



LCFF Budget Overview for Parents

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

CDS Code: 36-67785-0000000

School Year: 2026-27

LEA contact information:

Skip Elder

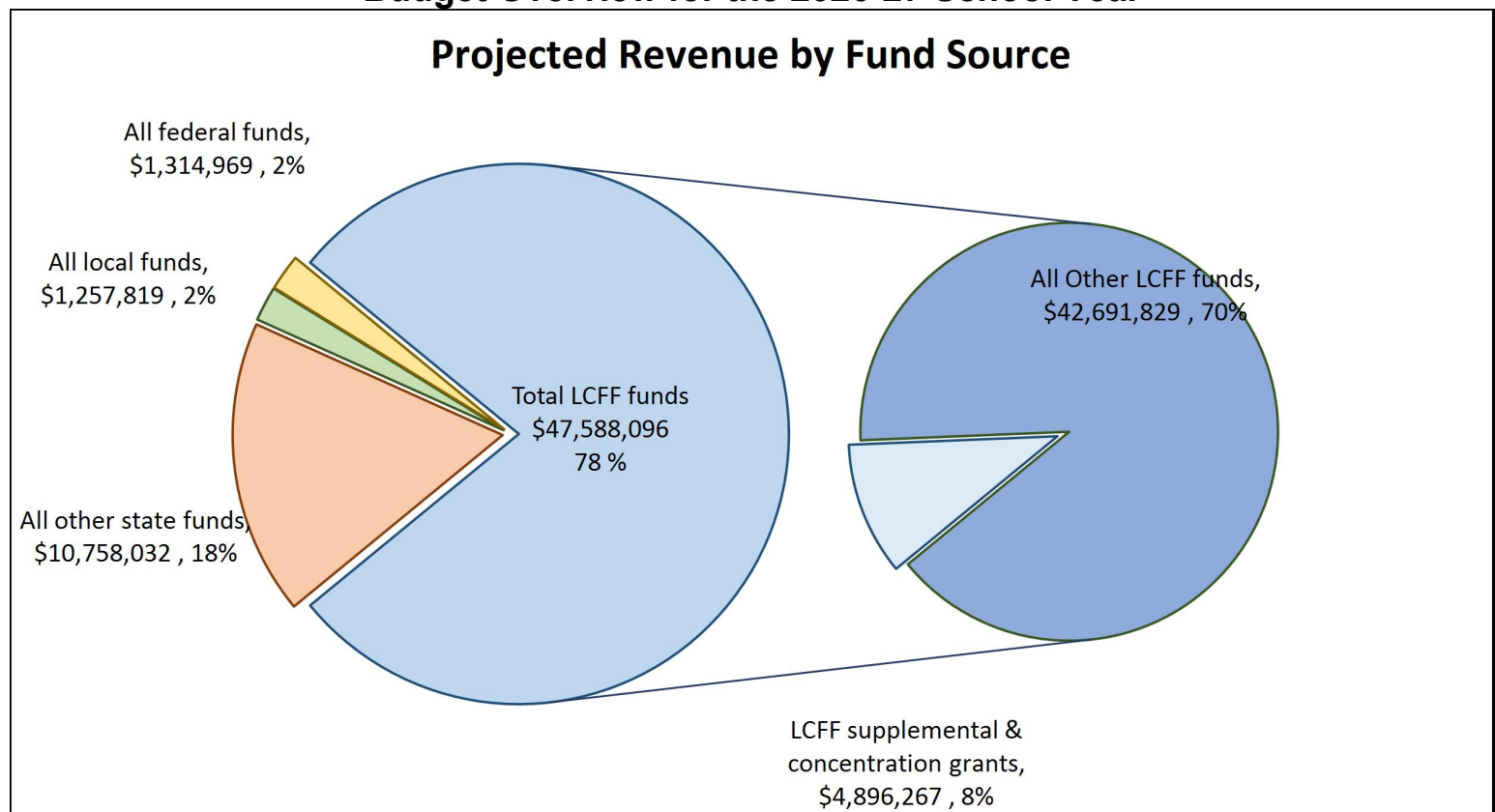
Assistant Superintendent, Educational Services

skip_elder@mvsdk8.org

909-947-2205

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

Budget Overview for the 2026-27 School Year

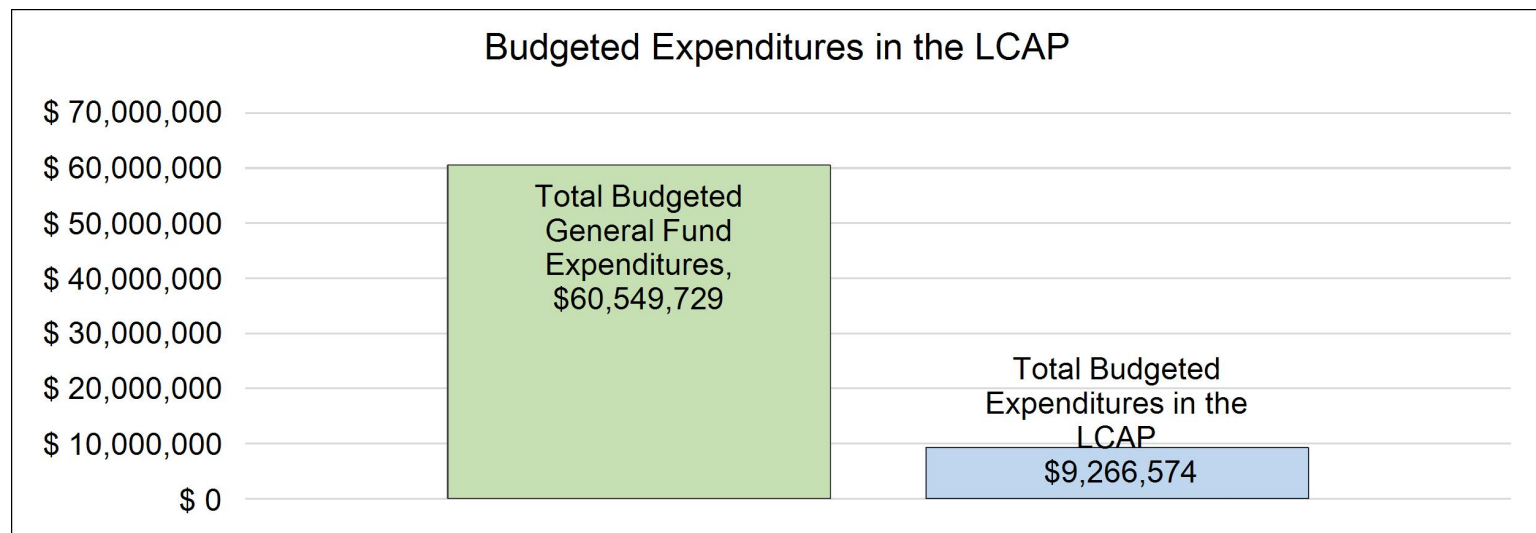


This chart shows the total general purpose revenue Mountain View Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Elementary School District is \$60,918,916, of which \$47,588,096.00 is Local Control Funding Formula (LCFF), \$10,758,032.00 is other state funds, \$1,257,819.00 is local funds, and \$1,314,969.00 is federal funds. Of the \$47,588,096.00 in LCFF Funds, \$4,896,267.00 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 Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View Elementary School District plans to spend \$60,549,729.00 for the 2026-27 school year. Of that amount, \$9,266,574.00 is tied to actions/services in the LCAP and \$51,283,155 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Normal operational costs such as salaries are not included within the Local Control Accountability Plan. In addition most costs related to Special Education are not included in the LCAP. Other costs not included within the LCAP are utilities, maintenance costs, and instructional materials for Math adoption.

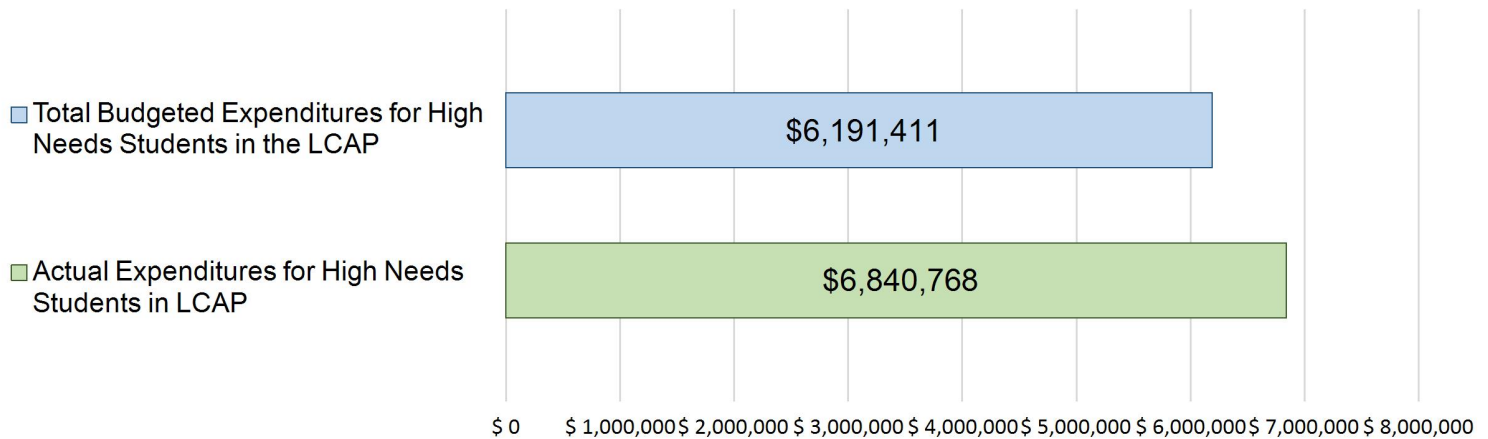
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Mountain View Elementary School District is projecting it will receive \$4,896,267.00 based on the enrollment of Foster Youth, English learner, and low-income students. Mountain View Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Elementary School District plans to spend \$7,377,341.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Mountain View Elementary School District's LCAP budgeted \$6,191,411.00 for planned actions to increase or improve services for high needs students. Mountain View Elementary School District actually spent \$6,840,768.00 for actions to increase or improve services for high needs students in 2025-26.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View Elementary School District	Skip Elder Assistant Superintendent, Educational Services	skip_elder@mvsdk8.org 909-947-2205

Plan Summary [2026-27]

General Information

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

The Mountain View School District is located in the city of Ontario in San Bernardino County. Ontario is at the western end of the county and is close to both Riverside and Los Angeles Counties and approximately 40 miles east of the city of Los Angeles. Our district boundary includes an ongoing construction project of a large master planned community that has brought new homes and families to our area. This has brought the challenge of an unpredictable increasing student population and the need to build new campuses. We will be opening a new elementary campus for the 2026-2027 school year. We previously added a campus for the 2022-2023 school year.

The Mountain View School District is a TK-8 district and students transition to the Chaffey Joint School District for grades 9-12. All of our boundaries are within and served by Colony High School within Chaffey Joint School District.

For the 2026-27 school year, Mountain View will have six campuses which consist of five elementary (TK-6) and one junior high (7-8).

Our current population is 3,450 students, which is a 36% increase from 2019.

Our school sites are:

Creek View Elementary: 547 students

Mountain View Elementary: 598 students

Park View Elementary: 880 students

Ranch View Elementary: 806 students

Grace Yokley Junior High: 619 students

New Haven Elementary: Anticipated to have 750 students in the 26-27 school year

The Mountain View School District forms a community dedicated to the comprehensive well-being of every student. Our collective focus involves ensuring the safety of each child, meeting their individual needs, and delivering a top-tier education. The ongoing mission of the Mountain View School District is to establish a solid foundation for sustained educational excellence among both students and staff. This is achieved by establishing clear objectives and maintaining high expectations within a secure and trusting environment that fosters individual success.

The race/ethnicity of our students are : 55.5% Hispanic, 18.0% Asian, 8.0% White, 8.2% African American, 7.1% Filipino, 2.7% Two or More Races, 0.1% Pacific Islander, 0.2% American Indian, and 0.2% no response.

Our student groups are: 56.4% Socioeconomically Disadvantaged, 13.6% English Learners, 11.9% Students with Disabilities, 1.7% Homeless, and 0.5% Foster Youth. Our LCFF unduplicated count stands at 60.04%. Among our English Learners, 43.8% communicate in Spanish, while 28.0% use Mandarin.

Reflections: Annual Performance

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

The Mountain View School District (MVSD) demonstrated growth and systematic improvement during the 2025-26 school year. According to the 2025 California School Dashboard, the district achieved several critical milestones in academic performance and student achievement. Addressing barriers to attendance remains a primary focus. The district successfully continued its downward trend in Chronic Absenteeism, marking a further reduction of 2.3 percent. This improvement indicates that our targeted intervention strategies are effectively re-engaging students and families. A significant highlight of this year's performance is the movement of our most vulnerable student groups out of the lowest performance tiers. Of the 29 areas previously identified within the Lowest Indicator (Red), 19 groups have successfully improved their outcomes and are no longer in the red category. This shift demonstrates our commitment to narrowing the achievement gap and ensuring equitable support across all indicators.

The district reached a High (Green) status in English Language Arts (ELA) performance. These scores increased by 4.1 points Distance from Standard (DFS), reflecting a consistent upward trajectory in pupil achievement and instructional efficacy. Our Mathematics scores are also improving in the right direction. While we remained at the Yellow level, we saw an increase of 2.0 points DFS in Math. Our students are gaining ground and getting closer to the next indicator.

Our English Learner Progress Indicator (ELPI), which measures how well students are advancing toward English proficiency, shows that our efforts are moving in the right direction. For the district as a whole, our English learners performed in the Medium performance level. Because we maintained our progress from last year, our color band improved from Orange to Yellow. We also saw academic gains for our students who have been classified as Long Term English Learners (LTELs). These students have been in English Language Development programs for several years. In English Language Arts (ELA), LTELs improved by 14.1 points DFS, moving them from Red into the Yellow performance level. In Math, these students grew by 12.8 points DFS, moving them from Red to the Orange performance level. This demonstrates that our LTEL students are making faster progress in their core subjects. While the academic scores are up, the data shows three specific areas where our LTELs need more help to stay on track. In the area of English Proficiency, the ELPI score for this specific group dropped 17.3 percent (Orange), meaning we need to refocus on the specific language skills required to reach full English proficiency. Chronic Absenteeism increased by 1.4 percent, placing this group in the Red performance level. We want to work closely with families to ensure that students are in class every day. The suspension rate for this group rose by 3.4 percent (Orange). We are looking at ways to provide better emotional and social support to keep students who are English learners engaged and in the classroom.

We are seeing some of our most exciting growth within our Homeless Youth and Socioeconomically Disadvantaged student groups. This progress is a direct result of our teachers working together in Professional Learning Communities (PLCs), monthly meetings where they use student data to tailor their teaching to every child's needs. Our students experiencing homelessness showed incredible resilience and academic gains this year. Scores improved in both English (+27.6 points DFS) and Math (+13.6 points DFS), moving both subjects into the Yellow performance level. We saw a major drop in Chronic Absenteeism with an 8.3 percent decrease (Yellow), and the suspension rate also dropped by 2.3 percent, reaching Green status. For the Socioeconomically Disadvantaged student group, we focused on maintaining a stable foundation while looking for ways to push forward. ELA scores declined slightly (-1.2 points DFS), while Math saw a small dip (-2.0 points DFS); both remaining in the Orange category. We saw a healthy 1.6 percent decrease in Chronic Absenteeism (Yellow) and a stable suspension rate (Yellow), increasing 0.1 percent.

MVSD is moving in the right direction focusing on attendance and chronic absenteeism (the percentage of students who are missing 10% or more of school), has declined for another year. We saw a decrease of 2.3 percent, keeping us in the Yellow performance level. While this is great news and shows that our Goal 2 actions are working, we continue to approach pre-pandemic rates. We are committed to continuing this work until every student is in class consistently. Our suspension rate remained steady this year, showing that our school campuses are stable and safe environments. We saw a slight decrease of 0.2 percent, maintaining our Yellow performance level. This stability is attributed to our Goal 3 actions, which focus on Positive Behavior Intervention Supports (PBIS) practices and district counselor support for families and educators. This year focused on refining existing practices to support Chronic Absenteeism and Suspension. By looking at the schools that had the most success with attendance and behavior within each site, we are ensuring all students benefit from best practices.

Specific areas of need, identified as student groups achieving at the Lowest Indicator (Red) on the 2023 California Dashboard, are a focus (shown with the 2024 and 2025 CA School Dashboard updates):

Districtwide-

Academic Indicator-

English Language Arts - Students with Disabilities (Red in 2023, Orange in 2024, Orange in 2025)

Mathematics - Students with Disabilities (Red in 2023, Orange in 2024, Red in 2025)

School Climate-

Suspension Rate - African American (Red in 2023, Red in 2024, Yellow in 2025), Foster Youth (Red in 2023, student group was too small to receive a color in 2024, Red in 2025)

Pupil Engagement-

Chronic Absenteeism - African American (Red in 2023, Yellow in 2024, Red in 2025), Filipino (Red in 2023, Blue in 2024, Green in 2025), Homeless (Red in 2023, Orange in 2024, Orange in 2025)

School Sites- All Student Group showing lowest performance indicator-

Creek View

Pupil Engagement- Chronic Absenteeism (Red in 2023, Yellow in 2024, Yellow in 2025)

Ranch View

Pupil Engagement- Chronic Absenteeism (Red in 2023, Yellow in 2024, Orange in 2025)

Any student group within any school with the lowest performance indicator-

Creek View

Academic Indicator-

English Language Arts - Students with Disabilities (Red in 2023, Orange in 2024, Red in 2025)

Mathematics - Students with Disabilities (Red in 2023, Orange in 2024, Red in 2025)

School Climate-

Suspension Rate - Socioeconomically Disadvantaged (Red in 2023, Green in 2024, Yellow in 2025)

Pupil Engagement-

Chronic Absenteeism - African American (Red in 2023, Yellow in 2024, Red in 2025), English Learners (Red in 2023, Yellow in 2024, Orange in 2025), Hispanic (Red in 2023, Yellow in 2024, Orange in 2025), Socioeconomically Disadvantaged (Red in 2023, Yellow in 2024, Red in 2025), Student with Disabilities (Red in 2023, Yellow in 2024, Orange in 2025)

Mountain View

School Climate-

Suspension Rate - African American (Red in 2023, Red in 2024, Yellow 2025)

Ranch View

Academic Indicator-

English Language Arts - Students with Disabilities (Red in 2023, Red in 2024, Orange In 2025)

Mathematics - Students with Disabilities (Red in 2023, Red in 2024, Red in 2025)

School Climate-

Suspension Rate - African American (Red in 2023, Red in 2024, Yellow in 2025), Socioeconomically Disadvantaged (Red in 2023, Green in 2024, Yellow 2025)

Pupil Engagement-

Chronic Absenteeism - African American (Red in 2023, Orange in 2024, Orange in 2025), Hispanic (Red in 2023, Yellow in 2024, Yellow in 2025), Socioeconomically Disadvantaged (Red in 2023, Yellow in 2024, Yellow 2025), Students with Disabilities (Red in 2023, Red in 2024, Orange in 2025)

Grace Yokley

Academic Indicator-

English Language Arts - Students with Disabilities (Red in 2023, Red in 2024, Red in 2025)

School Climate-

Suspension Rate - African American (Red in 2023, Orange in 2024, Red in 2025), Students with Disabilities (Red in 2023, Green in 2024, Orange in 2025)

Learning Recovery Emergency Block Grant (LREBG) Funds

MVSD has conducted a comprehensive needs assessment utilizing 2025 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, alongside educational partner input and local assessments, to identify critical areas of student need. This analysis informed the district's decision to allocate Learning Recovery Emergency Block Grant (LREBG) funds of \$361,095 over the next two years, beginning in the 2026-27 school year, to prioritize Goal 3, Action 3.3: the addition of district counselor positions. This strategic expansion directly aligns with California Education Code Section 32526(c)(2)(C), which explicitly supports the integration of evidence-based pupil supports, specifically including counseling and mental health services to address social-emotional barriers to learning. While this action specifically targets Goal 3, adding these crucial counselor roles is a foundational investment expected to improve outcomes across all LCAP goals. By fostering a positive campus climate and providing targeted mental health interventions, these additional counselors are expected to decrease suspension rates, combat chronic absenteeism, and ultimately accelerate academic recovery for all students, particularly those facing the greatest challenges. Should additional funding become available, the district will maintain its commitment to prioritizing initiatives that address these vital social-emotional needs and academic gaps.

Action 3.3, partially funded by LREBG funds, introduces targeted socio-emotional interventions through the deployment of counselors who will provide one-on-one counseling, facilitate small group sessions, and implement schoolwide mental health initiatives. By integrating comprehensive support services into the school environment, this initiative aligns with the LREBG allowable use of Integrated Pupil and Staff Supports, ensuring that both students and educators have the necessary resources to address social-emotional and mental health needs. The link between mental health and academic success is well-documented. A 2024 systematic review and meta-analysis published in the Clinical Child and Family Psychology Review demonstrated that school-based psychosocial interventions lead to statistically significant and sustained improvements in student mental health and overall well-being, emphasizing the critical value of reducing barriers to care by offering these supports directly on campus (Clinical Child and Family Psychology Review, 2024). By addressing trauma, improving attendance, and building resilience, this action leverages LREBG funding to integrate mental health and wellness supports directly into the school setting. The implementation of trauma-informed practices, such as social-emotional learning (SEL) strategies, mindfulness techniques, and restorative practices, not only fosters student well-being but also strengthens the capacity of educators to support students

effectively. Additionally, counselors will collaborate with school staff and families to connect students with community-based mental health and social services.

Reflections: Technical Assistance

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

During the 2025-26 school year, MVSD has engaged in a comprehensive approach to address the areas identified for Differentiated Assistance. Based on the 2025 California School Dashboard, the district has seen measurable improvement in the data surrounding our African American student group, which is no longer eligible for Differentiated Assistance. Notably, the suspension rate for this group decreased by 2.2 percent (Yellow). While Chronic Absenteeism maintained at the lowest performance level (Red) for our African American students, all other priority areas demonstrated growth (Yellow).

As a result of this progress, our targeted support will now focus on our Long-Term English Learners (LTEL). The 2025 California School Dashboard identifies LTELs as a student group requiring additional support. Although LTEL students demonstrated positive gains in both English Language Arts and Mathematics, their Chronic Absenteeism maintained at the lowest performance level (Red), and their English Learner Progress Indicator (ELPI) growth declined by 17.3 percent (Orange).

To address the academic and attendance challenges facing our LTEL students, district leaders, site administrators, and teachers have actively participated in Differentiated Assistance meetings in partnership with the San Bernardino County Superintendent of Schools (SBCSS). During this session, the team collaboratively conducted a comprehensive root cause analysis utilizing a continuous improvement Plan-Do-Study-Act (PDSA) cycle.

Through this collaborative effort, the District Improvement Team was rearranged and prioritized the English Learner Progress Indicator (ELPI) as our initial area of focus. As a result of this structured process, a targeted action plan was developed to address these specific concerns, and implementation is currently underway. To support this ongoing work and monitor our progress, a District Coordinator and two site principals are continuing to work closely with an accountability partner from the county office. In addition to our collaborative partnerships, district leadership meetings have focused on analyzing individual site needs and facilitating self-reflection among site administrators. These ongoing discussions reinforce the critical understanding that support for LTEL students must be prioritized early in their elementary educational careers, with the primary goal of achieving reclassification before they transition to junior high school.

