and it make for a more coherent plan. The District will remove Action 3.7 - Staff input as it rethinks its approach. The District plans to review the desired outcomes of each metric to make adjustments for 2024-25. The metric: Professional development opportunities to staff to better understand diverse cultures/sub cultures for more responsive customer support will be removed and instead become an action step in Goal

3. Since the majority of items in this goal are directly aligned to the Strategic Plan which mirrors the next LCAP cycle we plan to keep similar items and metrics.

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.

Goals and Actions

Goal

Goal #	Description
4	Develop and Implement policies and practices to support and retain effective and engaged employees. 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 these areas. This goal is aligned to SP2027 Goal Area 4 and State Priority 1.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Retention Rates	2020-21 Data: Data is current as of May 19, 2021 and will be updated as applicable. Overall Staff Retention - 91% Certificated Staff - 87% Classified Staff - 94% Teachers - 85%	2021-22 Data: Data is current as of April 25, 2022 and will be updated as applicable. Overall staff Retention - 91% Certificated Staff - 88% Classified Staff - 92% Teachers - 88%	2022-23 Data: Data is current as of April 19, 2023 and will be updated as applicable. Overall staff Retention - 94% Certificated Staff - 93% Classified Staff - 97% Teachers - 92%	2023-24 Data is current as of May 2, 2024 and will be updated as applicable Overall Staff Retention - 93% Certificated Staff - 91% Classified Staff - 94% Teachers - 90%	Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 90%
Percentage of highly qualified teachers	2020-21: 86% of teachers were considered highly effective.	2021-22 86% of teachers were considered highly effective	2022-23 86% of teachers were considered highly effective; 32 teachers less than 2 years teaching and 7 interns; 1 teacher on a	2023-24: 84%	90% of teachers will be highly qualified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Limited Assignment Permit but fully Of credentialed in her field.		
Number/percentage of mis-assignments of teachers of English learners	2020-21: 3	2021-22: 2 (1%) (All staff including these 2 teachers had a temporary county certificate or appropriate authorizing permit while in their assignment. Both teachers completed their EL authorization by January 2022)	2022-23 - 2 teachers had a waiver or authorizing permit while in their assignment.	2023-24: 0	Maintain 0 mis-assignments of teachers of English Learners
Number of other teacher mis-assignments	2020-21: 1	2021-22: 0	2022-23: 0	2023-24: 0	Maintain 0 teacher mis-assignments
Number of vacant teacher positions	2020-21: 0	2021-22: 0	2022-23: 0	2023-24: 0	Maintain 0 vacant teacher positions.
Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey.	69% agree or strongly agree	60% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	71% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	67% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	80% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that my school	74% agree or strongly agree	61% agreed or strongly agreed on the	65% agreed or strongly agreed on the	60% agreed or strongly agreed on the	85% of teachers will agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provides adequate support to teachers on the LCAP/Climate survey.		spring 2022 LCAP/Climate Survey.	spring 2023 LCAP/Climate Survey.	spring 2024 LCAP/Climate Survey.	
Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.	88% agree or strongly agree	87% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	87% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	88% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	95% of teachers will agree or strongly agree
Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey.	71% agree or strongly agree	65% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	70% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	69% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	80% of teachers will agree or strongly agree
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.	97% agree or strongly agree	93% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	93% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	93% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Maintain 97% or increase to 99% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school or the District level on the LCAP/Climate survey.	58% agree or strongly agree at school level 37% agree or strongly agree at District level	55% agreed or strongly agreed at the school level on the spring 2022 LCAP/Climate Survey. 24% agreed or strongly agreed at the District level on the spring 2022 LCAP/Climate Survey.	55% agreed or strongly agreed at the school level. 28% agreed or strongly agreed at the District level on the spring 2023 LCAP/Climate Survey.	53% agreed or strongly agreed at the school level. 22% agree or strongly agree at District level on the spring 2024 LCAP/Climate Survey	70% will agree or strongly agree 50% will agree or strongly agree

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Of the 4 actions in Goal 4, three were implemented fully and one was partially implemented and all work contributed 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 39 teachers and had 2.5 support providers. While staff retention data will not be available until July data collected indicates that as of April 2024 it is anticipated that 34 of 39 participating teachers will return for the 2024-25 and that all 19 of year two participating teachers will successfully clear their teaching credential this school year making this an effective practice to attract and retain employees. Actions 4.2, 4.3 and 4.4 are all directly aligned with the District 's six year Strategic Plan and are steps to improving our ability to attract and retain staff. As of April 2024 the District is in process of completing the process of assessing the District approach to professional development (Action 4.2). Assessment results from staff will be reviewed in summer of 2024 and used to refine how the District delivers professional development in an effective manner. The District and bargaining unit leadership have made ongoing efforts to find participants for both classified and certificated professional development committees (Action 4.3). The efforts have been unsuccessful. Moving forward District staff will work directly with the bargaining units leadership to review assessment results and discuss professional development needs. Building on work completed in 2022-23, staff has worked all year to refine the District's hiring processes and combine them into a comprehensive plan Work included reviewing policies and procedures, diversifying the hiring team, updating recruitment materials and expanding advertising. By June 2024 the information will be organized into a comprehensive plan that will guide hiring in 2024-25. While the District did not meet annual measurable outcomes in regard to the LCAP/Climate Survey outcomes, Results were consistent over the past three years with the exception on the staff's perception that their school provides adequate support to teachers and that staff have a say in the decision making at the District level.

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 4.2: The District planned to use an outside vendor to assess the current approach to professional development, differentiation, and ongoing staff support. Instead the work was done in house and there were no expenditures.

Action 4.3: The District budgeted funds to pay teachers and staff to participate in the professional development committees after hours. There was no interest in the committees so no funds were expended.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All of the actions in Goal 4 were 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 39 teachers and had 2.5 support providers. Data collected indicates that as of April 2024 it is anticipated that 34 of 39 participating teachers will return for the 2024-25 and that all 19 of year two participating teachers will successfully clear their teaching credential this school year making this an effective practice to attract and retain employees. Actions 4.2, 4.3 and 4.4 are all directly aligned with the District's six year Strategic Plan and are steps to improving our ability to attract and retain staff. The District is in process of completing the process of assessing the District approach to professional development (Action 4.2). Assessment results from staff will be reviewed in summer of 2024 and used to refine how the District delivers professional development in an effective manner. Staff has worked all year to refine the District's hiring processes and combine them into a comprehensive plan that can be used each year and refined as needed. Convening of Professional Development Committees (Action 4.3) was not completed as planned. District and bargaining unit leadership tried throughout the 2023-24 school year to recruit teachers and staff and there was not any interest. Moving forward the District will no longer try to convene professional development committees, instead input and feedback will be gathered from all staff and then shared with bargaining unit leadership to inform decisions about professional development.

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

Moving forward the District will no longer try to convene professional development committees (Action 4.3). Instead input and feedback will be gathered from all staff and then shared with bargaining unit leadership to inform decisions about professional development. The District will discontinue this action and combine new steps into action 4.2 Employee Retention and support. The District will also discontinue using the metric, staff agree or strongly agree that they have a say in the decision making at the District level. As illustrated by the inability to get staff to participate on the District professional development committees the same can be said for other District committees and meetings. The District will instead focus on supporting sites to include staff in planning and decisions. Staff will keep the metrics from the LCAP/Climate Survey and revisit the desired outcomes for results based on the trend data for the last three years.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of School Facilities in Good Repair per the Facility Inspection Tool.	Facilities in Good Repair: 7,914 (98%)	2021-22 Facilities in Good Repair: 9629 (99%)	Facilities in Good Repair: 11,320 (97.63%)	2023-24: Facilities in Good Repair: 11,460/11,550 = 99.22%	Maintain or Increase the number of facilities in Good Repair to 99% This metric was revised to only include a percentage and not the number of facilities as previously written.
Percentage of completed work orders in Service Now.	99% of work orders were completed	2021-22 96% of work orders were completed (April 2022)	99% of work orders were completed. (April 2023)	2023-24: 109% completed. The percentage includes leftover work orders from summer plus the 23/24 school year	Maintain or improve to 100% of works orders submitted being completed.
Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	41% of students agreed or strongly agreed (this survey was given while students were in distance learning).	39% of students agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	31% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	33% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Increase percentage of students reporting my school is clean to 71% on the District's annual LCAP/Climate survey
Revised Metric: Number/percentage of	100% of students had access to their own	100% of students had access to their own	100% of students had access to their own	100% of students had access to their own	Maintain 100% of students having

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with access to their own copies of standards aligned instructional materials for use at school and at home. Original Metric: Number/percentage of students without access to their own copies of standards aligned instructional materials for use at school and at home.	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 2020-2021 on September 17, 2021.	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 2020-2021 on September 9, 2021.	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 2020-2021 on September 8, 2022.	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	access to standards aligned instructional materials for use at school and at home
Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey.	90% agreed or strongly agreed	72% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Increase to 95% agree or strongly agree.
Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey.	83% agreed or strongly agreed	78% agreed or strongly agreed on the spring 2022 LCAP/Climate Survey.	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey.	76% agreed or strongly agreed on the spring 20234LCAP/Climate Survey.	Increase to 88% agree or strongly agree

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Of the 7 actions in Goal 5, 6 were implemented fully and one was adjusted. 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. The Director of Maintenance walked campuses with site principals and reviewed issues and outstanding work orders (Action 5.1). This process has lead to the District being able to complete 109% of open work orders in 2023-24 which includes leftover work orders from 2022-23 and those submitted in 2023-24 and have 99.22% of facilities in good repair. Student perceptions of school cleanliness are still low, only 33% agreed or strongly agreed that their school was clean on the LCAP/Climate Survey but the District has developed a new site inspection tool for use in 2024-25 to support maintenance staff and principals with this issue. The District also tried to hire a Custodial Supervisor (Action 5.7) to help address cleanliness issues. The District was unable to hire this position. Knowing more support was needed, the District collapsed this position and instead hired an Assistant Director of Maintenance who began work in April. This should also help to address the staff perceptions that schools are not well maintained (78% agreed or strongly agreed on the LCAP/Climate Survey). The District did complete work to develop Districtwide standards for facilities, technology and student resources (Action 5.4). A document was created and shared with staff and stakeholders. More investigation needs to be done to understand why staff reports that facilities are not up to date in 2024-25. Second-chance breakfast and lunch have been served each day at every school site (Action 5.5) and the Child Nutrition Team has started to work towards providing more plant-based meals to students and focus groups have been held to gather input on menu options. The District has created a webpage with a repository of instructional resources that students and families can access 24 hours a day, 7 days a week (Action 5.6). The webpage will be launched in 2024-25.

MVWSD is a 1:1 technology device District. Each year the District issues new Chromebooks to students entering TK/K and 5th grade. Students use these devices through their end of their 4th grade or 8th grade year (Action 5.2) This practice continued in 2023-24 and will continue into 2024-25. The new chromebooks purchased will have the capability of connecting to the District-wide CBRS network (MVWSDConnect). MVWSD Connect (Action 5.3) is the District's project 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. This District will also install CBRS radios at its staff housing complex when available. CBRS routers and chromebooks are provided to students who need them at home.

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 5.3: The District continued to install CBRS equipment that was purchased in prior years and did not need to purchase additional so amount budgeted was more than expended.

Action 5.7: The District budgeted to hire a Custodial Supervisor. This position was unable to be hired. In spring, the District collapsed this position and instead hired an Assistant Director of Maintenance. This is the salary and benefits costs for this position from April through June.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

All of the 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. The Director of Maintenance walked campuses with site principals and reviewed issues and outstanding work orders (Action 5.1). This process has led to the District being able to complete 109% of open work orders ensuring that facilities were safe and usable for students and staff. This process also led to the development of a new site inspection tool that will be used in 2024-25. The inability to hire a Custodial Supervisor led the District to hire an Assistant Director of Maintenance who will be directly responsible for overseeing school site maintenance and cleanliness (Action 5.7). A need clearly identified in our LCAP/Climate Survey results from staff and students. The District completed work on Districtwide standards for facilities, technology and student resources (Action 5.4). A document was created and shared with staff and stakeholders. Second-chance breakfast and lunch have been served each day at every school site (Action 5.5). Students need to have access to quality nutritional meals in order to learn throughout the day. The District has created a webpage with a repository of instructional resources that students and families can access 24 hours a day, 7 days a week (Action 5.6). The webpage will be launched in 2024-25.

MVWSD is a 1:1 technology device District. Each year the District issues new Chromebooks to students entering TK/K and 5th grade. Students use these devices through the end of their 4th grade or 8th grade year (Action 5.2). MVWSD Connect (Action 5.3) is the District's project 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 and provide students with CBRS routers who need internet access at home. These actions combine to support student success as they can access homework and instructional materials from home thus supporting opportunities for academic success.

