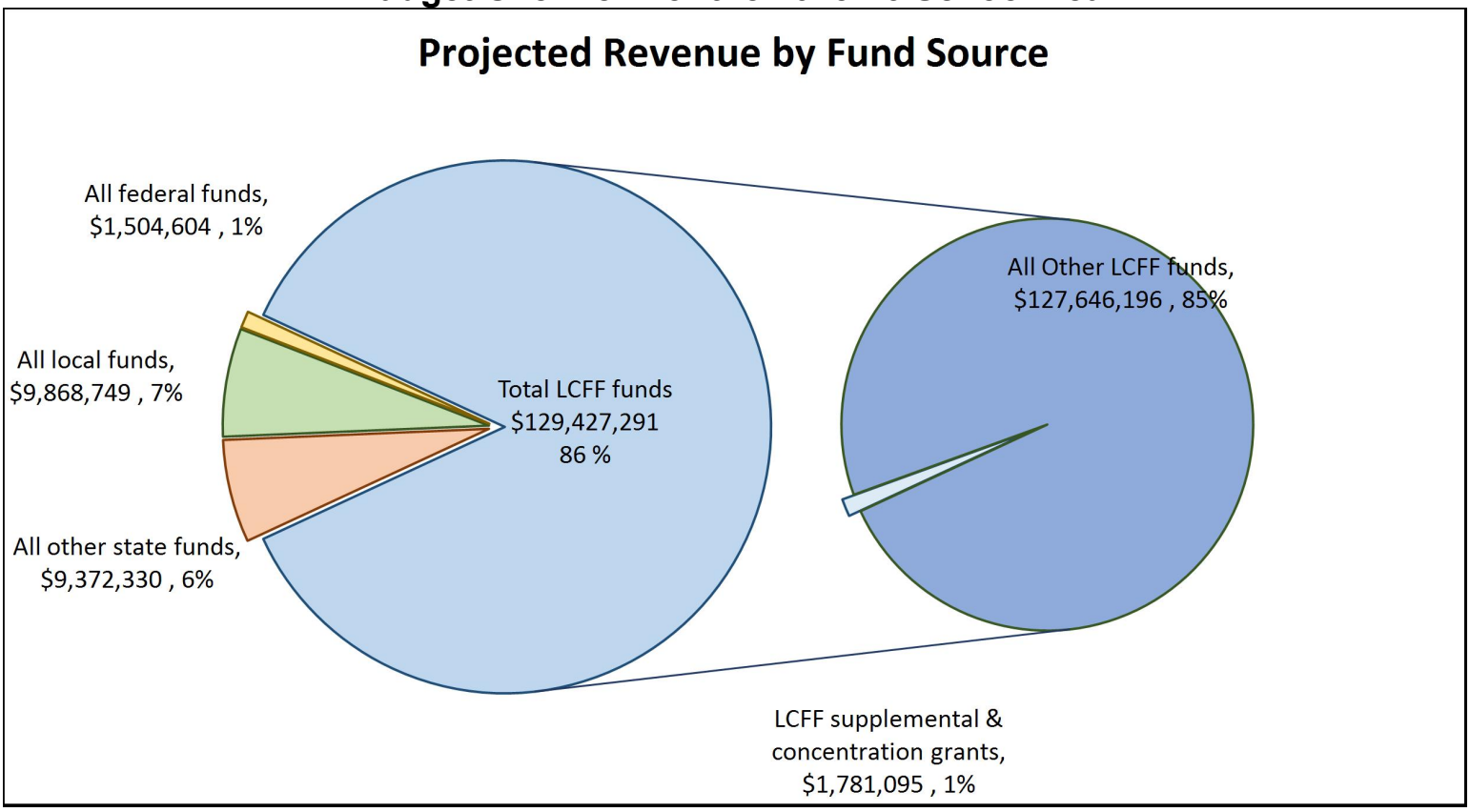
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View-Los Altos Union High School District
CDS Code: 43696090000000
School Year: 2025-26
LEA contact information:
Eric Volta
Superintendent
eric.volta@mvla.net
(650) 940-4650 x0011

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

Budget Overview for the 2025-26 School Year

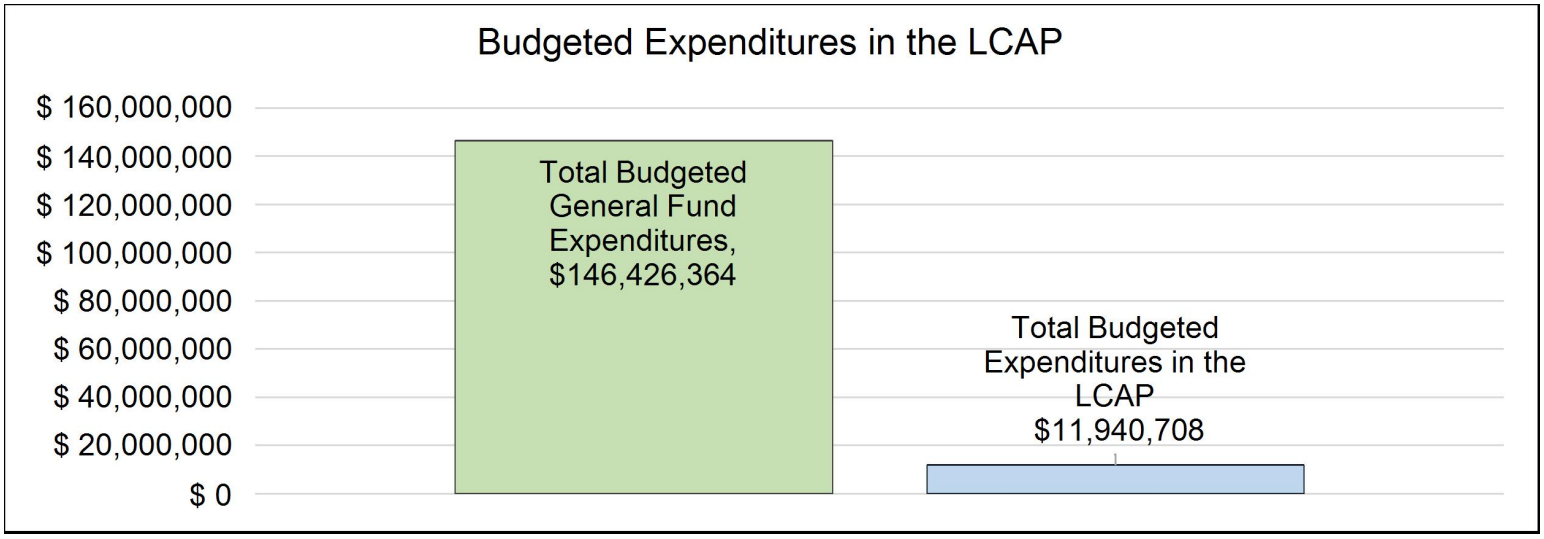


This chart shows the total general purpose revenue Mountain View-Los Altos Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View-Los Altos Union High School District is $150,172,974, of which $129,427,291 is Local Control Funding Formula (LCFF), $9,372,330 is other state funds, $9,868,749 is local funds, and $1,504,604 is federal funds. Of the $129,427,291 in LCFF Funds, $1,781,095 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-Los Altos Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View-Los Altos Union High School District plans to spend $146,426,364 for the 2025-26 school year. Of that amount, $11,940,708 is tied to actions/services in the LCAP and $134,485,656 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