To systematically support this goal, we are embedding targeted English learner (EL) strategies directly into the ongoing English Language Arts (ELA) and Mathematics professional development provided by SBCSS staff (Goal 1, Action 1.7). This integrated approach allows teachers and site administrators to deepen their professional practice and more effectively embed both integrated and designated English Language Development (ELD) instruction throughout the school day. Furthermore, to combat Chronic Absenteeism, our teams are implementing a variety of motivational strategies and interventions designed to foster school connectedness and encourage consistent daily attendance. To ensure these initiatives are successfully implemented, site administrators will provide dedicated oversight for a specific set of LCAP action steps tailored to support our LTEL student group. These targeted interventions span across our primary goals, specifically encompassing Goal 1 (Actions 1.2, 1.6, 1.7, 1.10, 1.12, 1.14, and 1.15), Goal 2 (Actions 2.1, 2.3, 2.4, 2.5, and 2.6), and Goal 3 (Actions 3.3, and 3.4). By focusing site-level attention on these precise actions, we aim to systematically address both the academic and attendance needs of our LTEL population.

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 have been identified as 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 have been identified as 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 have been identified as 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
Teachers, Site Administrators, District Administrators representing all schools throughout the district	The District Curriculum Council Meetings were held on September 16, 2025, November 18, 2025, January 13, 2026, and March 24, 2026. Invitations went out via email and dates were included in the Educational Services calendar. The goals of the LCAP were presented and discussed and teachers and administrators were provided discussion time for feedback. Both CAASPP and i-Ready Diagnostic data was shared. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the District Self-Reflection to evaluate district practices.
Teachers, local representatives of bargaining units, Site Administrators, District Administrators, Parents	The district LCAP Community Meeting was held at Park View Elementary School on November 17, 2025 and offered both a morning and an evening meeting. The 2025-26 LCAP was shared. The district reached out to community members to advise of the LCFF/LCAP General Information Meetings thru district and site based communication systems which include a communication app as well as emails and district and site postings on websites. Available data from the previous metrics were shared as well as a reflection of the actions.
District English Learners Advisory Council (DELAC) This council contains parents of English Learners, Teachers, Site Administrators, District Administrators	The district DELAC Meetings were held on October 2, 2025, January 29, 2026, April 23, 2026, and May 26, 2026. Invitations were sent out via email, district app, and website messages. Parents of English learner (EL) students were informed of the program and services available to their students. Specific EL supports and practices were explained and the EL Master Plan was provided. CAASPP and i-

Educational Partner(s)	Process for Engagement
	Ready diagnostic data was shared for both all students and English learner students. The goals of the LCAP were presented, discussed and input was solicited. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the tool to reflect and evaluate district practices.
Educational Partners' Advisory Committee (EPAC) This committee contains parents representing all schools throughout the district (representation from English learners, low-income, students with disabilities, and foster youth), Staff representing all schools throughout the district, district administrators, Union representatives, students representing the junior high	The district LCAP Educational Partners' Advisory Committee (EPAC) took place on October 22, 2025, January 21, 2026, April 15, 2026, and May 26, 2026. This committee is facilitated by the Assistant Superintendent of Educational Services and the Chief Business Official. The LCAP Educational Partners' Advisory Committee is made up of two teachers (one selected by Associated Mountain View Teachers [AMVT] , and one by Mountain View School District [MVSD]), two classified staff (one selected by California Schools Employee Association Chapter 876 [CSEA], and one by MVSD), one district administrator, one site principal, and a total of eight parents, two from each school site. Parents are selected from representational groups: English learner, low-income, foster youth, and students with disabilities. Two students are selected to represent the junior high school. Invitations were sent via email to all committee members and posted on the district website. The agenda covered various topics including Educational Partner Survey results, overview of the California Dashboard including Mountain View data, as well as a discussion of LCFF and the LCAP and the goals and action items. A draft of potential actions were presented and discussion took place to gather input as to what goals and actions should be maintained or adjusted in the 2026-27 LCAP regarding the needs of our students. The Educational Partner Engagement self-reflection tool (part of the Local Performance Indicator) was shared and members utilized the tool to reflect and evaluate district practices. Discussion took place to gather input as to what goals and actions should be maintained or adjusted in the 2026-27 LCAP regarding the needs of our students and how the district can provide support. At the May meeting a draft was presented to the EPAC. No questions were received which resulted in the superintendent not responding in writing.
All Educational Partners	The district administered a survey to students, staff, and community members. This was an electronic survey and was conducted from January 13 through February 13, 2026. This was communicated thru

Educational Partner(s)	Process for Engagement
	district and site based communication systems which included a communication app as well as emails and district and site postings on websites. This survey allowed educational partners to provide feedback on various topics which included, but were not limited to, school climate, parent involvement, and school safety.
Students, District Administrators, Superintendent	A student meeting between the Superintendent, Assistant Superintendent, Coordinator of Academic Supports, Principal, and students (enrolled in Leadership, ASB, and AVID courses) was held on February 4, 2026. The goals of the LCAP were discussed with students. Student input was sought regarding the goals, actions, and services. We also sought feedback on the students' current experience, what is working and what we can improve on. Student feedback is a very important part of our educational partner involvement process and highly valued.
Board of Trustees, All Educational Partners	The Mid-Year Report was shared with the Board of Trustees during a regularly scheduled meeting on February 10, 2026.
Parents (Site PTA, PTO, PTSA), Superintendent	During the 2025-26 school year, site administrators, operating under the Superintendent's direction, regularly shared proposed LCAP goals and actions with PTA/PTO/PTSA organizations. This continuous engagement throughout the year allowed the district to gather immediate input, ensuring that parent feedback was received, reviewed, and addressed in a timely manner.
Site Administrators, District Administrators	The district holds Leadership Meetings twice monthly during the school year with Site and District administrators. These meetings are scheduled at the start of the school year and are included in the administrator's calendars. The meetings contain an ongoing discussion of the LCAP goals and actions that are in place and input about progress and challenges is solicited. Data regarding metrics like CAASPP, i-Ready Diagnostic, chronic absenteeism, and suspension rates are regularly shared. Specific discussions regarding consistency of the LCAP and the School Plan for Student Achievement provide consistency between school and district actions and goals.
Board of Trustees, All Educational Partners	MVSD Board of Trustee meetings are held monthly to provide updates and/or status of the development of the 2026-27 LCAP. These updates include notifications of the upcoming meetings with different committees or public meetings that discuss the LCAP.

Educational Partner(s)	Process for Engagement
	Notifications are sent out by all school sites, the district office, and website. Educational partners may submit comments regarding specific actions and expenditures proposed to be included in the LCAP.
Local SELPA, District Administrators	The West End SELPA reviewed the Mountain View School District's State Performance Plan Indicators (SPPI) and Special Education Plan (SEP) as a contributing member to our LCAP process. Our Director of Student Services also consulted with the West End SELPA Administrator regarding our district's LCAP goals and services for our special education students. This process occurred during May 2026.
Educational Partners Advisory Committee (EPAC) and District English Learner Advisory Council (DELAC)	A draft of the LCAP was presented to EPAC and DELAC on May 26, 2026. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs. No questions were received which resulted in the superintendent not responding in writing.
Board of Trustees, All Education Partners	The 2026-27 LCAP Draft was posted publicly on the district website on June 3, 2026. It is communicated that a hard copy of the LCAP draft is also available in the district office if needed. Both the website posting and hard copy availability were posted at least 72 hours in advance of the June Board of Trustees meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs.
Board of Trustees, All Education Partners	Public hearing held during the Board of Trustees meeting on June 8, 2026. Both the website posting and hard copy availability of the LCAP draft are posted at least 72 hours in advance of the meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs.
Board of Trustees, All Education Partners	The Board of Trustees adopted the 2026-27 LCAP at the regularly scheduled board meeting on June 11, 2026. The Local Indicators were also presented to the Board of Trustees during this meeting. This meeting was communicated thru both district and site communication channels which include site and district communication app, emails, and district and site marquee signs.

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

Collaboration with our educational partners during the LCAP development process provided the district with invaluable insights into student needs. Through meetings, discussions, and surveys, we pinpointed critical focus areas that directly drove the introduction and continuation of specific goals and actions.

Educational partners continued to share their appreciation opportunities to engage in the school community. Specifically, parents feel that campus events, such as visual and performing arts showcases, parent-teacher conferences, informational sessions, and advisory groups like school site councils and district LCAP community meetings, are essential for fostering strong school-to-home connections (Goal 3, Action 3.9).

Community feedback strongly expressed the ongoing need for continued academic intervention for students. In response, the district made the strategic decision to fund paraprofessionals within the classroom setting to provide the necessary, real-time academic support our students require. (Goal 1, Action 1.1)

Educational partners reinforced previous feedback emphasizing the critical need for equitable technology access to support both core and supplemental curricula, particularly for foster youth, English learners, and low-income students. Students, parents, and teachers universally feel that reliable technology access serves as a catalyst for increased student engagement and elevated academic achievement (Goal 1, Actions 1.8 and 1.15; Goal 3, Action 3.6).

Feedback surrounding our English learner (EL) programs also shaped district actions. Parents of EL students expressed gratitude for the proactive communication from site EL Coordinators and the vital classroom assistance provided by dedicated paraeducators (Goal 1, Action 1.6). Simultaneously, discussions regarding long-term English learners reinforced previous feedback highlighting the necessity of refining our action plan to equip teachers with specialized resources and training (Goal 1, Action 1.15). Parents also noted that ongoing technology support remains essential to ensure EL students can seamlessly access the curriculum from home (Goal 3, Action 3.6).

Educational partners expressed the importance of accessible campus resources. Parents and students feel that school libraries act as indispensable hubs for independent reading, particularly bridging the gap for families who face logistical barriers to accessing community libraries. Teachers echo this sentiment, affirming that campus libraries are foundational to building the independent reading skills required to meet grade-level comprehension goals (Goal 3, Action 3.5).

Beyond the classroom, educational partners continued to share the profound value of extracurricular enrichment. Students emphasized that athletics, clubs, and the Jump Start junior high summer program foster a vital sense of belonging, cultivate school pride, and maintain their connection to the campus community year-round (Goal 2, Actions 2.3, 2.4, and 2.5).

Authentic student voices were instrumental in evaluating campus climate initiatives. Students candidly reported inconsistencies in the implementation of Positive Behavioral Interventions and Supports (PBIS) strategies, notably at the junior high level. Because educational partners strongly feel that uniform behavioral expectations are the bedrock of a safe and supportive learning environment, Goal 3, Action 3.1 reaffirms the district's commitment to standardizing and strengthening PBIS implementation across all grade levels.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ensure all students, including English learners and all other identified student groups, demonstrate academic growth and proficiency to leave each grade meeting or exceeding standards by aligning student learning to state-adopted standards to promote exemplary teaching and learning.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is formulated based on input gathered through consultations with educational partners, in addition to an analysis of CAASPP data and the corresponding Academic Performance Indicators on the California Dashboard. The district's 2025 CAASPP ELA scores are +3.3 DFS for all students, while it is -22.9 DFS for English learners, -90.2 DFS for foster youth, and -18.4 DFS for low-income students. The district's 2025 CAASPP Math scores are -24.1 DFS for all students, while it is -29.3 DFS for English learners, -125.2 DFS for foster youth, and -46.2 DFS for low-income students. This indicates a gap between our all student category and our English learners, foster youth and low-income students. The goal establishes a direct connection between academic performance on the Dashboard and the metrics, services, and outcomes specified in the LCAP. Given that the academic achievement of our students is a paramount concern, we utilize a blend of state and local assessment data as a metric to assess growth. Aligning our goals with the Dashboard not only underscores our commitment to state priorities but also enables staff and educational partners to track progress effectively.

The metrics associated with this goal are organized cohesively to offer a comprehensive evaluation, indicating that students are progressing towards the overarching objective of ensuring that all students, including English learners and other identified student groups, exhibit academic growth and proficiency. This involves aligning student learning with state-adopted standards to promote exemplary teaching and learning. The corresponding actions are grouped to provide diverse academic supports, addressing the individual needs and learning styles of students. It is the cumulative impact of these actions that shapes a comprehensive program enabling students to demonstrate academic growth and proficiency. These actions include intervention programs meant to address the needs of low performing students and prioritized and directed to primarily meet the academic needs of English learner, foster youth, and low-income students. This intervention will include a heavy emphasis on phonics for the lower grades and fluency and comprehension for the upper grades.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Implementation of State Standards	Survey Results (from February 2024 Implementation of State Standard Survey results) - ELA - 100% of teachers at full implementation, ELD - 83.7% of teachers at full implementation, Math - 100% of teachers at full implementation, History/Social Science - 68.5% of teachers at full implementation, Science - 66.7% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA 75% of teachers at full implementation	Survey Results (from February 2025 Implementation of State Standard Survey results) - ELA - 97.3% of teachers at full implementation, ELD - 75.6% of teachers at full implementation, Math - 97.3% of teachers at full implementation, History/Social Science - 71.9% of teachers at full implementation, Science - 63.6% of teachers at full implementation, PE - 89.7% of teachers at full implementation, VAPA 70.0% of teachers at full implementation	Survey Results (from February 2026 Implementation of State Standard Survey results) - ELA - 91.7% of teachers at full implementation, ELD - 74.6% of teachers at full implementation, Math - 97.2% of teachers at full implementation, History/Social Science - 81.9% of teachers at full implementation, Science - 73.6% of teachers at full implementation, PE - 89.7% of teachers at full implementation, VAPA 86.2% of teachers at full implementation	ELA - 90% of teachers at full implementation, ELD - 90% of teachers at full implementation, Math - 90% of teachers at full implementation, History/Social Science - 90% of teachers at full implementation, Science - 90% of teachers at full implementation, PE - 90% of teachers at full implementation, VAPA 90% of teachers at full implementation	ELA 8.3% decrease difference of teachers at full implementation ELD 9.1% decrease difference of teachers at full implementation Math 2.8% decrease of teachers at full implementation History/Social Science +13.4% difference of teachers at full implementation Science 6.9% increase difference of teachers at full implementation PE 0.3% decrease difference of teachers at full implementation VAPA 11.2% increase of teachers at full implementation
1.2	CAASPP ELA - District Distance from Standard (DFS)	CAASPP ELA (CA School Dashboard 2023) ALL -0.8 points DFS (Yellow)	CAASPP ELA (CA School Dashboard 2024) ALL -0.8 points DFS (Yellow)	CAASPP ELA (CA School Dashboard 2025) ALL +3.3 points DFS (Green)	CAASPP ELA ALL +9 points DFS EL -4 points DFS	CAASPP ELA ALL +4.1 points difference DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -22.7 points DFS (Orange) SED -17.2 points DFS (Orange) FY -80.6 points DFS (No Performance Color, small group size) LTEL (2024 Dashboard) -78.7 points DFS (Red) SWD -94.6 points DFS (Red)	EL -21.6 points DFS (Orange) SED -18.7 points DFS (Orange) FY -91.8 points DFS (No Performance Color, small group size) LTEL (2024 Dashboard) -78.7 points DFS (Red) SWD -90.5 points DFS (Orange)	EL -22.9 points DFS (Orange) SED -18.4 points DFS (Orange) FY -90.2 points DFS (No Performance Color, small group size) LTEL -64.6 points DFS (Yellow) SWD -85.9 points DFS (Orange)	SED 0 points DFS FY -50 points DFS LTEL -30 points DFS SWD -85 DFS	EL -0.2 points difference DFS SED -1.2 points difference DFS FY -9.6 points difference DFS LTEL +14.1 points difference DFS SWD +8.7 points difference DFS
1.3	CAASPP ELA - School and Student Group Distance from Standard (DFS)	CAASPP ELA (CA School Dashboard 2023) Creek View SWD -118.2 points DFS (Red) Ranch View SWD -104.0 points DFS (Red) Grace Yokley SWD -95.5 points DFS (Red) LTEL (2024 Dashboard) -90 points DFS (Red)	CAASPP ELA (CA School Dashboard 2024) Creek View SWD -96.5 points DFS (Orange) Ranch View SWD -118.5 points DFS (Red) Grace Yokley SWD -101.1 points DFS (Red) LTEL -90 points DFS (Red)	CAASPP ELA (CA School Dashboard 2025) Creek View SWD -97.3 points DFS (Red) Ranch View SWD -102.2 points DFS (Orange) Grace Yokley SWD -115.1 points DFS (Red) LTEL -74.5 points DFS (Orange)	CAASPP ELA Creek View SWD -100 points DFS Ranch View SWD -92 points DFS Grace Yokley SWD -83 points DFS LTEL -70 points DFS	CAASPP ELA Creek View SWD +20.9 points difference DFS Ranch View SWD +1.8 points difference DFS Grace Yokley SWD -19.6 points difference DFS LTEL +15.5 points difference DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP Math - District Distance from Standard (DFS)	CAASPP Math (CA School Dashboard 2023) ALL -35.2 points DFS (Yellow) EL -41 points DFS (Yellow) SED -54.9 points DFS (Yellow) FY -104.4 points DFS (No Performance Color, small group size) LTEL (2024 Dashboard) -116.2 points DFS (Red) SWD -119.8 points DFS (Red)	CAASPP Math (CA School Dashboard 2024) ALL -26.1 points DFS (Yellow) EL -31.6 points DFS (Yellow) SED -44.2 points DFS (Yellow) FY -119.5 points DFS (No Performance Color, small group size) LTEL (2024 Dashboard) -116.2 points DFS (Red) SWD -115.9 points DFS (Orange)	CAASPP Math (CA School Dashboard 2025) ALL -24.1 points DFS (Yellow) EL -29.3 points DFS (Orange) SED -46.2 points DFS (Orange) FY -125.2 points DFS (No Performance Color, small group size) LTEL -103.4 points DFS (Orange) SWD -118.3 points DFS (Red)	CAASPP Math ALL -20 points DFS EL -25 points DFS SED -40 points DFS FY -80 DFS LTEL -65 points DFS SWD -100 points DFS	CAASPP Math ALL +11.1 points difference DFS EL +11.7 points difference DFS SED +8.7 points difference DFS FY -20.8 points difference DFS LTEL +12.8 points difference DFS SWD +1.5 points difference DFS
1.5	CAASPP Math - School and Student Group Distance from Standard (DFS)	CAASPP Math (CA School Dashboard 2023) Creek View SWD -141.3 points DFS (Red) Ranch View SWD -112.4 points DFS (Red)	CAASPP Math (CA School Dashboard 2024) Creek View SWD -112.6 points DFS (Orange) Ranch View SWD -124.6 points DFS (Red)	CAASPP Math (CA School Dashboard 2025) Creek View SWD -97.3 points DFS (Red) Ranch View SWD -128.5 points DFS (Red)	CAASPP Math Creek View SWD -120 points DFS Ranch View SWD -92 points DFS Grace Yokley	CAASPP Math Creek View SWD +44.0 points difference DFS Ranch View SWD -16.1 points difference DFS Grace Yokley

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grace Yokley (CA Dashboard 2024) LTEL -116.3 points DFS (Red)	Grace Yokley LTEL -116.3 points DFS (Red)	Grace Yokley LTEL -110.8 points DFS (Orange)	LTEL -80 points DFS (Red)	LTEL +5.5 points difference DFS
1.6	English Learner Proficiency Indicator (ELPI) (students who make progress toward English proficiency based on the English Language Proficiency Assessment for California (ELPAC))	ELPI Progress (CA School Dashboard 2023) EL- 58.3% LTEL- (2024 Dashboard) 69.6%	ELPI Progress (CA School Dashboard 2024) EL- 47.3% LTEL- 64.0%	ELPI Progress (CA School Dashboard 2025) EL- 45.7% LTEL- 46.7%	ELPI Progress EL - 65% LTEL - 60%	ELPI Progress EL -12.6% difference LTEL -22.9% difference
1.7	English Learner Reclassification Rate	English Learner (Local Data-Synergy SIS and ELlevation for school year 2022-23) Reclassification Rate of 4.5%	English Learner (Local Data-Synergy SIS and ELlevation for school year 2023-24). Reclassification Rate of 7.2%	English Learner (Local Data-Synergy SIS and ELlevation for school year 2024-25). Reclassification Rate of 16.1%	English Learner Reclassification Rate of 10%	English Learner Reclassification Rate 11.6% difference
1.8	i-Ready Winter Diagnostic Growth Rate Results for Reading	i-Ready Winter Diagnostic Growth Rate (results from December 2023 Diagnostic #2) for Reading- 61% of Annual Growth Expectation	i-Ready Winter Diagnostic Growth Rate (results from December 2024 Diagnostic #2) for Reading- 55% of Annual Growth Expectation	i-Ready Winter Diagnostic Growth Rate (results from December 2025 Diagnostic #2) for Reading- 45% of Annual Growth Expectation	i-Ready Winter Diagnostic Growth Rate for Reading- 45% of Annual Growth Expectation	i-Ready Winter Diagnostic Growth Rate for Reading: 16% below difference of Annual Growth Expectation from Baseline, but is equal to the annual expectation of 45%
1.9	i-Ready Winter Diagnostic Growth Rate Results for Mathematics	i-Ready Winter Diagnostic Growth Rate (results from December 2023 Diagnostic #2) for Mathematics- 47% of	i-Ready Winter Diagnostic Growth Rate (results from December 2024 Diagnostic #2) for	i-Ready Winter Diagnostic Growth Rate (results from December 2025 Diagnostic #2) for	i-Ready Winter Diagnostic Growth Rate for Mathematics- 45%	i-Ready Winter Diagnostic Growth Rate for Math: 6% above difference of Annual Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Annual Growth Expectation	Mathematics- 55% of Annual Growth Expectation	Mathematics- 53% of Annual Growth Expectation	of Annual Growth Expectation	Expectation from Baseline, and exceeds annual expectation of 45% by 8%
1.10	i-Ready Diagnostic Annual Growth Rate Results for Reading (Discovery Center Intervention Students)	i-Ready Diagnostic Growth Rate (results from December 2023 Diagnostic #2 and March Diagnostic #3) ELA- Diagnostic #2 Growth for Discovery: 52% of Annual Growth Expectation Diagnostic #3 Growth for Discovery: 84% of Annual Growth Expectation	i-Ready Diagnostic Growth Rate (results from December 2024 Diagnostic #2 and March Diagnostic #3) ELA- December 2024 Diagnostic #2 Growth for Discovery: 54.5% of Annual Growth Expectation Diagnostic #3 Growth for Discovery: 83.5% of Annual Growth Expectation	i-Ready Diagnostic Growth Rate (results from December 2025 Diagnostic #2 and March Diagnostic #3) ELA- December 2025 Diagnostic #2 Growth for Discovery: 41.7% of Annual Growth Expectation Diagnostic #3 Growth for Discovery: 74% of Annual Growth Expectation	i-Ready Diagnostic Growth Rate (December, March): ELA- Diagnostic #2 Growth for Discovery: 45% of Annual Growth Expectation Diagnostic #3 Growth for Discovery: 85% of Annual Growth Expectation	i-Ready Diagnostic Growth Rate (December, March): ELA- Diagnostic #2 Growth for Discovery: -10.3% difference of Annual Growth Expectation Diagnostic #3 Growth for Discovery: -10% difference of Annual Growth Expectation
1.11	CAST (California Science Test) - District 5th and 8th grade students	CAST (CDE CAST Results from Spring 2023) ALL - 29.7% Met/Exceeded Standard SED - 23.8% Met/Exceeded Standard	CAST (CDE CAST Results from Spring 2024) ALL - 33.4% Met/Exceeded Standard	CAST (CDE CAST Results from Spring 2025) ALL - 35.7% Met/Exceeded Standard	CAST ALL - 38% Met/Exceeded Standard SED - 32% Met/Exceeded Standard	CAST ALL +6.0% difference Met/Exceeded Standard SED +4.5% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL - 1.5% Met/Exceeded	SED - 24.8% Met/Exceeded Standard EL - 5.6% Met/Exceeded	SED - 28.3% Met/Exceeded Standard EL - 9.7% Met/Exceeded	EL - 10% Met/Exceeded	Met/Exceeded Standard EL +8.2% difference Met/Exceeded
1.12	Student Performance on CAASPP ELA and Math- Junior High	CAASPP (CA School Dashboard 2023) GYS ELA ALL +3.5 points DFS (Green) EL -26.4 points DFS (Yellow) SED -5 points DFS (Green) FY (No Performance Color, small group size) LTEL (2024 Dashboard) -90 points DFS (Red) Math ALL -46.9 points DFS (Yellow) EL -65.8 points DFS (Yellow) SED -70.6 points DFS (Yellow) FY (No Performance Color, small group size) LTEL (2024 Dashboard) -116.3 points DFS (Red)	CAASPP (CA School Dashboard 2024) GYS ELA ALL +6.4 points DFS (Yellow) EL -22.5 points DFS (Yellow) SED -13.9 points DFS (Orange) FY (No Performance Color, small group size) LTEL -90 points DFS (Red) Math ALL -34 points DFS (Yellow) EL -52.2 points DFS (Yellow) SED -57.6 points DFS (Yellow) FY (No Performance Color, small group size)	CAASPP (CA School Dashboard 2025) GYS ELA ALL +6.9 points DFS (Yellow) EL -40 points DFS (Orange) SED -11.2 points DFS (Orange) FY (No Performance Color, small group size) LTEL -74.5 points DFS (Orange) Math ALL -37.3 points DFS (Orange) EL -62.3 points DFS (Orange) SED -58.1 points DFS (Orange) FY (No Performance Color, small group size)	CAASPP For GYS GYS ELA ALL +10 points DFS EL -10 points DFS SED +5 points DFS LTEL -70 points DFS Math ALL -25 points DFS EL -40 points DFS SED -50 points DFS LTEL -80 points DFS	CAASPP For GYS GYS ELA ALL +3.4 points difference DFS EL -13.6 points difference DFS SED -6.2 points difference DFS LTEL +15.5 points difference DFS Math ALL +9.6 points difference DFS EL +3.5 points difference DFS SED +12.5 points difference DFS LTEL +5.5 points difference DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			LTEL -116.3 points DFS (Red)	LTEL -110.8 points DFS (Orange)		

Goal Analysis [2025-26]

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

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

1.1 ELA Intervention During the School Day (Discovery Center for Grades 1-4) - This action was partially implemented. The Teachers on Special Assignment (TOSAs) were successfully staffed at three of the four elementary schools to provide targeted supports for students in grades 1-4. Due to budget constraints, one site replaced their TOSA with paraeducators to push into the classrooms during reading intervention. These services included push-in classroom support and pull-out intervention utilizing the core curriculum and evidence-based strategies, specifically Orton-Gillingham and Heggerty. However, full implementation was disrupted by a district-wide shortage of substitute teachers. Consequently, TOSAs were periodically reassigned to provide coverage for vacant classrooms, resulting in the cancellation of scheduled intervention services.