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

The District will remove action 5.4, Equitable Facilities and Resources as the resource standards and accompanying guide have been completed. Action 5.7 will be modified to become the addition of an Assistant Director of Maintenance, Operations and Transportation. Staff will keep the metrics from the LCAP/Climate Survey and revisit the desired outcomes for results related to school cleanliness and facilities maintenance based on the trend data for the last three years.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Improve California Assessment of Student Performance and Progress (CAASPP) ELA results	Spring 2022 Results (percentage of students who met or exceeded standard) Overall - 21.8% Students with Disabilities - 0% English Learners - 3% Hispanic/Latino - 18% SocioEconomically Disadvantaged - 17% English Only - 33% RFEP - 73%			Spring 2023 ELA Results (percentage of students who met or exceeded standard): Overall - 22% Students with Disabilities - 5% English Learners - 5% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 18% English Only - 44% RFEP - 75%	Spring 2023 Results (percentage of students who met or exceeded standard) Overall - 30%% Students with Disabilities - 10% English Learners - 13%% Hispanic/Latino - 27% SocioEconomically Disadvantaged - 25% English Only - 40% RFEP - 76%
Improve California Assessment of Student Performance and Progress (CAASPP) math results	Spring 2022 Results (percentage of students who met or exceeded standard) Overall - 16% Students with Disabilities - 4% English Learners - 5% Hispanic/Latino - 12%			Spring 2023 math Results (percentage of students who met or exceeded standard): Overall - 16% Students with Disabilities - 5% English Learners - 6% Hispanic/Latino - 11%	Spring 2023 Results (percentage of students who met or exceeded standard) Overall - 25% Students with Disabilities - 14% English Learners - 15% Hispanic - 21%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SocioEconomically Disadvantaged - 13% English Only - 19% RFEP - 41%			Socioeconomically Disadvantaged - 13% English Only - 39% RFEP - 44%	SocioEconomically Disadvantaged - 22% English Only - 28% RFEP - 47%
Improve iReady ELA results	May 2023 Spring 2022 Results (percentage of student who met or exceeded standard) on iReady Diagnostic 3 in Overall - 26% Students with Disabilities - 11% English Learners - 12% Hispanic - 18% Homeless - 11% SocioEconomically Disadvantaged - 19% English Only - 59% RFEP 50%			Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. Diagnostic 2 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% English Only - 46% RFEP 27%	May 2024 Spring 2022 Results Overall - 33% Students with Disabilities - 20% English Learners - 20% Hispanic - 26% Homeless - 20% SocioEconomically Disadvantaged - 27% English Only - 63% RFEP - 55%
Improve iReady Math results	May 2023 Spring 2022 Results Overall - 24% Students with Disabilities - 8%			Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2	May 2023 Spring 2022 Results Overall - 31% Students with Disabilities - 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners - 13% Hispanic - 18% Homeless - 11% SocioEconomically Disadvantaged - 19% English Only - 46% RFEP 63%			given in December 2023. Diagnostic 2 Results (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%	English Learners - 22% Hispanic - 26% Homeless - 20% SocioEconomically Disadvantaged - 26% English Only - 51% RFEP - 67%
Decrease Chronic Absenteeism	2021-22 The overall rating for chronic absenteeism is Very High (33.1% of students) Students with Disabilities - Very High English Learners - Very High Hispanic - Very High Homeless - Very High SocioEconomically Disadvantaged - Very High			2022-23 Results The overall rating for chronic absenteeism is Medium (29.4% of students) Students with Disabilities - High English Learners - Medium Hispanic - Medium Homeless - High SocioEconomically Disadvantaged - Medium	Reduce Chronic Absenteeism rates from Very High to High overall and for all student groups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease Suspensions	2021-22 The overall rating for suspensions is High (4.6% of students suspended one day) Students with Disabilities - Very High English Learners - High Hispanic - High Homeless - High SocioEconomically Disadvantaged - High			2022-23 The overall rating for suspensions is Very High (6.1% of students suspended one day) Students with Disabilities - Very High English Learners - High Hispanic - Very High Homeless - Very High SocioEconomically Disadvantaged - Very High	Reduce Suspensions by one level overall and by student groups Overall - Medium Students with Disabilities - High English Learners - Medium Hispanic - Medium Homeless - Medium SocioEconomically Disadvantaged - Medium
Percentage of students who made 1 year's growth in English Language Arts based on the results of iReady assessments	May 2023 51% of students made 1 year's growth in English Language Arts based on iReady reading assessments			Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. 24% of students made 1 year's growth in Reading on i-Ready Diagnostic 2 results and increase of 5 percentage points from December 2022.	Increase to 56% of students making 1 year's growth in English Language Arts based on iReady reading assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who made 1 year's growth in mathematics based on the results of iReady assessments	May 2023 53% of students made 1 year's growth in math based on iReady reading assessments			Data for this indicator will not be available until June 2024. This district is using data from Diagnostic 2 given in December 2023. 19% of students made 1 year's growth in math based on i-Ready Diagnostic 2 results a decrease of 1 percentage point from December 2022.	Increase to 58% of students making 1 year's growth in math based on iReady reading assessments
Number of parents who respond to the District's LCAP/Climate Survey	2022-23: Only 64 parents responded to the District's LCAP/Climate survey from Castro School in spring 2023			2023-24: 84 parents responded to the District's LCAP/Climate survey from Castro School in spring 2024	Increase parent responses to 85
Increase the Reclassification Rate	2022-23: The Reclassification rate in spring 2022 was 3.5%			The reclassification rate as of October 2023 is 5.85% The calculation of the reported reclassification rate in past versions of the LCAP was based on the August-June	Increase Reclassification rate to 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				school year. After research and consulting with CA Department of Education staff, we have adjusted the way we calculate reclassification rate to match the state's method. The time period is now October to October (between census dates) and the percentage is derived as follows: (Reclassified between October 2022 and October 2023) / (Reclassified between October 2022 and October 2023 + ELs in October 2023)	
Decrease the Percentage of Long Term English Learners	2022-23: 46% of students were Long Term English Language Learners			November 2023: 9.3% of EL students are At Risk of becoming Long Term English Learners By definition, LTELs must be in grade 6 or above. Castro currently has 9.3% of	Decrease the percentage of Long Term English Language Learners to 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				students who are defined as "At Risk of Becoming an LTEL." Based on the criteria, these students would become LTELs in grade 6 if they do not reclassify and score at the "Standard Not Met" level on the annual CAASPP ELA.	
Increase the percentage of students who maintain a level 4 or gain at least one level on the ELPAC	2022-23: 43% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC			Not Available until June. Data will be added to the LCAP in 2024-25.	Increase percentage of students who maintain a level 4 or gain at least one level on the ELPAC to 48%
The percentage of staff who agree or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.	67% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			73% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 71% agree or strongly agree
The percentage of parents who agreed or strongly agree that students social emotional needs were met on the LCAP/Climate Survey.	83% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			89% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 85% agree or strongly agree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey	77% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			87% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 80% agree or strongly agree
Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.	89% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			90% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 90% agree or strongly agree
Percentage of students reporting that my school is clean on the LCAP/Climate Survey.	55% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			37% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 60% agree or strongly agree
Percentage of students reporting that I feel safe at my school my on the LCAP/Climate Survey.	72% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			60% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 75% agree or strongly agree
Percentage of staff reporting that I feel safe at my school my on the LCAP/Climate Survey.	52% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey			74% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey	Increase to 57% agree or strongly agree

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 6 contained 5 actions developed to support Castro in addition to other action items in other goals. All 5 actions were implemented as designed and have contributed to the goal of developing and implementing effective and consistent practices that meet the needs of students of Castro School. 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 worked with site teachers to provide reading intervention to all students who were flagged for reading difficulty on the District's i-Ready Universal Screener (Action 6.1). The team provided reading intervention to 54 K-2 students at Castro or 48% of the student population. As of February 2023, Twelve students had been exited from Reading Intervention, a positive indicator of the program's success.

The District did hire additional support personnel for Castro in 2023-24. A second At Risk Supervisor was hired to work directly with students and families and support behavior needs (Action 6.2). The addition of the At Risk Supervisor was due to the District anticipating and increase in behavior incidents in 2022-23 that lead to suspensions. This was confirmed by the California Dashboard release in December 2023. Both At Risk Supervisors were trained in the District's new Behavior Standards and were trained in on Bias in Discipline. While student perceptions of safety decreased at Castro by 12%, staff perceptions of safety increased by 22%. The District deems some of this improvement to having additional support for students during the school day.

An additional 0.5 FTE School and Community Facilitator (SCEF) was also hired to liaise between students, staff and parents to remove barriers to improve student learning and achievement (Action 6.3). A main focus of the SCEFs was to follow up with students identified as Homeless and their attendance, which was a part of the District's Differentiated Assistance Plan. Castro decreased Chronic Absenteeism for this group of students by 20% over the 2021-22 school year.

Castro continued to benefit from having a Wellness Center on site staffed with a trained counselor to support student and staff mental health needs (Action 6.4). From August through December the Wellness Center served 143 individual students and had 780 total contacts (150 average per month). Data from January through June will be analyzed in summer 2024. This partnership will continue and the District will be adding a second counselor to Castro to support mental health needs as well as behavior.

The District did add a transitional Kindergarten class at Castro (Action 6.5) to provide more consistent programming for families in the Castro neighborhood (Preschool is also located on this campus). The Castro TK class has 23 students enrolled with one spot available. Based on enrollment for 2024-25 Castro will continue to have a TK class. There are already 23 students registered. Due to facilities constraints another TK class cannot be added.

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 6.1: The salary and benefits costs for the Early Literacy Team teachers and instructional assistants was less than budgeted.
Action 6.5: The salary and benefits costs and costs for materials for the Transitional Kindergarten teacher and class were less than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The California Department of Education released the lists of Districts identified for Required LCAP Goals in the 2023-24 LCAP. The two categories of identification are Student Group Performance [EC 52064 (e)(5)] and School Performance [EC 2064 (e)(6)(B)]. This education code requires The District to include a new and separate goal with supporting actions and metrics for Castro School in the 2023-24 LCAP hence we only have one year of data specifically related to this goal. All of the actions were effective steps in the District's goal to close gaps at Castro School and will take more time.

The Early Literacy Team provided reading intervention to all students who were flagged for reading difficulty on the District's i-Ready Universal Screener (Action 6.1). 54 K-2 students at Castro or 48% of the student population received intervention. As of February 2023, Twelve students had been exited from Reading Intervention, a positive indicator of the program's effectiveness. Additionally, 87% of parents agreed or strongly agreed on the spring 2023 LCAP/Climate Survey that they understood the academic supports offered to their students, an increase of 10% from 2022-23 before the program began.

Based on behavior data collected in PowerSchool Castro has twice the number of incidents responded to this year than the average of all other elementary schools by At Risk Supervisors. It was necessary to have two staff to support students and staff. Based on this data and qualitative input from staff, the need for an additional At-Risk Supervisor will continue for 2024-25.

The addition of a 0.5 FTE School and Community Engagement Facilitator has been effective in supporting students and families especially with Chronic Absenteeism. As of Spring 2023 the Chronic Absenteeism the percentage of students who are chronically absent at Castro is 24% which is a decrease of 5.4% from 2022-23. Additionally, the percentage of Homeless students Chronically Absent at Castro is 19% which is 4% lower than 2022-23. School and Community Engagement support is necessary as students cannot achieve academically if they are not at school.

Castro continued to benefit from having a Wellness Center on site staffed with a trained counselor to support student and staff mental health needs (Action 6.4). From August through December the Wellness Center served 143 individual students and had 780 total contacts (150

average per month). Additionally, both staff and parents had higher levels of agreement that students social emotional needs were being met in 2023-24 (staff 67% 2022 - 73% 2023 and parents 83% 2022 - 89% 2023). Due to the high number of contacts at the wellness center as well as the need to address behavior, the District will add an additional Counselor in 2024-25.

The District did add a transitional Kindergarten class at Castro (Action 6.5) to provide more consistent programming for families in the Castro neighborhood (Preschool is also located on this campus). The Castro TK class has 23 students enrolled with one spot available. 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 2024-25 Castro will continue to have a TK class. There are already 23 students registered.

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

The California Department of Education released the lists of Districts identified for Required LCAP Goals in the 2023-24 LCAP. The two categories of identification are Student Group Performance [EC 52064 (e)(5)] and School Performance [EC 2064 (e)(6)(B)]. This education code requires The District to include a new and separate goal with supporting actions and metrics for Castro School in the 2023-24 LCAP. This requirement has changed, but the District plans to keep this goal. In 2023-24 staff have been working on a plan to address outcomes for students at Castro. A group of parents, teachers and administrators have met regularly and visited effective schools in California as well as New Jersey to learn. This goal will include new action steps related to the work done this year.