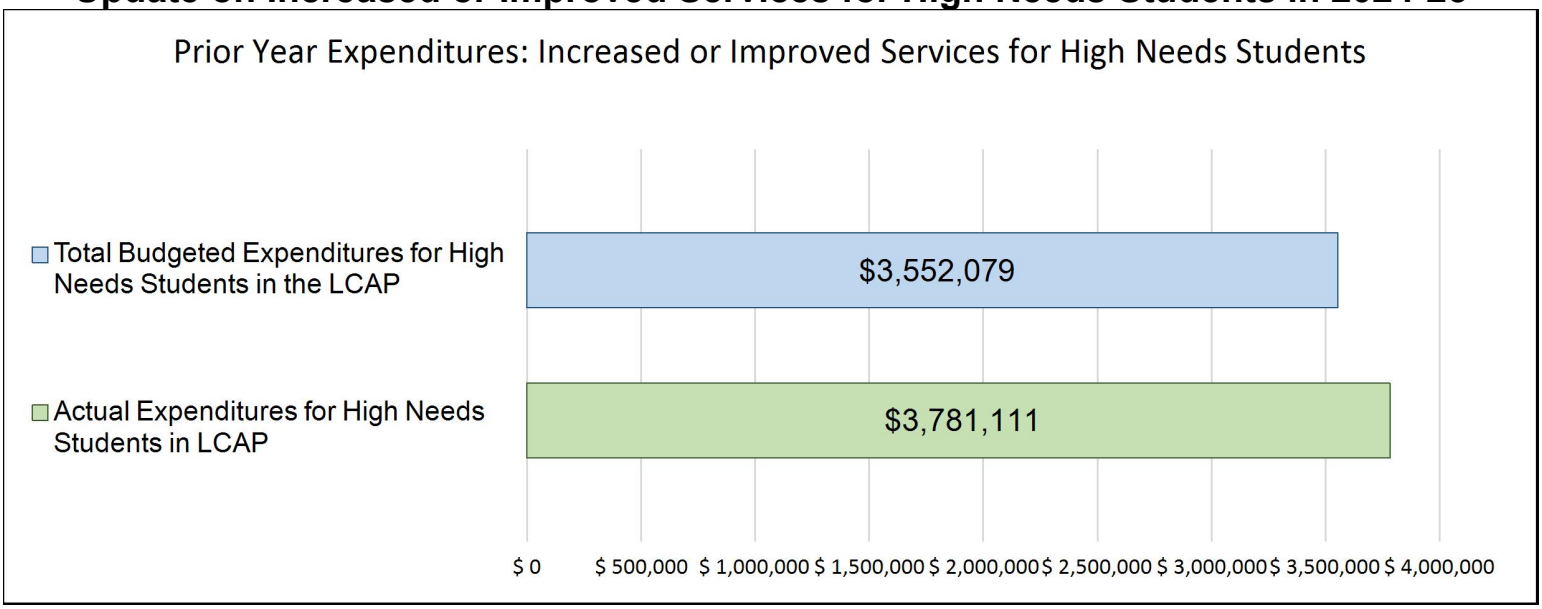
In addition to the expenditures outlined in the Local Control and Accountability Plan (LCAP), the General Fund Budget for the school year also includes several key expenditures not covered by the LCAP. These expenditures encompass a broad range of essential services and operational costs necessary for the smooth functioning of our schools.
Administrative and Operational Costs:
Salaries and benefits for administrative staff, maintenance personnel, and other non-instructional staff.
Utilities, facilities maintenance, and repairs to ensure a safe and conducive learning environment.
Transportation:
Costs associated with student transportation, including bus maintenance, fuel, and driver salaries.
Specialized Programs:
Funding for specialized programs such as athletics, extracurricular activities, and elective courses that fall outside the scope of the LCAP.
Technology and Infrastructure:
Investments in technological infrastructure, including hardware, software, and IT support that are not specifically addressed in the LCAP but are crucial for daily operations and student learning.
Health and Safety:
Health services, including school nurse salaries and health supplies, which ensure the well-being of students and staff.
These expenditures are integral to maintaining the overall quality and functionality of our educational environment, supporting our commitment to providing a comprehensive and well-rounded education for all students.

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

In 2025-26, Mountain View-Los Altos Union High School District is projecting it will receive $1,781,095 based on the enrollment of foster youth, English learner, and low-income students. Mountain View-Los Altos Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View-Los Altos Union High School District plans to spend $3,249,138 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Mountain View-Los Altos Union High School District's LCAP budgeted $3,552,079 for planned actions to increase or improve services for high needs students. Mountain View-Los Altos Union High School District actually spent $3,781,111 for actions to increase or improve services for high needs students in 2024-25.

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-Los Altos Union High School District	Eric Volta Superintendent	eric.volta@mvla.net (650) 940-4650 x0011

Plan Summary [2025-26]

General Information

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

The Mountain View Los Altos High School District (MVLA) is a comprehensive public high school district (9-12) located in the heart of Silicon Valley, serving a diverse student body from both professional and working-class families. MVLA consists of two high schools, including Los Altos High School (LAHS) and Mountain View High School (MVHS), Alta Vista High School (AVHS), the continuation high school, and a number of alternative programs, including Freestyle Academy, Adult Transition Program, Middle College and College Now. Our attendance area includes highly affluent sections of Los Altos, Los Altos Hills, and Mountain View as well as low-income housing sections of Mountain View. Newsweek ranked LAHS and MVHS among the top 10% of high schools nationwide. The enrollment of 4,432 students in the district includes 34.9% Caucasian, 25.5% Latino, 34.3% Asian, and 5.2% other or multi-racial. Student groups in MVLA include Foster Youth 0.27%, Homeless 1.3%, English Learners 7.5%, and Students with Disabilities 8.7% (Oct 2024, CBEDS Day). The two comprehensive high schools, LAHS and MVHS, went through the Western Association of Schools and Colleges (WASC) mid-year review in the 2021-22 school year. Both schools received feedback from the visiting team that the schools were in an excellent position to continue to engage in a self-reflective process that will result in higher achievement for more students over the next three years. Both LAHS and MVHS are completing their 6-year review during the 2024-25 school year. A WASC accreditation team will visit both schools to determine their re-accreditation status. AVHS went through the 6-year review in May 2022. AVHS was also recently named a "Model Continuation School" by the California Department of Education for the fourteenth year in a row. No schools in the MVLA District receive Equity Multiplier funding.

Reflections: Annual Performance

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

The 2024 California School Dashboard and our local data review highlight multiple areas of significant achievement across the Mountain View–Los Altos High School District (MVLA), as well as several areas where focused improvement is needed. The following summary reflects both our successes and the challenges we are actively addressing.

Areas of Significant Achievement:
++ Math and English Language Arts (ELA) Performance:
MVLA students continue to demonstrate strong performance in both Math and ELA, consistently scoring above state averages. This success reflects the strength of our instructional programs and the commitment of our educators and support staff.
++ School Climate:
Results from the California Healthy Kids Survey indicate a positive school climate. High levels of satisfaction reported by students, families, and staff suggest our efforts to create inclusive, supportive environments are having a meaningful impact.
++ Parent Engagement:
We have seen increased parent engagement, particularly in ELAC and Family Special Education Partnership meetings. Attendance at PTSA, DELAC, and Family Partnership Council meetings has remained steady. These strong partnerships reinforce our belief that parent involvement is a key driver of student success and school connectedness.
++ Suspension Rates:
Districtwide suspension rates have declined, reflecting a more restorative and supportive approach to student discipline. The implementation of alternative discipline practices is contributing to safer and more inclusive school environments.
++ Board Indicators:
MVLA has shown improvement in 5 out of 9 Board Indicators, underscoring our continued focus on data-informed decision-making and strategic planning.
++ Graduation Rates for English Learners and Students Experiencing Homelessness:
Both groups have shown improved graduation rates. This progress reflects our targeted efforts to remove barriers and provide tailored support to students facing significant challenges.
++ Socioeconomically Disadvantaged (SED) Students:
Performance among our SED students has shown modest but meaningful gains across several indicators, demonstrating the impact of our intervention programs and support systems.
++ California Dashboard Performance:
MVLA has met standards in 10 of 11 Dashboard indicators. This broad-based achievement reflects the effectiveness of our districtwide systems and our commitment to meeting state expectations.
++ A–G Completion Rate:
Our district achieved a 78% A–G course completion rate—an essential metric for college readiness—indicating that our students are well-prepared for post-secondary education opportunities.
++ Freshman Success:
A strong 95% of our freshmen are maintaining a GPA of 2.0 or higher, signaling the effectiveness of our transition supports and early academic interventions.
++ GPA 3.0 and Above:

The percentage of students earning a 3.0 GPA or higher has increased across all student groups, reflecting higher levels of academic achievement districtwide.

Areas for Growth and Continued Focus:
++ ELA and Math Proficiency:
Although overall performance remains strong, progress toward meeting standards in both ELA and Math remains an area of growth—particularly for English Learners (ELs), Socioeconomically Disadvantaged (SED) students, and Students with Disabilities (SWD) at both Los Altos High School and across the district.
++ English Language Proficiency:
Long-Term English Learners (LTELs) continue to face challenges in achieving English language proficiency. MVLA is in the process of building a more robust, systemic approach to designated ELD instruction and language development support.
++Students with Disabilities: Continue to focus on supporting our students with IEPs, in core academic classes. According to the CA Dashboard, students with disabilities are in the red for academics (ELA and mathematics).
++ College/Career Indicator (CCI):
The CCI remains low for our Long-Term English Learners and Students with Disabilities. This metric measures students who graduate "prepared" for college or a career, and we are working to address the gaps in opportunity and access reflected in these outcomes.