1.2 ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8) - This action was fully implemented. Two sessions of ELA Academy were successfully integrated into the master schedule, one section for 7th grade and one for 8th. Offered during the elective period, this course provided students with targeted, supplemental intervention designed to assist them in meeting grade-level ELA standards. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.3 Math Intervention After School (Grades 2-6) - This action was fully implemented. Two 10-week sessions were successfully offered and fully implemented at all elementary schools. In response to this high level of engagement and success, the district expanded the program to offer more instructional sessions than originally planned.

1.4 Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8) - This action was fully implemented. Two sessions of Math Academy continued to be successfully integrated into the master schedule; one for the 7th grade and one for 8th grade. Offered during the elective period to remove barriers to access, this course provided targeted, supplemental intervention designed to assist English learners, foster youth, and socioeconomically disadvantaged students in meeting grade-level mathematics standards. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.5 NGSS Lab Supplies - This action was fully implemented. Funds were successfully allocated to all school sites to facilitate the procurement of both consumable and non-consumable science materials. These supplies were essential for supporting hands-on instruction and laboratory experiments aligned with the Next Generation Science Standards (NGSS). There were no substantive differences in between the planned scope of services and the actual implementation of this action.

1.6 English Learner Support - This action was fully implemented. The District maintained the existing staffing structure, providing one EL Coordinator and support paraeducators at every school campus. As this was a continuation of services with incumbent staff, there were no recruitment challenges or service disruptions. These staff members provide direct support to the English learner (EL) program. Additionally, Rosetta Stone licenses were provided to English learners requiring supplemental support to build basic language fluency. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.7 English Language Arts and Mathematics Professional Staff Development - This action was partially implemented. The District provided a training series on i-Ready, Educational Technology, and English learner language acquisition strategies. Additionally, the Director of Student Services and Coordinator of Child Welfare and Attendance provided consultation and training on the Multi-Tiered System of Supports (MTSS), Behavior Intervention Plans (BIPs), and Individualized Education Plans (IEPs). However, the implementation of release-time training for Mathematics and English Language Arts (ELA) was hindered by a shortage of substitute teachers. While the District continued to offer these trainings throughout the year, participation varied due to daily substitute availability. This operational constraint resulted in a difference in the number of teachers trained compared to the original plan.

1.8 Educational Software Programs - This action was fully implemented. A comprehensive suite of supplementary software programs, including Zingy Science and BrainPop, was successfully deployed to school sites. These digital resources were utilized to reinforce the core curriculum, providing students with interactive tools to assist in mastering grade-level standards. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.9 Collaboration Opportunities with other junior high schools and/or Colony High School - This action was fully implemented. Junior high math teachers were provided release time to collaborate with the Math Department at Colony High School, the destination for the District's matriculating students. This vertical articulation allowed teachers to observe high school instruction and align pedagogical expectations to better support the transition to 9th grade. This coordinated release time was essential to the action's success because Colony High School operates under a separate Local Education Agency (LEA), formal collaboration structures were required to bridge the gap between the two districts. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.10 Professional Learning Communities - This action was fully implemented. Teachers were provided their regular monthly release time to facilitate grade-level collaboration. During these sessions, teams utilized student performance data in Math and ELA/Reading to inform instructional planning. A key focus of this collaboration was the analysis of data for unduplicated students, specifically English learners, foster youth, and socioeconomically disadvantaged students, to ensure instructional strategies were targeted to meet their unique needs. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.11 Paraeducator Support for Students with Disabilities - This action was fully implemented as planned. Paraeducator support was successfully aligned and delivered to students in strict alignment with the specifications outlined in their Individualized Education Programs (IEPs). To ensure the Least Restrictive Environment (LRE) and appropriate level of support, services were provided via both push-in (classroom-based) and pull-out models, contingent upon the unique needs of each student. There were no substantive differences between the planned scope of services and the actual implementation of this action.

1.12 Homework Club After School (Grades 2-8) - This action was partially implemented. At the junior high level, the action was fully implemented; "Panther Prep" was consistently provided three days a week throughout the school year using a drop-in model. All elementary

campuses provided two 10-week sessions (Fall and Spring); however, fewer sessions were provided than originally anticipated based on school interest and need.

1.13 Supplemental Writing Program Implementation (K-6) - This action was fully implemented. Following the research and pilot phase in 2022-23 school year, the District purchased the curriculum and conducted training in August 2023. The program was fully deployed across all K-6 classrooms during the 2023-24 school year, supported by principals and ELA Teachers on Special Assignment (TOSAs). Currently, the implementation focus has shifted to refinement and fidelity. While the resources and training were provided as planned, ensuring consistent application of the new methodology by all teachers remains an ongoing priority.

1.14 ELA Intervention After School (Grades 5-6) - This action was fully implemented. The action was effective: students received targeted support in grammar, spelling and reading comprehension, with specific instructional focus areas determined by outcomes from the i-Ready Diagnostic.

1.15 Curriculum Support and training for ELs and LTELs (Long Term English learners) - This action was fully implemented. In July 2025, an optional, third-party training was offered to all teachers before the school year began. Because this professional development was optional, a primary challenge was that not all teachers attended. To address this, Integrated ELD strategies for EL and LTEL students were embedded in training offered throughout the school year in topics such as English/Language Arts and Mathematics. Support and consultation was offered by site admin, TOSAs, and EL Coordinators.

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: Changes due to changes in personnel from the original budgeted personnel, one position was vacated and was left unfilled. The services provided remained unchanged.

Action 1.3: Additional offerings were provided resulting in increased costs.

Action 1.6: Additional staffing cost increases, full services were provided to the students.

Action 1.8: Cost of software programs have increased above original projections.

Action 1.11: Additional staffing cost increases, full services were provided to the students.

Action 1.12: Fewer sessions were provided than anticipated based on school interest and need.

Action 1.15: Cost per participant to attend was greater than originally projected.

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

Action 1.1: ELA Intervention During the School Day (Discovery Center for Grades 1-4) - Data indicates the Discovery Center intervention had partial and inconsistent effectiveness this year, falling short of its historical impact. Districtwide CAASPP ELA performance (Metric M1.2)

showed stagnation for English learners (-0.2 points DFS) and a slight decline for socioeconomically disadvantaged students (-1.2 points DFS). Site-level data (Metric M1.3) revealed significant variance among students with disabilities, with Creek View showing strong improvement (+20.9 points DFS) compared to a marginal increase at Ranch View (+1.8 points DFS). Furthermore, program-specific tracking (Metric M1.10) underscored this underperformance, with only 41.7% of participating students meeting annual growth expectations in December and 74% by March.

Action 1.2: ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8) - The ELA Academy demonstrated partial effectiveness this year, successfully supporting the general student population while highlighting a need for targeted interventions among specific student groups. District-wide ELA performance (Metric M1.2) improved by +4.1 points Distance from Standard (DFS), and 45% of students met Winter Diagnostic growth expectations, successfully achieving the district target (Metric M1.8). However, junior high data (Metric M1.12) reveals a performance gap: while all students improved (+3.4 points DFS), English learners declined (-13.6 points DFS) and socioeconomically disadvantaged students dropped (-6.2 points DFS). Moving forward, this action will require additional, specialized strategies to effectively support EL and SED students at the junior high level.

Action 1.3: Math Intervention After School (Grades 2-6) - This action proved highly effective overall, successfully narrowing achievement gaps and exceeding district targets. As shown in Metric M1.9, 53% of students met Winter Diagnostic growth expectations, surpassing the 45% goal. Metric M1.4 further highlighted substantial gains for all students (+11.1 points DFS), English learners (+11.7 points DFS), Long-Term English Learners (+12.8 points DFS), and socioeconomically disadvantaged students (+8.7 points DFS). However, performance declined foster youth (-20.8 points DFS), though the latter may be influenced by a small sample size. Moving forward, the district will maintain this successful intervention while exploring additional, targeted supports specifically designed for foster youth.

Action 1.4: Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8) - The Math Academy demonstrated exceptional effectiveness this year, driving strong math acceleration across most student groups, particularly at the junior high level. Overall district performance (Metric M1.4) showed significant gains for all students (+11.1 points DFS), English learners (+11.7 points DFS), Long-Term English Learners (+12.8 points DFS), socioeconomically disadvantaged students (+8.7 points DFS), and students with disabilities (+1.5 points DFS). This success was echoed in junior high-specific data (Metric M1.12), where all students improved (+9.6 points DFS), English learners (+3.5 points DFS), and socioeconomically disadvantaged students (+12.5 points DFS). Furthermore, the program exceeded diagnostic targets (Metric M1.9), with 53% of students meeting growth expectations. Despite these broad successes, performance declined for foster youth (-20.8 points DFS), indicating a need for targeted interventions to better support these specific populations moving forward.

Action 1.5: NGSS Lab Supplies - This action demonstrated positive effectiveness, as hands-on materials successfully supported science learning across student groups. MVSD has experienced growth in all students (increased 6% Met/Exceeded), socioeconomically disadvantaged students (increased 4.5%), and English learner (increased 8.2%).

Action 1.6: English Learner Support - This action demonstrated mixed effectiveness for English learners. While academic achievement was maintained (Metric M1.2: -0.2 points DFS) and the reclassification rate saw a significant jump from 4.5% to 16.1% (Metric M1.7), progress toward English proficiency declined. Specifically, the English Learner Progress Indicator (Metric M1.6) dropped from 58.3% to 45.7%. Although current supports effectively boost reclassification and maintain academic standing, the district will enhance these services to better accelerate language acquisition, particularly for newcomer English learners and LTELs.

Action 1.7: English Language Arts and Mathematics Professional Staff Development - Professional development demonstrated variable effectiveness this year, largely due to a substitute teacher shortage that impacted delivery. Consequently, implementation rates (Metric M1.1) declined across some subjects, including ELA (-8.3%), ELD (-9.1%), Math (-2.8%), and PE (-0.3%) while Science (+6.9%), VAPA (+11.2%), and History/Social Science are showing improvement (+13.4%).

Despite these implementation challenges, academic outcomes were mixed. In ELA (Metrics M1.2 and M1.3), all students (improved by +4.1 points DFS) and English learners maintained baseline (-0.2 points DFS), while socioeconomically disadvantaged (-1.2 points DFS) and foster youth (-9.6 points DFS) declined. Site-level ELA performance for students with disabilities (SWD) fluctuated widely (Creek View: +20.9; Ranch View: +1.8; Grace Yokley: -19.6). Conversely, Math performance (Metrics M1.4 and M1.5) showed strong district-wide gains for all students (+11.1 points DFS), English learners (+11.7 points DFS), and socioeconomically disadvantaged students (+8.7 points DFS), though foster youth declined (-20.8 points DFS). Math site-level data also varied, with Creek View SWD increased (+44.0 points DFS) and Grace Yokley Long-Term English learners improving (+5.5 points DFS), while Ranch View SWD decreased (-16.1 points DFS). Moving forward, the district will explore alternative professional development models to ensure consistent teacher training and implementation fidelity.

Action 1.8: Educational Software Programs - Educational software programs demonstrated strong effectiveness across multiple measures this year, proving particularly impactful in mathematics and science. In Math (Metrics M1.4 and M1.5), the software drove district-wide gains for all students (+11.1 points DFS), English learners (+11.7 points DFS), socioeconomically disadvantaged (+8.7 points DFS), and students with disabilities (+1.5 points DFS), highlighted by a site-level increase for Creek View SWD (+44.0 points DFS). Science CAST scores (Metric M1.11) also improved across the board: 35.7% of all students Met/Exceeded Standard, 28.3% of socioeconomically disadvantaged students Met/Exceeded Standard, and 9.7% of English learners Met/Exceeded Standard.

While ELA performance (Metrics M1.2 and M1.3) saw district-wide gains for all students (+4.1 points DFS) and SWD (+8.7 points DFS), results were more mixed among subgroups. English learners maintained baseline (-0.2 points DFS), but socioeconomically disadvantaged (-1.2 points DFS) and foster youth (-9.6 points DFS) saw declines. Site-level ELA results also varied widely, ranging from significant growth for Grace Yokley Long-Term English learners (+14.1 points DFS) to a sharp decline for Grace Yokley SWD (-19.6 points DFS). Ultimately, these digital tools effectively support cross-content learning, though targeted adjustments are needed for specific subgroups in ELA.

Action 1.9: Collaboration Opportunities with Colony High School - The implemented actions and services to support vertical alignment have proven highly effective for mathematics preparation across the district, though the data indicates a critical need to expand collaborative practices to better support English Language Arts (ELA) outcomes. District-wide CAASPP Math results (Metric M1.4) demonstrate strong, broad-based gains; all students improving (+11.1 points DFS), English learners (+11.7 points DFS), and socioeconomically disadvantaged students (+8.7 points DFS). Junior high math performance (Metric M1.12) at Grace Yokley further highlights this effectiveness, revealing exceptional gains for all students (+9.6 points DFS), socioeconomically disadvantaged students (+12.5 points DFS), and English learners (+3.5 points DFS).

In ELA, the effectiveness of current supports is mixed. While Long-Term English Learners (LTELs) achieved significant growth (+15.5 points DFS) and all students group maintained modest gains (+3.4 points DFS), specific subgroups experienced notable declines at the junior high level (Metric M1.12). Specifically, English Learners declined (-13.6 points DFS), and socioeconomically disadvantaged students declined (-6.2 points DFS). Ultimately, while current vertical alignment strategies are driving strong mathematics achievement, these targeted ELA

declines and mixed school-site outcomes reveal that adjustments are necessary to ensure equitable, district-wide success across all subjects.

Action 1.10: Professional Learning Communities - Professional Learning Communities (PLCs) demonstrate strong overall effectiveness in supporting data-driven instruction, particularly in mathematics, though site-level inconsistencies indicate a need for an enhanced focus on literacy strategies. District-wide CAASPP mathematics results, (Metric M1.4), reveal improvement across major student groups, including all students (+11.1 points DFS), English learners (+11.7 points DFS), socioeconomically disadvantaged (+8.7 points DFS), and students with disabilities (+1.5 points DFS). Furthermore, local metrics confirm this trajectory, with the i-Ready Winter Diagnostic Growth Rate for Mathematics, Metric M1.9, showing 53% of students meeting expectations, significantly exceeding both the 45% target and the 47% baseline (+6% difference).

In English Language Arts, PLCs have also driven positive outcomes at the district level, Metric M1.2, showing overall improvement for all students (+4.1 points DFS) and students with disabilities (+8.7 points DFS), while English learners effectively maintained their performance (-0.2 points DFS). The i-Ready Winter Diagnostic Growth Rate for Reading, Metric M1.8, supports these gains, with 45% of students meeting annual growth expectations, aligning with our set target of 45%. Additionally, highly effective site-level PLC practices have resulted in substantial subgroup gains. For example, Creek View's students with disabilities demonstrated remarkable improvement in both mathematics (+44.0 points DFS) and ELA (+20.9 points DFS), Metric M1.5 and M1.3. Similarly, Grace Yokley's Long-Term English Learners (LTELs) achieved notable growth in ELA (+15.5 points DFS) and mathematics (+5.5 points DFS), while Ranch View saw modest ELA growth for students with disabilities (+1.8 points DFS), Metrics M1.5 and M1.3.

Despite these widespread successes, the data reveals specific areas of ineffectiveness where PLC implementation has not yielded equitable results. At the district level, current strategies did not prevent declines in ELA for socioeconomically disadvantaged students (-1.2 points DFS) and foster youth (-9.6 points DFS), nor did they prevent mathematics declines for foster youth (-15.1 points DFS), Metrics M1.2 and M1.4. Furthermore, significant site-level variation highlights a lack of consistent PLC implementation across campuses. While students with disabilities thrived at Creek View, this same subgroup experienced significant declines at Grace Yokley in ELA (-19.6 points DFS) and at Ranch View in mathematics (-16.1 points DFS), Metrics M1.5 and M1.3, underscoring the critical need to address these disparities and ensure consistent support across all school sites.

Action 1.11: Paraeducator Support for Students with Disabilities - This action demonstrates mixed overall effectiveness in supporting students with disabilities (SWD), highlighting successful district-wide growth alongside site-level inconsistencies. At the district level, the supports proved effective, as SWD improved in both English Language Arts (ELA +8.7 points DFS) and Mathematics (Math +1.5 points DFS) according to Metrics M1.2 and M1.4. Despite this overall positive trajectory, an analysis of school-level data (Metrics M1.3 and M1.5) reveals clear areas of ineffectiveness and variation that require targeted attention. Specifically, while Creek View demonstrated effective implementation with gains for SWD in both subjects (ELA +20.9 points DFS; Math +44.0 points DFS), other sites experienced declines. Ranch View showed only moderate improvement in ELA (+1.8 points DFS) coupled with a significant decline in Math (-16.1 points DFS), and Grace Yokley demonstrated a substantial decline for SWD in ELA (-19.6 points DFS). Ultimately, while the district-wide support system is effective overall, these disparities indicate a need for site-specific evaluations to ensure consistent and equitable implementation across all campuses.

Action 1.12: Homework Club After School (Grades 2-8) - The Homework Club demonstrates mixed effectiveness across district metrics, successfully supporting academic growth and reclassification rates while falling short in driving English language proficiency development. The program proved effective in supporting mathematics achievement, with district-wide CAASPP Math results (Metric M1.4) showing strong gains for all students (+11.1 points DFS) and English learners (+11.7 points DFS). Junior High Performance (Metric M1.12) echoed this success in math, revealing positive outcomes for all students (+9.6 points DFS) and English learners (+3.5 points DFS). In English Language Arts (Metric M1.2), the program also supported notable district-wide growth for all students (+4.1 points DFS), helped English learners maintain their performance levels (-0.2 points DFS), and drove improvement for Long-Term English Learners (LTELs +14.1 points DFS). Furthermore, the program effectively supported a substantial increase in the Reclassification Rate (Metric M1.7), which improved from 4.5% to 16.1% (+11.6% difference).

Despite these academic and reclassification successes, the action was ineffective in advancing specific language acquisition metrics and junior high ELA outcomes for English learners. Most concerning is the decline in English Learner Progress Indicator (ELPI) scores (Metric M1.6), which dropped from 58.3% to 45.7% (-12.6% difference) for English learners and decreased from 69.6% to 46.7% (-22.9% difference) for LTELs. Additionally, Junior High Performance (Metric M1.12) revealed a ELA decline specifically for English learners (-13.6 points DFS). Ultimately, while the Homework Club effectively supports general academic achievement and reclassification, it requires structural enhancement to better support English proficiency development and address the declines in ELPI scores.

Action 1.13: Supplemental Writing Program (Grades K-6) - The implementation of the Step Up to Writing program demonstrates an impact on student literacy, though additional time is needed to fully evaluate its specific effectiveness on student writing skills. District-wide English Language Arts performance (Metric M1.2) reflects positive overall improvement (+4.1 points DFS) alongside the rollout of this initiative. Furthermore, local reading growth measures (Metric M1.8) indicate that students are currently meeting established targets (45% reading growth), although it is important to note that this current performance level represents a decrease from the initial baseline. Overall, while the program is supporting foundational ELA growth, continued implementation and monitoring are required to accurately assess its long-term impact on targeted writing outcomes.

Action 1.14: ELA Intervention After School (Grades 5 and 6) - This fully implemented action demonstrates moderate effectiveness. Local measures of reading progress confirm that the action is successfully meeting targets, with a significant portion of students (45% meeting reading growth expectations) demonstrating expected academic growth under Metric M1.8. Furthermore, this targeted success aligns with broader state assessments, as Metric M1.2 indicates parallel district-wide improvement in English Language Arts (+4.1 points DFS). Overall, the program serves as a moderately effective support for literacy development, positively contributing to both targeted reading growth and general district-wide academic progress.

Action 1.15: Curriculum Support and Training for ELs and LTELs - This fully implemented action demonstrates mixed effectiveness, showing success in targeted areas while revealing gaps in overall language acquisition. The optional professional development has contributed to positive outcomes in specific metrics. Most notably, the action successfully supported a increase in reclassification rates under Metric M1.7 (+11.6% difference) and drove academic improvement for Long-Term English Learners (LTELs) in English Language Arts under Metric M1.2 (+14.1 points DFS). However, the action was ineffective in driving broader English language development, as Metric M1.6 shows that English Learner Progress Indicator (ELPI) scores declined significantly for both general English learners and LTELs. Ultimately, while the current implementation effectively supports reclassification and LTEL academic growth, modifications are needed to better support foundational language proficiency.

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

Action 1.1's title and description were changed to reflect paraeducator support transitioning from the Discovery Center model to provide targeted direct classroom support. Previous action had TOSAs provide intervention pull out services and new model will provide instructional coaching. New TOSA instructional coach model will be funded by Title I funding.