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

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 Chief Academic Officer	cbaur@mwwsd.org (650) 526-3500 ext. 1125

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 24% English Language Learners (ELLs) and 66% 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 37%. Seventy-four percent of our ELL students speak Spanish, but the District also has students who speak many other languages including Russian, Mandarin, and Japanese. Our student population is made up of many ethnicities with the majority of our students, 39% identifying as Hispanic/Latino, 23% White, 22% Asian, 1.0% African American, 2.0% Filipino, and 12.0% are listed as Multiple. MVWSD serves approximately 4,725 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, November and May. The District has also analyzed the results of the California Dashboard which was released in December 2023 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 2023

The overall percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in spring 2023 in English Language Arts was 64% and 58% in mathematics. Overall, the District continues to outperform the state and county of Santa Clara although scores dropped slightly from 2022 (-2 and -1 percentage points respectively). Students in grades four and five had higher levels of proficiency (70-21 percent proficient) than students in grades three, six, and seven (55-64 percent proficient) in

English Language Arts. Grades three and six each had 6 percentage point declines in proficiency as compared to 2022. In mathematics students in grade four had the highest level of proficiency (65 percent proficient) in math while grade six had the lowest level of proficiency (49 percent proficient) in math. Student performance varied with significant gaps between overall and some groups of students. Gaps increased more in English Language Arts as compared to mathematics. See proficiency percentages below for ELA and math.

English Language Arts

Reclassified Fluent English Proficient (RFEP) - 62% (-4 from 2022),

English Learner (EL) - 9% (-4 from 2022).

Socioeconomically Disadvantaged (SED) - 31% (-3 from 2022)

Students with Disabilities (SWD) - 27% (-2 from 2022)

Homeless - 12% (-9 from 2022)

Asian - 90%

Hispanic/Latino - 33% (-5 from 2022)

White - 83%

Mathematics

Reclassified Fluent English Proficient (RFEP) - 52% (-2 from 2022)

English Learner (EL) - 11% (-1 from 2022)

Socioeconomically Disadvantaged (SED) - 23% (-1 from 2022)

Students with Disabilities (SWD) - 23%

Homeless - 9% (-2 from 2022)

Asian - 89% (-1 from 2022)

Hispanic/Latino - 23% (-2 from 2022)

White - 78% (-3 from 2022)

District iReady Assessments

Data from the District iReady Diagnostic 3 assessments for May 2023 will not be available in time for the approval of the Local Control Accountability plan. Results will be added to the LCAP in 2024-25. A review of the results from i-Ready Diagnostic 2 given in December 2023 indicate that overall students are maintaining in both reading and mathematics. Fifty-eight percent of students were on or above grade level in December in Reading compared to 57% in 2022. Additionally, overall i-Ready Reading data from Diagnostic 2 in 2022 to Diagnostic 2 2023 overall proficiency for Socio-Economically Disadvantaged (+2), Reclassified (+4) and Hispanic-Latino (+2) students showed increases. Grades K (+6), 3 (+1), 5 (+3), 6 (+6) and 7 (+2) also had increases in proficiency on i-Ready reading. Fifty-two percent of students were on or above grade level in December in mathematics which is the same as December 2022. Compared. Math scores were mostly flat across student groups and grade levels. Students in Kindergarten did increase proficiency in math by 7 percentage points from December 2022.

Annual Determination Letter

MVWSD is no longer considered Significantly Disproportionate for over-identifying Hispanic/Latino students for having a specific learning disability. MVWSD is considered Significantly Disproportionate for the over identification of Hispanic/Latino students for suspensions (less than ten days in school). 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 school age, LRE preschool, Parent involvement, and Child Find.

California Dashboard

The District had the following overall ratings on the California Dashboard in December 2023: English Language Arts (ELA) - Green/High
Math - Green/High

English Learner Progress - Orange/ Low

Chronic Absenteeism - Yellow/Medium

Suspensions - Orange/High

All local indicators were "met".

Overall ratings in ELA and math remained unchanged from 2022. English Learner progress fell from Green/High to Orange/Low and Chronic Absenteeism rates fell slightly taking the District from Orange/High to Yellow/Medium. Overall Suspension Rates increased moving the District from Yellow/Medium to High/Orange.

Student groups had the following ratings in English Language Arts

Red/Very Low: Homeless

Orange/Low: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged and Students with Disabilities

Green/High: African American and Filipino

Blue/Very High: White, Asian and Two or More Races

Student groups had the following ratings in mathematics:

Red/Very Low: Homeless

Orange/Low: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged

Yellow/Medium: Students with Disabilities and African American

Blue/Very High: Two or More Races, White, Asian and Filipino

English Learner Progress

Overall the District has an Orange/Low rating for English Learner Progress which is a decline from 2022 where the District was considered High.

In the area of Chronic Absenteeism the District's overall rating is Yellow/Medium.

Red/Very High: Students with Disabilities

Orange/High: African American, Asian, Filipino, White

Yellow/Medium: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Homeless

Green/Low: Two or More Races

Overall Chronic Absenteeism rates dropped 1.3 percentage points from 2022. Rates from Students with Disabilities increased slightly and moved from Orange/High to Red/Very High. English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Homeless all improved rates of chronic absenteeism and are now Yellow/Medium.

In the area of Suspensions, the District's overall rating was Orange/High

Red/VeryHigh: Socio-Economically Disadvantaged, Homeless and Students with Disabilities

Orange/High: English Language Learners, African American and White

Yellow/Medium: Filipino

Green/Low: Asian and Two or More Races

As anticipated the District saw an increase in suspension rates for most subgroups between 2022 and 2023. The District's overall rating went from Yellow/Medium to Orange/High and several subgroups including Hispanic/Latino, Homeless, Socio-Economically Disadvantaged and Students with Disabilities increased to Red/Very High.

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

2.12 - Disproportionality

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 performance: Imai, Landels, and Stevenson. Bubb and Stevenson also have Blue/Very High ratings for mathematics and Landels has a Blue/Very High rating for English Learner Progress. Several schools also had Green/High ratings for English Language Arts including Bubb, Crittenden, Mistral, Graham, Vargas, and Monta Loma and mathematics including Imai, Crittenden, Landels, Mistral, Graham, Vargas, and Monta Loma. Castro Elementary school as a Red Rating for English Language Arts. Action steps in Goal six, specifically Action 6.1 is designed to address gaps in English Language Arts for students at Castro School. Landels has a Blue/Very High rating for English Learner Progress and Bubb, Mistral, and Theuerkauf have Green/High ratings. Several schools have yellow/medium or orange/low ratings including Crittenden, Graham, Castro, and Monta Loma. Vargas has a Red/Very Low rating for this indicator. At a school level the District has seen a decrease in Chronic absenteeism rates between 2022 and 2023 overall and at all schools except Bubb, Imai, and Monta Loma. Graham maintained rates from 2022. No schools had a red result on the Dashboard in this area. Suspension rates did increase across the District overall and at seven schools including Bubb, Castro, Landels, Mistral, Stevenson, Crittenden and Graham. Castro school has a red rating on this indicator.

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

1.12 - 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

1.12 - 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

Annual Determination Letter

MVWSD is no longer considered Significantly Disproportionate for over-identifying Hispanic/Latino students for having a specific learning disability. MVWSD is considered Significantly Disproportionate for the over identification of Hispanic/Latino students for suspensions (less than ten days in school). 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 school age, LRE preschool, Parent involvement, and Child Find.

Additional Targeted Support and Assistance

Nine/eleven schools in MVWSD have been identified for Additional Support and Improvement (ATSI) based on results of the California Dashboard released in December of 2023. These nine 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 2022-23 school year. All identified schools will develop a plan that will be approved locally and implemented beginning in August.

Identified schools and areas needing improvement are as follows:

Castro Elementary: Students with Disabilities and Homeless Students

Landels Elementary: Students with Disabilities
Imai Elementary: Socio Economically Disadvantaged students
Mistral: Elementary Students with Disabilities
Monta Loma Elementary: Students with Disabilities
Theuerkauf Elementary: Students with Disabilities
Stevenson Elementary: Students with Disabilities and Hispanic/Latino Students
Vargas Elementary: Students with Disabilities
Graham Middle: Homeless Students

All sites will work with District administrators to develop actions to address areas needing Additional Targeted Support and Improvement. Each school will create an ATSI plan that will be locally approved and implemented and monitored during the 204-25 school year.

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 outcomes for Homeless Students in ELA, mathematics and Suspension Rate. The District was also identified for Students with Disabilities for Suspension Rate and Chronic Absenteeism. 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. 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 2023-24 and developed new/revised practices/interventions for 2024-25
- Developed an implementation and monitoring plan for 2024-2025 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) 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, 2.5, and 2.10).. The Santa Clara County Office of Education will assist MVWSD with implementation in 2024-2025 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, will align 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 will build on and expand the former plans' successes and areas of need for students.
MVWSD Board of Trustees	On January 25, 2024 the District updated the Board of Trustees on the timeline for the completion of the 2023-24 LCAP and 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. California Dashboard: January 11, 2024 i-Ready Reading and Math Results : September 21,2024 and January 25, 2024 CAASPP Results: November 2, 2024 Literacy and Dyslexia Plan: September 7, 2024 and February 29, 2024 Early Literacy: September 7, 2024 and February 29, 2024 Multi Tiered System of Support: December 7, 2024

Educational Partner(s)	Process for Engagement
	Equity Scorecard: December 7, 2024 LCAP Mid-Year Update: February 8, 2024 Strategic Plan: March 14, 2024 The LCAP will be presented for Public Hearing at the May 30, 2024 meeting of the Board of Trustees and for final approval on June 13, 2024.
District English Learner Advisory Council (DELAC):	The District's English Language Advisory Committee was provided with information about the District's LCAP development on 01/23/23. 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 5/20/24. Written responses to DELAC member questions and comments were provided to the group on May 22, 2024.
District Advisory Council	The District's Advisory Council was provided the opportunity to give input on the District's LCAP on May 22, 2024. Written responses to member questions and comments were provided on May 23, 2024. 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 2024. Dedicated time was provided for these groups to take the District's annual LCAP/Climate survey during the school day. California Dashboard results were also shared during this timeframe. Bubb Elementary School - LCAP and Survey Certificated Staff: 2/7/24, Classified Staff: 2/8/24, Students: 2/12/24 Results of the California Dashboard Staff: 1/24/24

Educational Partner(s)	Process for Engagement
	Castro Elementary School - LCAP and Survey Certificated Staff: 1/30/24 and 1/31/24, Classified Staff: 1/30/24 and 1/31/24, Students: 2/6/24 Results of the California Dashboard 2/14/24 Crittenden Middle School - LCAP and Survey Certificated and Classified Staff: 2/8/24 Students: 2/13/24 Results of the California Dashboard Staff: 1/30/24 Graham Middle School - LCAP and Survey Certificated and Classified Staff: 2/6/24 Students: 1/29/24 Results of the California Dashboard Staff: 2/6/24 Imai Elementary School - LCAP and Survey Certificated Staff: 2/7/24, Classified Staff: 2/4/24, Students: 2/2/24 Results of the California Dashboard Staff: 1/24/24 Landels Elementary School - LCAP and Survey Certificated Staff 1/31/24, Classified Staff 2/1/24 Students: 2/5/24 Results of the California Dashboard Staff: 1/31/24 Mistral Elementary School - LCAP and Survey Certificated and Classified Staff: 2/14/24 Students: 2/8/24 - 2/14/24 Results of the California Dashboard Staff: 3/13/24 Monta Loma Elementary School - LCAP and Survey Certificated Staff: 2/8/23 and Classified Staff: 2/9/23, Students: 2/6/23 - 2/10/23 Results of the California Dashboard Staff: 2/8/23 Stevenson Elementary School - LCAP and Survey

Educational Partner(s)	Process for Engagement
	Certificated 2/14/24, Classified Staff: 2/13/23, Students: 1/30/23 - 2/6/23 Results of the California Dashboard Staff: 12/20/23 Theuerkauf Elementary School - LCAP and Survey Certificated 1/31/24 and Students 2/5/24 Results of the California Dashboard 2/7/24 Vargas Elementary School - LCAP and Survey Certificated 1/31/24, Classified Staff: 1/31/24, Students: 1/31/24 Results of the California Dashboard Staff:2/7/24
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 at Crittenden and May 23 at Graham. Written responses were provided and posted on May 24 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 2024. Support was provided to parents to take the District's annual LCAP/Climate Survey. California Dashboard results were also shared during this timeframe. Bubb Elementary School - LCAP and Survey ELAC: 1/24/24, SSC: 1/24/24 Results of the California Dashboard ELAC: 1/24/24 SSC: 1/24/24 Castro Elementary School - LCAP and Survey ELAC: 2/13/24, SSC: 2/8/24 Results of the California Dashboard ELAC: 2/13/24, SSC: 2/8/24

Educational Partner(s)	Process for Engagement
	Crittenden Middle School - LCAP and Survey ELAC: 1/26/24, SSC: 1/30/24 Results of the California Dashboard SSC: 1/30/24 ELAC: 5/22/24 Graham Middle School - LCAP and Survey ELAC: 2/7/24, SSC: 1/22/24 Results of the California Dashboard SSC: 2/22/24 ELAC: 2/7/24 Other: Principal's Coffee: 2/2/24 Imai Elementary School - LCAP and Survey ELAC: 1/26/24. SSC:2/9/24 Results of the California Dashboard SSC: 1/18/24 ELAC: 1/26/24 Other: Principal's Coffee: 1/19/24 Landels Elementary School - LCAP and Survey ELAC: 2/8/24, SSC:1/29/24 Results of the California Dashboard SSC: 1/29/24 ELAC: 2/8/24 Other: Principal's Coffee: 1/31/24 Mistral Elementary School - LCAP and Survey ELAC: 2/16/24, SSC: 2/29/24 Results of the California Dashboard SSC: 2/29/24 ELAC: 2/6/24 Monta Loma Elementary School - LCAP and Survey ELAC: 2/13/24, SSC: 2/12/24 Results of the California Dashboard SSC: 2/29/24 ELAC: 2/6/24 Other: Principal's Pop-In: 2/9/24 Stevenson Elementary School - LCAP and Survey ELAC: 2/27/24, SSC: 2/27/24 Results of the California Dashboard SSC: 12/18/24 ELAC: 1/29/24 Other: : Pact Foundation Meeting: 2/13/24 Theuerkauf Elementary School - LCAP and Survey