Dashboard Performance:
MVLA was identified in 2023 as eligible for Differentiated Assistance due to performance outcomes in two areas: English Learners in Academics (ELA/Mathematics) and Suspensions and Homeless Youth in Graduation and College/Career.
++English Language Arts (ELA): Overall performance increased by 8.4 points, keeping the district to the "Green" performance level. However, English Learners and students with disabilities decreased 8.6 points and 4.3 points.
++Mathematics: Overall performance increased by 20.0 points, moving the district to the "Blue" performance level. While gains were made with English Learners and socioeconomically disadvantaged students, significant disparities persist.
++Graduation Rates: The district maintained a strong graduation rate, with an increase among English Learners and long-term English Learners, moving these subgroups into the "Green" performance band.
++College/Career Readiness: A 1.2 point increase in students meeting college/career readiness benchmarks was recorded, as MVLA maintained "Blue" status. Growth for our ELs, SED, and Homeless students, while our LTELS and SWD decreased 1.9 and 0.7 points.
++Suspension Rates: Suspension rates declined overall.

A reminder of the 2023 Dashboard performance:
++ Math and ELA Performance: Our students have demonstrated strong performance in both Mathematics and English Language Arts (ELA), consistently achieving high scores that surpass state averages. This reflects our effective curriculum and instructional methods, as well as the dedication of our teachers and support staff.
++ Local Climate Survey: Results from our local climate survey indicate a positive school environment. Students, parents, and staff have reported high levels of satisfaction with the school climate, suggesting that our efforts to create a supportive and inclusive environment are succeeding.
++ Parent Engagement: Increased levels of parent engagement have been observed, indicating that our initiatives to involve parents in the educational process are effective. Strong partnerships with parents contribute to student success and a sense of community

within our schools.
++ Suspension Rates: Our suspension rates have decreased, showing progress in maintaining a positive and safe learning environment. Implementing alternative disciplinary measures and restorative practices has contributed to this improvement.
++ Board Indicators: We have improved in 8 out of 9 Board indicators, demonstrating our commitment to continuous improvement across various performance metrics. This reflects the effectiveness of our strategic planning and execution.
++ Socioeconomically Disadvantaged (SED) Population: There has been a small but meaningful increase in the performance of our SED students across multiple indicators. This suggests that our targeted support and intervention programs are making a positive impact.
++ CA Dashboard Indicators: Overall, we have met the standards in 9 out of 11 California School Dashboard indicators. This comprehensive achievement underscores our district's broad-based success and adherence to state performance expectations.
++ Challenges: Despite our successes, several challenges require our attention:
++ Graduation Rates for students who are Homeless and English Learners (ELs): Graduation rates for homeless students and ELs, is an area of growth. These two groups face unique barriers that we must address through tailored interventions and support systems. This was also indicated on the CA Dashboard as red for Mountain View High School and the District (MVLA).
++ ELA and Math: Progress toward meeting standards in both ELA and Math is an area of growth, specifically for the demographics of EL, SED, and SWD at Los Altos High School and MVLA, as indicated on the CA Dashboard.
++ Suspensions for English Learners are at a higher rate compared to their counterparts at Los Altos High School and MVLA and at Alta Vista High School for all students and Latino students, as indicated on the CA Dashboard.
++ College Career Indicator: The College/Career indicator is based on the percentage of students who graduate with a status of "Prepared" for College/Career. According to the CA Dashboard, MVLA is very low for the homeless district-wide, very low for all students at Alta Vista, very low for English Learners at Los Altos, and very low for the socioeconomically disadvantaged at Alta Vista.

Lowest Performing Schools and Student Groups
The LCAP includes required actions to address the need for improvement related to areas where MVLA is in the red (Academic and graduation rates) on the 2023 Dashboard:
Graduation Rates: Socioeconomically disadvantaged students and students experiencing Homelessness (see Actions 2.1, 2.2. 2.5)
Academic: English Learner students (see Actions 1.5 and 2.10)

MVLA does not have any unexpended LREBG funding.

Looking Ahead:
MVLA remains deeply committed to ensuring every student has the opportunity to succeed academically and personally. While we celebrate the progress we've made, we recognize that there is still important work ahead. Our continued focus on equity, high-quality instruction, and meaningful engagement with families will guide our efforts to address ongoing challenges and build on our successes.

Reflections: Technical Assistance

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

MVLA was identified as eligible for Differentiated Assistance on the 2023 Dashboard based on outcomes for English Learners in Academics (ELA/Mathematics) and Suspensions and Homeless Youth in Graduation and College/Career. These trends are reflected in the results on the CA Dashboard.

In partnership with Santa Clara County Office of Education (SCCOE), MVLA engaged in the following improvement efforts to investigate and address areas of identified need:
* An in-depth analysis of data to determine the root causes
* Identifying evidence-based practices/interventions to address identified challenges
* Developing an implementation and monitoring plan for 2025-2026 as reflected in the LCAP.

According to the 2024 California Dashboard, we increased the graduation rate for our homeless student population by 17.8 points, moving this indicator out of the red performance level. In English Language Arts, our English Learners saw a decline of 94 points, which keeps this indicator in the red. However, we made significant progress in Mathematics for English Learners, increasing by 144 points and moving out of the red for that indicator.

Actions intended to address academic challenges are included in Goal 1 (1,1, 1.2, 1.4) and Goal 2 (2.1, 2.2, 2.4, 2.5, 2.10, 2.12). Actions to address suspension challenges are included in Goal 2 (2.7). SCCOE will continue supporting MVLA with implementation in 2025-2026 and provide additional technical assistance as needed.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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
Admin Council: (District Administrators, Directors, Coordinators, Principals, Assistant Principals)	Convened with the administrative council on two occasions to conduct a thorough analysis of data, formulate strategic goals and corresponding actions for inclusion in the LCAP, and deliberate on the administrative team's specific roles and responsibilities necessary to bolster the attainment of these goals and actions.
District English Learner Advisory Council: (English Learner Advisory Council, Leadership, ELD Coordinators, ELD Classified Staff, Board Members, District Administrators, Assistant Principals, and Parents)	During a DELAC meeting, where a presentation was delivered, followed by a discussion involving questions, comments, and feedback on the LCAP.
Ed Services Team: (Teachers, Coordinators, Specialists, and Associate Superintendent of Educational Services)	Throughout three distinct meetings, we engaged in a comprehensive analysis of data, incorporating feedback from various stakeholders. From this process, we derived actionable next steps guided by the insights extracted from the data. .
Family Partnership Council: (District Administrators, Directors, Coordinators, Principals, Teachers, Other School Personnel Local Bargaining Units of the LEA, Parents)	Over the course of three separate meetings, we analyzed data, delineated actionable next steps based on the insights gleaned from that data, and solicited feedback to advance the ongoing development of the LCAP.
MVLA Counselor Collaborative: (Academic Counselors, College and Career Counselors, Assistant Principals, and Associate Superintendent of Educational Services)	Attended a partnership meeting, where a presentation was delivered, followed by a discussion involving questions, comments, and feedback on the LCAP.

Educational Partner(s)	Process for Engagement
Professional Learning Planning Committee: (Associate Superintendent of Educational Services, Coordinators, Principals, Assistant Principals, WASC Coordinators, Instructional Support Teachers)	During meetings, we discussed the development of the LCAP and gathered comments and feedback to enhance its development.
Special Education Family Partnership Meeting: (Director of Special Education, Program Specialist of Special Education, and Parents of Children with IEPs).	During a partnership meeting, where a presentation was delivered, followed by a discussion involving questions, comments, and feedback on the LCAP.
Student Input Session: Students (grades 9-12), Superintendent, and Associate Superintendent of EdServices	During these meetings, we discussed the development of the LCAP, what's working well, and what areas of improvement would be important to include in the LCAP.
SELPA Executive Director	The draft LCAP was provided to the SELPA Director and an email with targeted feedback was provided in response.

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

Key Dates, Takeaways, and Contributions from our Input-Gathering Discussions:

- Admin Council: (April 23, 2025) This council reviewed and provided feedback on past and proposed LCAP goals, emphasizing a systems-based approach to improvement. Discussions emphasized refining LCAP goals and the resources needed for effective implementation.

- DELAC: (May 15, 2025) Key insights gained from this committee emphasized the importance of classroom participation in fostering engagement, accessibility, and a sense of belonging for all students. Additionally, the committee highlighted the need to enhance math support, as this was the course that was the most challenging for their students (Action 1.3).