Action 1.1 also needs Metric M1.10 removed, which was isolated assessment results for the students in the previous pull out model.

Action 1.14 was changed to reflect additional grade levels added for intervention. Previously grades 5-6, updated to grades 2-6.

Metric 1.4 was changed due to a previous clerical error in the DFS reported for LTELs in the Baseline and Year 1 Outcome.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	ELA Paraeducator Support	The district will provide English Language Arts paraeducator support at each elementary site to offer remediation and/or enrichment in Language Arts. This support will be focused on grades 1-3 to support differentiation within the classroom. This will be principally directed to our low-income, foster youth, and English learner students. This action will provide intervention in phonics, phonemic awareness, and comprehension strategies for students. Progress Monitoring for this action will be measured by Metric M1.2 and M1.3.	\$162,290.00	Yes
1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8)	In collaboration with the Educational Services Department, Grace Yokley Junior High will offer two periods of Language Arts Intervention that is principally directed to our low-income, foster youth and English learner students. This action will provide intervention in fluency and comprehension as needed per diagnostic results. Progress Monitoring for this action will be measured by Metric M1.2, M1.8, and M1.12.	\$41,990.00	Yes
1.3	Math Intervention After School (Grades 2-6)	In collaboration with the Educational Services Department, elementary schools will offer after school Math Intervention that is principally directed to low-income, foster youth and English learner students in grades 2-6. This action will provide intervention in the areas of numbers and operations	\$91,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and algebra and algebraic functions as determined by the diagnostic results. Progress Monitoring for this action will be measured by Metric M1.4 and M1.9.		
1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8)	In collaboration with the Educational Services Department, Grace Yokley Junior High will offer two periods of Math Intervention in grades 7 and 8 that is principally directed to our low income, foster youth and English learner students. This action will provide intervention in the areas of numbers and operations and algebra and algebraic functions as determined by the diagnostic results. Progress Monitoring for this action will be measured by Metric M1.4, M1.9, and M1.12.	\$49,887.00	Yes
1.5	NGSS Lab Supplies	The Chief Business Official (CBO) will provide Science lab supply allocations to all school sites to support NGSS instruction. This will allow schools to provide the needed materials and resources for teachers to design and implement an experiential science curriculum aligned with the Next Generation Science Standards. Progress Monitoring for this action will be measured by Metric M1.11.	\$6,000.00	No
1.6	English Learner Support	The Educational Services Department will provide staffing and resources for each school site. Staff includes EL Coordinators that oversee the program at the direction of the site principal, paraeducators that provide in-class support and resources that are differentiated for English learner students and the unique needs of LTELs that support classroom learning and align with the state ELD standards. This action will be limited to assist our English learner students in language acquisition, and promotes progress to becoming reclassified. Progress monitoring for this action will be measured by Metric M1.2, M1.6 and M1.7.	\$330,782.00	Yes
1.7	English Language Arts and Mathematics	The Educational Services Department will offer teachers staff development opportunities aligned to LCAP goals principally directed to low-income, foster youth, English learners. These trainings will improve classroom strategies for ELA and Math to develop deeper student learning and assist	\$85,260.00	No

Action #	Title	Description	Total Funds	Contributing
	Professional Staff Development	our teachers in focusing on high leverage strategies. Progress monitoring for the action will be Metrics M1.1, M1.2, M1.3, M1.4, M1.5.		
1.8	Educational Software Programs	The Educational Services Department will offer additional instructional software programs principally directed to our low-income, foster youth and English learner students. These programs will be utilized to reinforce grade level concepts in the core subjects of English Language Arts, Mathematics, and Science. Progress monitoring of this action will be by Metrics M1.2, M1.3, M1.4, M1.5, and M1.11.	\$21,920.00	Yes
1.9	Collaboration Opportunities with Other Junior High Schools and/or Colony High School	The Educational Services Department will provide teacher release time for collaboration and/or observation time for junior high math teachers at other junior high schools and/or at Colony High School, where our students matriculate. This collaboration will assist our teachers in understanding learning progressions for our students, so that strategies can be principally directed to and assist our unduplicated students in closing achievement gaps, to be on-grade level and access to enrichment. Progress monitoring for this action will be by Metrics M1.4, M1.5, and M1.12.	\$0.00	No
1.10	Professional Learning Communities	Professional Learning Communities (PLCs) will collaborate over student data. These PLCs will allow our teachers to work together to strategize methods to meeting the needs of our low-income, foster youth and English learner students. This collaboration will include reviewing data and developing classroom strategies collaboratively. Progress monitoring for the action will be by Metrics M1.2, M1.3, M1.4, M1.5, M1.8, M1.9.	\$163,602.00	Yes
1.11	Paraeducator Support for Students with Disabilities	Paraeducators will support the Special Education Department to provide a combination of push-in and/or pull-out services based on site and student needs. These paraeducators will support student goals and objectives as detailed in the students' IEPs (Individualized Education Plan). Progress monitoring for the action will be by Metrics M1.2, M1.3, M1.4, and M1.5.	\$803,937.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Homework Club After School (Grades 2-8)	The Educational Services Department in collaboration with each principal will offer an after school Homework Club for grades 2-8 as an additional academic support principally directed towards our English learner students. This action will support students in understanding and completion of daily homework and assist with other instructional reinforcement as needed. Progress monitoring for the action will be by Metrics M1.2, M1.4, M1.6, M1.7, and M1.12.	\$58,750.00	Yes
1.13	Supplemental Writing Program (Grades K-6)	Educational Services will continue implementation of the supplemental writing program, Step Up to Writing, for grades K-6 principally directed to our low-income, foster youth and English learners to strengthen writing skills, and prerequisite organizational skills. Progress monitoring for this action will be measured by Metrics M1.2, M1.3, and M1.8.	\$0.00	No
1.14	ELA Intervention After School (Grades 2-6)	In collaboration with the Educational Services Department, elementary schools will offer after school ELA Intervention that is principally directed to low-income, foster youth and English learner students in grades 2-6. This action will provide intervention in the areas of spelling, grammar, and reading comprehension, and other concepts as identified by the outcomes of the i-Ready diagnostic assessment. Progress Monitoring for this action will be measured by Metric M1.2 and M1.8.	\$23,748.00	Yes
1.15	Curriculum Support and Training for ELs and LTELs (Long Term English Learners)	The Educational Services Department will provide targeted, research-based professional development to support teachers of English learners and LTELs. Training will focus on integrated and designated ELD, scaffolding strategies designed for language acquisition and differentiation strategies aligned with the California ELD Standards and the SIOP model. Specific attention will be given to address the unique academic and language development needs of LTELs to support reclassification. This action, limited to English learners and LTELs, will be measured by M1.2, M1.6 and M1.7.	\$5,700.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure all students receive a comprehensive, well-rounded, and rigorous educational experience by engaging students in the educational process.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was formulated in response to our chronic absenteeism rate and input from our educational partners. It corresponds with the Chronic Absenteeism Indicator on the 2025 California Schools Dashboard, fostering a direct link between student engagement and absenteeism on the Dashboard and the metrics, services, and outcomes outlined in the LCAP. Given that enhancing academic performance is a key priority for the district, aligning our goals with the Dashboard not only facilitates a clear connection with state priorities but also allows staff and educational partners to track progress effectively using a combination of state and local data as metrics for improvement. The metrics associated with this goal are organized cohesively to offer a comprehensive assessment, indicating that students are actively participating in the educational process and receiving a well-rounded and challenging educational experience. The corresponding actions are grouped together to provide a range of experiences, opportunities, and support systems, addressing the unique needs and interests of individual students. It is the cumulative effect of these actions that contributes to a holistic, well-rounded, and rigorous educational experience. The School attendance rate for all students per CDE Dataquest for the school year 2024-25 was 9.5 days absent, in comparison to our English learners at 8.3 average days absent, our low-income students at 10.6 average days absent, and our foster youth at 5.1 average days absent. The chronic absenteeism rate for all students per the 2025 California Schools Dashboard for the school year 2024-25 was 14.2%, in comparison to our English learners at 13.3%, our low-income students at 19.0%, and our foster youth at 8.0%. This highlights that our English learners and foster youth are attending school at a better frequency than all students, but the low-income students are struggling with attendance. These actions will help maintain the attendance rate of most groups, but continue to address our low-income students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Absence Rate	School Absence Rate (CDE Dataquest for school year 2022-23)	School Absence Rate (CDE Dataquest for	School Absence Rate (CDE Dataquest for	School Attendance Rate	School Absence Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL 13.1 average days absent EL 11.6 average days absent SED 14.4 average days absent FY 12.5 average days absent	school year 2023-24) ALL 10.2 average days absent EL 9.7 average days absent SED 11.2 average days absent FY 5.6 average days absent	school year 2024-25) ALL 9.5 average days absent EL 8.3 average days absent SED 10.6 average days absent FY 5.1 average days absent	ALL 9 average days absent EL 8 average days absent SED 10 average days absent FY 8 average days absent	ALL -3.6 average days absent difference EL -3.3 average days absent difference SED -3.8 average days absent difference FY -7.4 average days absent difference
2.2	Chronic Absenteeism Rate - District	Chronic Absenteeism Rate (CA School Dashboard 2023) ALL 27.5% (Orange) EL 24.4% (Yellow) SED 34% (Orange) FY 21.9% (Orange) LTEL 21.1% (Red) (2024 Dashboard) HY 41.1% (Red) AA 37.1% (Red) Fi 20.1% (Red)	Chronic Absenteeism Rate (CA School Dashboard 2024) ALL 16.5% (Yellow) EL 14.2% (Yellow) SED 20.6% (Yellow) FY 12.5% (Yellow) LTEL 21.1% HY 35.2% (Orange) AA 24.0% (Yellow) Fi 4.7% (Blue)	Chronic Absenteeism Rate (CA School Dashboard 2025) ALL 14.2% (Yellow) EL 13.3% (Yellow) SED 19.0% (Yellow) FY 8.0% (Green) LTEL 22.4% (Red) HY 26.9% (Orange) AA 24.8% (Red) Fi 3.4% (Green)	Chronic Absenteeism Rate ALL 19% EL 19% SED 22% FY 12% LTEL 15% HY 30% AA 25% Fi 10%	Chronic Absenteeism Rate ALL -13.3% difference EL -11.1% difference SED -15% difference FY -13.9% difference LTEL +1.3 difference HY -14.2 difference AA -12.3% difference Fi -16.7% difference
2.3	Chronic Absenteeism Rate - School and Student Group	Chronic Absenteeism Rate (CA School Dashboard 2023) Creek View ALL 34.6% (Red)	Chronic Absenteeism Rate (CA School Dashboard 2024) Creek View	Chronic Absenteeism Rate (CA School Dashboard 2025) Creek View	Chronic Absenteeism Rate Creek View ALL 25% EL 27%	Chronic Absenteeism Rate Creek View ALL -17.5% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL 36.6% (Red) SED 41.7% (Red) SWD 39.8% (Red) AA 53.1% (Red) Hi 35.4% (Red) Ranch View ALL 29.8% (Red) SED 38.3% (Red) SWD 35.0% (Red) AA 45.2% (Red) Hi 32.7% (Red) Grace Yokley LTEL 26.1% (Red) (2024 Dashboard)	ALL 17.9% (Yellow) EL 13.6% (Yellow) SED 20.3% (Yellow) SWD 16.2% (Yellow) AA 18.6% (Yellow) Hi 19.1% (Yellow) Ranch View ALL 23.7% (Yellow) SED 30.9% (Yellow) SWD 38.8% (Red) AA 33.8% (Orange) Hi 27.7% (Yellow) Grace Yokley LTEL 26.1% (Red)	ALL 17.1% (Yellow) EL 14.7% (Orange) SED 21.1% (Red) SWD 18.8% (Orange) AA 22.2% (Red) Hi 18.7% (Orange) Ranch View ALL 21.2% (Orange) SED 26.7% (Yellow) SWD 30.2% (Orange) AA 25.0% (Orange) Hi 24.2% (Yellow) Grace Yokley LTEL 23.5% (Red)	SED 33% SWD 30% AA 44% Hi 26% Ranch View ALL 20% SED 30% SWD 26% AA 36% Hi 24% Grace Yokley LTEL 15%	EL -21.9% difference SED -20.6% difference SWD -21.0% difference AA -30.9% difference Hi -16.7% difference Ranch View ALL -8.6% difference SED -11.6% difference SWD -4.8% difference AA -20.2% difference Hi -8.5% difference Grace Yokley LTEL -2.6% difference
2.4	Middle School Dropout Rate	Middle School Dropout Rate (Synergy SIS data for school year 2022-23) - 0%	Middle School Dropout Rate (Synergy SIS data for school year 2023-24) - 0%	Middle School Dropout Rate (Synergy SIS data for school year 2024-25) - 0%	Middle School Dropout Rate - 0%	Middle School Dropout Rate - 0% difference, maintained target
2.5	Students have access and are enrolled in a broad course of study including courses described for grades 1 to 6 and/or the adopted	Students with access and enrolled in broad course of study (District School scheduling for school year 2022-23)- 100%	Students with access and enrolled in broad course of study (District School scheduling for	Students with access and enrolled in broad course of study (District School scheduling for	Students with access and enrolled in broad course of study - 100%	0% difference, maintained target Students with access and enrolled in broad

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study for grades 7 and 8		school year 2023-24)- 100%	school year 2024-25)- 100%		course of study - 100%
2.6	Visual and Performing Arts Program	Students with access (District School scheduling for school year 2022-23) - 100%	Students with access (District School scheduling for school year 2023-24) - 100%	Students with access (District School scheduling for school year 2024-25) - 100%	Students with access - 100%	Students with access - 0% difference, maintained target
2.7	Chronic Absenteeism Rate - Junior High (7th and 8th Grade)	Chronic Absenteeism Rate (CA School Dashboard 2023) Grace Yokley ALL 18.6% (Yellow) EL 13.8% (Yellow) SED 24.1% (Yellow) FY No Performance Indicator LTEL 26.1% (Red) (2024 Dashboard)	Chronic Absenteeism Rate (CA School Dashboard 2024) Grace Yokley ALL 16.5% (Yellow) EL 19.1% (Orange) SED 19.0% (Yellow) FY No Performance Indicator LTEL 26.1% (Red)	Chronic Absenteeism Rate (CA School Dashboard 2025) Grace Yokley ALL 15.0% (Yellow) EL 17.7% (Yellow) SED 19.2% (Orange) FY No Performance Indicator LTEL 23.5% (Orange)	Chronic Absenteeism Rate Grace Yokley ALL 12% EL 10% SED 15% FY No Performance Indicator LTEL 15%	Chronic Absenteeism Rate Grace Yokley ALL -3.6% difference EL +3.9% difference SED -4.9% difference LTEL -2.6 difference

Goal Analysis [2025-26]

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

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

2.1 Offer an AVID Program (Grades 7-8) - This fully implemented action demonstrates clear effectiveness in improving student climate and behavioral outcomes at the junior high level. The district continued the AVID program for 7th and 8th-grade students, offering a total of four elective courses (two periods per grade level) that provide daily academic and organizational support. The program proved highly effective in fostering a positive school environment, successfully raising student engagement, increasing overall school connectedness, and notably reducing negative student behaviors. However, a significant operational challenge impacting the optimal delivery of this action was the ineffectiveness of current recruitment strategies in finding and securing qualified AVID tutors to fully support the program's tutorial components.

2.2 Offer High School Level Courses (Grades 7-8) - This fully implemented action proved effective in increasing academic rigor and preparing junior high students for secondary education. By successfully offering Integrated Math I and Spanish IA and IB as electives throughout both semesters, the district effectively challenged 7th and 8th-grade students and expanded their access to advanced, high school-level coursework.

2.3 Provide a Junior High School After School Sports Program - This fully implemented action was effective in improving school climate, student connectedness, and parent engagement. The district successfully participated in full seasons of diverse athletic offerings, including football, volleyball, soccer, basketball, track, and drill team. Strong participation and support from parents, staff, and the broader community indicate the program's effectiveness in building school spirit and fostering a positive, engaging campus culture.

2.4 Offer a Jump Start Summer School Program (Grade 7) - The Jump Start Summer School program was fully implemented and demonstrated effectiveness in supporting student transitions to junior high. The program successfully engaged many incoming 7th-grade students. Positive student feedback confirms the action was highly effective in its primary goal: helping students proactively acclimate to the new campus environment and academic expectations prior to the start of the school year.

2.5 Offer Coding Club at the elementary level (Grades 2-6) - This fully implemented action demonstrated strong effectiveness in driving student engagement through high-interest STEM enrichment. The Coding Club was highly successful, with all classes filling and operating at maximum capacity across every elementary campus. Overwhelmingly positive feedback from parents and students, coupled with the district's responsive addition of extra classes as staffing permitted, underscores the program's effectiveness and the high demand for this type of learning within the community. Park View provided Coding Club weekly during the school day to all students as a one-year pilot program.

2.6 Visual and Performing Arts - This fully implemented action proved effective in fostering student engagement and significantly increasing parent participation through the arts. The district successfully delivered comprehensive Visual and Performing Arts programming, including multiple elementary class productions across all campuses and dedicated course offerings at the junior high level, resulting in a highly successful expansion of creative opportunities for students.

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: AVID tutoring costs were below budget due to periods of unfilled positions.

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

Action 2.1: AVID Program at the junior high level - The AVID program demonstrates high overall effectiveness in engaging students, improving attendance, and reducing chronic absenteeism across the district, though specific subgroups require further targeted support. District-wide School Absence Rates (Metric M2.1) showed significant reductions for all students (from 13.1 to 9.5 average days absent; -3.6 days), English learners (from 11.6 to 8.3 days; -3.3 days), socioeconomically disadvantaged students (from 14.4 to 10.6 days; -3.8 days), and foster youth (from 12.5 to 5.1 days; -7.4 days). Similarly, District chronic absenteeism (Metric M2.2) improved dramatically for all students (from 27.5% to 14.2%; -13.3%), English learners (from 24.4% to 13.3%; -11.1%), socioeconomically disadvantaged students (from

34% to 19%; -15%), and foster youth (from 21.9% to 8.0%; -13.9%), while the Middle School Dropout Rate (Metric M2.4) successfully maintained its target of 0%. At the site level, Grace Yokley demonstrated positive reductions in chronic absenteeism (Metric M2.7) for all students (from 18.6% to 15.0%; -3.6%) and socioeconomically disadvantaged students (from 24.1% to 19.2%; -4.9%), alongside a reduction for Long-Term English Learners (LTELs) from 26.1% to 23.5% (Metric M2.3). Despite these broad successes, the program was ineffective at preventing an increase in chronic absenteeism for English learners at Grace Yokley, which rose from 13.8% to 17.7% (+3.9%) (Metric M2.7). Ultimately, while the program effectively supports attendance for most groups, additional strategies are necessary to better support English learners and potentially LTELs at the junior high level.

Action 2.2: High School Level Courses at the junior high level - The offering of high school-level courses demonstrates strong overall effectiveness in engaging students, improving attendance, and ensuring equitable access to rigorous academics, despite a localized challenge for one student group. District-wide School Absence Rates (Metric M2.1) showed broad improvements, with reductions for all students (-3.6 days), English learners (-3.3 days), socioeconomically disadvantaged students (-3.8 days), and foster youth (-7.4 days). District chronic absenteeism (Metric M2.2) echoed this success, revealing significant decreases for all students (-13.3%), English learners (-11.1%), socioeconomically disadvantaged students (-15%), and foster youth (-13.9%). The action was also highly effective in maintaining full academic access, as Metric M2.5 confirms that 100% of students maintained enrollment in a broad course of study, and the Middle School Dropout Rate (Metric M2.4) successfully remained at 0%. At the site level, Grace Yokley saw positive reductions in chronic absenteeism for Long-Term English Learners (LTELs), reaching 23.5% (-2.6% difference) under Metric M2.3. Furthermore, Grace Yokley's Junior High chronic absenteeism (Metric M2.7) improved for all students (-3.6%) and socioeconomically disadvantaged students (-4.9%). However, the action did not prevent an increase in chronic absenteeism for English learners at Grace Yokley, which rose (+3.9%) under Metric M2.7. Ultimately, providing this challenging coursework effectively engages the vast majority of students and improves overall attendance while maintaining full access to advanced educational opportunities.

Action 2.3: After school junior high sports program - The sports program demonstrates overall effectiveness in improving student attendance, building school connectedness, and reducing chronic absenteeism across all student groups. District-wide School Absence Rates (Metric M2.1) showed notable improvements, with all students decreasing from 13.1 to 9.5 average days absent (-3.6 days), alongside particularly strong results for foster youth, who improved from 12.5 to 5.1 days absent (-7.4 days). Furthermore, District chronic absenteeism (Metric M2.2) improved dramatically across every measured demographic, including all students (from 27.5% to 14.2%; -13.3%), English learners (from 24.4% to 13.3%; -11.1%), socioeconomically disadvantaged students (from 34% to 19.0%; -15.0%), foster youth (from 21.9% to 8.0%; -13.9%), and African American students (from 37.1% to 24.8%; -12.3%). The program also supported site-level attendance goals, as Grace Yokley saw a reduction in chronic absenteeism for Long-Term English Learners (LTELs) from 26.1% to 23.5% (-2.6%) under Metric M2.3, as well as improvements for all students (-3.6%) and socioeconomically disadvantaged students (-4.9%) under Metric M2.7. Additionally, the Middle School Dropout Rate (Metric M2.4) successfully maintained its target of 0%. Ultimately, this action proved highly successful as a broad-based engagement strategy that effectively keeps students connected to their campus and consistently attending school.

Action 2.4: Jump Start Summer School - The Jump Start Summer School program demonstrates positive overall effectiveness in supporting student engagement, effectively preparing students for the junior high transition while contributing to broad improvements in attendance. District-wide School Absence Rates (Metric M2.1) showed consistent improvements, with reductions for all students (-3.6 days), English learners (-3.3 days), socioeconomically disadvantaged students (-3.8 days), and foster youth (-7.4 days). Similarly, District chronic absenteeism (Metric M2.2) revealed significant decreases across these same demographics, including all students (-13.3%), English learners (-11.1%), socioeconomically disadvantaged students (-15.0%), and foster youth (-13.9%). The Middle School Dropout Rate (Metric

M2.4) successfully maintained its target of 0%, while at the site level, Grace Yokley saw positive reductions in chronic absenteeism for Long-Term English Learners (LTELs), improving from 26.1% to 23.5% (-2.6%) under Metric M2.3. Furthermore, Grace Yokley's Junior High chronic absenteeism (Metric M2.7) improved for all students (-3.6%) and socioeconomically disadvantaged students (-4.9%). However, the program was ineffective at preventing an isolated increase in chronic absenteeism for English learners at Grace Yokley, which rose (+3.9%) under Metric M2.7. Ultimately, this proactive transitional program is highly effective in engaging incoming students and establishing strong attendance habits early on.