Educational Partner(s)	Process for Engagement
	ELAC: 1/24/24, SSC: 1/25/24 Results of the California Dashboard SSC:1/25/24 ELAC: 1/24/24 Other:Principal's Coffee: 1/19/24 Vargas Elementary School - LCAP and Survey ELAC: 2/6/24, SSC: 1/22/24 Results of the California Dashboard SSC: 1/22/24 ELAC: 2/6/24 Other: Principal's Coffee: 2/1/24
Annual LCAP/Climate Survey	The annual LCAP/Climate survey was open to stakeholders from January 29, 2024 through February 16, 2024. The Survey was sent out in English and Spanish. This year the District made some changes to the survey logistics in order to increase participation both overall and by families from the variety of groups within our community. Spring 2023 Parents received a unique link for the survey - one link per family. This allowed the District to encourage families that had not taken the survey to do so during the administration window. Responses were confidential. This also eliminated some demographic questions that were able to pre-populate with District data Staff and students continued to receive a generic link as they took the survey during the school day Parents with multiple children were asked to respond based on their experiences with their oldest child. Spring 2024 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

Educational Partner(s)	Process for Engagement
	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 3,752 total responses to the survey which is an increase from 3,639 from 2023. The breakdown is as follows: Parents: 1,288 in 2024 which was an increase from 1059 in 2023 Staff: 449 staff in 2024 which was a decrease from 495 in 2023 Students grades 4 - 8: 2,015 in 2024 which was a decrease from 2087 in 2023 The changes made increased the response rates by parents from 31% to 34% from spring 2023 to spring 2024. Students and staff were slightly lower than in 2023. 127 parents of students with Disabilities and 392 parent of students who qualified for Free or reduced price lunch took the Survey in spring 2024 compared to 127 parents of students with Disabilities and 313 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2023. 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 and 2024) and highlights statistically significant and meaningful differences across years. This is very important as the District creates the LCAP. On May 16, 2024 the District provided an overview of the LCAP survey results to the Board of Trustees.
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.

Educational Partner(s)	Process for Engagement
SELPA Review	The LCAP was reviewed by representatives from the SELPA on May 16, 2024. One-hundred ten families of students with Disabilities responded to the Districts LCAP/Climate survey in spring 2023.
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 20, 2024 through May 24, 2024: Two members of the public commented on the LCAP. Written responses were provided and posted on the District's website on May 29, 2024.
Board of Trustees	On May 30, 2024 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, 2024. On June 13, 2024 the LCAP was presented for approval. The Board of Trustees approved the LCAP on June 13, 2024.

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 88% (+4 from spring 2023) of parents and 62% (+ 15 from 2023) of staff report students are on track for the next academic year. One of the biggest actions for the 2023-24 school year was the continued development and implementation of the District's Multi Tiered System of Support (MTSS) (Goal 1, Action 13). Over the course of the 2024-25 school year a MTSS planning team will launch MVWSD's MTSS website that will include a data dashboard and protocols for Universal Data Cycles (UDC), Coordination of Services Team (COST,) and Student Study Team (SST) to improve access and use of data to support the Whole Child. Staff will also Implement an updated version of MVWSD's Strategies and Interventions Matrix that includes the addition of universal assessments available to teachers to assess specific areas of student learning and match specific strategies and interventions. In 2024-25 revised Universal Data Protocol Process will be implemented. Coaches and site administrators will identify data needs for grade levels and teams will then develop

instructional plans. This will lessen the preparation time for teachers, allowing for more focused time on lessons and instruction. These new action steps will continue to expand the District's MTSS and lead to improved student outcomes.

An essential component of the District's MTSS is the Response to Instruction (RTI) process (Goal 1, Action 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. RTI benefits students because its data-driven instruction and regular progress monitoring help tailor instruction to what students need. Results from the spring 2024 LCAP/Climate survey indicate that 68% (+1 from spring 2022) of parents were satisfied with the support their child receives in RTI.

RTI will continue in 2024-25 although daily schedules will 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 is also maintaining the allocation of Instructional Coaches from 2023-24 to support teachers in improving instructional practice (Goal 1, Action 1). Seventy-six percent (+2 from spring 2023) of teachers agreed or strongly agreed that instructional coaches help them improve their practice. All elementary schools will have a 1.0 FTE coach and the two middle schools will share 4.0 FTE (1.0 English Language Arts, 1.0 Math, 1.0 Social Studies, and 1.0 Science). The English Language Development and newcomers coach will also be maintained in 2023-24. Coaches will take on the roll of working with the site principal(s) to disaggregate data and determine instructional groupings of kids in Response to Intervention (Goal 1, Action 5). This will allow teachers more time to plan lessons that can address gaps in knowledge. The English Language Development Coach will be working 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 (Goal 1, Actions 8 and 10) and support sites with the use of the new interim English Learner Proficiency Assessments for California (ELPAC) are administered, analyzed and results used to refine instruction.

Fifty-nine percent (+3 from spring 2023) of staff and 66% of parents (+2 from 2023) agreed or strongly agreed 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 (Goal 1, Action 14). The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills. For 2024-25 the team has been restructured to include a director and 6 reading intervention teachers and has been expanded to support one additional site, Vargas along with Monta Loma, Theuerkauf, Castro and Mistral. 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.

Goal 2

Parents who responded to the District's LCAP/Climate survey generally find their children have positive school environments, though improvements can still be made in terms of social-emotional support. Eighty percent (+3 from spring 2023) of parents and 73% (+1 from spring 2023) 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 - 58% (+1 from spring 2023) and only 52% (+3 from spring 2023) of students agree or strongly agree that students get along with each other and respect their differences. 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. In 2024-25 the District will continue using the social emotional measurement tool, Sown to Grow at all elementary schools and use the Sown to Grow survey at Middle schools. These tools provide data on student emotional health and connectedness to school.

Additionally, the District will explore options for a social emotional learning curriculum that can be implemented in 2025-26 Goal 2, Action 9).. The District will also hire School Counselors for all school sites. Each site will have one counselor except for Graham (2) and Castro (1 + 1 in the Wellness Center) The counselors will play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons.

The addition of Counselors is also anticipated to support the District in efforts to decrease chronic absenteeism and suspension rates. Sixty-three percent (+12 from spring 2023) of students agreed or strongly agreed that they feel safe at school and only 60% (+3 from spring 2023) agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school. In 2024-25 the District will provide Professional development to site leaders and staff on utilizing the COST process (part of the District's MTSS) to develop plans to support individual student behavior and provide training on alternatives to suspension (Goal 2, Action 5). The District has added action 2.4 as initial steps to address suspension rates by:

1. Reviewing discipline data 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 and Disabilities
2. Continuing to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool
3. Providing training for principals and teachers to shift from a consistent-but-reactive approach to a proactive and consistent approach for teaching the Social Emotional Learning skills necessary for students to regulate their behavior.
4. Expanding the Districts Behavior intervention matrix to include specific strategies for Students with Disabilities and Homeless students

While not directly informed from feedback from community partners, the District is continuing to specifically address significant disproportionality (Goal 2, Action 11). At the end of the 2023-24 school year MVWSD exited significant disproportionality for the over identification of Hispanic students with a specific learning disability. However, at the same time MVWSD was identified as being significantly disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08. The District has convened a team to develop a Comprehensive Coordinated Early Intervening Services Plan for approval no later than October 2024. In the interim, Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors) will support the District to begin to address this finding.

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 81% (+2 from spring 2023) of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 81% (+3 from spring 2023) of respondents who are parents/guardians of students who are English Learners agreed or strongly agreed that Community Engagement Facilitators have reached out to them and overall 78% (+10 from spring 2023) of parents agreed or strongly agreed that School and Community Engagement Facilitators encourage parent involvement in school. Additionally, the increase in participation at Parent University by 40% this year over 2022-23 and decrease in chronic absenteeism rates for homeless students by 10% can also be attributed to the outreach done by our SCEF team. In 2024-25 due to the increasing needs and number of families identifying as homeless the District will add one additional SCEF specific to supporting this group of families across the District. The SCEF team will also specifically monitor attendance of Students with disabilities along with Homeless students.

The District will continue its focus on Equity. The Director of Equity (Goal 3, Action 2) will continue to meet with both principals and teachers to address equity-related issues. For the 23-24 school year, the Director will engage principals, teachers, and staff in training sessions about

addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups(Goal 3, Action 3). Eighty-eight percent (+4 from spring 2023) of staff and 91% (+2 from spring 2023) of parents agreed or strongly agreed that students from different cultural backgrounds become friends. 80% (+4 from spring 2023) of parents, 69% (+3 from spring 2023) of staff and 52% (+3 from spring 2023) of students agreed or strongly agreed that students get along with each other and respect each other's differences indicating there is still work to be done.

Additionally, the District will continue to work to improve communication and increase parent engagement. The District wants to streamline and differentiate communication streams so parents get information that more closely matches their family attributes and communication preferences. Forty-nine percent of parents agreed or strongly agreed on the District's LCAP/Climate Survey that they get the information they need about their child's school/MVWSD. Twenty percent still indicated that what they want to know is mixed in with information that does not apply to them. In 2024-25 the Communications Office will complete a pilot of a second communications platform and determine next steps in fall 2024 (Goal 3, Action 6). The District will continue to engage parents through Parent University. Stakeholder input measured through an increase in parental participation in Parent University events in 2024-24 of over 40% from 2022-23 indicates a need to continue to offer this program.

Goal 4

Staff who responded to the LCAP/Climate survey indicate there is room for improvement when it comes to receiving and giving feedback in schools. Sixty-seven percent (-4 from spring 2023) of staff indicate administrators listen to their suggestions and recommendations, and lower percentages of staff feel they have a say in decision-making at their school (53%). Additionally, only 30% (+3 from spring 2023) agreed or strongly agreed that they were satisfied with the professional development provided by the District. In the 2023-24 school year, the District attempted to convene professional development committees for certificated and classified staff. There was no staff interest in these committees. Instead the District collected data in spring 2024 on satisfaction with professional development provided in 2023-24 Districtwide and by site, how the District can better support staff professional development needs, professional goals staff have for advancement in the future and what support is needed for them to accomplish these goals. Results will be analyzed in summer 2024. In 2024-25 results will be shared with union leadership and be used to refine how the District delivers professional development. These results will be considered baseline data and the survey will be given every year in lieu of committees (Goal 4, Action 2) .

Goal 5

Only 33% of students indicated their school is clean on the LCAP/Climate survey. In 2023-24 the District attempted to hire a Custodial Supervisor. Unfortunately that position was unable to be hired. Instead the District adjusted and was able to hire an Assistant Director of Maintenance in April 2024. In 2024-25 The district is continuing to implement monthly site walkthroughs for site principals with the Director of Maintenance. The goal of these walkthroughs is to ensure that facilities remain clean and areas of need can be addressed in a timely manner.

Additionally, 73% (+1 from spring 2023) of parents agreed or strongly agreed that the District provides resources and support for students learning and development at home and 75% agreed or strongly agreed that their child receives the resources and support they need. During the 2024-25 school year, District staff will continue to enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. This webpage will be a one-stop shop for parents to visit to access resources for their students. The math 24/7 dashboard will be launched in Fall 2024 and the reading 24/7 dashboard will be launched by the end of 2024-25. (Goal 5, Action 5). While 89% 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 (Goal 5, Action 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 2024-25, 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.

Goal 6

The actions in this goal are additional supports put in place to improve outcomes for students and Castro School and come 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. In 2024-25 Castro will implement a new daily schedule which will include designated time for breakfast during the first part of the school day. The new 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 (Goal 6, Action 7). Castro will also implement a site-based data team which will include the Principal, instructional coach, reading intervention specialist, ELD TOSA, and dedicated Newcomer teacher (Goal 6, Action 9). This team will analyze data and develop student groupings for Response to Instruction and English Language Development so that teachers can focus on planning and providing instruction. The District will also supplement the Wellness center counselor (Goal 6, Action 4) with a District hired counselor (Goal 6, Action 5) and partner with Playworks to provided onsite staffing and support for recess and lunch (Goal 6, Action 10).

SELPA Review and Input

The SELPA reviewed the District's LCAP on 5/16/24 and provided feedback. The District incorporated the SELPA suggestions into the LCAP.