- Family Partnership Council (April 16, 2025):

The Council recognized that communication efforts aligned to Actions 1.6 and 2.11—particularly through ParentSquare—have significantly improved. ParentSquare is viewed as a consistent and effective tool for sharing updates from both the district and school sites. Families also expressed appreciation for engagement opportunities such as the Family Partnership Council itself and open house events. As an area for improvement, they recommended ensuring all staff, including teachers, receive training on ParentSquare to promote greater consistency in communication practices. In reviewing Action Item 1.3 ("Empower teachers to create aligned, standards-based, culturally responsive curriculum"), positive developments were acknowledged. The district has made clear progress in fostering inclusive practices, evidenced by new co-taught classes, greater use of student voice, and better alignment of course expectations across departments. Furthermore, training in UDL and support for diverse learners are contributing to improved outcomes for historically underserved students.

However, areas for continued focus were also identified. Inconsistencies still exist in grading, course team collaboration, and differentiation, particularly impacting students in Special Education and SDAIE programs. Achieving greater equity and coherence will require providing more time for teacher collaboration, sustaining professional development efforts, and implementing clearer practices for grading and assessment.

- MVLA Counselor Collaborative (May 22, 2025) : A strong focus on Tier 2 counseling, encompassing motivational interviewing training and Student Information System code improvements, remains a key priority for counselors.

- Professional Learning Planning Committee: (April 21, 2025) They emphasized the need for a strong implementation and training plan focused on Tier 1 instructional strategies for all students (Action 1.1). Additionally, they recommended establishing a system for ongoing monitoring and support to ensure consistent classroom application, with the goal of improving student engagement and access.

- Student Input Sessions: (May 5 and 15) Student discussions emphasized the need for alignment and equity (Action 1.3), particularly ensuring that courses and teachers in the same subjects provide students with opportunities to explore career options and engage in work-based learning, thereby facilitating broader exploration of career pathways.

- SELPA. (May 23, 2025): To address the SELPA director's suggestion, we've updated our Reflection-Annual Performance page and week to include Students With Disabilities (SWD) data, and integrated this information into Actions 2.5 and 2.11. Notably, Action 2.11 now features our Special Education Family Partnership meetings, a new initiative that has received positive feedback and will continue. We've also added California Dashboard data for SWD to our reflections.

The above feedback gathered was critical in shaping the two broad LCAP goals:
1.) Cultivate classrooms that foster an environment of inclusivity, diversity, and equitable learning opportunities for all students.
2.) Strengthening our Multi-Tier Systems of Support to enhance academic success and career readiness.

These interactions underline our commitment to a community-driven and responsive educational planning process. Through this comprehensive engagement, we ensure that our LCAP not only meets regulatory requirements but also authentically serves the needs and aspirations of our entire educational community.
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First reading to the Board on June 9th, 2025 MVLA
Board approval on June 16th, 2025

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create and sustain inclusive, culturally responsive classrooms that ensure equitable access to high-quality instruction and foster a sense of belonging for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MVLA developed this goal to address disparities in access, experience, and outcomes across student groups. By prioritizing inclusive classroom practices, culturally responsive teaching, and equitable access to instructional materials and support, the district aims to reduce achievement gaps and ensure all students thrive.

The analysis of California School Dashboard data indicated a clear need to continue supporting English Language Arts (ELA) and English Language Development (ELD). For example:
* 77% of all students met or exceeded standard in English Language Arts on the Smarter Balanced assessments. However, only 2% of EL students met or exceeded standard.
* 57% of all students exceeded in English Language Arts on the Smarter Balanced assessments. However, only 17% of students with disabilities exceeded.
* 40.5% of English Learner students progressed at least one English Learner Progress Indicator (ELPI) level.

This goal supports improved academic performance, stronger student engagement, and a positive school climate. It also aligns with MVLA's commitment to preparing students with the interpersonal and intercultural skills necessary for success in a diverse and global society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Distance from Standard in English Language Arts for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)	2023 for Grade 11: All = 65.3 Above Standard SED = 36.6 Below Standard EL = 85.4 Below Standard SWD = 84.8 Below Standard Source:CA School Dashboard 2023	2024 for Grade 11: All = 73.8 Above Standard SED = 40.9 Below Standard EL = 94.1 Below Standard SWD = 86.5 Below Standard		2026 for Grade 11: All = 90.0 Above Standard SED = 30.0 Below Standard EL = 70.0 Below Standard SWD = 70.0 Below Standard	All = +8.5 Above Standard SED = -4.3 Below Standard EL = -8.7 Below Standard SWD = -1.7 Below Standard
1.2	Distance from Standard in Mathematics for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)	2023 for Grade 11: All = 21.4 Above Standard SED = 128 Below Standard EL = 166.1 Below Standard SWD = 153.1 Below Standard Source:CA School Dashboard 2023	2024 for Grade 11: All = 36.1 Above Standard SED =115.1 Below Standard EL = 144.7 Below Standard SWD = 160.7 Below Standard		2026 for Grade 11: All = 42.0 Above Standard SED = 100 Below Standard EL = 100. Below Standard SWD = 100 Below Standard	All = +14.7 Above Standard SED = +12.9 Below Standard EL = + 21.4. Below Standard SWD = -7.6 Below Standard
1.3	Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST)	2023 ELA All= 83% ELA EL = 11% ELA SED = 65% Math All = 68% Math ELL = 0% Math SED = 31%	2024 - Source: CAASPP Website ELA = 77% ELA EL = 2% ELA SED = 39% Math All = 66% Math EL = 6% Math SED = 22%		2026 ELA = 87% ELA EL = 16% ELA SED = 70% Math = 73% Math ELL = 5% Math SED = 36%	ELA = -6% ELA EL = -9% ELA SED = -26% Math = -2% Math ELL = +6% Math SED = -9% CAST =-3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAST All = 68% CAST EL = 2% CAST SED = 32% Source: California Assessments of Student Performance and Progress	CAST All = 65% CAST EL = 2% CAST SED = 25%		CAST =73% CAST EL = 7% CAST SED = 37%	CAST EL = 0% CAST SED = -7%
1.4	Of the students who took at least one AP exam, the percentage who scored a "3" or higher (all grade levels)	2023 All = 87% SED = 62% EL = 71% SWD = 65%	2024 All = 88% SED - 65% EL = 75% SWD = 72%		2026 All = 90% SED = 68% EL = 76% SWD = 70%	All = +1% SED = +3% EL = +4% SWD = +7%
1.5	Percentage of students in the “Standard Exceeded” level on the Smarter Balanced Summative ELA and Math Assessments (these students are considered Ready for CSU general education English and mathematics classes)	2023 ELA All = 59% SED = 22% EL = 0% SWD = 16% Math All = 49% SED = 8% EL = 5% SWD = 13%	2024 - Source: CAASPP Website ELA All = 57% SED = 16% EL = 0% SWD = 17% Math All = 48% SED = 10% EL = 4% SWD = 7%		2026 ELA All = 64% SED = 27% EL = 5% SWD = 20% Math All = 50% SED = 13% EL = 10% SWD = 18%	ELA All = -2% SED = -6% EL = 0% SWD = +1% Math All = -1% SED = +2% EL = -1% SWD = -6%
1.6	Percentage of Redesignated Fluent English Proficient	(SY 2022-23) 76%	(SY 2024-25) 69%		(SY 2025-26) 81%	-7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy	Source: California Assessments of Student Performance and Progress 2023				
1.7	Percentage of students reporting Strongly Agree or Agree to Academic Motivation on the CAHKS	(SY 2023-24) All students = 70% ELs = 69% Source: WestEd CalSCHLS	(SY 2024-25) All students = 71% ELs = 73% Source: WestEd CalSCHLS		(SY 2026-27) All students = 75% ELs = 75%	All students =+1% ELs = +4%
1.8	Percentage of students reporting Strongly Agree or Agree to School Connectedness on the CAHKS	(SY 2023-24) All students = 70% ELs = 65% Source: WestEd CalSCHLS	(SY 2024-25) All students = 73% ELs = 66% Source: WestEd CalSCHLS		(SY 2026-267 All students = 75% ELs = 70%	All students = +3% ELs = +1%
1.9	Percentage of students reporting Strongly Agree or Agree to Caring Adult Relationships on the CAHKS	(SY 2023-24) All students = 68% Els = 67% Source: WestEd CalSCHLS	(SY 2024-25) All students = 70% ELs = 70% Source: WestEd CalSCHLS		(SY 2026-27) All students = 73% ELs = 72%	All students = +2% ELs = +3%
1.10	Percentage of students that have access to their	(SY 2023-24)	(SY 2024-25)		(SY 2026-27)	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	own copies of standards-aligned instructional materials for use at school and at home	100%	100% Source: Williams Uniform Complaint Quarterly Report		100%	
1.11	Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	CA Dashboard 2023 4.9 avg	(SY 2024-25) Average: 4.9 Source: 2024 CA Dashboard (Local indicators Priority 2)		CA Dashboard 2026 5.0 avg	0 avg
1.12	Number/percentage of responses on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool that were rated 4 (Full Implementation) or 5 (Full Implementation and Sustainability)	(SY 2022-23) 21 out of 23 93% Source: CA Dashboard 2023	(SY 2023-24) 23 out of 23 100% Source: 2024 Dashboard Local Indicator		(SY 2025-26) 23 out of 23 100%	+7%
1.13	Percentage of English Learner students taking advanced placement classes	(SY 2023-24) 6%	(SY 2024-25) 9% Source: Indicators (9c)		(SY 2026-27) 10%	+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	The percentage of current EL students who progressed at least one ELPI level	2023 Progressed at Least one ELPI Level = 39.4% Source: CA School Dashboard 2023 English Learner Progress Indicator (ELPI):	2024 ELs Who Progressed at least One ELPA Level = 40.5% Source: 2024 CA Dashboard		2026 Progressed at Least one ELPI Level = 45%	+1.1%
1.15	Percentage of English Learner students reclassified to Fluent English Proficient during the school year	(SY 2023-24) 9.09% Total EL's = 286 Total Rec = 26 Source: Aeries Pull	(SY 2024-25) 19.01% Total EL's = 263 Total Rec = 50 Source: Aeries		(SY 2026-27) 25% [15%]	+9.9%
1.16	Number of Parent/Teacher Conferences	(SY 2023-24) 580 conferences	(SY 2024-25) NA		(SY 2026-27) 650 conferences Metric retired during Year 1 due to no longer collecting this data	NA
1.17	Extent to which students have access to, and are enrolled in, programs and services developed	2023 49.67%	2024 54%		2026 64% [55%]	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and provided to students with disabilities. Least Restrictive Environment %	Source: CA Dashboard:2023 school year				
1.18	Number and Percent of Students with No F's.	(SY 2023-24) ALL = 93% [73%] = 4105 students EL = 76% [56%] = 217 students SED = 85% = 553 students SWD = 70% = 370 students (Data as of 12/21/23)	(SY 2024-25) All = 94.43% = 4021 students EL = 75.84% = 204 students SED = 84.17% = 553 students SWD = 86.31% = 372: students Source: Aeries		(SY 2026-27) ALL = 98% [78%] EL = 81% [61%] SED = 90% SWD = 75%	All = +1.43% EL = -0.16% SED = -0.83% SWD = +16.31%