Action 2.5: After school Coding Club at the elementary level - Coding Club demonstrates strong overall effectiveness in improving elementary attendance and engaging students through high-interest enrichment. District-wide School Absence Rates (Metric M2.1) showed notable improvements across all measured groups, with all students decreasing from 13.1 to 9.5 average days absent (-3.6 days), English learners improving from 11.6 to 8.3 days (-3.3 days), socioeconomically disadvantaged students dropping from 14.4 to 10.6 days (-3.8 days), and foster youth showing a dramatic reduction from 12.5 to 5.1 days (-7.4 days). Furthermore, District chronic absenteeism (Metric M2.2) improved substantially, with reductions for all students (from 27.5% to 14.2%; -13.3%), English learners (from 24.4% to 13.3%; -11.1%), socioeconomically disadvantaged students (from 34.0% to 19.0%; -15.0%), and foster youth (from 21.9% to 8.0%; -13.9%). At the site level, chronic absenteeism for School/Student Groups (Metric M2.3) confirmed these positive trends at elementary campuses, with overall rates at Creek View improving from 34.6% to 17.1% (-17.5%) and at Ranch View improving from 29.8% to 21.2% (-8.6%). Notably, multiple specific student groups showed targeted improvements under this metric, including a massive reduction in chronic absenteeism for African American students at Creek View, which decreased from 53.1% to 22.2% (-30.9%). Ultimately, this action proved to be a highly effective strategy that assists in reducing chronic absenteeism across all demographic groups.

Action 2.6: Visual and Performing Arts Program - The Visual and Performing Arts program demonstrates comprehensive effectiveness across all metrics, successfully engaging diverse student populations and contributing to substantial reductions in absenteeism while ensuring equitable access to enriching educational experiences. District-wide School Absence Rates (Metric M2.1) showed broad improvement, with decreases in average days absent for all students (-3.6 days), English learners (-3.3 days), socioeconomically disadvantaged students (-3.8 days), and foster youth (-7.4 days). Similarly, District chronic absenteeism (Metric M2.2) improved significantly across these demographics, with reductions for all students (-13.3%), English learners (-11.1%), socioeconomically disadvantaged students (-15.0%), and foster youth (-13.9%), alongside a notable decrease for Homeless students, whose chronic absenteeism rate dropped from 41.1% to 26.9% (-14.2%). At the site level, chronic absenteeism for School/Student Groups (Metric M2.3) revealed improvements across all campuses, highlighted by reductions for multiple student groups at Creek View, including a significant decrease for Hispanic students from 35.4% to 18.7% (-16.7%). Furthermore, the action was highly effective in maintaining universal participation, as both Metric M2.5 (students enrolled in a broad course of study) and Metric M2.6 (access to the Visual and Performing Arts Program) successfully maintained their targets of 100%, confirming that all students have the opportunity to participate in these vital creative programs.

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

No changes to this goal have been made.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	AVID Program at the Junior High Level	The Educational Services Department will offer an Advancement Via Individual Determination (AVID) program principally directed to prepare our low-income, foster youth and English learners for college and post-secondary opportunities. The AVID program is an elective and participation is chosen by the student. This action will positively affect student engagement on campus, add a topic of high student interest and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3 M2.4, and M2.7.	\$41,288.00	Yes
2.2	High School Level Courses at the Junior High Level	The Educational Services Department in collaboration with Grace Yokley Junior High will offer high school level courses. This action will prepare our students for high school and also add campus interest to combat absenteeism. This action is principally directed low-income, foster youth and English learner students. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.4 M2.5, and M2.7.	\$135,998.00	Yes
2.3	After School Junior High Sports Program	The Educational Services Department in collaboration with Grace Yokley Junior High will offer an after school sports program that is principally directed to engage our low-income, foster youth and English learners. The sports program will add student interest and engagement and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.4, and M2.7.	\$73,177.00	Yes
2.4	Jump Start Summer School	The Educational Services Department will offer a Summer School program to promote the transition to junior high. The program will allow students to get acclimated to the junior high campus in a reduced stress environment. The program is principally directed to engage our low-income, foster youth and English learners and will add to student connectedness and combat	\$12,853.00	No

Action #	Title	Description	Total Funds	Contributing
		absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3 M2.4, and M2.7.		
2.5	After School Coding Club at the Elementary Level	The Educational Services Department will offer an after school Coding Club. This action will be principally directed to our low income, foster youth, and English learner students to increase student connectedness, student interest, and increase attendance. Progress monitoring for this action is measured by Metrics M2.1, M2.2, and M2.3.	\$35,152.00	Yes
2.6	Visual and Performing Arts Program	The Educational Services Department will provide Visual, Applied, and Performing Arts Programs. This action is principally directed to low income, foster youth, and English learners. The Visual Arts program will provide opportunities to expand their knowledge of visual arts as well as performing arts through class productions. The Visual Arts Program will add student interest and engagement and combat absenteeism. Progress monitoring for this action is measured by Metrics M2.1, M2.2, M2.3, M2.5, and M2.6.	\$805,693.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create conditions and a climate for a safe and exceptional learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This objective is derived from insights gathered through our Cal-SCHLS survey and data from the Parent Involvement Self-Reflection Tool, developed in collaboration with our educational partners. Aligned with the Conditions and Climate Indicator on the 2025 California Schools Dashboard, this goal establishes a direct link between the conditions and climate presented on the Dashboard and the corresponding metrics, services, and outcomes outlined in the LCAP by providing a high level of conditions of learning, while promoting parental involvement to create positive school climates on each of our campuses. Given the significant impact of conditions and climate on the learning environment and academic achievement, both top priorities for our district, we utilize a blend of state and local data as metrics to gauge growth. This alignment with the Dashboard not only underscores our commitment to state priorities but also enables staff and educational partners to track progress effectively.

Our local climate survey results are not available in a disaggregated format. We do have data that shows 74% of our 5th grade student report feeling safe, while 58% of our 7th grade students report feeling safe. Regarding participation of parents on campus, 88% of staff report that school is welcoming and facilitates parent involvement while 92% of parents report the school encourages participation. Our suspension rate for all students per the 2025 California Schools Dashboard for school year 2024-25 was 1.8%. In contrast, our suspension rates for English learners was 0.8%, low-income was 2.5%, and foster youth was 10.7%. This highlights the need to intervene in student outcomes for our low-income and foster youth. The metrics associated with this goal are strategically grouped to offer a comprehensive evaluation, indicating that the district actively engages all educational partners in creating conditions and a climate conducive to an exceptional learning environment. The corresponding actions are organized to provide diverse behavioral, environmental, and academic supports, addressing the individual needs and learning styles of students. The cumulative effect of these actions contributes to the establishment of an exceptional learning environment for all students.

Metric 3.3, school facilities in good repair, does not have a direct action supporting it. Mountain View School District recognizes the critical importance of maintaining school facilities in excellent condition to support student success. The district prioritizes safe, clean, and well-maintained learning environments, with current metrics indicating 100% compliance in this area.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Rate of Teacher Misassignment	Appropriately Assigned Teachers (CA School Dashboard 2023) - 96.9%	Appropriately Assigned Teachers (CA School Dashboard 2024) - 96.9%	Appropriately Assigned Teachers (CA School Dashboard 2025) - 96.9%	Appropriately Assigned Teachers - 100%	Appropriately Assigned Teachers - 0% difference
3.2	Every student has sufficient access to standards-aligned instructional materials	Students with access to standards-aligned instructional materials (CA School Dashboard 2023) - 100%	Students with access to standards-aligned instructional materials (CA School Dashboard 2024) - 100%	Students with access to standards-aligned instructional materials (CA School Dashboard 2025) - 100%	Students with access to standards-aligned instructional materials - 100%	Students with access to standards-aligned instructional materials - 0% difference, maintained target
3.3	School facilities in good repair	Percent of schools in good repair (CA School Dashboard 2023) - 100%	Percent of schools in good repair (CA School Dashboard 2024) - 100%	Percent of schools in good repair (CA School Dashboard 2025) - 100%	Percent of schools in good repair - 100%	Percent of schools in good repair - 0% difference, maintained target
3.4	Student Suspension Rate - District	Student Suspension Rate (CA School Dashboard 2023) ALL 3.5% (Orange) EL 2.4% (Orange) SED 4.2% (Orange) FY 22.9% (Red) LTEL 1.7% (Green) (2024 Dashboard) AA 8.4% (Red)	Student Suspension Rate (CA School Dashboard 2024) ALL 2.0% (Green) EL 1.0% (Green) SED 2.4% (Green) FY 5.6% (Yellow) LTEL 1.7% (Green) AA 8.9% (Red)	Student Suspension Rate (CA School Dashboard 2025) ALL 1.8% (Yellow) EL 0.8% (Green) SED 2.5% (Yellow) FY 10.7% (Red) LTEL 5.1% (Orange) AA 6.7% (Yellow)	Student Suspension Rate ALL 2% EL 2% SED 2% FY 14% LTEL 1% AA 5%	Student Suspension Rate ALL -1.7% difference EL -1.6% difference SED -1.7% difference FY -12.2% difference LTEL +3.4 difference AA -1.7% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Student Suspension Rate - School and Student Group	Student Suspension Rate (CA School Dashboard 2023) Creek View SED 3.3% (Red) Mountain View AA 7.9% (Red) Ranch View SED 3.6% (Red) AA 6.3% (Red) Grace Yokley SWD 13.6% (Red) AA 19.1% (Red)	Student Suspension Rate (CA School Dashboard 2024) Creek View SED 2.6% (Green) Mountain View AA 9.3% (Red) Ranch View SED 1.9% (Green) AA 6.3% (Red) Grace Yokley SWD 6.3% (Green) AA 13.3% (Orange)	Student Suspension Rate (CA School Dashboard 2025) Creek View SED 2.4% (Yellow) Mountain View AA 3.2% (Yellow) Ranch View SED 2.1% (Yellow) AA 4.2% (Yellow) Grace Yokley SWD 7.6% (Orange) AA 17.2% (Red)	Student Suspension Rate Creek View SED 2.3% Mountain View AA 6% Ranch View SED 2.3% AA 4% Grace Yokley SWD 10% AA 14%	Student Suspension Rate Creek View SED -0.9% difference Mountain View AA -4.7% difference Ranch View SED -1.5% difference AA -2.1% difference Grace Yokley SWD -6.0% difference AA -1.9% difference
3.6	Student Expulsion Rate	Student expulsion rate (CDE Dataquest for school year 2023) - 0.1%	Student expulsion rate (CDE Dataquest for school year 2024) - 0.0%	Student expulsion rate (CDE Dataquest for school year 2025) - 0.0%	Student expulsion rate - 0%	Student expulsion rate -0.1% difference
3.7	Family Engagement Self-Reflection	Family Engagement Local Indicator Self-Reflection Tool (Spring 2024) *Building Relationships (Average score of a 4)	Family Engagement Local Indicator Self-Reflection Tool (Spring 2025) *Building Relationships (Average score of a 4)	Family Engagement Local Indicator Self-Reflection Tool (Spring 2026) *Building Relationships (Average score of a 4)	Family Engagement Local Indicator Self-Reflection Tool *Building Relationships (Average score of a 4)	Family Engagement Local Indicator Self-Reflection Tool *Building Relationships - 0% difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Building Partnerships for Student Outcomes (Average Score of 4.5) *Seeking Input for Decision Making (Average Score of a 5)	*Building Partnerships for Student Outcomes (Average Score of 4.5) *Seeking Input for Decision Making (Average Score of a 5)	*Building Partnerships for Student Outcomes (Average Score of 4.5) *Seeking Input for Decision Making (Average Score of a 5)	*Building Partnerships for Student Outcomes (Average Score of 4) *Seeking Input for Decision Making (Average Score of a 4)	*Building Partnerships for Student Outcomes - 0% difference *Seeking Input for Decision Making (Average - 0% difference)
3.8	Local School Climate Survey - Students	CalSCHLS Survey (February 2024) Percentage of students completing survey- 5th grade: 65% 7th grade: 91% Percentage of students that felt safe at school- 5th grade: 79% 7th grade: 54%	CalSCHLS Survey (February 2025) Percentage of students completing survey- 5th grade: 75% 7th grade: 83% Percentage of students that felt safe at school- 5th grade: 84% 7th grade: 54%	CalSCHLS Survey (February 2026) Percentage of students completing survey- 5th grade: 75% 7th grade: 84% Percentage of students that felt safe at school- 5th grade: 74% 7th grade: 58%	CalSCHLS Survey Percentage of students completing survey- 5th grade: 90% 7th grade: 90% Percentage of students that felt safe at school- 5th grade: 90% 7th grade: 80%	CalSCHLS Survey Percentage of students completing survey- 5th grade: +10% difference 7th grade: -7% difference Percentage of students that felt safe at school- 5th grade: -5% difference 7th grade: +4% difference
3.9	Local School Climate Survey - Staff	CalSCHLS Survey (February 2024) Percentage of staff reporting school safety: 96% Percentage of staff reporting school is	CalSCHLS Survey (February 2025) Percentage of staff reporting school safety: 90% Percentage of staff reporting school is	CalSCHLS Survey (February 2026) Percentage of staff reporting school safety: 87% Percentage of staff reporting school is	CalSCHLS Survey Percentage of staff reporting school safety: 95% Percentage of staff reporting school is welcoming to and	CalSCHLS Survey Percentage of staff reporting school safety: -9% difference Percentage of staff reporting school is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		welcoming to and facilitates parent involvement: 93%	welcoming to and facilitates parent involvement: 95%	welcoming to and facilitates parent involvement: 92%	facilitates parent involvement: 95%	welcoming to and facilitates parent involvement: -1% difference
3.10	Local School Climate Survey - Parents	CalSCHLS Survey (February 2024) Percentage of parents reporting school safety: 94% Percentage of parents reporting school encourages participation of parents: 88%	CalSCHLS Survey (February 2025) Percentage of parents reporting school safety: 93% Percentage of parents reporting school encourages participation of parents: 90%	CalSCHLS Survey (February 2026) Percentage of parents reporting school safety: 95% Percentage of parents reporting school encourages participation of parents: 92%	CalSCHLS Survey Percentage of parents reporting school safety: 95% Percentage of parents reporting school encourages participation of parents: 93%	CalSCHLS Survey Percentage of parents reporting school safety: +1% difference Percentage of parents reporting school encourages participation of parents: 4% difference

Goal Analysis [2025-26]

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

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

3.1 Provide Positive Behavior Intervention and Supports (PBIS) - This action was fully implemented with no material deviations from the planned action. PBIS frameworks are actively operating across all campuses. These evidence-based behavioral systems are designed to optimize both social-emotional well-being and academic achievement, specifically targeting our unduplicated student populations.

3.2 Lower Class Sizes - This action was fully implemented without substantive variances from the original plan. We successfully maintained average class size caps at under 25 students for the TK-3 grade span, as well as for 7th and 8th-grade mathematics. This strategic reduction ensures educators can more effectively address the unique developmental, social, and academic needs of our unduplicated students.

3.3 Provide a District Counselor - This action was fully implemented without structural deviations. This action successfully provided a dedicated district counselor focused specifically on delivering targeted academic and social-emotional support to our unduplicated student demographics.

3.4 Provide paraeducators - This action was fully implemented exactly as designed. Deployed paraeducators played a crucial role in the classroom by bolstering academic achievement and delivering personalized, targeted interventions for our unduplicated students. As our

district is growing, additional staff members were needed and added to implement the action. The variability in impact suggests a need for continued refinement in role clarity and targeted training to maximize effectiveness. This action continues to play a critical role in promoting equitable access to instruction and supporting a positive, inclusive learning environment. This action was also effective in supporting our Goal 1.

3.5 Provide library services - This action was fully implemented as designed. Library services were maintained across all school sites. Library services supported unduplicated students by increasing equitable access to high-quality, diverse, and age appropriate literature that they may not otherwise have at home. This includes providing books that reflect students' backgrounds and experiences, as well as texts at varying reading levels to support literacy development. For example, English learners benefit from access to diverse books and high-interest, accessible texts that build language proficiency, while low-income students gain consistent access to a wide range of literature that fosters reading engagement and academic growth.

3.6 Provide technology - This action was fully implemented without substantive variances from the original plan. We sustained and expanded our device deployment as necessary, ensuring unduplicated students have uninterrupted access to vital digital learning tools. Concurrently, the district's network infrastructure was actively monitored and upgraded to reliably support these academic endeavors.

3.7 New Teacher Induction support - This action was fully implemented as designed. We successfully facilitated a comprehensive New Teacher Induction Program. This initiative guided early-career educators through their pedagogical transition, ensuring they were fully supported as they integrated into their classrooms. These supports included a new teacher orientation day that provided specific professional development on district initiatives and resources. Teachers within these first two years of their career were provided mentors to assist with classroom management, lesson planning, and instructional strategies.

3.8 Cultural Responsiveness Professional Staff Development - This action was not implemented as planned due to scheduling and availability constraints. The district was unable to secure an appropriate, qualified presenter in time for the scheduled professional development days.

3.9 Parent Participation - This action was fully implemented; however, parent participation in formal advisory structures remained inconsistent. While the district continues to see strong attendance at site-based, student-centered events such as Back to School Night, Family Resource Night, Open House, and parent-teacher conferences, consistent engagement in advisory committees-including ELAC, DELAC, and other district-level groups-remains a challenge. The district-wide resource fair, combined with math and literacy parent information sessions, resulted in high parent turnout and demonstrated a promising strategy that will be refined and expanded in future years.

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 3.4: Paraeducator salary increases due to contract negotiations and additional needed staffing to fully implement Action 3.4.

Action 3.5: Additional work days were added to the calendar to meet the needs of the position.

3.1 Provide Positive Behavior Intervention and Supports (PBIS) - This action proved highly effective in achieving its primary objective, as evidenced by significant reductions in suspension rates across all monitored student demographics at both the district and site levels. District-wide, the implementation of this action directly correlated with positive behavioral growth, reducing the overall suspension rate for all students from 3.5% to 1.8%. Furthermore, the district observed substantial decreases among specific student groups, including English learners (2.4% to 0.8%), socioeconomically disadvantaged students (4.2% to 2.5%), African American students (8.4% to 6.7%), and foster youth, who experienced a dramatic reduction from 22.9% to 10.7%. Crucially, this action was highly effective in supporting school site student groups that previously held a Very High (Red) performance indicator. Significant disciplinary improvements were recorded at Creek View for socioeconomically disadvantaged students (reducing from 3.3% to 2.4%) and at Mountain View for African American students (7.9% to 3.2%). Similarly, Ranch View saw reductions for both socioeconomically disadvantaged students (3.6% to 2.1%) and African American students (6.3% to 4.2%), while Grace Yokley recorded a notable decrease in suspensions for students with disabilities (13.6% to 7.6%). Despite the robust behavioral improvements indicated by the reduction in exclusionary discipline, self-reported student climate surveys revealed mixed effectiveness regarding perceived campus safety. While the percentage of 7th-grade students reporting that they feel safe at school increased from 54% to 58%, the percentage of 5th graders reporting a feeling of safety decreased from 79% to 74%. This discrepancy suggests that while these behavioral interventions have successfully reduced suspensions, additional or refined strategies will be necessary moving forward to improve the overall campus climate and feelings of safety, particularly for our upper elementary students.

3.2 Lower Class Sizes - This action demonstrated mixed effectiveness in improving overall perceptions of campus safety, with notable variations across different educational partner groups and grade levels. Among our student populations, the action was effective for 7th-grade students, who reported an increase in feeling safe at school from 54% to 58%. Conversely, 5th-grade students—a cohort that does not currently benefit from the lower class size initiative, reported a decrease in perceived safety, dropping from 79% to 74%. Adult educational partner surveys also reflected divergent outcomes; while parent perceptions of safety saw a marginal increase from 94% to 95%, staff reported a significant decrease from 96% to 87%. However, qualitative feedback gathered following the survey's release indicated that this decline among adults was primarily driven by external anxieties surrounding federal law enforcement activities across Southern California, rather than a reflection of actual on-campus events or climate. Although this action is fundamentally designed to bolster academic achievement, its primary objective remains cultivating a safe and exceptional learning environment, underscoring the ongoing need to address both internal campus climate and broader community anxieties.

3.3 Provide a District Counselor and 3.4 Provide paraeducators- This action proved highly effective in establishing a safe and exceptional campus environment, resulting in the maintenance or improvement of most key metrics. Notably, the district achieved a significant reduction in overall suspension rates, dropping from 3.5% to 1.8% for all students. Similar positive trends were observed across specific student subgroups, including English learners (2.4% to 0.8%), socioeconomically disadvantaged students (4.2% to 2.5%), African American students (8.4% to 6.7%), and foster youth (22.9% to 10.7%). The action was particularly impactful for student groups previously holding a Very High (Red) performance indicator at the site level. We recorded marked disciplinary improvements at Creek View for socioeconomically disadvantaged students (3.3% to 2.4%), at Mountain View for African American students (7.9% to 3.2%), at Ranch View for both socioeconomically disadvantaged (3.6% to 2.1%) and African American students (6.3% to 4.2%), and at Grace Yokley for students with disabilities (13.6% to 7.6%). Furthermore, the district-wide student expulsion rate was successfully eliminated, dropping from 0.1% to 0.0%. In terms of community collaboration, the Family Engagement Self-Reflection Tool yielded strong outcomes, with the district scoring a consistent 4 out of 5 in Building Relationships, a 4.5 in Building Partnerships for Student Outcomes, and a perfect 5 in Seeking Input for Decision Making. Despite these strong behavioral and engagement indicators, self-reported safety survey results were mixed; while

perceived safety increased among 7th-grade students (54% to 58%) and parents (94% to 95%), feelings of safety decreased among 5th-grade students (79% to 74%) and staff members (96% to 87%), highlighting an area for continued focus and refinement.

3.5 Provide library services - This action proved effective in establishing an additional learning environment that enhances overall campus connectedness and contributes to a sense of safety. However, self-reported safety metrics yielded mixed results; while perceived safety increased among 7th-grade students (from 54% to 58%), it decreased among 5th graders (from 79% to 74%). Academically, this action supported broader educational goals, as evidenced by the 2025 CAASPP English Language Arts (ELA) assessment results. Overall, the all students group demonstrated positive growth, achieving +3.3 points Distance from Standard (DFS), an improvement from the previous baseline of -0.8. Subgroup performance highlighted areas of both progress and needed focus: students with disabilities achieved notable growth, increasing their DFS by 8.7 points (from -94.6 to -85.9), and English learners largely maintained their standing (shifting slightly from -22.7 to -22.9). Conversely, socioeconomically disadvantaged students experienced a slight decline of 1.2 points in DFS (from -17.2 to -18.4), and foster youth saw a more significant decrease of 9.6 points (from -80.6 to -90.2). Furthermore, local assessment data from the 2025-26 i-Ready Diagnostic Two showed students demonstrating a 45% median growth in Reading. Although this reflects a lower growth rate compared to the baseline year's high of 61%, it successfully meets and maintains the district's baseline expectation of 45% growth.

3.6 Provide technology - This action was highly effective in guaranteeing that 100% of the district's students maintained access to standards-aligned instructional materials. The academic impact of these resources is reflected in the 2025 CAASPP assessment results, which demonstrated areas of both significant growth and needed focus. In English Language Arts (ELA), the All Students group achieved +3.3 points Distance from Standard (DFS), an improvement from the previous baseline of -0.8. Within ELA subgroups, students with disabilities showed notable progress by increasing 8.7 points (-94.6 to -85.9), while English learners largely maintained their standing (-22.7 to -22.9). Conversely, socio-economically disadvantaged students experienced a slight decline of 1.2 points (-17.2 to -18.4), and foster youth decreased by 9.6 points (-80.6 to -90.2). In Mathematics, overall student performance improved significantly to -24.1 DFS in 2025, an increase from the 2023 score of -35.2 and the highest Math DFS ever recorded for Mountain View. Math scores across most subgroups showed strong positive momentum: English learners increased by 11.7 points (-41.0 to -29.3), socioeconomically disadvantaged students increased by 8.7 points (-54.9 to -46.2), and students with disabilities grew by 1.5 points (-119.8 to -118.3). However, similar to ELA, the foster youth subgroup saw a decrease of 20.8 points in math (-104.4 to -125.2). Finally, the district's English Learner Progress Indicator on the California School Dashboard reflected a decline, moving from 58.3% in 2023 to 45.7% in 2025.