Reflections: annual performance

Included information about SWDs (subgroup, ELA, Math, chronic absenteeism, suspension, school sites

Included information about SigDis and Annual Determination Letter

Educational Partners

District Advisory Council to include a parent of a SWD

Parents of SWDs completed the LCAP/Climate Survey

Goal 1

SWD included in metrics 1.1, 1.2, 1.3, 1.8, 1.9, 1.11

Actions 1.12, 1.15, 1.17 specifically address SWD. Staff revised/reworded actions 1.4, 1.5 and 1.13 to show how they apply to Students with Disabilities based on SELPA feedback.

Goal 2

SWD included in metrics 2.2, 2.4

Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.10, 2.11 specifically address SWD.

Comment/Question: Thank you for 8 specific actions addressing the needs of SWDs!

Goal 3

SWD included in metric 3.2

Actions 3.1, 3.5 specifically address SWD.

Staff revised/reworded actions 3.6 and 3.7 to show how they apply to Students with Disabilities based on SELPA feedback.

Goal 5

Staff revised/reworded action 5.5 to show how it applies to Students with Disabilities based on SELPA feedback.

Goal 6

SWD included in metric 6.1, 6.2, 6.6, 6.8, 6.11. 6.12

Actions 6.1, 6.5 specifically address SWD.

Staff revised/reworded actions 6.8 to show how it applies to Students with Disabilities based on SELPA feedback.

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			Percentage of students who will meet or exceed standards in ELA in spring 2026 Overall 75% Socio Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		exceeded standards in ELA in spring 2023: 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%			Disadvantaged (SED) - 51% 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ELL - 32% Homeless - 36% Socio-Economically Disadvantaged - 47% Hispanic - 47%	
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% 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%			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% 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%	

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 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%			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 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			Percentage of students who will meet or exceed standards in Science in spring 2026 Overall 68% Socio Economically	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Students With Disabilities (SWD) - 21% Hispanic/Latino - 24% Asian - 83% White - 75%			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% Hispanic/Latino - 46% Asian - 88% White - 82%	
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 2026 District: 69% of English Learners are making progress toward English Language Proficiency Vargas: 57% of English Learners are making progress toward	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					English Language Proficiency.	
1.5	Priority 4 - Student Achievement Reclassification Rate	October 2023 : 14.95%			October 2026 20%	
1.6	Percentage of Long Term English Learners	Spring 2024: 2.8% of EL students are Long Term English Learners			Spring 2027: 1.5% of EL students will be classified as Long Term English Learners	
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.			June 2027 Obtain rubric scores of at least 4 on all areas of the Academic Content Standards Self Reflection Tool Rubric	
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 Language Learners and Students with Disabilities	2023-24 100% 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.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	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 who will met or exceeded standards in Reading on diagnostic 2			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 Reading on diagnostic 2 Reading: ELL - 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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%	
1.10	I-Ready Reading - percentage of students who made 1 year's growth	Diagnostic 2 2023-24 39% of students made one yea's growth in reading as of Diagnostic 2			Diagnostic 2 2026-27 100% of students will make 1 year's growth	
1.11	i-Ready math	Diagnostic 2 2023-24 52% of students met or exceeded standards in Math on iReady Diagnostic 2			Diagnostic 2 2026-27 Overall 66% Socio Economically Disadvantaged (SED) - 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%			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 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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged - 16% Hispanic - 17%			Disadvantaged - 41% Hispanic - 42%	
1.12	i-Ready math - percentage of students who made 1 year's growth	Diagnostic 2 2023-24 28% of students made one year's growth in math as of Diagnostic 2			Diagnostic 2 2026-27 100% of students will make 1 year's growth	
1.13	Designated English Language Development Schedules	2023-24: 100% of sites submitted master schedules for ELD			2026-27 100% of sites will submit master schedules for ELD	
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			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	
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			Spring 2027 88% of parents will agree or strongly agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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+)			206-27 75% of Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)	
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 2027 83% of teachers will agree or strongly agree that instructional coaches help them improve their practice	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Coaches	Provide 1.0 FTE Instructional coach for each elementary school and 1.0 FTE instructional coach for each of the following subjects in middle school: Social Studies, Science, English Language Arts and mathematics. The two middle schools will share. The District will also have a 1.0 FTE English Language Development coach to specifically support teachers with improving instruction for English Language Learners and newcomer students. The English Language Development coach will also train instructional coaches and provide professional development on the Sheltered Instruction Observation Protocol (SIOP) 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. Research indicates that coaching is an essential component of an effective professional development program. Coaching builds will, skill, knowledge, and capacity for all teachers. in 2024-25 the coaches role will be honed to focus on supporting teachers disaggregate data and target instruction. Elementary coaches will be trained on the District's new ELA curriculum in summer so that they can support teaches with implementation in 2024-25. Instructional coaches is one action that will specifically support the following schools and student groups that had red indicators on the California Dashboard by supporting teachers to provide effective and data based instructional practices: District Homeless Students in ELA and Math	\$2,469,160.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 Lerner, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
1.2	Technology Coach	This District will hire 1.0 technology coach to support staff with the use of District technology platforms for instruction as well as daily tasks.	\$140,532.00	No
1.3	Data Platform - SchoolCity	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.	\$37,000.00	No
1.4	iReady Assessment	Implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May. These assessments help teachers identify what students know and can do in different domains to support their students' learning. Results are disaggregated after each administration, shared with the community and individual reports are sent to parents/guardians.	\$144,493.00	No

Action #	Title	Description	Total Funds	Contributing
		Disaggregating results helps teachers and staff to adjust instruction to better support student needs, specifically students needing reteaching or enrichment and Students with Disabilities.		
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 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 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 RTI process is one action that will specifically support the following schools and student groups that had red indicators on the 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	\$2,328,654.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lernalers, 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 2024 MVWSD will provide students access to the following programs: MVWSD+ Summer Camp, operated by YMCA and Right at School Elevate Math Valdes Summer Math Institute Peninsula Bridge Summer	\$225,000.00	No
1.7	Targeted Student Support Funding	The District allocates each school funds to support target students - English Learners, Foster Youth and Socio-Economically Disadvantaged students. Allocations are based on each sites' unduplicated count and are used to provide supplemental programs to improve student outcomes.	\$334,600.00	Yes
1.8	Designated English Language Development - English Learners and Long Term English Learners	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 Language Development coach and staff to refine Designated English Language instruction. Schedules and instructional practices will be monitored in order to highlight best practices that can be replicated across the District. In 2024-25 all students will be regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in Elementary school or be placed in level specific classes in middle school.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 Dashboard: Castro - ELA and Math English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners 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	Designated English Language Development - English Learners and Long Term English Learners	Provide every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement 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).	\$75,000.00	No
1.10	Integrated English Language Development - English Learners and Long Term English Learners	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. Focus areas will be determined for each school in summer 2024.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 2 of its newcomer plan including the hiring of four Newcomer teachers - one for each middle school and three itinerant teacher to be shared amongst the elementary schools to provide targeted instruction for students who are just beginning to learn English. These teachers will be directly supported by the English Language Development Coach. One elementary newcomer teacher will continue to provide direct support to Vargas elementary school as they have large numbers of newcomer students (16 in grades 3-5 in 2022-23 and 7 in grades 3-5 in 2023-34) and they have a red indicator for English Learner Progress on the California Dashboard. One newcomer teacher will be dedicated to supporting students at Castro School where English Learner Progress declined 4.2% based on results of the California Dashboard. 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.	\$469,359.00	No
1.12	Supports for Students with Disabilities	Curriculum: The District will continue to provide an intensive reading curriculum to all schools to better support students with building 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	\$31,428.00	No

Action #	Title	Description	Total Funds	Contributing
		instruction. Teachers will be retrained in the use of the curriculum in summer 2024. Co-Teaching The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools. Based on enrollment projections, the District will have only one co- taught Transitional Kindergarten classroom. New teachers to MVWSD will be trained and coaching support provided in 2024-25. Co-teaching allows more opportunities for small group and one-to-one learning and stronger modeling during lessons as two teachers are collaborating on lesson design specifically to support Students with Disabilities.		
1.13	Multi Tiered System of Support	The District will continue to expand the Multi-Tiered System of Support. A comprehensive MTSS will allow the District to improve academic, social emotional and behavioral outcomes for all students and specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners In 2024-25 the District will: 1. Launch MVWSD's MTSS website that will include data dashboard and protocols for UDC, COST, and SST to improve access and use of data to support the Whole Child. 2. Implement an updated version of MVWSD's Strategies and Interventions Matrix that includes the addition of universal assessments available to teachers to assess specific areas of student learning and match specific strategies and interventions. 3. Implement revised Universal Data Protocol Process. Coaches and site administrators will identify data needs for grade levels and teams will then develop instructional plans. This will lesson the preparation time for teachers, allowing for more focused time on lessons and instruction. This action is part of regular staff responsibilities - no expenditures. District	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 Lerner, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
1.14	Early Literacy Team	For the 2024-25 school year, the District is continuing to support early learners through the early literacy team. The team has been restructured to include a director and 6 reading intervention teachers and has been expanded to support one additional site, Vargas. 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. The purpose of the team is to provide resources and personnel to address the foundational literacy skills needs of students at Castro, Mistral, Monta Loma, Theuerkauf and Vargas. 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.	\$769,433.00	No

Action #	Title	Description	Total Funds	Contributing
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 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 implemented 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. This action is part of regular staff responsibilities and staffing - no expenditures.	\$0.00	No
1.16	ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	In 2024-25 teachers and site staff will be trained to administer the ELPAC interim assessments. Sites will give the assessment, analyze the results and make instructional adjustments to English Language Development instruction at least one time in the fall/winter. Sites will have the option to administer the assessments more than once in 2024-25. 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 Dashboard: Castro - ELA and Math for English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.17	English Language Arts Curriculum	Pending Board approval on 5/30. Analysis of outcomes in English language arts specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners indicated a need for a shift in reading instruction at the Elementary level. In 2023-24 the District went through an adoption process to find a structured literacy curriculum based on the Science of Reading as the current ELA program was based on a balanced literacy approach. The District has recommended the adoption of Amplify Reading Core Knowledge Language Arts. In 2024-25 the District will train all Elementary teachers in the use of the new program and provide ongoing Professional Learning Support and coaching. The District anticipates that by providing a systematic and explicit approach through Core Knowledge Language Arts, outcomes for students in English Language Arts will be improved and lead to students become skilled readers over the next few years.	\$2,300,000.00	No
1.18	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	In 2024-25 Homeless students will be prioritized to attend after school programs and receive tutoring as a part of the program. Additionally, the District will implement a progress monitoring system for all Homeless students which lists the specific interventions being provided at each site or by the District as well allow for shifts in supports if progress is not being made. The Differentiated Assistance Team will continue to work to develop additional interventions in 2024-25 as part of ongoing work to address the needs of this student group.	\$10,000.00	No

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%			Spring 2027 Increase to 97% average daily attendance overall and for all schools	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Graham Middle - 95.1% 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%				
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% Asian - 6.4% Filipino - 13.5% Hispanic/Latino - 24.7% Two or More Races - 8.9%			2025-26 California Dashboard Chronic Absenteeism rates were published in Fall 2026 Overall - 6.6% English Learners - 9.3% Homeless - 12.8% Socioeconomically Disadvantaged - 10.6% Students with Disabilities - 11.8% African American - 7.5% Asian - 3.4% Filipino - 5.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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%	
2.3	State Priority 5 Middle School Dropout Rate	0% in 2023-24			2026-27 Maintain 0% middle school dropout rate	
2.4	State Priority 6 Suspension Rates	2022-23 California Dashboard suspension rates published in December 2023. Overall - 2.9% English Learners - 3.9% Homeless - 7.2% Socioeconomically Disadvantaged - 5.4%			2025-26 California Dashboard suspension rates published in Fall 2026 Overall - 1.7% English Learners - 2.3% Homeless - 3.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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% Mistral Elementary Students with Disabilities - 3.08%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Vargas Elementary Students with Disabilities - 4.8%	
2.5	State Priority 6 Expulsion Rate	0% for 2023-24			2026-27 Maintain 0% expulsion rate	
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			Spring 2027 75% of students will agree or strongly agree on the spring 2027 LCAP/Climate Survey	
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			Spring 2027 90% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey	
2.8	State Priority 6 The percentage of Parents who agreed or strongly agreed that their child is safe at school on the LCAP/Climate Survey	85% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey			Spring 2027 90% of parents will agree or strongly agree on the spring 2027 LCAP/Climate Survey	
2.9	State Priority 6 The percentage of students who agreed or	77% agreed or strongly agreed on the spring			Spring 2027 87% of students will agree or	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	strongly agreed that adults care about their success on the LCAP/Climate Survey.	2024 LCAP/Climate Survey			strongly agree on the spring 2027 LCAP/Climate Survey	
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			Spring 2027 84% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey	
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			Spring 2027 96% of parents will agree or strongly agree on the spring 2027 LCAP/Climate Survey	
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			Spring 2027 The District will have a threshold under 3.0 and exit Significant Disproportionality	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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. Based on a review of behavior and discipline data 8 At Risks will be assigned to sites with the most acute needs for behavioral intervention. Imai and Stevenson - share 1.0 Landels and Vargas - share 1.0 Crittenden - 1.0 Graham - 2.0 Mistral - 1.0 Monta Loma - 1.0 Theuerkauf - 1.0 Castro - 2.0 (See Goal 6, Action 2) Bubb - 0	\$1,056,073.00	No