Goal Analysis [2024-25]

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

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

MVLA made substantial progress toward its goal of cultivating classrooms that are inclusive, equitable, and academically rigorous for all students. Most of the actions originally planned were implemented successfully, with some evolving into broader, more targeted, or differently structured efforts due to ongoing assessment of student needs, staff feedback, and performance data.

Substantive Differences in Implementation
++ (Action 1.1) Constructing Meaning and Tier 1 Instructional Practices:
Originally envisioned as a foundational training, the district significantly expanded the implementation of Constructing Meaning as an equity-centered instructional approach. It is now fully embedded in MVLA's Tier 1 instructional framework. Ongoing coaching, collaboration time, and site-level professional development have ensured this work reaches all teachers, with targeted attention on English Learners (ELs), Foster Youth, and Students with Disabilities. This shift created more consistent, accessible instruction across classrooms.
++ (Action 1.2) Relational Capacity: This work was closely aligned with Action 1.1, which emphasizes structured student talk and peer interactions as a means to promote advocacy, equity of voice, and access to academic discourse for all students. These interactions are

intentionally designed to ensure that every student is supported in developing their communication skills and engaging meaningfully in classroom learning.
++ (Action 1.3) Course Team Collaboration:
The district amplified support for course teams to build alignment around grading, assessments, and instructional materials. Teachers now meet more regularly with support from instructional coaches to ensure fairness and consistency in academic expectations, reducing disparities in workload and evaluation for students across similar courses.
++ (Action 1.4) Co-Teaching and Inclusive Practices:
Implementation of co-teaching practices was expanded through targeted staffing, scheduling, and specialized training. This includes pairing general education and special education teachers, supported by professional development in Universal Design for Learning (UDL). These changes enhanced the inclusive learning environment, particularly for Students with Disabilities, improving Least Restrictive Environment (LRE) metrics.
++ (Action 1.5)Strengthening ELD Courses and Materials:
The ELD program was strengthened beyond the original plan. New instructional materials and structured collaboration time were added to support both Designated and Integrated ELD. This included expanded use of digital tools such as Nearpod, Newsela, and Flocabulary, and professional learning on language acquisition strategies. These enhancements were guided by data showing the need for more explicit language development and college readiness for ELs.
++ (Action 1.6)Promote Student and Parent Engagement & Communication:
MVLA remains committed to strengthening student and parent engagement. While the overall strategy aligned with the original LCAP plan, several substantive adjustments were made to enhance implementation and better address student needs. Expanded Staff Training on Communication Tools: Implementation included a broader rollout of training for staff on tools such as ParentSquare, Language Line, and our parent-teacher conference protocols. Student Voice and Feedback on Ethnic Studies: The district implemented a survey for all students in 9th and 10th grade to provide feedback on the course experience and rigor for English and Ethnic Studies classes.

Key Successes
++ Improved CA Dashboard Indicators:
MVLA achieved gains in multiple Dashboard metrics, particularly in English Language Arts (ELA) and Math for socioeconomically disadvantaged students and English Learners (Action 1.5).
++ Positive CAHKS Data:
California Healthy Kids Survey (CAHKS) data indicated increased student motivation, connectedness, and adult relationships, reinforcing the impact of Tier 1 practices (Action 1.1) and SEL implementation.
++ Equity in Instruction:
Consistent classroom instruction and grading expectations across school sites are helping close opportunity gaps and build trust among students and families (Action 1.4 and 1.5).
++ Increased Teacher Capacity:
Widespread teacher engagement in collaborative planning and professional learning contributed to a stronger culture of continuous instructional improvement (Action 1.3).

Challenges
++ Persistent Academic Gaps:

Despite gains, ELs (Action 1.5) and Students with Disabilities (Action 1.4) still perform significantly below standard on state assessments. More time and refined strategies are needed to accelerate growth for these groups.
++ Time and Resource Constraints:
Expanding co-teaching (Action 1.4) and course team collaboration (Action 1.3) has required creative scheduling and significant investment in staffing and coaching—creating some logistical challenges.
++ Consistency in Implementation:
While many structures are in place, full and uniform implementation of Tier 1 (Action 1.1) practices and aligned grading systems remains an ongoing area of focus, particularly across different departments and sites.

Conclusion
MVLA's instructional strategy evolved meaningfully, with Constructing Meaning becoming a systemic anchor for equity-driven teaching and deeper investment in ELD supports, co-teaching, and collaborative course planning. These shifts reflect a responsive and data-informed approach to meeting student needs and building instructional coherence district-wide. Continued focus on fidelity of implementation and support for struggling student groups will be central in the coming year.

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

In reviewing the 2024–25 expenditures for MVLA, the following actions experienced a material difference of 10% or more between planned and estimated actual expenditures. These differences are explained below:

Action 1.2 – Strengthen Relational Capacity
Planned: $12,450.00
Actual: $0.00
Due to this action 1.2 being consolidated into action 1.1, any funding that would have been spent was consolidated into action 1.1

Action 1.3: Empower teachers to create aligned, standards-based, culturally responsive curriculum.
Last Year's Planned Expenditures: $149,213.00
Estimated Actual Expenditures: $128,239.00
The difference is primarily due to the number of teachers requesting conferences and retreats. Although there is a general annual expenditure that trends that actual expenditure varies from year to year.

Action 1.4 – Support for Students with Special Needs
Planned: $2,901,466.00
Actual: $2,331,548.00
Variance is primarily due to overestimation at time for report writing.

Action 1.5 – Support for Multilingual Learners

Planned: $551,840.00
Actual: $1,162,838.00
Increased investment was made in instructional staffing and expanded services for Multilingual Learners, including additional sections and resources to meet identified needs across campuses.

Action 1.6 – Promote Student and Parent Engagement
Planned: $80,000.00
Actual: $48,000.00
Lower actual expenditures reflect a shift in event formats, increased use of digital platforms for communication, and fewer contracted services than originally projected.

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

MVLA has taken a strategic, multi-pronged approach to meet its goal of fostering inclusive, equitable classrooms that support academic success and belonging for all students. Overall, many of the actions have proven effective in improving student outcomes and engagement, though challenges remain in closing persistent opportunity gaps.