3.7 New Teacher Induction support - This action was highly effective in maintaining a robust percentage of appropriately assigned teachers across the district. Over the past three school years, this metric has remained consistently stable at 96.9%. While we consider this a strong rate of compliance that positively supports our instructional programs, the district remains committed to continuous improvement and continues to strive for the ultimate goal of a full 100% appropriate assignment rate.

3.8 Cultural Responsiveness Professional Staff Development - Although the planned professional development for the 2025-26 academic year did not occur, the foundational strategies implemented during the 2024-25 school year demonstrated sustained effectiveness in significantly reducing disciplinary removals. The residual impact of this prior training contributed to a notable decrease in overall suspension rates, which dropped from 3.5% to 1.8% district-wide for all students. Similar positive trajectories were observed across specific student subgroups, including English learners (2.4% to 0.8%), socioeconomically disadvantaged students (4.2% to 2.5%), African American students (8.4% to 6.7%), and foster youth (22.9% to 10.7%). This sustained focus was particularly impactful for student groups previously holding a Very High (Red) performance indicator at the site level. The district recorded marked disciplinary improvements at Creek View for

socioeconomically disadvantaged students (3.3% to 2.4%), at Mountain View for African American students (7.9% to 3.2%), at Ranch View for both socioeconomically disadvantaged (3.6% to 2.1%) and African American students (6.3% to 4.2%), and at Grace Yokley for students with disabilities (13.6% to 7.6%). Despite these robust behavioral improvements, the overarching impact on campus climate yielded mixed results; while perceived safety increased among 7th-grade students (54% to 58%) and parents (94% to 95%), feelings of safety decreased among 5th-grade students (79% to 74%) and staff members (96% to 87%). This divergence highlights a critical area requiring continued focus, refinement, and targeted support in the upcoming cycle.

3.9 Parent Participation - This action was highly effective in soliciting and utilizing meaningful feedback from our engaged parent community. The district demonstrated strong, consistent performance on the Family Engagement Self-Reflection Tool, earning ratings of 4 out of 5 in Building Relationships, 4.5 in Building Partnerships for Student Outcomes, and a perfect 5 in Seeking Input for Decision Making. While all scheduled educational partner meetings were successfully held, and current participants report that the district consistently and effectively reaches out to families, a primary area for continued growth is expanding our overall reach. Moving forward, the district remains committed to increasing the sheer volume of parent participants and will continuously seek out and implement innovative methods to encourage broader, more representative family involvement.

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.

1) Action 3.3 changed to reflect the addition of two district level counselors to support our elementary campuses and has been designated as an LREBG action for 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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide Positive Behavior Intervention and Supports (PBIS)	The Student Services Department will continue the use of Positive Behavior Interventions and Supports (PBIS) to provide evidence-based behavioral interventions to maximize academic and social behavior outcomes and is principally directed to our low-income, foster youth, and English learner students. Progress monitoring for this action will be measured by M3.4, M3.5, and M3.8.	\$25,512.00	Yes
3.2	Lower Class Sizes for Primary Grades and Junior High Math	The Personnel and Administrative Services Department will maintain lower class sizes for all students in grades TK-3 and Math 7-8 to increase the ability to meet the social, academic and developmental needs of our students and increase their feeling of safety. This action is principally	\$2,947,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		directed to our low-income, foster youth and English learner students. Progress monitoring for this action will be measured by M3.8, M3.9, and M3.10.		
3.3	Counseling Support (Coordinator and Counselors)	The Educational Services Department will provide a Coordinator, Child Welfare and Attendance (TK-8) and three district Counselors to provide social and emotional support to our students and is principally directed to low-income, foster youth and English learner students across the district. This includes reach out services and making sure students have resources and materials needed to fully engage in school. Progress monitoring for this action will be measured by M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, and M3.10. LREBG ACTION: Total funding \$361,095.00 This action is also tied to Goal 2 as both the Coordinator and the Counselors also support chronic absenteeism and assists the sites with student need identification, guidance, and strategies to support school attendance.	\$748,812.00	Yes
3.4	Paraeducator Support	The Personnel and Administrative Services Department will provide paraeducators to support the academic achievement and social emotional connectedness of students and is principally directed to our low income, foster youth, and English learner students. This extra support will be adaptive based on the needs of the individual students but will provide direct curricular support, small group intervention within the class, and assistance with work completion. Progress monitoring for this action will be measured by Metric M3.4, M3.5, M3.6, M3.7, M3.8, M3.9 and M3.10. This action also supports Goal 1 as paraeducators provide academic support.	\$1,547,426.00	Yes
3.5	Library Services	The Educational Services Department will provide Library services at all school sites to assist students with media resources to support standards-aligned materials and enhance the school environment with a campus location that is a safe and academically enriching learning location that	\$365,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		adds to campus connectedness. This action also promotes student reading, specifically independent reading which benefits student's reading comprehension. This action is principally directed to our low-income, foster youth and English learner students. Progress monitoring for this action will be measured by M1.2, M1.8, and M3.8		
3.6	Technology (Devices and Support)	The Educational Services Department will maintain and/or increase the number of and access to technological devices to ensure students have the resources to be successful. This is principally directed to our low income, foster youth, and English learner students. This includes devices for student use, EdTech Specialists at each site, and hot spots for internet access for student home use as needed. This creates a more rigorous and engaging learning experience for our students and supports student connectedness. Additionally, student devices are needed to support access to both core (digital textbooks) and supplemental curriculum (example- i-Ready Instruction) as well as English learner programs (example- Rosetta Stone). Progress monitoring for this action will be measured by Metric M1.2, M1.4, M1.6, and M3.2.	\$596,487.00	Yes
3.7	New Teacher Induction Support	The Personnel and Administrative Services Department will provide a New Teacher Induction Program (including mentor teachers, collaboration and observation time) to support our new teachers with the transition to the classroom, giving them the time, support and relationships they need to thrive. New Teacher Induction Programs provide a strong foundation and build the capacity of our teachers to meet the individual needs of our learners, especially our students and is principally directed to low-income, foster youth and English learner students. Progress monitoring for this action will be measured by Metric M3.1.	\$85,263.00	Yes
3.8	Cultural Responsiveness Professional Staff Development	The Educational Services Department will offer teachers staff development in the area of cultural responsiveness. This training will be provided by content experts to increase staff knowledge of cultural biases and misperceptions in order to better address the needs of underserved students. This training is designed to support our African American	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		students and increase our ability to respond to the chronic absenteeism and suspension rates. Additionally, it will provide support for our low-income, foster youth, and English learners, and provide strategies for building relationships for students who are students with disabilities, Hispanic, Filipino or homeless. The belief is that this action will also have an effect on chronic absenteeism and increase the connectedness of students, staff, and parents. Progress monitoring for this action will be measured by Metric M3.4, M3.5, M3.6, M3.7, M3.8, M3.9, M3.10, M2.1 and M2.2.		
3.9	Parent Participation	The district will facilitate district and school site events and meetings that will increase parent participation. The district and/or school sites will present multiple opportunities for parent participation and parental involvement. These meetings will include, but are not limited to the LCAP Community meetings, school site councils, English learner advisory councils, school site principal info meetings, back to school night, open house, and student performances at the large group setting. Additional small setting meetings for parents to discuss their individual students include parent conferences, 504 meetings, IEP (Individualized educational plan) meetings for students with disabilities, and MTSS (Multi-tiered system of support) meetings for students struggling in academics or behavior, and attendance meetings for families struggling with attendance rates. These events and meetings will look to increase parent participation while providing opportunities for parental input and strategizing support mechanisms and strategies. Additionally, parents are encouraged to become classroom volunteers and assist in chaperoning various field trips. Progress monitoring for this action will be measured by Metric M3.7.	\$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,896,267.00	\$63,701.00

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
11.478%	0.000%	\$0.00	11.478%

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: ELA Paraeducator Support Need: The 2025 California School Dashboard reveals a disparity in English Language Arts (ELA) between all students (+3.3 points DFS) and the district's English learners (-22.9 DFS), socioeconomically disadvantaged students (-18.4 DFS), and foster youth (-90.2 DFS). This disparity indicates a need for targeted	To improve ELA skills across grades 1-3, the district will provide paraeducators to assist with differentiation and small group instruction within the classroom. This is principally directed toward low-income, foster youth, and English learner students. This action will utilize Universal Design for Learning (UDL) principles during the school day. Using i-Ready diagnostic results and other performance data, teachers place students into targeted, homogeneous groups. Students then receive daily, scheduled ELA instruction in these	M1.2 CAASPP ELA - District M1.3 CAASPP - School and Student Group

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
	intervention services to support these groups. This action is designed to provide smaller group setting within the classroom allowing for targeted support based on students' diagnostic data and identified needs. The action is provided on a schoolwide basis but is principally directed toward low-income, English learner, and foster youth students. Educational partner feedback, confirms strong community support for this intervention. Scope: Schoolwide	smaller group settings, delivered by teachers and paraeducators. This action is principally directed toward our unduplicated student groups (English learners, foster youth, and low-income students). By utilizing real-time data to create small-group settings, educators can provide individualized support that directly targets specific literacy skill gaps, which is expected to accelerate ELA proficiency and close the achievement gap for these targeted student groups. While principally directed at our unduplicated students, this action is provided on a schoolwide basis. Delivering intensive literacy support within the general classroom ensures equitable access and avoids isolating or stigmatizing students with the highest needs. Furthermore, a schoolwide UDL model allows educators the flexibility to address emerging needs dynamically throughout the school year, ensuring that the benefits of high-quality literacy intervention extend across the entire learning community.	
1.2	Action: ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8) Need: The 2025 California School Dashboard shows disparities in English Language Arts (ELA) performance between all students and key unduplicated student groups. Districtwide, all students scored +3.3 points DFS, while English learners scored -22.9 DFS, low-income students scored -18.4 DFS, and foster	Grace Yokley Junior High will offer two dedicated periods of Language Arts Intervention (ELA Academy) for students in need of additional academic support, principally directed toward English learners, foster youth, and low-income students. This program is designed to address the ELA performance gaps identified in the California School Dashboard by providing remediation and targeted assistance with grade-level curriculum in smaller class settings. Students are identified through the most recent diagnostic assessments, teacher recommendations, and MTSS data,	M1.2 Student Performance on CAASPP ELA M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading M1.12 Student Performance on CAASPP ELA and Math - Junior High

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	youth scored -90.2 DFS. At the junior high level, while all students scored +6.9 points DFS in ELA, English learners scored -40 points DFS and low-income students scored -11.2 points DFS. Although foster youth data at this level is not reportable due to small sample size, districtwide data suggest they remain an at-risk group. These results highlight opportunity gaps and underscore the need for increased academic services targeted toward English learners, low-income students, and foster youth. Educational partner input, including feedback from parents and students, further supports the need for expanded intervention programs, particularly those that provide in-school academic support for students struggling to meet grade-level ELA standards. Scope: Schoolwide	ensuring that services are directed to those with the greatest need. ELA Academy classes are intentionally structured with smaller student-teacher ratios than regular classes, allowing for daily, scheduled instruction tailored to individual learning needs. Teachers use differentiated strategies, scaffolded instruction, and formative assessments to address specific literacy skill gaps, while also providing access to grade-level content. This action is provided on a schoolwide basis to integrate targeted students into the broader academic environment, reduce stigma, and allow for flexibility in responding to emerging needs during the school year. While all students may benefit from this model, it is principally designed to accelerate academic growth for English learners, foster youth, and low-income students, closing the gap between their outcomes and those of the All Students group. "Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each student. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]	
1.3	Action: Math Intervention After School (Grades 2-6) Need: The 2025 California School Dashboard reveals disparities in Mathematics achievement among English learners, low-income, and foster youth. While all students scored -24.1 points DFS on the CAASPP Mathematics	To address the Mathematics achievement gaps identified in the California School Dashboard between all students and English learners, foster youth, and low-income students, the district's elementary schools will provide after-school Math Intervention for students in grades 2-6. These sessions are designed to deliver targeted remediation and assistance with grade-level math content, focusing on the specific skills and	M1.4 Student Performance on CAASPP Math M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	assessment, English learners scored -29.3 points DFS, low-income students scored -46.2 points DFS, and foster youth scored -125.2 points DFS. These outcome gaps indicate that these student groups are not experiencing the same level of academic success as their peers and underscore the need for increased and targeted instructional support. To address these disparities, the district is prioritizing the implementation of math intervention programs designed to provide additional academic time and personalized support. Educational partner input, including parent and student feedback, further confirms the need for expanded services that support students struggling with grade-level mathematics content, particularly those from historically underserved populations. Scope: Schoolwide	concepts where students are underperforming. Students are identified for participation through the most recent diagnostic assessments, teacher recommendations, and MTSS data, ensuring that services are directed to those with the greatest academic need. Instruction will be delivered in small group settings to allow for individualized attention, frequent progress monitoring, and the use of differentiated strategies to address skill gaps. While the program is available on a schoolwide basis to ensure equity of access and flexibility for addressing emerging needs, it is principally directed toward English learners, foster youth, and low-income students, who are disproportionately represented among those performing below standard in mathematics. This model integrates targeted supports into a broader instructional framework, reducing stigma and fostering collaborative learning environments that benefit all participants. "Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each student. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]	
1.4	Action: Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8) Need: The 2025 California School Dashboard indicates disparities in Mathematics performance for English learners, low-income,	Grace Yokley Junior High will implement two dedicated periods of Mathematics Intervention, known as Math Academy, to address the performance gaps in Mathematics identified between all students and English learners, foster youth, and low-income students. The Math Academy provides targeted remediation and assistance with grade-level curriculum, with	M1.4 Student Performance on CAASPP Math M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics M1.12 Student Performance on CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and foster youth. Districtwide, all students scored -24.1 points DFS on the CAASPP Mathematics assessment, while English learners scored -29.3 DFS, socioeconomically disadvantaged students scored -46.2 points DFS, foster youth scored -125.2 points DFS, and LTELs scored -103.4 points DFS. At the junior high level, outcomes were even more concerning: All students scored -37.3 points DFS, English learners scored -62.3 points DFS, socioeconomically disadvantaged students scored -58.1 points DFS, and LTELs scored -110.8 points DFS. While foster youth data was not reported due to small sample size, districtwide trends suggest they remain a high-need group. These results demonstrate a clear and persistent achievement gap that disproportionately affects English learners, low-income students, and foster youth, highlighting the need for increased academic intervention. Educational partner feedback, including parent and student input, supports the need for targeted programs to provide in-school mathematics support for students who are not meeting grade-level standards. Scope: Schoolwide	students selected for participation based on the most recent diagnostic assessment data, teacher recommendations, and MTSS team input. This ensures that the program is principally directed toward students with the greatest academic needs, particularly unduplicated student groups who are disproportionately represented among those performing below standard in math. The Academy is structured with smaller class sizes than regular math classes, enabling teachers to provide individualized instruction, scaffold learning, and use targeted strategies to address specific skill deficits. Frequent progress monitoring and differentiated instructional approaches ensure that each student's unique needs are met. While the program is delivered on a schoolwide basis to allow equitable access, reduce stigma, and maintain flexibility in addressing emerging needs during the year, its design and resource allocation are principally focused on accelerating math achievement for English learners, foster youth, and low-income students. "Small groups allow for more personalized learning, where teachers can tailor activities and content to the specific needs and abilities of each student. This personalized approach can lead to better academic outcomes." [Personalize Learning, Bray.B and McClaskey K. 2013]	ELA and Math - Junior High
1.8	Action: Educational Software Programs Need: The 2025 California School Dashboard reveals achievement gaps across multiple content	To address achievement gaps in ELA, Mathematics, and Science identified on the 2024 California School Dashboard, the district will purchase and implement educational software programs such as i-Ready, Zingy Science, and BrainPOP. These programs are designed to	M1.2 CAASPP ELA-District M1.3 CAASPP - School and Student Group M1.4 CAASPP Math - District

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	areas for English learners, low-income students, and foster youth. In English Language Arts (ELA), all students scored +3.3 points DFS, while English learners scored -22.9 points DFS, low-income students scored -18.4 points DFS, and foster youth scored -90.2 points DFS. In Mathematics, all students scored -24.1 points DFS, compared to -29.3 points DFS for English learners, -46.2 points DFS for low-income students, and -125.2 points DFS for foster youth. On the California Science Test (CAST), all students scored 56.1 Science Points, while English learners scored 50.7 Science Points and low-income students scored 52 Science Points; results for foster youth were not reported due to a small student group size. These outcomes demonstrate disparities in academic performance and highlight the need for increased, targeted support for English learners, low-income students, and foster youth. Educational partner feedback, including input from teachers and students, confirms that technology-based instructional tools and supplemental programs have increased engagement and positively impacted student learning. These findings reinforce the need to expand access to such resources and interventions to close persistent opportunity gaps. Scope: LEA-wide	provide targeted, standards-aligned instruction and practice that adapt to individual student needs, offering personalized pathways for English learners, foster youth, and low-income students. The platforms include embedded assessments and progress monitoring tools, enabling teachers to identify specific skill deficits and adjust instruction accordingly. By integrating these technology-based resources into daily instruction and intervention periods, the district can extend learning opportunities beyond the traditional classroom and increase engagement for students who have historically underperformed on state assessments. The use of research-proven programs ensures that interventions are evidence-based and capable of producing measurable gains in student achievement. While these programs will be available on a schoolwide basis to ensure equitable access and to avoid isolating targeted students, they are principally directed toward English learners, foster youth, and low-income students, who disproportionately experience lower performance in all three content areas. Providing access LEA-wide ensures consistent implementation, uniform access to high-quality digital resources, and equitable opportunities for all students to benefit from data-driven, adaptive learning supports. "Research on i-Ready shows that it is an effective resource for accelerating student growth and progress toward reading proficiency, meeting Level 3 criteria for the Every Student Succeeds Act (ESSA)." [Curriculum Associates, 2020]	M1.5 CAASPP Math - School and Student Group M1.11 CAST (California Science Test) - District 5th and 8th grade students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		"Research on BrainPOP shows that it meets ESSA Tier 2 requirements and is proven to raise academic achievement." [BrainPOP Research and Efficacy, 2023]	
1.10	Action: Professional Learning Communities Need: The 2025 California School Dashboard highlights achievement gaps in both English Language Arts (ELA) and Mathematics for English learners, low-income students, and foster youth. In ELA, all students scored +3.3 points DFS, while English learners scored -22.9 points DFS, low-income students scored -18.4 points DFS, and foster youth scored -90.2 points DFS. In Mathematics, all students scored -24.1 points DFS, with English learners at -29.3 points DFS, low-income students at -46.2 points DFS, and foster youth at -125.2 points DFS. These data underscores disparities in academic performance that disproportionately impact English learners, low-income students, and foster youth, and they point to a need for increased and targeted services to address the academic needs of these groups. Teachers and principals report that Professional Learning Communities (PLCs) have provided valuable time for educators to collaborate, analyze student data, and improve instructional strategies, supporting student achievement through more coordinated and responsive teaching practices. The ongoing implementation and enhancement of PLC structures are essential	Professional Learning Communities (PLCs) provide structured, collaborative time for teachers to analyze student performance data, identify learning gaps, and design targeted instructional strategies that address the specific needs of English learners, foster youth, and low-income students. By examining assessment results, sharing effective practices, and coordinating interventions, PLCs ensure that instructional decisions are data-driven and directly aligned to closing the achievement gaps highlighted in the California School Dashboard for both ELA and Mathematics. This systematic approach allows educators to respond more quickly and effectively to students who require additional support or enrichment, ensuring that unduplicated student groups receive timely, targeted interventions to improve academic outcomes. The action is implemented on an LEA-wide basis to create consistent expectations for collaboration, data analysis, and instructional planning across all schools in the district. This uniform approach ensures that all teachers, regardless of site, are equipped with the same tools, processes, and support systems to serve students effectively. While PLCs benefit all students, the intentional focus on analyzing subgroup data and planning specific interventions means the work is principally directed toward English learners, foster youth, and low-income students, who have demonstrated the	M1.2 CAASPP ELA - District M1.3 CAASPP - School and Student Group M1.4 CAASPP Math - District M1.5 CAASPP Math - School and Student Group M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading M1.9 i-Ready Winter Diagnostic Growth Rate Results for Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to sustaining improvements in outcomes for our highest-need student populations. Scope: LEA-wide	greatest need for academic growth. "Three Big Ideas that Drive the work of a PLC: The essence of the PLC process is captured in three big ideas: 1. The purpose of our school is to ensure that all students learn at high levels. 2. Helping all students learn requires a collaborative and collective effort. 3. To assess our effectiveness in helping all students learn we must focus on results - evidence of student learning - and use the results to inform and improve our professional practice and respond to students who need intervention or enrichment." Richard DuFour, Learning by Doing: A Handbook for Professional Learning Communities at Work	
1.12	Action: Homework Club After School (Grades 2-8) Need: The 2025 California School Dashboard reveals academic disparities for English learners, low-income, and foster youth. In English Language Arts (ELA), all students scored +3.3 points DFS, while English learners scored -22.9 points DFS. In Mathematics, all students scored -24.1 points DFS, compared to -29.3 points DFS for English learners, -46.2 points DFS for low-income students, and -125.2 DFS for foster youth, highlighting a pronounced and urgent need for increased academic support. Additionally, the English Learner Progress Indicator (ELPI) shows 45.7% of EL students are making expected progress, with Long-Term English Learners (LTELs) showing a slightly higher rate at 46.7%, indicating	To address the academic disparities identified in the California School Dashboard and ELPI data, the district will provide after-school Homework Clubs at both the elementary and junior high levels, principally directed toward English learners, foster youth, and low-income students. At the elementary level, the program prioritizes English learners with limited English proficiency, offering a structured environment where students can receive assistance from teachers to understand and complete assignments, reinforce concepts, and develop academic vocabulary. This targeted support addresses the needs of students who report not having someone at home available to help with homework, ensuring they can keep pace with grade-level expectations in both ELA and mathematics.	M1.2 CAASPP ELA - District M1.4 CAASPP Math - District M1.6 English learners who make progress toward English proficiency M1.7 English Learner Reclassification Rate M1.12 Student Performance on CAASPP ELA and Math - Junior High