Action #	Title	Description	Total Funds	Contributing
		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. 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 Disabilities		
2.2	Improving Attendance Rates	To improve attendance and decrease truancy and chronic absenteeism the district will 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

Action #	Title	Description	Total Funds	Contributing
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 and for Homeless Students. 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 2024-25 school year the District will: 1. Expand the attendance monitoring and staff communication system developed for Homeless students in 2024-25 to include Students with Disabilities which will be used consistently by all school sites. This process resulted in a decrease of 10.7% in chronic absenteeism for homeless students between 2021-22 and 2022-23. 2. Participate in the Digital Promise Center for Inclusive Innovation's Chronic Absenteeism Cohort. The District will work alongside 15 other districts to gain in-depth knowledge and develop tailored solutions to address chronic absenteeism leading to increased student engagement and achievement. Add an additional McKinney-Vento Liaison - two in total for 2024-25 as the numbers of families identifying as homeless continues to increase. These staff 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	\$121,429.00	No

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	MVWSD has been identified for Differentiated Assistance due to high rates of suspension for Students with Disabilities and for Homeless Students. 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 2024-25 school year the District will: 1. Review discipline data 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 and Disabilities 2. Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool 3. Provide training for principals and teachers to shift from a consistent-but-reactive approach to a proactive and consistent approach for teaching the SEL skills necessary for students to regulate their behavior. 4. Expand the Districts Behavior intervention matrix to include specific strategies for Students with Disabilities and Homeless 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	\$0.00	No

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: Hispanic and Socio-Economically Disadvantaged Students Graham: Homeless Students This action step will also contribute to addressing the finding that MVWSD was identified as significantly disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days. This action is part of regular staff responsibilities - no expenditures.		
2.5	Supporting Student Behavior	In 2023-24 the District implemented a set of Behavior Response Standards. These standards standardized the process for responding to student behavior issues across the District. In 2024-25, the District will provide Professional development to site leaders and staff on utilizing the COST process (part of the District's MTSS) to develop plans to support individual student behavior. Staff will also be trained on alternatives to suspension. This action will also support the District's work with reducing suspension rates for student groups with high rates of suspension: District Homeless and Students with Disabilities - Differentiated Assistance Hispanic, Socio-Economically Disadvantaged Schools Castro - Suspension Rates School Student Groups Suspension Rates Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Vargas: Students with Disabilities This action step will also contribute to addressing the finding that MVWSD was identified as significantly disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days. This action is part of regular staff responsibilities - no expenditures.		
2.6	Additional Targeted Support and Improvement	Nine MVWSD schools were identified for Additional Targeted Intervention and Support (ATSI). These schools are all creating plans to address identified areas for implementation in the 2024-25 school year in addition to the other actions that the District is taking to address needs in Chronic Absenteeism and Suspension Rates. The District's Director of Equity and Coordinator of the Multi-Tiered System of Support are leading these efforts using a template provided by the Santa Clara County Office of Education. Plans must be completed by June 15th and will be finalized by District staff by June 28th ensuring implementation in 2024-25. The following schools are creating plans: Imai: Socio-Economically-Disadvantaged - Chronic Absenteeism Landels: Students with Disabilities - Chronic Absenteeism and Suspension Rate Mistral: Students with Disabilities - Suspension Rate Graham: Homeless Students - Suspension Rate Vargas: Students with Disabilities - Suspension Rate Castro: Homeless Students and Students With Disabilities - Suspension Rate Stevenson: Hispanic Latino and Students with Disabilities - Chronic Absenteeism Monta Loma: Students with Disabilities - Chronic Absenteeism Theuerkauf: Students with Disabilities - Chronic Absenteeism Plans will be monitored in cycles that align with the District's Universal Data Cycles (every 9 weeks) both at leadership team meetings and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		individual meetings with Principals. Plans will be revised as needed based on data. This action is part of regular staff responsibilities - no expenditures.		
2.7	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 2024-25 will continue its work to implement the Wellness Policy.	\$2,000.00	No
2.8	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 at Castro, Theuerkauf, Mistral and Graham. The partnership also provides funding for parent engagement activities at all school sites.	\$193,522.00	No
2.9	Student Social Emotional Health - Curriculum	In 2024-25 the District will continue to the social emotional measurement tool, Sown to Grow at all elementary schools and use the Sown to Grow survey at Middle schools. These tools provide data on student emotional health and connectedness to school. Additionally, the District will explore options for a social emotional learning curriculum that can be implemented in 2025-26.	\$43,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Student Social Emotional Health - Counselors	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 To continue develop the WSCC model MVWSD will add District employed School Counselors at all school sites. Each site will have one counselor except for Graham (2) and Castro (1 and 1 in the Wellness Center) The counselors will play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons. 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 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	\$1,822,542.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
2.11	Significant Disproportionality	In spring 2024 MVWSD was identified as being significantly disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08. The District has convened a team to develop a Comprehensive Coordinated Early Intervening Services Plan for approval no later than October 2024. In the interim, Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors) will support the District to begin to address this finding.	\$178,486.00	No

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 agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision	Spring 2024 Percentage of families that agreed or strongly agreed overall and by site District 69% Bubb - 63% Castro - 79% Crittenden - 61% Graham - 61% Imai - 61% Landels - 77%			Spring 2024 Percentage of families that agreed or strongly agreed overall and by site District - 80% Bubb - 74% Castro - 85% Crittenden - 80% Graham - 80% Imai - 72%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	making on the LCAP/Climate Survey.	Mistral - 87% Monta Loma - 68% Stevenson - 57% Theuerkauf - 79% Vargas - 73%			Landels - 87% Mistral - 90% Monta Loma - 77% Stevenson - 75% Theuerkauf - 85% Vargas - 80%	
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 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.	Spring 2024 68% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.			Spring 2027 77% will agree or strongly agree on the District's 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			June 2027 Obtain rubric scores of at least 4 on all areas of the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Involvement Self Reflection Tool Rubric			Parent Involvement Self Reflection Tool Rubric	
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 2027 91% will agree or strongly agree on the District's LCAP/Climate Survey	
3.5	The percentage of families that agree or strongly agree that they understand the academic and non-academic supports available to their students on the LCAP/Climate Survey.	Spring 2024 73% 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			Spring 2027 81% will agreed or strongly agreed that they understand the academic supports available to their students. 76% will agreed or strongly agreed that they understand the non academic supports available to their students. on the spring 2024 LCAP/Climate Survey	
3.6	The percentage of families that agree or strongly agree that they are encouraged to be involved in school events	Spring 2024 78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.			Spring 2027 84% agreed or strongly agreed on the spring 2024	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on the LCAP/Climate Survey.				LCAP/Climate Survey.	
3.7	Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	Spring 2024 21% 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 2027 Decrease the percentage to 12% that agree or strongly agree.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School and Community Engagement Facilitators (SCEF)	Increase to 9.6 FTE (9 1.0 FTE and 1 0.6 FTE) School and Community Engagement Facilitators (SCEF). Due to the increasing needs and number of families identifying as homeless the District has added one additional SCEF specific to supporting this group of families across the District. 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 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).	\$1,051,414.00	Yes
3.2	Director of Equity	The District will continue to have an Equity Director. The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. She is expected to engage classified and certificated staff, families, and students to build an inclusive environment in schools along with championing the importance and value of a diverse and inclusive environment for all who learn, work, and partner with the district. The Equity Director is also responsible for designing and implementing training initiatives on cultural competencies and other topics to increase awareness and to support the value of equity and inclusion and work collaboratively with District-level instructional leaders to support the use of culturally relevant pedagogy and practice. In 2024-25 the Director of Equity will continue to facilitate the Equity Committee, continue to develop and implement MVWSD's culture and climate program #BetterTogetherMVWSD, release the Equity Scorecard, monitor access to choice schools for underrepresented students and provide professional development to staff.	\$284,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Equity Seminars	The district is engaging all staff in a series of workshops designed to increase knowledge related to the topic of Equity. The Director of Equity will continue to meet with both principals and teachers to address equity-related issues. For the 2024-25 school year, the Director will engage principals, teachers, and staff in training sessions about addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups.	\$68,000.00	No
3.4	Equity Advisory Committee	To meaningfully engage multiple groups of educational partners on issues of Equity, the district will continue to convene a District Equity Advisory Committee (DEAC). The District Equity Advisory Committee will continue to hold meetings monthly to provide the Superintendent or designee with feedback on issues related to educational equity in the district specifically.	\$2,000.00	No
3.5	Parent Engagement - Parent University	In 2023-24 the District continued to implement a refined Parent University system. The was is 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. These changes resulted in an increase in attendance at Parent University events of 40% over 2022-23. In 2024-25 the District will Improve Parent University offerings based on feedback and topics suggested by staff and parents and improve methods by which feedback is gathered to increase the amount of input from parents.	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Parent Communication	In 2023-24 the District Communications Office piloted the Parent Square Platform at Theuerkauf School. In 2024-25 the Communications Office will engaged PowerSchool for testing of a secondary, new product called "My Powerschool" in late spring/summer 2024. The next phase of the project will be determined in Fall 2024 after testing and evaluation is complete. MVWSD 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.	\$6,290.00	No
3.7	Equity Scorecard	The Equity Scorecard is the District's tool to ensure that all programs - old or new do not lead to disparities among student groups specifically Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners. The Scorecard will be released August 2024 and will contain data on a variety of metrics that will measure District progress of goals related to equity. There will be one scorecard for the District and one for each school site. Feedback will be collected over the course of the 2024-25 school year to inform refinements for 2025-26. This action is part of regular staff responsibilities - no expenditures.	\$0.00	No
3.8	Equitable Access to Choice Schools	Our district offers families access to two choice schools, where students can attend a school outside their attendance boundaries. In 2023-24 the District successfully modified the enrollment process for choice programs to increase access to choice schools for underrepresented families. Overall in the first year of implementation of the weighted lottery, at Stevenson, Socio-Economically Disadvantaged students made up 9% of the applicant pool, and 12% of students offered seats, an improvement from last year when 8% of applicants and only 5% of students offered seats were SED. Amongst K applicants, all Socio-Economically Disadvantaged students	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		who applied were offered seats at Stevenson (8 students, with one applicant removing their application). In 2024-25 the district will continue to monitor any changes to enrollment from year to year and will update the lottery weights given to student groups each year based on the previous year's enrollment and applicant pool in order to ensure equitable access for underrepresented groups. Ensuring equitable access to choice schools for all families is a priority for the district who concomitantly aims to ensure that every student has access to opportunities they need to succeed. This action is part of regular staff responsibilities - no expenditures.		

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			2026-27 90% of teachers will be highly qualified	
4.2	State Priority 1: Basic Number/percentage of mis-assignments of teachers of English learners	2023-23: 0			2026-27 Maintain 0 mis-assignments of teachers of English Learners	
4.3	State Priority 1: Basic Number of other teacher mis-assignments	2023-24: 0			2026-27 Maintain 0 teacher mis-assignments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	State Priority 1: Basic Number of vacant teacher positions	2023-23: 0			2026-27 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.			2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey	
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.			2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey	
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.			2026-27 Maintain 95% agree or strongly agree on the District's annual LCAP/Climate Survey	
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.			2026-27 Increase to 70% agree or strongly agree on the District's annual LCAP/Climate Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.9	Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey.	2023-24: 88% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.			2026-27 Increase to 95% agree or strongly agree on the District's annual 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.			2026-27 Increase to 75% agree or strongly agree on the District's annual LCAP/Climate Survey.	
4.11	Staff Retention Rates	2023-24 Overall Staff Retention - 93% Certificated Staff - 91% Classified Staff - 94% Teachers - 90%			2026-27 Overall Staff Retention - 95% Certificated Staff - 95% Classified Staff - 97% Teachers - 93%	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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.	\$494,759.00	No
4.2	Employee Retention and Support	In 2023-24 the District administered a professional development assessment survey to all staff. The District collected data on satisfaction with professional development provided in 2023-24 Districtwide and by site, how the District can better support staff professional development needs, professional goals staff have for advancement in the future and what support is needed for them to accomplish these goals. Results will be analyzed in summer 2024. In 2024-25 results will be shared with union leadership and be used to refine how the District delivers professional development. These results will be considered baseline data and the survey will be given every year. This action is part of regular staff responsibilities - no expenditures.	\$0.00	No
4.3	Hiring Process	As a a part of the District's Strategic Plan 2027, staff has been working for several years to update practices for hiring so that the workforce mirrors the student population it serves. In 2023-24 staff reviewed hiring policies	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and procedures, updated recruitment materials and increased and standardized advertising processes. A comprehensive plan was then created. In 2024-25 the District's new hiring plan will be implemented. Feedback will be gathered and revisions made for 2026-27.		