Effective Actions and Positive Outcomes:
++ (Action 1.1 and Action 1.2) Consistent Tier 1 Instruction with Constructing Meaning:
The district's implementation of Constructing Meaning (CM) as a foundation for Tier 1 instruction has been a substantive success. Through extensive professional development, coaching, and collaboration time, MVLA has strengthened teachers' capacity to deliver language-rich, content-specific instruction. This has supported greater access to rigorous coursework, particularly for English Learners (94.1 Below CAASPP Standard), Students with Disabilities, and students from low-income backgrounds. This is supported by gains in Metric 1.1 and 1.4 (students who took at least one AP exam: All = 88%, SED - 65%, EL = 75%, SWD = 72%).
++ (Action 1.3) Collaborative Course Teams and Aligned Practices:
A key shift in implementation has been the district's intentional support for course teams to collaborate around grading, assessments, and instructional materials. This has increased instructional coherence and fairness across classrooms, contributing to improved outcomes and greater consistency in expectations. This is supported by teacher collaboration time (via common preps and retreat days), structured professional learning opportunities, and district-wide emphasis on aligned assessment practices. This is supported by Metrics 1.10, 1.11, and gains in Metric 1.12.
++ Improved Outcomes in CA Dashboard Metrics:
++ (Action 1.5) ELA scores have increased for all students (from 65.3 to 73.8 points above standard) and for SED students (from 36.6 to 40.9 points below standard).
++ (Action 1.5) The percentage of students with no Fs has increased across key subgroups, with EL students improving from 56% to 75.8% and SWD from 70% to 86.3%.
++ Academic motivation and school connectedness indicators from CAHKS also showed year-over-year growth.
++ (Action 1.4) Expansion of Co-Teaching and Inclusive Practices:

The expanded use of co-teaching, UDL practices, and structured collaboration between general and special educators has led to more inclusive classrooms. The district increased its Least Restrictive Environment (LRE) rate from 49.67% to 55%.In addition to Metrics 1.1, 1.2, and 1.18, all had gains for students with disabilities.
++ (Action 1.5) Strengthened ELD Program:
The district's investment in new ELD instructional materials, ELD-specific professional development, and greater alignment across courses has contributed to improved reclassification rates (from 9.09% to 19.01%) and steady growth in ELPI progress. This is supported by Metrics 1.13 (Percentage of English Learner students taking advanced placement classes: increase from 6% to 9%), 1.14 (percentage of current EL students who progressed at least one ELPI level increased from 39.4% to 40.5%), and 1.15 (Percentage of English Learner students reclassified to Fluent English Proficient during the school year: increased from 9% to 19%).

++ (Action 1.6) Parent and Student Engagement:
Through enhanced communication tools (ParentSquare, Language Line) and student feedback mechanisms, the district has seen increased engagement and more equitable outreach.

Ongoing Challenges:
++ Persistent Gaps for Unduplicated Students:
Despite improvements, English Learners (Action 1.5) and Students with Disabilities (Action 1.4) continue to perform significantly below standard on SBAC in both ELA and Math. For example, EL students remain 94.1 points below standard in ELA and 144.7 points below in Math. These figures highlight the need for more targeted supports and differentiated instructional strategies. As in Metrics 1.1 and 1.2
++ Limited Gains in AP Participation for EL Students (Action 1.5):
While the percentage of EL students in AP courses has increased from 6% to 9%, participation remains low compared to overall enrollment.
++ Inconsistent Implementation Across Classrooms (Action 1.3):
While instructional expectations have become more standardized, site and departmental variability still exists, and the district continues to work toward full fidelity of implementation.

MVLA's comprehensive approach—including Constructing Meaning, co-teaching, ELD enhancements, and collaborative course teams—has resulted in measurable improvements in instruction, student outcomes, and engagement. Continued efforts are needed to deepen implementation, especially in closing persistent achievement gaps for English Learners, Students with Disabilities, and socioeconomically disadvantaged students.

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

No changes are being made to the current goal, which remains focused on academic achievement and student engagement.

Metric and/or Targets Ourcome Modifications:
Metric 1.2: Increase the Year 3 target for all students from 26.0 to 42.0. MVLA already met the initial Year 3 target in the first year of implementation, so the target is being raised to reflect continued progress.

Metric 1.15: Increase the Year 3 outcome target from 15% to 25%, as the original goal was achieved in the first year and should now reflect a higher level of expected growth.
Metric 1.16 metric is retired during Year 1 due to no longer collecting this data.
Metric 1.17: Increase the Year 3 outcome target from 55% to 64% for the same reason—MVLA exceeded the initial goal in the first year, prompting an upward adjustment.
Metric 1.18: Correct baseline data, which contained errors. The baseline for all students has been updated from 74% to 93%, and for English Learners (ELs) from 56% to 76%. As a result, the Year 3 targets are also being adjusted—from 78% to 98% for all students, and from 61% to 81% for EL students.

Action Modifications:
Action 1.2 has been discontinued, as it's components are consequently integrated into Action 1.1.

These modifications align with our effectiveness analysis and implementation experiences from the current 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
1.1	Implementing consistent Tier 1 instructional practices across all classrooms.	In order to ensure a high-quality, equitable learning experiences for every student, we will focus on a strategy centered around professional development and curriculum enhancement. Constructing Meaning Training for All Teachers: We will provide all teachers with Constructing Meaning training, which focuses on equipping educators with strategies to teach academic discipline-specific language and literacy within the content areas. This training will serve as the foundation for developing consistent instructional practices across all disciplines, ensuring that students have access to clear, comprehensible input regardless of the subject matter content of the training will include a specific focus on serving English Language Learners (both newcomers and long-term ELs), Foster Youth, Homeless Youth, and Students with Disabilities. Full implementation: To support teachers in fully implementing Constructing Meaning, teachers will receive ongoing support through	$340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coaching, collaboration time, and follow-up professional learning and workshops. This sustained support model will help teachers refine their practice, address challenges they face in implementing consistent Tier 1 instructional practices, and provide strong access and engagement to all students, particularly our English Language Learners (both newcomers and long-term ELs), Foster Youth, Homeless Youth, and Students with Disabilities. The Constructing Meaning framework will serve as the foundational approach for discussions around the importance of relational capacity. This framework will guide the development and reinforcement of relationship-building strategies within academic discourse, ensuring that the significance of relational capacity is understood and valued across all teaching practices. This action will support our Differentiated Assistance and contribute to improving district-wide performance in English Language Arts and Math for our ELs and SED and graduation rates for our students experiencing homelessness, as outlined in the CA Dashboard (Metrics 1.1, 1.2, 1.5). This work will be district-wide, including AVHS, LAHS, and MVHS. This action will be monitored with metrics: 1.1, 1.2, 1.4, 1.5, 1.6 State Priorities addressed by this action: 1, 2, 4, 5, 7, 8		
1.2	Action is being removed: Strengthen relational capacity.	Action is being removed: MVLA will foster an educational environment characterized by strong, supportive relationships and equity of voice that centers the student learning process within a positive learning atmosphere where students feel secure, valued, and motivated to participate actively in their education. SEL Strategies Employed: Training and ongoing support in implementing Social-Emotional Learning practices such as proactive circles, structured student talk, mindfulness exercises, and trauma-informed instruction will foster a sense of community, empathy, and understanding, addressing	$0.00	