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
	continued language acquisition challenges. The district's reclassification rate for 2024-25 was 16.1%. These data points collectively demonstrate the need for increased and targeted services to support English learners in both language development and academic achievement. Feedback from educational partners, particularly parents and students, underscores the importance of supplemental academic support such as Homework Club, especially for students lacking access to help at home. Scope: Schoolwide	At the junior high level, Homework Club operates on a drop-in model, maintaining accessibility to all students while ensuring intentional outreach to unduplicated student groups. Both levels operate with small group sizes, allowing for individualized guidance, concept clarification, and skill reinforcement aligned to student needs identified through the most recent diagnostic assessments and teacher recommendations. This action is provided on an LEA-wide basis to ensure consistent access to academic support across all schools while maintaining flexibility to respond to site-specific needs. While the program benefits all participants, its design and focus are principally directed to accelerating progress for English learners, foster youth, and low-income students, supporting higher reclassification rates, improved ELPI performance, and overall academic growth. "Small group instruction allows teachers to tailor their teaching methods to each student's learning style, interests, and skill level." [The Advantages of Small Group Instruction in the Classroom, Torgerson, D. 2023]	
1.14	Action: ELA Intervention After School (Grades 2-6) Need: The 2025 CA School Dashboard shows outcomes on the CAASPP English Language Arts (ELA) for all students at +3.3 points DFS while English learners scored -22.9 points DFS. The outcomes on the CAASPP Mathematics for all students at -24.1 points	To address the ELA and Mathematics performance disparities identified between all students and English learners on the California School Dashboard, the district's elementary schools will provide after-school ELA Intervention for students in grades 5-6. This program is principally directed toward English learners, foster youth, and low-income students, providing remediation and targeted assistance with grade-level curriculum. Students are identified for	M1.2 CAASPP ELA - District M1.8 i-Ready Winter Diagnostic Growth Rate Results for 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
	DFS while English learners scored -29.3 points DFS. This demonstrates disparity between the All Students group and the EL student group, highlighting the need of increased services to be provided to respond to the needs of English learner students. Educational partner feedback and parent requests also indicate a need for the program. Scope: Schoolwide	participation using the most recent diagnostic assessment data, teacher recommendations, and MTSS team input, ensuring that those with the most urgent learning gaps receive priority access. The intervention is structured in small group settings to allow teachers to tailor instruction to the individual learning styles, interests, and skill levels of each student. This setting supports differentiated instruction, targeted feedback, and personalized learning strategies that directly address skill deficits, particularly in reading comprehension, writing, and academic language development for English learners. While offered on a schoolwide basis to promote equitable access and avoid isolating targeted students, the program's design and resources are focused on closing the achievement gap for unduplicated student groups. The schoolwide delivery model also provides flexibility to serve students who may develop academic needs during the year and integrates targeted supports into a cohesive learning environment. "Small group instruction allows teachers to tailor their teaching methods to each student's learning style, interests, and skill level." [The Advantages of Small Group Instruction in the Classroom, Torgerson, D. 2023]	
2.1	Action: AVID Program at the Junior High Level Need: The 2025 CA School Dashboard shows that the chronic absenteeism rate for all students is	The AVID program is an elective course designed to address the disparities in attendance and engagement identified in the California School Dashboard by providing students-principally low-income, English learners, and foster youth-with targeted academic, social, and emotional support.	M2.1 School Absence Rate M2.2 Chronic Absenteeism Rate - District

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	14.2%, compared to 19.0% for low-income students. While foster youth (8.0%) and English learners (13.3%) have achieved rates lower than the All Students group, these levels still represent a need for continued targeted support, particularly for low-income students. At the junior high level (grades 7-8), chronic absenteeism for all students is 15.0%, compared to 17.7% for English learners and 19.2% for socioeconomically disadvantaged students, with foster youth too few in number to receive a performance indicator. School absence data shows a similar trend, with all students averaging 9.5 days absent annually compared to 10.6 days for low-income students; foster youth averaged 5.1 days absent, while English learners averaged 8.3 days. These disparities highlight the need for strategies that promote school engagement and consistent attendance for unduplicated student groups. The Advancement Via Individual Determination (AVID) program is designed to increase and improve services by providing rigorous, college-preparatory instruction, mentoring, and academic supports that foster a strong sense of belonging, goal-setting, and persistence in school. Principally directed to low-income, English learner, and foster youth students, AVID addresses the identified need by equipping students with the skills, structure, and support networks necessary to remain engaged in school, thereby reducing absenteeism and improving long-term academic outcomes. Educational partner feedback confirms AVID's strong demand and effectiveness in motivating	AVID equips students with essential skills such as time management, organization, collaboration, and effective study strategies, which directly address the barriers to consistent school attendance and academic persistence. These supports are particularly beneficial for unduplicated student groups, who often face additional challenges in accessing rigorous coursework and maintaining consistent engagement in school. Research shows that students who participate in AVID have higher levels of school connectedness, improved attendance rates, and reduced chronic absenteeism. The program also builds long-term academic readiness, with participants demonstrating higher rates of completing college entrance requirements in high school and greater postsecondary acceptance. This action is provided on a schoolwide basis at the junior high to ensure equitable access to the program, integrate targeted students into academically rigorous learning environments, and avoid isolating unduplicated student groups. A schoolwide delivery also allows for AVID strategies to influence instructional practices across content areas, benefiting the broader student population while maintaining a principal focus on meeting the needs of low-income students, English learners, and foster youth. "AVID strategies help to improve executive function by giving students strategies for organizing and using information and are believed to contribute to a child's success by supporting the underlying processes required for learning."	M2.3 Chronic Absenteeism Rate - School and Student Group M2.4 Middle School Dropout Rate M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students and fostering a culture of achievement. Scope: Schoolwide	(Journal of Research in Childhood Education, Bagby, J. 2012)	
2.2	Action: High School Level Courses at the Junior High Level Need: The 2025 CA School Dashboard shows that the chronic absenteeism rate for all students is 14.2%, compared to 19.0% for low-income students. While foster youth (8.0%) and English learners (13.3%) have achieved rates lower than the All Students group, these levels still represent a need for continued targeted support, particularly for low-income students. At the junior high level (grades 7-8), chronic absenteeism for all students is 15.0%, compared to 17.7% for English learners and 19.2% for socioeconomically disadvantaged students, with foster youth too few in number to receive a performance indicator. School absence data shows a similar trend, with all students averaging 9.5 days absent annually compared to 10.6 days for low-income students; foster youth averaged 5.1 days absent, while English learners averaged 8.3 days. These trends highlight the need for programs that strengthen student engagement and reduce absences for unduplicated student groups. This action is designed to increase and improve services by providing targeted engagement opportunities, structured	To address the chronic absenteeism and engagement disparities identified in the California School Dashboard, the junior high offers high school-level courses such as Spanish 1A and 1B and Integrated Mathematics 1, principally directed toward low-income students, English learners, and foster youth. Providing these advanced academic opportunities allows unduplicated students to develop the skills, knowledge, and confidence needed to transition successfully into 9th grade, while also opening pathways to honors and advanced courses in high school. These opportunities help students see a clear, rigorous, and attainable academic future, which can improve motivation, increase daily attendance, and reduce chronic absenteeism. Instruction in these courses integrates scaffolds and supports to ensure that unduplicated students can access challenging content while building foundational skills. Exposure to high school-level rigor in junior high also fosters higher expectations, resilience, and goal-setting, helping to narrow opportunity gaps that often emerge before high school. This action is provided on a schoolwide basis to ensure equitable access to high-level coursework and to create an inclusive learning environment where targeted students learn alongside peers in	M2.1 School Absence M2.2 Chronic Absenteeism Rate - District M2.3 Chronic Absenteeism Rate - School and Student Group M2.4 Middle School Dropout Rate M2.5 Student access and enrolled in broad course of study M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supports, and inclusive activities that foster belonging and sustained participation in school. Principally directed to low-income, English learner, and foster youth students, the program is informed by strong student feedback indicating its high value and positive impact on attendance and engagement. Scope: Schoolwide	rigorous academic settings. The schoolwide delivery allows teachers to integrate enrichment and acceleration strategies across the broader curriculum, while the principal focus remains on providing unduplicated students with the preparation and access they need to achieve long-term academic success.	
2.3	Action: After School Junior High Sports Program Need: The 2025 CA School Dashboard shows that the chronic absenteeism rate for all students is 14.2%, compared to 19.0% for low-income students. While foster youth (8.0%) and English learners (13.3%) have achieved rates lower than the All Students group, these levels still represent a need for continued targeted support, particularly for low-income students. At the junior high level (grades 7-8), chronic absenteeism for all students is 15.0%, compared to 17.7% for English learners and 19.2% for socioeconomically disadvantaged students, with foster youth too few in number to receive a performance indicator. School absence data shows a similar trend, with all students averaging 9.5 days absent annually compared to 10.6 days for low-income students; foster youth averaged 5.1 days absent, while English learners averaged 8.3 days. These trends underscore the importance of actions that promote school connectedness	To address chronic absenteeism and promote school connectedness for unduplicated student groups, the junior high offers an after-school sports program, principally directed toward low-income students, English learners, and foster youth. Participation in this program provides students with opportunities to develop athletic skills, self-confidence, teamwork, and leadership abilities, all of which contribute to a well-rounded educational experience. By engaging students in extracurricular activities, the program strengthens their connection to the school community, fosters pride in participation, and creates positive relationships with peers and staff. The sports program directly impacts attendance by making good attendance a prerequisite for participation, while student feedback confirms that the desire to remain eligible for practices and games motivates them to avoid unnecessary absences. This dual impact-building social-emotional connections while setting clear attendance expectations-helps reduce chronic absenteeism, particularly for student groups who	M2.1 School Absence Rate M2.2 Chronic Absenteeism Rate - District M2.3 Chronic Absenteeism Rate - School and Student Group M2.4 Middle School Drop Out Rate M2.7 Chronic Absenteeism Rate - Junior High (7th and 8th Grade)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and sustained engagement for unduplicated student groups. This action increases and improves services by providing enriching opportunities and structured supports designed to strengthen student relationships with peers, staff, and the broader school community. Principally directed toward low-income, English learner, and foster youth students, the program addresses barriers to consistent attendance and fosters a sense of belonging—an outcome reinforced by student feedback identifying this activity as a high-interest factor in their overall school experience. Scope: Schoolwide	may otherwise have fewer opportunities for structured extracurricular involvement. The action is implemented on a schoolwide basis to ensure equitable access and to promote an inclusive school culture where targeted students participate alongside their peers. This integration reduces stigma, broadens the reach of the program's positive effects, and supports districtwide goals of improving attendance and engagement for all students, with a principal focus on meeting the needs of English learners, foster youth, and low-income students.	
2.5	Action: After School Coding Club at the Elementary Level Need: The 2025 CA School Dashboard shows that the chronic absenteeism rate for all students is 14.2%, compared to 19.0% for low-income students. While foster youth (8.0%) and English learners (13.3%) have achieved rates lower than the All Students group, these levels still represent a need for continued targeted support, particularly for low-income students. At the junior high level (grades 7-8), chronic absenteeism for all students is 15.0%, compared to 17.7% for English learners and 19.2% for socioeconomically disadvantaged students, with foster youth too few in number	To address attendance disparities and strengthen school connectedness for unduplicated student groups, the district will offer multiple Coding Clubs at each elementary school site. These clubs are principally directed toward low-income students, English learners, and foster youth, many of whom lack the family resources to participate in fee-based enrichment activities such as community sports, scouting, or private lessons. Providing free, accessible enrichment opportunities like coding directly supports student engagement by sparking interest in STEM skills, fostering problem-solving abilities, and building confidence through mastery of new concepts. Participation in Coding Clubs also promotes regular attendance, as students are motivated to come to school to take part in an activity they	M2.1 School Absence Rate M2.2 Chronic Absenteeism Rate - District M2.3 Chronic Absenteeism Rate - School and Student Group

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to receive a performance indicator. School absence data shows a similar trend, with all students averaging 9.5 days absent annually compared to 10.6 days for low-income students; foster youth averaged 5.1 days absent, while English learners averaged 8.3 days. These patterns highlight the importance of actions that foster school connectedness, engagement, and consistent attendance for unduplicated student groups. This action is designed to increase and improve services by creating structured, inclusive opportunities that strengthen relationships, enhance school climate, and encourage active participation in school life. Principally directed toward low-income, English learner, and foster youth students, the program directly addresses identified barriers to engagement, with students themselves identifying this activity as a high-interest factor that increases their sense of belonging. Scope: Schoolwide	enjoy. This interest-driven engagement helps reduce chronic absenteeism while creating opportunities for personal growth, collaboration, and leadership. By embedding the program into the school community, students develop stronger connections to peers and staff, which research shows is a key factor in improving attendance and academic performance. This action is provided on a schoolwide basis to ensure equitable access and to promote an inclusive school culture, allowing unduplicated students to participate alongside their peers in a shared learning experience. While all students may benefit, the program's design intentionally removes barriers to participation for low-income, English learner, and foster youth students, aligning with the district's goal of fostering belonging and sustained school engagement.	
2.6	Action: Visual and Performing Arts Program Need: The 2025 CA School Dashboard shows that the chronic absenteeism rate for all students is 14.2%, compared to 19.0% for low-income students. While foster youth (8.0%) and English learners (13.3%) have achieved rates lower than the all students group, these levels still represent a need for continued targeted	To address the attendance and engagement disparities identified in the California School Dashboard, the district will provide a variety of Visual and Performing Arts (VAPA) offerings to all students, with a principal focus on benefiting low-income students, English learners, and foster youth. Research supports the positive impact of arts education on academic achievement, language development, and student engagement, making it a particularly effective strategy for unduplicated student groups. By participating in	M2.1 School Absence Rate M2.2 Chronic Absenteeism Rate - District M2.3 Chronic Absenteeism Rate - School and Student Group M2.5 Student access and enrolled in broad course of study

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support, particularly for low-income students. At the junior high level (grades 7-8), chronic absenteeism for all students is 15.0%, compared to 17.7% for English learners and 19.2% for socioeconomically disadvantaged students, with foster youth too few in number to receive a performance indicator. School absence data shows a similar trend, with all students averaging 9.5 days absent annually compared to 10.6 days for low-income students; foster youth averaged 5.1 days absent, while English learners averaged 8.3 days. These patterns highlight the importance of programs that build student engagement, strengthen school connectedness, and encourage consistent attendance for unduplicated student groups. This action is designed to increase and improve services by providing structured opportunities for student involvement in school events and performances, which foster pride, teamwork, and community belonging. Principally directed toward low-income, English learner, and foster youth students, the program has generated strong parental feedback, with families expressing high interest and appreciation for its positive impact on student motivation and school culture. Scope: Schoolwide	arts programs, students develop creativity, confidence, collaboration skills, and cultural appreciation-all of which contribute to stronger connections to school and improved motivation to attend regularly. The program includes visual arts activities that incorporate age-appropriate materials and mediums such as paint, clay, and mixed media, fostering hands-on learning experiences that engage diverse learners. The performing arts component is organized by grade-level spans so that each student participates in at least three performances during their elementary school years. These structured opportunities help build a sense of pride, teamwork, and accomplishment, directly addressing the need for activities that strengthen student belonging and reduce chronic absenteeism. This action is implemented on a schoolwide basis to ensure equitable access to arts education for all students, including those who may not otherwise have the opportunity to participate due to financial or logistical barriers. A schoolwide model fosters an inclusive school culture where students are fully integrated into enriching learning experiences alongside their peers, ensuring the benefits of the arts reach those who need them most.	M2.6 Visual and Performing Arts Program
3.1	Action: Provide Positive Behavior Intervention and Supports (PBIS)	Positive Behavioral Interventions and Supports (PBIS) will continue to be implemented districtwide to provide an evidence-based, three-tiered framework that addresses the behavioral and	M3.4 Student Suspension Rate - district M3.5 Student Suspension Rate - School and Student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2025 CA School Dashboard shows a suspension rate of 1.8% for all students, compared to 2.5% for low-income students, 10.7% for foster youth, and 0.8% for English learners. School climate survey data indicates that 74% of 5th grade students and 58% of 7th grade students report feeling safe on campus. While overall responses are generally positive, feedback from students, particularly at the junior high level, indicates a need to increase the consistent use of Positive Behavioral Interventions and Supports (PBIS) strategies to promote a safe and supportive learning environment. This action is designed to increase and improve services by strengthening PBIS implementation, providing targeted behavioral supports, and training staff to ensure consistent and proactive practices that foster respect, inclusion, and safety. Principally directed toward low-income, English learner, and foster youth students, these enhancements aim to reduce suspension rates, improve perceptions of safety, and create equitable learning conditions across all campuses. Scope: LEA-wide	social-emotional needs of students, with a principal focus on reducing suspension rates and improving perceptions of safety for low-income students, English learners, and foster youth. This structured approach integrates behavioral data, student support systems, and schoolwide practices to proactively prevent problem behaviors, promote positive interactions, and increase access to academic content for students who may otherwise be excluded from learning environments due to discipline issues. PBIS strengthens school connectedness by clearly defining behavioral expectations, explicitly teaching and reinforcing positive behaviors, and providing tiered interventions for students who require additional support. These strategies directly address the disparities in suspension rates identified in the California School Dashboard and the student feedback indicating a need for greater consistency in behavioral supports, especially at the junior high level. The action is implemented on an LEA-wide basis to ensure uniformity and consistency across all school sites, creating equitable learning conditions regardless of campus assignment. This districtwide approach also allows for shared training, common expectations, and coordinated data analysis, which enhance the effectiveness of PBIS and ensure that unduplicated student groups receive consistent, targeted support. Findings indicate that PBIS is experimentally associated with a reduction in office discipline referrals (Bradshaw et al., 2010, 2012; Horner et	M3.8 Local School Climate Survey - Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		al., 2009; Safran and Oswald, 2003), a reduction in out-of-school suspensions and expulsions (Bradshaw et al., 2010), and improved social-emotional competence (Bradshaw et al., 2012).	
3.2	Action: Lower Class Sizes for Primary Grades and Junior High Math Need: The Local School Climate Survey indicates that 74% of 5th grade students and 58% of 8th grade students report feeling safe at school, along with 87% of school staff and 95% of parents. While overall perceptions of safety are high among staff and parents, the lower safety ratings among middle school students highlight the need for strategies that foster a stronger sense of security and connectedness during this transitional period. Feedback from parents and teachers also reveals a strong desire for maintaining small class sizes, particularly in primary grades and in math classes at the junior high level, to enhance instructional quality and individual attention. This action is designed to increase and improve services by reducing class sizes to allow for more personalized instruction, stronger teacher-student relationships, and improved monitoring of student well-being. Principally directed toward low-income, English learner, and foster youth students, this approach addresses identified needs by creating learning environments that are safer, more supportive, and more responsive to the diverse needs of all students.	Lower class sizes will be maintained in grades TK-3 and in Math 7-8 to better address the social, academic, and developmental needs of students, with a principal focus on low-income students, English learners, and foster youth. Smaller class sizes provide a more personalized learning environment, allowing teachers to build stronger relationships with students, offer individualized feedback, and monitor academic and behavioral progress more closely. This directly supports the need identified in the Local School Climate Survey for strategies that foster a greater sense of safety and connectedness, particularly for middle school students. In TK-3, reduced class sizes support foundational skill development in literacy, numeracy, and social-emotional learning, ensuring that unduplicated student groups receive targeted support early in their academic journey. In Math 7-8, smaller classes provide more opportunities for differentiated instruction, intervention, and active engagement, addressing both academic needs and the importance of creating a safe, supportive environment during the critical transition to high school. This action is provided on an LEA-wide basis to ensure consistent access to the benefits of smaller class sizes across all eligible grades and school sites. The schoolwide model promotes equity by ensuring that unduplicated students are fully	M3.8 Local School Climate Survey - Students M3.9 Local School Climate Survey - Staff M3.10 Local School Climate Survey - Parents

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	integrated into classrooms with lower student-to-teacher ratios, which research shows can lead to improved academic performance, increased engagement, and stronger feelings of safety at school.	
3.3	Action: Counseling Support (Coordinator and Counselors) Need: The 2025 CA School Dashboard shows a suspension rate of 1.8% for all students, compared to 2.5% for low-income students, 10.7% for foster youth, and 0.8% for English learners. The Local School Climate Survey indicates that 74% of 5th grade students and 58% of 7th grade students report feeling safe at school, alongside 87% of staff and 95% of parents. While these results reflect generally positive perceptions, they also reveal a need for continued efforts to improve student safety and reduce disciplinary disparities, particularly for foster youth and low-income students. Teachers and principals report that the presence of a counselor has contributed to favorable outcomes in student behavior, emotional well-being, and conflict resolution. This action is designed to increase and improve services by maintaining and enhancing access to counseling support, with a focus on fostering positive school climate, addressing social-emotional needs, and proactively preventing behavior issues. Principally directed toward low-income, English learner, and foster youth students, the counselor's targeted interventions aim to	The Coordinator and Counselors will provide ongoing monitoring of academic achievement, attendance, and behavior for students, with a principal focus on foster youth, homeless students, English learners, and low-income students. This targeted support addresses the suspension rate disparities and safety concerns identified in the California School Dashboard and Local School Climate Survey by ensuring that students at greatest risk receive timely, individualized interventions. These services include direct outreach to students and families, analysis of attendance and discipline trends, and connection to community and district resources that address barriers to engagement and academic success. By fostering stronger relationships with students and families, the Coordinator and Counselors increase students' connectedness to school, which research shows can lead to reduced suspension rates, improved attendance, and greater academic engagement. Proactive interventions also help to prevent behavioral incidents before they escalate, creating a safer and more supportive school climate for all students. This action is provided on an LEA-wide basis to ensure consistency and equity in services across all schools in the district. A districtwide approach allows for the implementation of uniform monitoring protocols, equitable resource	M3.4 Student Suspension Rate - District M3.5 Student Suspension Rate - School and Student Group M3.6 Student Expulsion Rate M3.7 Family Engagement Self-Reflection M3.8 Local School Climate Survey - Students M3.9 Local School Climate Survey - Staff M3.10 Local School Climate Survey - Parents

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reduce suspensions, improve feelings of safety, and support academic engagement for the students who need it most. Scope: LEA-wide	allocation, and the sharing of effective practices across sites, ensuring that students receive the same level of targeted support regardless of school placement.	
3.4	Action: Paraeducator Support Need: The 2025 CA School Dashboard shows a suspension rate of 1.8% for all students, compared to 2.5% for low-income students, 10.7% for foster youth, and 0.8% for English learners. The Local School Climate Survey indicates that 74% of 5th grade students and 58% of 7th grade students report feeling safe at school, alongside 87% of staff and 95% of parents. While these figures indicate generally positive outcomes, the lower safety perception among middle school students and the higher suspension rates for certain unduplicated student groups highlight the need for additional targeted supports. Teachers and students report that paraeducators provide valuable socio-emotional support and help strengthen students' sense of connection to school. This action is designed to increase and improve services by maintaining and expanding paraeducator support to work directly with students, offering individualized assistance, fostering positive relationships, and ensuring that students have access to caring adults throughout the school day. Principally directed toward low-income,	District paraeducators will provide multiple layers of support to students, with a principal focus on low-income students, English learners, and foster youth. This support is socio-emotional in nature, offering students a trusted adult connection on campus, which research shows is critical to improving school connectedness and fostering a positive climate. Paraeducators also provide direct assistance to English learners through language development support, as well as in-class academic assistance that reinforces instruction, supports behavioral expectations, and helps reduce suspension rates. These supports target the needs identified in the California School Dashboard and Local School Climate Survey by addressing both the academic and socio-emotional factors that influence student engagement and behavior. By building strong relationships, paraeducators contribute to safer, more inclusive learning environments, and by reinforcing classroom instruction, they help improve academic outcomes for unduplicated student groups. This action is implemented on an LEA-wide basis to ensure uniformity and consistency of support across all school sites. A districtwide approach ensures that all students-particularly those in our	M3.4 Student Suspension Rate - District M3.5 Student Suspension Rate - School and Student Group M3.6 Student Expulsion Rate M3.7 Family Engagement Self-Reflection M3.8 Local School Climate Survey - Students M3.9 Local School Climate Survey - Staff M3.10 Local School Climate Survey - Parents