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%			Maintain 99% of Facilities in Good repair or increase to 100%	
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			95% of work orders submitted will be completed.	
5.3	Percentage of students reporting that my school	33% agreed or strongly agreed on the spring			Increase to 60% agree or strongly agree on the	

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.			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.			Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey	
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.			Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey	
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			Maintain 100% of students having access to standards aligned instructional materials for use at school and at home	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Cleanliness	The site inspection tool created in 2023-24 will be implemented in 2024-25 and will gather data on cleanliness and facility work orders. The Director and Assistant Director of Maintenance will continue to walk sites monthly with principals. Additionally, a new site survey will be implemented to collect data on facility maintenance, grounds and overall site cleanliness. Information collected will be used to address issues. This action is part of regular staff responsibilities - no expenditures.	\$0.00	No
5.2	Technology Devices	The District will issue new Chromebooks to students entering TK/K and 5th grade in 2024-25. The students that receive the Chromebook in TK/K will use the same device through the end of their 4th grade school year. Students that receive a Chromebook at 5th grade will use that device	\$552,996.00	No

Action #	Title	Description	Total Funds	Contributing
		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		
5.3	MVWSDConnect	In 2024-25, the department will continue to provide routers and Chromebooks to students who need Internet access at home ensuring internet access for all students. MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in 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	\$150,000.00	No
5.4	Meals for Students	In 2024-25 the District will ensure every child that needs food has the opportunity for nutritionally balanced daily meals. The Child Nutrition department will survey students regularly to understand student preferences and make adjustments to menus. Additionally, Child Nutrition will hold focus groups with parents, students, and staff to gather feedback. Child Nutrition will focus on making from-scratch meals and improving the quality of food offered. Staff will also work towards serving breakfast in the classroom at Castro. This action is part of regular staff responsibilities and the District participates in California's Universal Meals program - no expenditures.	\$0.00	No
5.5	Flexible Learning Environments	During the 2024-25 school year, District staff will continue to enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. This webpage is a one-stop shop for parents to visit to access resources for their students specifically Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		English Language Learners . The math 24/7 dashboard will launch in Fall 2024 and the reading 24/7 dashboard will be launched by the end of 2024-25. This action is part of regular staff responsibilities - no expenditures.		
5.6	Assistant Director of Maintenance, Operations and Transportation	The District will continue to have an Assistant Director of Maintenance, Operations and Transportation to support school cleanliness and facilities maintenance. The Assistant Director will develop a tool for monitoring and training custodial staff.	\$284,701.00	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 2026 ELA Results (percentage of students who met or exceeded standard): Overall - 45%	

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 - 33% English Learners - 33% Hispanic/Latino - 40% Socioeconomically Disadvantaged - 41% English Only - 60% RFEP - 82%	
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 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%	
6.3	State Priority 4 English Learner Progress - California Dashboard	2022-23: 43.2% of English Language Learners maintained level 4 or gained at			2025-26: 51% of English Language Learners maintained level 4 or gained at least 1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		least 1 level on the ELPAC			level on the ELPAC	
6.4	State Priority 4 Reclassification Rate	October 2023 The reclassification rate was 5.85%			October 2026 The reclassification rate will be 34%	
6.5	Long Term English Learners	November 2023: 9.3% 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	
6.6	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% English Only - 46% RFEP 27%			Diagnostic 2 2026-27 Results (percentage of student who met or exceeded standard) Overall - 31% Students with Disabilities - 30% English Learners - 34% Hispanic - 37% Homeless - Not available SocioEconomically Disadvantaged - 38% English Only - 62% RFEP 49%	
6.7	I-Ready Reading One year's growth	Diagnostic 2 Results 2023-24			Diagnostic 2 Results 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24% of students made 1 year's growth in Reading			100% of students will make 1 year's growth in Reading	
6.8	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 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% RFEP 53%	
6.9	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 2026-27 100% of students will make 1 year's growth in math	
6.10	Priority 5 School Attendance Rates	Spring 2024 93.3%			Increase to 97% overall	
6.11	Priority 5 Chronic Absenteeism	2022-23 Dashboard Results			2025-26 Dashboard Results	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%			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%	
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% Homeless - 10.1% SocioEconomically Disadvantaged - 6.4%			2025-26 Dashboard Results The overall suspension rate will be 2.4% Students with Disabilities - 6.2% English Learners - 2.1% Hispanic - 2.1% Homeless - 4.6% SocioEconomically Disadvantaged - 2.1%	
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 2027 125 parents will respond to the District's LCAP/Climate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					survey from Castro School	
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			Spring 2027 81% will agree or strongly agree	
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			Spring 2027 92% will agree or strongly agree	
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			Spring 2027 96% will agree or strongly agree	
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			Spring 2027 93% will agree or strongly agree	
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			Spring 2027 60% will agree or strongly agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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			Spring 2027 68% will agree or strongly agree	
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			Spring 2027 84% will agree or strongly agree	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Early Literacy Team	The Early Literacy Team will dedicate 40% of it's time to supporting students at Castro school in 2024-25. In collaboration with the site team,	\$512,955.00	No

Action #	Title	Description	Total Funds	Contributing
		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 as well as for Students with Disabilities. Castro English Language Arts Castro English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
6.2	At Risk Supervisor	The District will continue to have one additional At Risk Supervisor at Castro School in 2024-25. Castro has 2x the number of incidents responded to this year than the average of all other elementary schools indicating the need to continue this action. The funds for this position 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
6.3	School and Community Engagement Facilitator	Provide an additional 0.5 FTE School and Community Engagement Facilitator. Castro School already has 1.0 FTE School and Community Engagement Facilitator (Goal 3, Action 1). The District will provide additional 0.5 FTE support for 2023-24. Funding for the additional 0.5 FTE is listed in Goal 3, Action 1 so no funding is listed here. 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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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).		
6.4	Wellness Center	Through a partnership with the Santa Clara County Office of Education, Castro School has a Wellness Center staffed with a trained counselor to support student and staff mental health needs. This partnership will continue in the 2024-25 school year. This service is of no direct cost to the District. This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerner, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates	\$0.00	No
6.5	Additional Counselor	Provide an additional 1.0 FTE counselor. Castro School already has 1.0 FTE Counselor through the Wellness Center (Goal 6, Action 4) The District will provide additional 1.0 FTE support for 2024-25. Funding for the additional 0.5 FTE is listed in Goal 2, Action 10 so no funding is listed here. This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerner, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 2024-25 there are already 23 students registered.	\$121,749.00	No
6.7	New Daily Schedule/Breakfast	In 2024-25 Castro will implement a new daily schedule which will include designated time for breakfast during the first part of the school day. The new 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. 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 destigmatized. Additionally, visits showed the need for Castro to have a consistent daily schedule that will prioritize 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 Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.8	Centralized Data Team	In 2024-25 Castro will implement a site-based data team which will include the Principal, instructional coach, reading intervention, specialist, ELD TOSA, and Newcomer teacher. This team will analyze data and develop student groupings for Response to Instruction and English Language Development so that teachers can focus on planning and providing instruction. This process will support academic outcomes specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, English Learners, Long Term English Learners and Students with Disabilities. 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
6.9	Dedicated Newcomer Teacher	The District will add a dedicated newcomer teacher to Castro for 2024-25. 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

Action #	Title	Description	Total Funds	Contributing
6.10	Playworks	Partner with Playworks to bring support and structure to recess and and lunch and improve safety, engagement and leadership skills for students. 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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,569,072	\$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
6.731%	0.000%	\$0.00	6.731%

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 indicate a need to continue to provide programs to target support to these groups.	To address the performance gap in ELA and Math for English Learners, Foster Youth, and Socio-Economically Disadvantaged students MVWSD is investing in an instructional coaching team 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 will have a 1.0 FTE instructional coach at each elementary school, the middle schools will share	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 1.9: I-Ready Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District I-Ready data from Diagnostic 2 in 2023-24 also verifies the need for improved instructional practices for teachers to address learning gaps. Only 22% of Socio Economically Disadvantaged (SED) students and 12% of English Language Learners (ELL) were proficient on Diagnostic 2. Scope: LEA-wide	4.0 FTE (1.0 math, 1.0 science, and 1.0 ELA and 1.0 Social Studies), and the 1.0 English Language Development coach dedicated to the needs to English Learners and newcomers. 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. 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 76% of teachers agreed or strongly agreed on the District's annual LCAP/Climate survey that "the instructional coach helps me improve my practice.'	1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth 1.17: District Climate/LCAP Survey - Instructional Coaches
1.5	Action: Response to Instruction 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 indicate a need to continue to provide programs to target support to these groups.	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 groups supporting our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools. The orange ratings for English Learners and SocioEconomically Disadvantaged students in English Language and mathematics on the California Dashboard indicate a need to continue	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 1.9: I-Ready Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District iReady assessment results from December 2023 indicate that these same students continue to be significantly behind in academic achievement and in most cases there were small drops in achievement as compared to December 2022. See results below: On or Above Grade Level Reading English Learners 2023 - 12% (+1 from 2022) Reading Socio-Economically Disadvantaged 2023 - 22% (+2 from 2022) Reading English Only - 74% (+1 from 2022) Reading Reclassified Fluent English Proficient 2023 - 59% (+2 from 2022) On or Above Grade Level Math English Learners 2023 - 11% (same as 2022) Math Socio-Economically Disadvantaged 2023 - 15% (-2 from 2022) Math English Only 2022 - 65% (+1 from 2022) Math Reclassified Fluent English Proficient 2022 - 54% Scope: LEA-wide	to provide programs to target support to these 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. This action continues to be prioritized this year and we have determined this action to be effective because 68% (an increase of 1 percentage points from the spring 20223 survey) 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, 72% 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 72% 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.	1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth 1.17: District Climate/LCAP Survey - Response to Intervention
3.1	Action: School and Community Engagement Facilitators (SCEF) Need:	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	3.1 The percentage of families that agreed or strongly agrees that the District is building the

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
	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 even now that we are several years beyond. SCEF's also played a key role in the District's plan to decrease in Chronic Absenteeism rates for our Homeless students in 2023-23 and 2023-24. California Dashboard results showed a decrease of 10.7% from the 2021-22 school year for these students (32%). District data shows Chronic Absenteeism at 25% for 2023-24. The District will include monitoring chronic absenteeism rates for Students with Disabilities to SCEF responsibilities in 2024-25. Additionally, the District has seen an increase in the percentage of families identifying as homeless across the District. In 2021-22 - 5%	survey data resulting in improved educational and personal outcomes for students and families. On the District's LCAP/Climate survey 79% of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 78% of respondents who are parents/guardians of students who are English Learners agreed or strongly agreed that Community Engagement Facilitators have reached out to them and 87% agreed or strongly agreed that School and Community Engagement Facilitators encouraged parent involvement in school The increase in participation at Parent University by 40% this year over 2022-23 can also be attributed to the outreach done by our SCEF team.	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 are encouraged to be involved in school events on the LCAP/Climate Survey.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(236 families) 2023-24 7% (301 families). This increase prompted the District to hire an additional SCEF specifically focused on McKinney-Vento (Homeless) students for 2024-25. Scope: LEA-wide		2.2 Chronic Absenteeism rates specifically for Homeless Students and Students with Disabilities
3.2	Action: Director of Equity Need: MVWSD has a significant achievement gap between the English Learner and Socio-Economically Disadvantaged students as compared to the All student group. In addition, the While the District was able to exit significant disproportionality for the over identification of Hispanic students for having a Specific Learning Disability due in part to the work led by the Director of Equity, District was identified as disproportionate for over identifying Hispanic students with disabilities for suspensions less than 10 days in spring 2024. The District had a threshold of 5.08 which is over the target of 3.0 Data also shows that the majority of our underrepresented students are not in our accelerated math pathways or achieving at the same levels as their peers. These data points indicate the need for the District to be intentional about Equity and have an equity lens as we review or implement	The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. MVWSD will be releasing an Equity Scorecard that will become the District's tool to ensure that all programs - old or new do not lead to disparities among student groups and continuing the culture and climate program #BetterTogether.	1.1: CAASPP Results - ELA 1.2; CAASPP Results - math 1.3: CAASPP Results - Science 1.9: I-Ready Reading 1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth 2.2 Chronic Absenteeism Rates 2.4 Suspension Rates 2.12 Significant Disproportionality for suspensions of Hispanic/Latino Students 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

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
	policies and programs. We expect this action to be effective because by continuing to invest in a Director of Equity we will be able to provide inclusive and equitable programs, stop creating academic disparities, and improve educational outcomes for all students but more so for our English Learners, Foster Youth, and Socio-Economically Disadvantaged students. Scope: LEA-wide		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. 3.4 Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey.