Action #	Title	Description	Total Funds	Contributing
		students' holistic needs and creating a resilient, supportive learning environment. Utilizing Constructing Meaning Framework: The Constructing Meaning framework will serve as the foundational approach for discussions around the importance of relational capacity. This framework will guide the development and reinforcement of relationship-building strategies within academic discourse, ensuring that the significance of relational capacity is understood and valued across all teaching practices. These actions support our unduplicated students districtwide by fostering an environment characterized by strong, supportive relationships and equity of voice. They center the student learning process within a positive learning atmosphere where students feel secure, valued, and motivated to actively participate in their education, which our data shows are the areas most needed for unduplicated students. This action will be monitored with metrics:1.7, 1.8, 1.9 State Priorities addressed by this action: 5, 6, 8		
1.3	Empower teachers to create aligned, standards-based, culturally responsive curriculum	MVLA will establish consistency and fairness in academic expectations and support across all courses. Alignment within Course Teams on Grading, Assessments, and Homework Load: Using communication, sharing resources, and collaboration to align grading policies, assessments, and homework load. This alignment ensures that all students are evaluated fairly and according to standards, mitigating disparities in workload and expectations across similar courses. Support Systems to Provide Feedback and Ensure Alignment: To facilitate continuous improvement and maintain alignment, we will develop support systems that allow for the collection and analysis of feedback from teachers, students, and parents. These systems will help identify areas where further alignment is needed and ensure that adjustments are made in a timely and responsive manner.	$175,000.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored with metrics 1.10, 1.11, and 1.12 State Priorities addressed by this action: 1, 2, 4, 7, 8		
1.4	Encouraging and Supporting Students with Special Needs in the Classroom	MVLA is committed to adopting and refining instructional strategies that address the diverse needs of our student body, ensuring every student has the opportunity to thrive in an inclusive and supportive learning environment. Leveraging Co-Teaching: We will promote co-teaching as a cornerstone strategy to support all learners effectively. By pairing special education and general education educators in the same classroom, we can offer more personalized instruction and support, ensuring that the needs of all students, including those with special education requirements, are met. Specialized Training in Co-Teaching Techniques: Recognizing the importance of skilled practitioners in implementing co-teaching effectively, we will provide specialized training for teachers. This training will cover various co-teaching models, strategies for effective collaboration, and methods to differentiate instruction within the co-teaching framework, enhancing the ability of educators to work together seamlessly for the benefit of all students. Employing the Universal Design for Learning (UDL): We will utilize UDL and our Constructing Meaning approach as a key instructional tool. This strategy emphasizes explicit discipline-specific language instruction within content areas, enabling teachers to design lessons that are accessible to learners at different proficiency levels, including English Language Learners (ELLs) and students with special needs. This action will be monitored with metrics: 1.1, 1.2, 1.17, 1.18 State Priorities addressed by this action: 1, 2, 5, 6, 7, 8	$2,008,000.00	No
1.5	Encouraging and Supporting	We are committed to implementing strategies that empower Multilingual Learners (MLLs) and Reclassified Fluent English Proficient (RFEP)	$1,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Multilingual Learners in the Classroom	students to achieve academic success and build confidence in classroom settings. Tier 1 Instruction - Constructing Meaning: We will provide comprehensive training and implementation for educators in the Constructing Meaning approach, which emphasizes explicit instruction in the academic language needed across content areas. Prioritizing literacy access for our English Language Learners (support both newcomers and long-term ELs). Empowering MLLs and RFEPs to Find Success: Utilizing our Newcomer Academy course or our ML Advisory time, we aim to empower and case manage our MLLs to achieve confidence and success. These programs provide technology support and instruction, SEL support, psycho-education, attendance and academic conversations, and coaching to provide the targeted preventions and interventions needed for our MLLs. Ongoing Support ELD-Specific Professional Development: Providing specific ELD training and collaboration time to build aligned practices to support language proficiency for our Language Learners. This action will support our Differentiated Assistance and contribute to improving district-wide performance in English Language Arts and Math for our ELs and graduation rates for our students experiencing homelessness, as outlined in the CA Dashboard. This initiative will take place at both LAHS and MVHS. This action will be monitored with metrics: 1.13, 1.14, 1.15: State Priorities addressed by this action: 1, 2, 4, 5, 7, 8		
1.6	Promote Student and Parent Engagement & Communication	MVLA is committed to enhancing the flow of information and fostering meaningful connections between the classroom, students, and parents. Staff Training on Communication Tools: We will provide comprehensive training for all staff on the use of ParentSquare, Language Line, our parent-teacher conference model and other district resources designed to facilitate communication with families. This training and implementation will	$23,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure messages are accessible, engaging, and informative, thereby strengthening the school-to-home connection, particularly for our English Language Learners, Foster Youth, Homeless Youth, and Students with Disabilities. Soliciting Student Feedback: MVLA will solicit feedback from students regarding their learning experiences. This feedback is crucial for understanding the effectiveness of instructional strategies, the inclusivity of the classroom environment, and the overall experience of students with their educational setting. Feedback will be sought in various ways, including the administrator-student advisory committee, ASB and student leadership classes, and a student experience survey conducted by the Superintendent's Office. This is particularly beneficial for unduplicated students, whose families might face language barriers or other challenges in staying connected with the school., the increased engagement helps address the specific needs of these students, providing them with a stronger support system at home, and gathering insights from unduplicated students helps identify areas where they might be facing challenges and allows for timely interventions. This action will support our Differentiated Assistance and contribute to improving the district-wide school climate for our ELs as outlined in the CA Dashboard. This action will be monitored with metrics:This will be monitored internally through surveys (differentiated by ethnicity, SED, and EL of family/guardian participant). State Priorities addressed by this action: 3, 5		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Strengthen and systematize MVLA's Multi-Tiered System of Support (MTSS) to ensure all students—particularly those who are historically underserved—receive timely, data-driven academic and social-emotional interventions that promote high school success and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MVLA developed this goal to ensure that all students, regardless of background or academic starting point, have access to the supports needed to thrive. Strengthening MTSS will allow the district to use data more effectively, deliver timely and tiered interventions, and coordinate services across academic, behavioral, and postsecondary planning domains. This goal reflects MVLA's commitment to equity by targeting persistent opportunity gaps and aligning resources to meet the academic and career-readiness needs of all learners, with a focus on measurable improvement in outcomes such as GPA, credit completion, and postsecondary enrollment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of students participating in Internships	(SY 2023-24) 2% of students 72 students SED = NA EL = NA	(SY 2024-25) 2% 88 students SED = NA EL = NA		(SY 2026-27) 5% of students SED = 4 % of the student who are participating	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					EL = 4% of the student who are participating	
2.2	Number of students participating in industry visits	(SY 2023-24) 19% of students 831 students	(SY 2024-25) 20% 884 students		(SY 2026-27) 25% of students	+1%
2.3	Number of students in Work-Based Learning with Industry on campus	(SY 2023-24) 27% of students 1156 students Not including STEAM week at both sites	(SY 2024-25) 32% 1425 students		(SY 2026-27) 32% of students Not including STEAM week at both sites	+5%
2.4	Percentage of students enrolled in a Dual-Enrolled course	(SY 2023-24) All = 2% = 107/4324 SED = .0% = 2/633 EL = 0% = 0/296 SWD = .0% = 2/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	2024 All = 6.6% 280: # of Students in Dual Enrolment 4258 # of Total Students SED = 4.6% 30: # of SED Students in dual enrollment 657: # of Total SED students EL = 2.6% 7: # of ELs in dual Enrollment 269: # of Total EL's SWD = 3.3%		(SY 2026-27) All = 20% SED = 8% EL = 8% SWD = 8%	All = +4.6% SED = +4.6% EL = +2.6% SWD = +3.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			14: # of SWD Students in Dual Enrollment 431: # of Total SWD Source: Aeries			
2.5	Number of students supported by Direct Enrollment	(SY 2023-24) 2% of all students 80 students	(SY 2024-25) 2.6% of all students 109 students		(SY 2026-27) 160 students	+0.6%
2.6	Percentage of teachers who are appropriately assigned and fully credentialed	(SY 2023-24) 100%.	(SY2024-25) 100% (Source: HR dept)		(SY 2026-27) 100%.	0%
2.7	Percent of graduates who met all the (a-g) requirements for admission to a University of California or California State University school. All students; socio-economically disadvantaged (SED) students; English Learner (EL) students; Students with Disabilities (SWDs); Homeless	(SY 2022-23) All = 80% = 879/1094 SED(FRE) = 53% = 73/138 EL = 2% = 1/49 SWD = 40% = 44/109 Homeless = 25% = 2/8 Source: Query (MV & LA) SY: 2022-23	2024 - Source: Indicator Charts A-G Completion All = 78% SED = 57% EL = 6% SWD = 39% Homeless = 28%		(SY 2025-26) All = 85.0% SED = 57.0% EL = 7.0% SWD) = 5.0% Homeless = 30.0%	All = -2% SED = +4% EL = +4% SWD = -1% Homeless = +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students; and Foster Youth students					
2.8	Number of students in Credit and Grade Recovery:	(SY 2023-24) School year students = 48 Summer School 2023 Open Enrollment = 1,268 Net Enrollment = 986 Source: Aeries 2024	(SY 2024-25) School year students = 83 Source: Aeries 2024		(SY 2026-27) School year students = 55 Summer School 2026 Open Enrollment = 1,300 Net Enrollment = 1100	+35
2.9	Number of SST meeting with referral to assessment.	(SY 2023-24) 52 students Source: Aeries 2024	(SY 2024-25) 37 students being referred to assessment Aeries 4/21//25		(SY 2026-27) 40 students	+-15 students
2.10	Number of SST meeting without referral to assessment. Metric retired before 2024-25 LCAP finalization (will use metric 2.9 for tracking)	NA	NA		NA	NA
2.11	Number/percentage of sites passing the	(SY 2023-24)	(SY 2024-25)		(SY 2026-27)	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool)	100% (FIT reports)	100% (FIT reports)		100%	
2.12	District average attendance rate	(SY 2023-24) All = 94.9% SED = 92.4% EL = 90.2% SWD = 91.1% Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 95.7% SED = 94.4% EL = 92.4% SWD = 93.0% Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)		(SY 2026-27) All = 97% SED = 95% EL = 93% SWD = 95%	All = +0.8% SED = +2.0% EL = +2.2% SWD = +1.9%
2.13	Percentage of students who attended school 96% or more of the time	(SY 2022-23) All 63.0% = 2722/4324 SED = 49.1% = 311/633 EL = 47.0% = 139/296 SWD = 52.1% = 234/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 70.4% = 3058/4345 SED = 61.8% = 421/681 EL = 51.8% = 144/278 SWD = 59.5% = 263/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)		(SY 2025-26) All = 77% [66%] SED = 68% [53%] EL = 55% [50%] SWD = 65%$ [55%]	All = +7.4% SED = +12.7% EL = +4.8% SWD = +7.4%
2.14	Percentage of students who were chronically absent: All students, Students with Disabilities	(SY 2022-23) All = 3.2% = 137/4324 SED = 7.6% = 48/633	(SY 2024-25) All = 2.4% = 106/4345		(SY 2025-26) All = 1.8% [2%]	All = -0.8% SED = -2.6% EL = -3.5% SWD = -2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(SWD), and Homeless students	EL = 11.8% =35/296 SWD = 10.9% =49/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	SED = 5.0% = 34/681 EL = 8.3% = 23/278 SWD = 8.8% = 39/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)		SED = 3.0% [5.5%] EL = 5% [9%] SWD = 5% [9%]	
2.15	Percent of students suspended one or more times (Source: CA School Dashboard)	(SY 2022-23) All = 0.7% = 28/4324 SED = 1.7% = 11/633 EL = 0.7% = 2/296 SWD = 1.3% = 6/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 0.8% = 36/4345 SED = 2.8% = 19/681 EL = 5.0% = 14/278 SWD = 2.0% = 9/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)		(SY 2025-26) All = 0.5% SED = 1% EL = 0.5% SWD = 1%	All = -0.1% SED = -1.1% EL = -4.3% SWD = -0.7%
2.16	Number of students expelled	(SY 2023-24) 0 students	0 students		(SY 2026-27) 0 students	0 students
2.17	Number of students who complete Restorative Practice Programs	(SY 2022-23) 31 students completing Ripple Effects	(SY 2023-24) 30 students completing Ripple Effects		(SY 2025-26) 40 students completing Ripple Effects	-1 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Percent of MVLA students accessing MVLA school-based support	(SY 2022-23) 32%	(SY 2023-24) 37%		(SY 2025-26) 37%	+5%
2.19	Percent of students accessing the Wellness Centers	(SY 2022-23) 4%	(SY 2023-24) 30%		(SY 2025-26) 33%	+26%
2.20	Percent of MVLA students accessing community-based support	(SY 2022-23) 22%	(SY 2023-24) 18%		(SY 2025-26) 27%	-4%
2.21	Number of MVLA students enrolled in Medi-Cal	(SY 2022-23) 0 students	(SY 2023-24) 0 students		(SY 2022-23) 100 students	0 students
2.22	Percent of students who responded Agree or Strongly Agree to the survey item/s: I know where to go to or who to contact at school for help when I am sad, stressed, lonely, or depressed. (WestEd CalSCHLS)	(SY 2023-24) 73% of students (WestEd CalSCHLS)	(SY 2024-25) 76% of students Source: WestEd CalSCHLS		(SY 2026-27) 78% of students	+3% of students
2.23	Percent of students who responded Be Afraid to Get Help or Not Know What to Do to the survey item/s: If you were	(SY 2023-24) 37% of students (WestEd CalSCHLS)	(SY 2024-25) 38% of students Source: WestEd		(SY 2026-27) 32% of students	+1% of students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	feeling very sad, stressed, lonely, or depressed, would you… (WestEd CalSCHLS)		CalSCHLS			
2.24	Percentage of students in grades 9-12 reporting that they have experienced harassment or bullying in the past 12 months	(SY 2023-24) 23.5% of students (WestEd CalSCHLS)	(SY 2024-25) 21.0% of students Source: WestEd CalSCHLS		(SY 2026-27) 20% of students	-2.5% of students
2.25	Percentage of English Learner students taking advanced placement classes	(SY 2023-24) 6% of students	This metric has been retired		(SY 2026-27) 10% of students	This metric has been retired
2.26	Participation numbers of students on the principal's and superintendent's advisory	(SY 2023-24) Superintendent Advisory = 24 LAHS Advisory = 8 MVHS Advisory = 20	(SY 2024-25) Superintendent Advisory = 26 LAHS Advisory = 8 MVHS Advisory = 20		(SY 2026-27) Superintendent Advisory = 24 LAHS Advisory = 8 MVHS Advisory = 20	+2 students
2.27	Family Partnership Council meeting participation numbers	(SY 2023-24) Total Members: 52 Parents: 25 Community: 4 Staff:23 Average attendance per meeting: 35	(SY 2023-24) Total Members: 43 Parents: 22 Community: 5 Staff: 16 Avg Mtg Attendance: 24		(SY 2026-27) Total Members: Parents: 25 Community: 4 Staff:23 Average attendance per meeting: 35	-9 members