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	English learner, and foster youth students, these supports aim to improve school climate, increase student connectedness, and contribute to equitable behavioral and academic outcomes. Scope: LEA-wide	English learner, low-income and foster youth student groups-receive equitable access to trained paraeducators, allowing the district to maintain consistent expectations, aligned practices, and a coherent framework for providing socio-emotional and academic support.	
3.5	Action: Library Services Need: Teacher and parent feedback indicates that many English learner and low-income students do not regularly visit the city library due to geographic and scheduling barriers. Teachers report that access to school libraries has significantly promoted student reading, while students themselves describe the library as a favored and welcoming place on campus. Parents value the accessibility and variety of books as an important resource for foster youth, English learners, and low-income students. According to the 2025 CA School Dashboard, CAASPP English Language Arts (ELA) outcomes reveal an achievement gap between all students, who scored 3.3 DFS, and unduplicated students: English learners scored -22.9 DFS, low-income students scored -18.4 DFS, and foster youth scored -90.2 DFS. These results demonstrate a critical need for increased services that support literacy development for these student groups. This action is designed to increase and improve services by maintaining and	Library services provide an essential academic and social resource for foster youth, English learners, and low-income students-student groups who often face unique challenges in accessing high-quality learning materials outside of school. These services directly address the ELA achievement gaps identified in the California School Dashboard by offering students consistent access to diverse, high-quality books, audiobooks, and digital resources that support various learning styles and meet targeted literacy goals. School libraries also provide a quiet, supportive, and safe space for students who may feel less comfortable in traditional classroom settings, allowing them to focus on reading, research, and skill development with guidance from library staff. Library programs foster a love of reading, build research skills, and support the development of critical thinking-skills that are particularly important for unduplicated students who may have limited access to enrichment opportunities outside of school. The library also serves as a hub for school connectedness, offering a welcoming environment where students feel a sense of safety and belonging, which in turn contributes to improved attendance and engagement.	M1.2 Student Performance on CAASPP ELA M1.8 i-Ready Winter Diagnostic Growth Rate Results for Reading M3.8 Local School Climate Survey - Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enhancing school library access, ensuring that students have consistent exposure to diverse, high-quality reading materials that foster comprehension skills, academic vocabulary, and a love of reading. Principally directed toward English learners, low-income students, and foster youth, this service directly addresses the literacy gaps reflected in state assessment data and supports closing the achievement gap in ELA. Scope: LEA-wide	This action is implemented on an LEA-wide basis to ensure equitable access to literacy and research resources for all students, regardless of school site, while being principally directed toward English learners, low-income students, and foster youth. Providing these services consistently across the district ensures that targeted student groups have equal opportunity to benefit from high-quality library resources, skilled staff support, and a safe, engaging learning environment. "School libraries play a critical role in closing the achievement gap for students who are economically disadvantaged or from minority backgrounds by providing access to resources that they may not have at home." - American Library Association	
3.6	Action: Technology (Devices and Support) Need: Parents, students, and teachers consistently emphasize the value of technology and Chromebooks in enhancing student learning, particularly for foster youth, English learners, and low-income students. Educational partners have expressed concerns that many low-income households lack access to core and supplemental technology-based curriculum, limiting opportunities for independent practice and enrichment. This challenge is especially acute for newcomer English learners, who often have no access to technology at home, and for foster youth and	The district is committed to maintaining and expanding access to technological devices to ensure that all students-particularly low-income students, English learners, and foster youth-have the resources necessary to support academic achievement. Providing 1:1 Chromebooks addresses the disparities identified in the California School Dashboard by giving unduplicated students equitable access to core and supplemental curriculum, enabling independent practice, language acquisition, and skill development both during and outside of the school day. For elementary students, while devices are not typically taken home, foster youth and English learners are given the opportunity to access	M1.2 CAASPP ELA - District M1.4 CAASPP Math - District M1.6 English Learners who make progress toward English proficiency M3.2 Student Access to standards-aligned instructional materials

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low-income students who cannot utilize supplemental learning software outside of school to reinforce academic skills. The 2025 CA School Dashboard, CAASPP English Language Arts (ELA) outcomes reveal an achievement gap between all students, who scored 3.3 DFS, and unduplicated students: English learners scored -22.9 DFS, low-income students scored -18.4 DFS, and foster youth scored -90.2 DFS. CAASPP Mathematics scores reveal even greater gaps: all students scored -24.1 DFS, compared to -29.3 DFS for English learners, -46.2 DFS for low-income students, and -125.2 DFS for foster youth. Additionally, the English Learner Proficiency Indicator (ELPI) for all English learners is 45.7%, with Long-Term English Learners (LTELs) at 46.7%, indicating that targeted support is needed to accelerate progress. This action is designed to increase and improve services by ensuring equitable access to technology devices and online learning platforms, expanding opportunities for practice, language acquisition, and skill-building beyond the classroom. Principally directed toward low-income, English learner, and foster youth students, this strategy addresses both the digital access gap and the achievement disparities reflected in Dashboard data, supporting improved academic outcomes in both ELA and Mathematics. Scope: LEA-wide	programs such as Rosetta Stone and supplemental ELA and math resources during the school day. These targeted supports create a more rigorous and engaging learning experience for students who may otherwise lack access to technology and academic enrichment at home. At the secondary level, students benefit from having devices available for homework, research, and communication with teachers, extending the reach of instructional support beyond the classroom. By providing Chromebooks on an LEA-wide basis, the district ensures uniformity and consistency in resources across all school sites, eliminating inequities in access due to socioeconomic status. This approach guarantees that every student has the necessary tools to participate fully in digital learning, while maintaining a principal focus on the students who face the most significant barriers to academic success. As the National Education Association notes, "Equitable access to technology is essential for closing the achievement gap." By bridging the digital divide, the district empowers all students-especially those in unduplicated student groups-with the tools they need to thrive academically, socially, and in preparation for future opportunities.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	Action: New Teacher Induction Support Need: As the district grows and teachers retire, there is an ongoing need to hire new teachers annually. The community places high value on ensuring that newly hired educators are highly qualified, well-prepared, and equipped to meet the diverse needs of students, particularly those in unduplicated student groups. Teachers have expressed strong appreciation for this program, noting that it provides the highest level of professional support available and directly impacts their ability to deliver effective instruction. This action is designed to increase and improve services by offering comprehensive onboarding, mentoring, and targeted professional development for new teachers, ensuring they are equipped with the skills, strategies, and resources to support low-income students, English learners, and foster youth. By investing in teacher preparedness, the district strengthens instructional quality, promotes equitable learning outcomes, and builds a stable, skilled workforce that can meet the needs of all students. Scope: LEA-wide	The New Teacher Induction Program supports newly hired educators with the transition to the classroom by providing them with the time, resources, and mentorship needed to thrive in their roles. Through comprehensive onboarding, structured mentoring, and targeted professional development, the program builds teacher capacity to deliver effective, evidence-based instruction tailored to the diverse needs of students-particularly low-income students, English learners, and foster youth. By focusing on instructional strategies that address both academic and social-emotional needs, the program ensures that new teachers are well-prepared to close achievement gaps and create inclusive, supportive classroom environments. This action directly addresses the district's ongoing need to hire and retain highly qualified educators as the district grows and current staff retire. The intentional focus on preparing teachers to serve unduplicated student groups supports equitable learning outcomes and promotes consistent, high-quality instruction across the district. The program is implemented on an LEA-wide basis to ensure that all new teachers-regardless of their school site-receive consistent training, mentorship, and support grounded in best practices. This districtwide approach fosters a shared professional culture, ensures alignment in instructional quality, and builds a stable, skilled workforce capable of meeting the needs of all students.	M3.1 Rate of Teacher Misassignment

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
		As the American Institutes for Research notes, "In adult education, as with any other learning context, teaching does not occur in isolation; teachers operate in a broader educational and programmatic context that influences their abilities to implement evidence-based instruction and increase effectiveness. When teachers are provided with the encouragement and means to use instructional practices that are grounded in strong research, they become positioned to witness the evidence rooted in those practices. When they consistently and purposefully ensure rigor and research-driven approaches in their instruction, they advance programmatic efforts to drive practice that is informed by data." (AIR, 2015, p.3)	

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
1.6	Action: English Learner Support Need: The 2025 California School Dashboard shows significant disparities in academic outcomes between all students and English learners. On the CAASPP English Language Arts (ELA) assessment, all students scored +3.3 points DFS, while English learners scored -22.9	To address the significant academic and language proficiency gaps identified for English learners and LTELs in the California School Dashboard, the district will provide one EL Coordinator at each school site to support teachers in delivering high-quality English Language Development (ELD) instruction, build language acquisition skills, and monitor the academic progress of English learners and LTELs. The EL Coordinator will also administer the required state language	M1.2 Student Performance on CAASPP ELA M1.6 English learners who make progress towards proficiency based on the ELPAC (ELPI) M1.7 English Learner Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	points DFS. In Mathematics, all students scored -24.1 points DFS, compared to -29.3 points DFS for English learners. These gaps indicate the need for increased and targeted services to address the academic challenges faced by English learners. The Dashboard also reports that the English Learner Proficiency Indicator (ELPI) for all English learners is 45.7%, with Long-Term English Learners (LTELs) at 46.7%, and the district's 2024-25 reclassification rate at 16.1% per CDE DataQuest, figures that highlight the ongoing need to accelerate language development and academic achievement for this group. Teachers have identified English learner support as a top priority in staff surveys, further confirming the need for enhanced services. This action is designed to increase and improve services by providing targeted English language development supports, focused academic interventions, and resources that address both language acquisition and content mastery, ensuring English learners are better equipped to meet grade-level standards and progress toward reclassification. Scope: Limited to Unduplicated Student Group(s)	assessments to determine eligibility for the EL program, track progress toward reclassification, and ensure compliance with state and federal requirements. In addition, the district will provide paraeducators at school sites to work alongside teachers in supporting the academic program, reinforcing language skills, and assisting with the administration of the state language assessment. This targeted staffing model ensures that all English learners, including LTELs, receive daily, embedded language development support and have access to trained staff who can address their unique academic and linguistic needs. To further enhance language acquisition and proficiency, the district will provide supplemental instructional software such as Rosetta Stone and other programs specifically designed to address the needs of newcomer students. These tools allow for differentiated, self-paced practice in both academic language and core content, extending learning opportunities beyond traditional classroom instruction.	
1.15	Action: Curriculum Support and Training for ELs and LTELs (Long Term English Learners) Need:	To address the persistent achievement gaps of English learners and lower reclassification rates for Long-Term English Learners (LTELs) identified in the California School Dashboard and ELPI data, the district will expand the use of targeted instructional resources such as ELlevation	M1.2 Student Performance on CAASPP ELA M1.6 English learners who make progress towards proficiency based on the ELPAC (ELPI)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The 2025 California School Dashboard shows persistent achievement gaps between all students and English learners. On the CAASPP English Language Arts (ELA) assessment, all students scored +3.3 points DFS, while English learners scored -22.9 points DFS. In Mathematics, all students scored -24.1 points DFS, compared to -29.3 points DFS for English learners. These disparities indicate the need for additional targeted services to address the academic needs of English learners. The English Learner Proficiency Indicator (ELPI) reports that only 45.7% of English learners are making expected progress, with Long-Term English Learners (LTELs) at 46.7%, and the district's 2024-25 reclassification rate at 16.1% per CDE DataQuest. These figures highlight ongoing challenges in advancing English learners, particularly LTELs, toward proficiency and reclassification. Teachers have expressed strong interest in expanding supports for LTEL students, confirming the need for services that focus on accelerating both language development and academic achievement. This action is designed to increase and improve services by providing targeted instructional support, interventions, and resources specifically tailored to the needs of LTEL students, ensuring they make accelerated progress toward meeting grade-level standards and achieving reclassification. Scope: Limited to Unduplicated Student Group(s)	Strategies. This platform provides research-based tools and strategies designed to meet the unique linguistic and academic needs of LTEL students, with a focus on improving academic vocabulary, reading comprehension, writing proficiency, and overall language development. The district will also provide comprehensive professional development for teachers on how to access, integrate, and utilize these strategies and resources effectively. By building teacher capacity in targeted instructional methodology, the program ensures that classroom instruction is more responsive to the specific challenges faced by LTELs and other English learners. This enhanced instructional approach directly supports student progress toward meeting grade-level standards, accelerating language acquisition, and increasing reclassification rates.	M1.7 English Learner Reclassification Rate

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

Not Applicable.

Additional Concentration Grant Funding

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

The District sites with over a 55 percent concentration of low income, foster youth, and English learners students are Creek View (66.14%), Mountain View (67.11%), and Grace Yokley (65.22%). To increase the ratio of staff that provide direct services to students the District increased staffing levels at Mountain View and Creek View elementary sites, sites with the highest concentration of students in need (Goal 3 Action 3.2). Additional staffing will be added as funds continue to increase to support the ratio of staff that provide direct services to students at the sites of need. (Goal 3 Actions 3.2 and 3.4). The District has two sites with an under 55 percent concentration of low income, foster youth, and English learners students, which is Park View (37.19%) and Ranch View (54.37%).

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	1:20.14	1:25.63
Staff-to-student ratio of certificated staff providing direct services to students	1:22.3	1:22.62

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$42,656,384.00	4,896,267.00	11.478%	0.000%	11.478%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$8,210,391.00	\$981,183.00	\$0.00	\$75,000.00	\$9,266,574.00	\$8,865,453.00	\$401,121.00

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	ELA Paraeducator Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 1-4	Ongoing	\$162,290.00	\$0.00	\$162,290.00				\$162,290.00	
1	1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley Jr. High	Ongoing	\$41,990.00	\$0.00	\$41,990.00				\$41,990.00	
1	1.3	Math Intervention After School (Grades 2-6)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 2-6	Ongoing	\$91,798.00	\$0.00	\$91,798.00				\$91,798.00	
1	1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	\$49,887.00	\$0.00	\$49,887.00				\$49,887.00	
1	1.5	NGSS Lab Supplies	All	No			All Schools	Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$330,782.00	\$0.00	\$330,782.00				\$330,782.00	
1	1.7	English Language Arts and Mathematics Professional Staff Development	All	No			All Schools	Ongoing	\$85,260.00	\$0.00	\$10,260.00			\$75,000.00	\$85,260.00	
1	1.8	Educational Software Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$21,920.00	\$21,920.00				\$21,920.00	
1	1.9	Collaboration Opportunities with Other Junior High Schools and/or Colony High School	All	No			All Schools Specific Schools: Grace	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Yokley Junior High									
1	1.10	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$163,602.00	\$0.00	\$163,602.00				\$163,602.00	
1	1.11	Paraeducator Support for Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	\$803,937.00	\$0.00	\$803,937.00				\$803,937.00	
1	1.12	Homework Club After School (Grades 2-8)	English Learners	Yes	Schoolwide	English Learners	All Schools Grades 2-8	Ongoing	\$58,750.00	\$0.00	\$58,750.00				\$58,750.00	
1	1.13	Supplemental Writing Program (Grades K-6)	All	No			Specific Schools: Creek View, Mountain View, Park View, Ranch View Grades K-6	3 years	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.14	ELA Intervention After School (Grades 2-6)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 2-6	Ongoing	\$23,748.00	\$0.00	\$23,748.00				\$23,748.00	
1	1.15	Curriculum Support and Training for ELs and LTELs (Long Term English Learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$5,700.00	\$0.00	\$5,700.00				\$5,700.00	
2	2.1	AVID Program at the Junior High Level	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	\$16,588.00	\$24,700.00	\$41,288.00				\$41,288.00	
2	2.2	High School Level Courses at the Junior High Level	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	\$135,998.00	\$0.00	\$135,998.00				\$135,998.00	
2	2.3	After School Junior High Sports Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	Ongoing	\$48,177.00	\$25,000.00	\$73,177.00				\$73,177.00	
2	2.4	Jump Start Summer School	All	No				Ongoing	\$12,853.00	\$0.00	\$12,853.00				\$12,853.00	

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	2.5	After School Coding Club at the Elementary Level	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 2nd-6th	Ongoing	\$22,652.00	\$12,500.00	\$35,152.00				\$35,152.00	
2	2.6	Visual and Performing Arts Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$701,099.00	\$104,594.00	\$185,605.00	\$620,088.00			\$805,693.00	
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$7,348.00	\$18,164.00	\$25,512.00				\$25,512.00	
3	3.2	Lower Class Sizes for Primary Grades and Junior High Math	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-3; 7,8	Ongoing	\$2,947,856.00	\$0.00	\$2,947,856.00				\$2,947,856.00	
3	3.3	Counseling Support (Coordinator and Counselors)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$748,812.00	\$0.00	\$387,717.00	\$361,095.00			\$748,812.00	
3	3.4	Paraeducator Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,547,426.00	\$0.00	\$1,547,426.00				\$1,547,426.00	
3	3.5	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$344,413.00	\$20,980.00	\$365,393.00				\$365,393.00	
3	3.6	Technology (Devices and Support)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$486,487.00	\$110,000.00	\$596,487.00				\$596,487.00	
3	3.7	New Teacher Induction Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$28,000.00	\$57,263.00	\$85,263.00				\$85,263.00	
3	3.8	Cultural Responsiveness Professional Staff Development	All	No			All Schools	3 years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Parent Participation	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$42,656,384.00	4,896,267.00	11.478%	0.000%	11.478%	\$7,377,341.00	0.000%	17.295 %	Total:	\$7,377,341.00
								LEA-wide Total:	\$3,193,320.00
								Limited Total:	\$336,482.00
								Schoolwide Total:	\$3,847,539.00

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	ELA Paraeducator Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 1-4	\$162,290.00	
1	1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley Jr. High	\$41,990.00	
1	1.3	Math Intervention After School (Grades 2-6)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Grades 2-6	\$91,798.00	
1	1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	\$49,887.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$330,782.00	
1	1.8	Educational Software Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$21,920.00	

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	1.10	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$163,602.00	
1	1.12	Homework Club After School (Grades 2-8)	Yes	Schoolwide	English Learners	All Schools Grades 2-8	\$58,750.00	
1	1.14	ELA Intervention After School (Grades 2-6)	Yes	Schoolwide	English Learners Foster Youth Low Income	Grades 2-6	\$23,748.00	
1	1.15	Curriculum Support and Training for ELs and LTELs (Long Term English Learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,700.00	
2	2.1	AVID Program at the Junior High Level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	\$41,288.00	
2	2.2	High School Level Courses at the Junior High Level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	\$135,998.00	
2	2.3	After School Junior High Sports Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Grace Yokley	\$73,177.00	
2	2.5	After School Coding Club at the Elementary Level	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools 2nd-6th	\$35,152.00	
2	2.6	Visual and Performing Arts Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$185,605.00	
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,512.00	
3	3.2	Lower Class Sizes for Primary Grades and Junior High Math	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-3; 7,8	\$2,947,856.00	
3	3.3	Counseling Support (Coordinator and Counselors)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,717.00	
3	3.4	Paraeducator Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,547,426.00	

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 (%)
3	3.5	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$365,393.00	
3	3.6	Technology (Devices and Support)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$596,487.00	
3	3.7	New Teacher Induction Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,263.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$7,564,873.00	\$8,179,076.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ELA Intervention During the School Day (Discovery Center for Grades 1-4)	Yes	\$449,042.00	\$395,335.00
1	1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8)	Yes	\$44,824.00	\$46,281.00
1	1.3	Math Intervention After School (Grades 2-6)	Yes	\$48,820.00	\$70,398.00
1	1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8)	Yes	\$62,914.00	\$64,959.00
1	1.5	NGSS Lab Supplies	No	\$5,000.00	\$5,000.00
1	1.6	English Learner Support	Yes	\$305,510.00	\$346,364.00
1	1.7	English Language Arts and Mathematics Professional Staff Development	No	\$125,000.00	\$125,000.00
1	1.8	Educational Software Programs	Yes	\$12,654.00	\$21,920.00
1	1.9	Collaboration Opportunities with other Junior High Schools and/or Colony High School	No	\$0.00	\$0.00
1	1.10	Professional Learning Communities	Yes	\$154,030.00	\$159,036.00
1	1.11	Paraeducator Support for Students with Disabilities	No	\$723,694.00	\$783,848.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Homework Club After School (Grades 2-8)	Yes	\$47,056.00	\$34,851.00
1	1.13	Supplemental writing program (Grades K-6)	No	\$0.00	\$0.00
1	1.14	ELA Intervention After School (Grades 5 and 6)	Yes	\$19,027.00	\$18,998.00
1	1.15	Curriculum Support and Training for ELs and LTELs (Long Term English Learners)	Yes	\$13,848.00	\$44,424.00
2	2.1	AVID Program at the Junior High Level	Yes	\$30,716.00	\$14,840.00
2	2.2	High School Level Courses at the Junior High Level	Yes	\$135,774.00	140,187.00
2	2.3	After School Junior High Sports Program	Yes	\$69,937.00	\$71,927.00
2	2.4	Jump Start Summer School	No	\$12,922.00	\$12,833.00
2	2.5	After School Coding Club at the Elementary Level	Yes	\$16,390.00	\$18,834.00
2	2.6	Visual and Performing Arts Program	Yes	\$535,880.00	\$546,026.00
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS)	Yes	\$21,110.00	\$17,360.00
3	3.2	Lower Class Sizes for Primary Grades and Junior High Math	Yes	\$2,684,268.00	\$2,886,707.00
3	3.3	Counseling Support (Coordinator)	Yes	\$364,510.00	\$374,340.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Paraeducator support	Yes	\$798,214.00	\$1,022,835.00
3	3.5	Library Services	Yes	\$225,660.00	\$290,784.00
3	3.6	Technology (Devices and Support)	Yes	\$579,273.00	\$592,925.00
3	3.7	New Teacher Induction Support	Yes	\$78,800.00	\$73,064.00
3	3.8	Cultural Responsiveness Professional Staff Development	No	\$0.00	\$0.00
3	3.9	Parent Participation	No	\$0.00	\$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,576,028.00	\$6,191,411.00	\$6,840,768.00	(\$649,357.00)	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	ELA Intervention During the School Day (Discovery Center for Grades 1-4)	Yes	\$312,502.00	\$395,335.00		
1	1.2	ELA Intervention During the School Day (ELA Academy Classes for Grades 7 and 8)	Yes	\$44,824.00	\$46,281.00		
1	1.3	Math Intervention After School (Grades 2-6)	Yes	\$48,820.00	\$70,398.00		
1	1.4	Math Intervention During the School Day (Math Academy Classes for Grades 7 and 8)	Yes	\$62,914.00	\$64,959.00		
1	1.6	English Learner Support	Yes	\$305,510.00	\$346,364.00		
1	1.8	Educational Software Programs	Yes	\$12,654.00	\$21,920.00		
1	1.10	Professional Learning Communities	Yes	\$154,030.00	\$159,036.00		
1	1.12	Homework Club After School (Grades 2-8)	Yes	\$47,056.00	\$34,851.00		
1	1.14	ELA Intervention After School (Grades 5 and 6)	Yes	\$19,027.00	\$18,998.00		
1	1.15	Curriculum Support and Training for ELs and LTELs (Long Term English Learners)	Yes	\$100.00	\$100.00		
2	2.1	AVID Program at the Junior High Level	Yes	\$30,716.00	\$14,840.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	High School Level Courses at the Junior High Level	Yes	\$135,774.00	\$140,187.00		
2	2.3	After School Junior High Sports Program	Yes	\$69,937.00	\$71,927.00		
2	2.5	After School Coding Club at the Elementary Level	Yes	\$16,390.00	\$18,834.00		
2	2.6	Visual and Performing Arts Program	Yes	\$179,322.00	\$178,723.00		
3	3.1	Provide Positive Behavior Intervention and Supports (PBIS)	Yes	\$21,110.00	\$17,360.00		
3	3.2	Lower Class Sizes for Primary Grades and Junior High Math	Yes	\$2,684,268.00	\$2,886,707.00		
3	3.3	Counseling Support (Coordinator)	Yes	\$364,510.00	\$374,340.00		
3	3.4	Paraeducator support	Yes	\$798,214.00	\$1,022,835.00		
3	3.5	Library Services	Yes	\$225,660.00	\$290,784.00		
3	3.6	Technology (Devices and Support)	Yes	\$579,273.00	\$592,925.00		
3	3.7	New Teacher Induction Support	Yes	\$78,800.00	\$73,064.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$38,551,481.00	\$5,576,028.00	0.00%	14.464%	\$6,840,768.00	0.000%	17.745%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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