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: All schools in MVWSD have English Learners and Socio-Economically Disadvantaged	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 on their unduplicated count to provide site based supplemental services and support for English	The District is using several metrics to measure this goal including: 1.1: CAASPP Results - ELA

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Students and a few have students identified as Foster Youth. Additionally, each school site in our District is unique and their unduplicated students have different needs. The percentages of these students at each site are different (see below) and the gaps in achievement between all students and these student groups are high. Each site needs dedicated funding to address the needs of these student groups. Scope: Limited to Unduplicated Student Group(s)	Learners, Socio-Economically Disadvantaged students, and Foster Youth. Additional funding allows sites to target these needs in a variety of ways including the hiring of additional certificated staff to provide before, during and after school intervention and purchasing supplemental programs to target specific gaps or skills. These services are in addition to the district wide supports that are already in place. This action continues to be prioritized this year and we have determined this action to be effective because providing these additional funds at the site level should improve academic outcomes for students through targeted supports unique to the school's unduplicated students.	1.2; CAASPP Results - math 1.3: CAASPP Results - Science 1.9: I-Ready Reading 1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth

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.

--

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.

--

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

2024-25 Total 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	53,024,656	3,569,072	6.731%	0.000%	6.731%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,408,117.00	\$1,650,388.00	\$7,682,951.00	\$652,919.00	\$16,394,375.00	\$12,071,560.00	\$4,322,815.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	\$2,469,160.00	\$0.00	\$2,469,160.00				\$2,469,160.00	
1	1.2	Technology Coach	All	No			All Schools	On-going	\$140,532.00	\$0.00			\$140,532.00		\$140,532.00	
1	1.3	Data Platform - SchoolCity	All	No			All Schools	On-going	\$0.00	\$37,000.00			\$37,000.00		\$37,000.00	
1	1.4	iReady Assessment	All	No			All Schools	On-going	\$0.00	\$144,493.00				\$144,493.00	\$144,493.00	
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	\$2,328,654.00	\$0.00	\$2,328,654.00				\$2,328,654.00	
1	1.6	Summer Programming	Students with Disabilities English Learners, Socio-Economically Disadvantaged Students, Foster Youth	No			All Schools	Summer 2024	\$0.00	\$225,000.00		\$225,000.00			\$225,000.00	
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	\$334,600.00	\$334,600.00				\$334,600.00	
1	1.8	Designated English Language Development - English Learners and	English Language Learners and Long Term English	No			All Schools	On-going	\$0.00	\$25,000.00				\$25,000.00	\$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Long Term English Learners	Language Learners													
1	1.9	Designated English Language Development - English Learners and Long Term English Learners	English Language Learners and Long Term English Language Learners	No			All Schools	On-going	\$0.00	\$75,000.00		\$75,000.00			\$75,000.00	
1	1.10	Integrated English Language Development - English Learners and Long Term English Learners	English Learners and Long Term English Learners	No			All Schools	On-going	\$25,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$25,000.00	\$25,000.00	
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	\$469,359.00	\$0.00			\$469,359.00		\$469,359.00	
1	1.12	Supports for Students with Disabilities	Students with Disabilities	No			All Schools	On-going	\$0.00	\$31,428.00			\$31,428.00		\$31,428.00	
1	1.13	Multi Tiered System of Support	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.14	Early Literacy Team	Students with Disabilities Students identified as	No			Specific Schools: Castro,	On-going	\$769,433.00	\$0.00		\$769,433.00			\$769,433.00	

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
			having reading difficulties through the District's universal screener and diagnostic assessments.				Mistral, Monta Loma, Theuerkauf and Vargas Elementary Schools.									
1	1.15	Course Access	All	No			Specific Schools: Crittenden Middle School and Graham Middle School	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.16	ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	English Language Learners/Long Term English Learners	No			All Schools	On-going	\$0.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	
1	1.17	English Language Arts Curriculum	All	No			Specific Schools: All Elementary Schools K-5	On-going	\$0.00	\$2,300,000.00			\$2,300,000.00		\$2,300,000.00	
1	1.18	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	Homeless Students	No			All Schools	On-going	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00	
2	2.1	At Risk Supervisors	All	No			Specific Schools: Imai, Stevenson, Landels, Vargas, Crittenden, Graham, Mistral, Monta Loma, Theuerkauf and Castro	On-going	\$1,056,073.00	\$0.00			\$1,056,073.00		\$1,056,073.00	

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	\$121,429.00	\$0.00				\$121,429.00	\$121,429.00	
2	2.4	Addressing Suspension Rates - Differentiated Assistance	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.5	Supporting Student Behavior	All Students with Disabilities	No				On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.6	Additional Targeted Support and Improvement	Students with Disabilities, Homeless Students, Hispanic Students	No			Specific Schools: Imai, Landels, Mistral, Graham, Vargas, Castro, Stevenso n, Monta Loma, and Theuerka uf	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.7	Health and Wellness Committee	All	No			All Schools	On-going	\$2,000.00	\$0.00			\$2,000.00		\$2,000.00	
2	2.8	Partnership with School Linked Services	All	No			All Schools	On-going	\$93,000.00	\$100,522.00			\$193,522.00		\$193,522.00	
2	2.9	Student Social Emotional Health - Curriculum	All	No			All Schools	On-going	\$0.00	\$43,000.00			\$43,000.00		\$43,000.00	
2	2.10	Student Social Emotional Health - Counselors	All	No			All Schools	On-going	\$1,822,542.00	\$0.00			\$1,822,542.00		\$1,822,542.00	
2	2.11	Significant Disproportionality	Students with Disabilities Hispanic/Latino	No			All Schools	On-going	\$100,000.00	\$78,486.00				\$178,486.00	\$178,486.00	
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	\$1,051,414.00	\$0.00	\$990,903.00			\$60,511.00	\$1,051,414.00	
3	3.2	Director of Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	\$284,800.00	\$0.00	\$284,800.00				\$284,800.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Equity Seminars	All	No			All Schools	On-going	\$0.00	\$68,000.00		\$68,000.00			\$68,000.00	
3	3.4	Equity Advisory Committee	All	No			All Schools	On-going	\$2,000.00	\$0.00			\$2,000.00		\$2,000.00	
3	3.5	Parent Engagement - Parent University	All	No			All Schools	On-going	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00	
3	3.6	Parent Communication	All	No			All Schools	On-going	\$0.00	\$6,290.00			\$6,290.00		\$6,290.00	
3	3.7	Equity Scorecard	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	3.8	Equitable Access to Choice Schools	Socio-Economically Disadvantaged Students	No			Specific Schools: Stevenson	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	\$416,759.00	\$78,000.00			\$416,759.00	\$78,000.00	\$494,759.00	
4	4.2	Employee Retention and Support	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
4	4.3	Hiring Process	All	No			All Schools	On-Going	\$0.00	\$5,000.00			\$5,000.00		\$5,000.00	
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	\$552,996.00			\$552,996.00		\$552,996.00	
5	5.3	MVWSDConnect	All	No			All Schools	On-going	\$0.00	\$150,000.00			\$150,000.00		\$150,000.00	
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	Flexible Learning Environments	All	No			All Schools	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
5	5.6	Assistant Director of Maintenance, Operations and Transportation	All	No			All Schools	On-going	\$284,701.00	\$0.00			\$284,701.00		\$284,701.00	
6	6.1	Early Literacy Team	All	No			Specific Schools: Castro Elementa	On-going	\$512,955.00	\$0.00		\$512,955.00			\$512,955.00	

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	6.2	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	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		\$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	\$121,749.00	\$0.00			\$121,749.00		\$121,749.00	
6	6.7	New Daily Schedule/Breakfast	All	No			Specific Schools: Castro Elementary	On-going	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
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			\$38,000.00		\$38,000.00	

2024-25 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
53,024,656	3,569,072	6.731%	0.000%	6.731%	\$6,408,117.00	0.000%	12.085 %	Total:	\$6,408,117.00
								LEA-wide Total:	\$6,073,517.00
								Limited Total:	\$334,600.00
								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	\$2,469,160.00	
1	1.5	Response to Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,328,654.00	
1	1.7	Targeted Student Support Funding	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$334,600.00	
3	3.1	School and Community Engagement Facilitators (SCEF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$990,903.00	
3	3.2	Director of Equity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,800.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,087,700.50	\$11,016,651.53

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	\$2,449,232.00	2,234,063
1	1.2	Data Platform - SchoolCity	No	\$38,000.00	38,851.88
1	1.3	iReady Assessment and Instruction	No	\$184,008.00	184,008
1	1.4	Analyze, disaggregate, and report on student achievement data	No	\$0.00	0
1	1.5	Response to Instruction	Yes	\$2,172,357.00	2,195,361
1	1.6	Summer Programming	No	\$396,000.00	592,081
1	1.7	Targeted Student Support Funding	Yes	\$329,800.00	250,000
1	1.8	Director of Equity	Yes	\$275,289.00	285,823
1	1.9	Designated English Language Development	No	\$0.00	0
1	1.10	Designated English Language Development	No	\$100,000.00	72,292
1	1.11	Designated English Language Development	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)
1	1.12	Integrated English Language Development	No	\$30,000.00	13,500
1	1.13	English Language Learners - Newcomers	No	\$469,288.00	289,898
1	1.14	Progress Monitoring	No	\$0.00	0
1	1.15	Co-Teaching	No	\$9,000.00	19,000
1	1.16	Intensive Reading Instruction	No	\$42,417.00	9,722.46
1	1.17	Multi Tiered System of Support	No	\$0.00	0
1	1.18	Equity Seminars	No	\$500.00	0
1	1.19	Addressing Significant Disproportionality	No	\$17,000.00	6,079.04
1	1.20	Dyslexia Plan	No	\$10,000.00	0
1	1.21	Early Literacy Team	No	\$922,018.20	843,133
1	1.22	Course Access	No	\$0.00	0
2	2.1	At Risk Supervisors	No	\$1,088,432.00	906,688

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	No	\$0.00	0
2	2.3	Health Wellness Committee	No	\$2,000.00	2,000
2	2.4	School Linked Services	No	\$193,522.00	193,522
2	2.5	Suspensions	No	\$0.00	0
2	2.6	Student Social Emotional Health	No	\$40,000.00	37,000
2	2.7	Student Social Emotional Health	No	\$0.00	0
2	2.8	Addressing Chronic Absenteeism - Homeless Students	No	\$28,052.00	29,013
2	2.9	Supporting Student Behavior	No	\$0.00	0
3	3.1	School and Community Engagement Facilitators (SCEF)	Yes	\$1,027,773.00	1,019,970
3	3.2	District Equity Advisory Committee	No	\$1,000.00	1,000
3	3.3	Parent Engagement and Parent University	No	\$30,000.00	12,000
3	3.4	Parent Communication	No	\$2,500.00	600
3	3.5	Equity Framework	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	3.6	Equitable Access to Choice Schools	No	\$0.00	0
3	3.7	Staff Input	No	\$0.00	0
4	4.1	Partnership with the Santa Cruz/Silicon Valley New Teacher Project	No	\$450,088.00	452,662
4	4.2	Employee Retention and Support	No	\$110,000.00	0
4	4.3	Professional Development Committee	No	\$2,500.00	0
4	4.4	Hiring Process	No	\$0.00	0
5	5.1	Site walkthroughs by the Director of Maintenance - School Cleanliness	No	\$0.00	0
5	5.2	Technology Devices	No	\$480,682.50	480,682.50
5	5.3	MVWSDConnect	No	\$200,000.00	24,244.65
5	5.4	Equitable Facilities and Resources	No	\$0.00	0
5	5.5	Meals for Students	No	\$0.00	0
5	5.6	Flexible Learning Environments	No	\$0.00	0
5	5.7	Custodial Supervisor - Cleanliness	No	\$114,759.00	45,926
6	6.1	Early Literacy Team Support	No	\$614,678.80	562,088

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	6.2	At Risk Supervisor	No	\$100,375.00	104,656
6	6.3	School and Community Engagement Facilitator	No	\$0.00	0
6	6.4	Wellness Center	No	\$0.00	0
6	6.5	Transitional Kindergarten class at Castro	No	\$156,429.00	110,787

2023-24 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)
3,412,523	\$6,254,451.00	\$5,985,217.00	\$269,234.00	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	\$2,449,232.00	2,234,063		
1	1.5	Response to Instruction	Yes	\$2,172,357.00	2,195,361		
1	1.7	Targeted Student Support Funding	Yes	\$329,800.00	250,000		
1	1.8	Director of Equity	Yes	\$275,289.00	285,823		
3	3.1	School and Community Engagement Facilitators (SCEF)	Yes	\$1,027,773.00	1,019,970		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 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)
51,455,404	3,412,523	0	6.632%	\$5,985,217.00	0.000%	11.632%	\$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:
 - o 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]).
 - o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- o 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.

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.

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.
- 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.

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

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - o **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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.
 - o 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,
 - o 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:
 - o 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\(b\)\(1\) \(California Legislative Information\)](#) 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.
 - o 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:
 - o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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.
 - o 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).
 - o 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.
 - o Indicate the school year to which the baseline data applies.
 - o 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.

- o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.

- o 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.
- o 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.
- o 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.
 - o **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

- 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:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o 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.
- 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.

- 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:
 - o 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.
 - o These required actions will be effective for the three-year LCAP cycle.

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.

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

- o **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.
- o **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).
 - o **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.
 - o **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.

- o 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%).
 - o 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)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o 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)**

- o 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**
 - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o 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**
 - o 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)**
 - o 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 (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o 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)**
 - o 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 %)**

- o 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)**
 - o 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)**
 - o 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)**
 - o 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).

California Department of Education
November 2023