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.28	PTSA participation numbers	(SY 2023-24) LAHS Members = 808 Avg Mtg: 25-30 MVHS Members:1118 Avg Mtg: 25-30	(SY 2024-25) LAHS Total Members: 766 Meeting Average: 25 MVHS: Total Members:1407 Meeting Average: 25-30		(SY 2026-27) LAHS Members = 850 Avg Mtg: 30 MVHS Members:1160 Avg Mtg: 30	LAHS Total Members: -42 Meeting Average: 0 MVHS: Total Members:+289 Meeting Average: 0
2.29	ELAC participation numbers	(SY 2023-24) Average 8 - 24 parents/meeting	Average 8 - 24 parents/meeting		(SY 2026-27) Average 15-30 parents/meeting	0
2.30	Special Education Family Partnership Meetings participation numbers	(SY 2023-24) Average 5-8 parents	(SY 2024-25) Average 10-13 parents		(SY 2026-27) Average 15-30 parents/meeting	+5 parents
2.31	Percentage of grade 12 students completing a Career Technical Education pathway (Source: Aeries SIS)	(SY 2022-23) 6.1% = 70/1144 Source: Query (MV & LA)	(SY 2023-24) 10.0% = 107/1069 Source: Query (MV & LA) (Indicator master sheet)		(SY 2025-26) 15%	+3.9%
2.32	Percentage 12 graders who met UC/CSU (a-g)	(SY 2022-23)	(SY 2023-24)		(SY 2025-26)	+2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	requirements and completed at least one CTE Pathway	5.4% = 62/1144 Source: Query (MV & LA)	7.6% = 81/1069 Source: Query (MV & LA) (Indicator Master sheet		15%	
2.33	Percent of High school dropout rates	(SY 2022 - 23) Of total population ALL = 0.4% = 20 students EL = 0..4% = 18 students SED = 0.6% = 24 students SWD = 0.2% = 9 students Source: CALPADS	Of total population: All: 0.2%= 8 students EL: 0.1% = 6 students SED: 0.1% = 6 students SWD: 0.0% = 2 students Source: CALPADS Fall		(SY 2025 - 26) Of total population ALL = 2.0% EL = 14% SED = 5% SWD = 5%	ALL = -0.2% EL = -0.3% SED = -0.5% SWD = -0.2%
2.34	Percent High school graduation rates	(SY 2022 - 23) ALL = 94% EL = 69% SED = 86% SWD = 82% Homeless = 52% CA Dashboard	(SY 2023-24) ALL = 94% EL = 83% SED = 86% SWD = 79% Homeless = 70% Source: 2024 Dashboard		(SY 2025 - 26) ALL = 96% EL = 88% [71%] SED = 88% SWD = 84% Homeless = 60%	ALL = 0% EL = +14% SED = 0% SWD = -3% Homeless = +18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.35	Percentage of ELs are are Long Term Language Learners	(SY 2023-24) 39%	2024 31% # of EL's = 263 # of LTEL = 82 Source: Aeries		(SY 2026-27) 34%	-8%
2.36	Number of English Learner students enrolled in a summer support program	2022-2023 Summer School Program 159 EL students enrolled	2024-2025 Summer School Program # of ELs Enrolled = 152		2025-2026 Summer School Program 170 EL students enrolled	-7 EL students enrolled
2.37	Percentage of students enrolled in a CTE course	(SY 2023-24) ALL = 28% = 1193/4324 EL = 16% = 47/296 SED = 17% = 107/633 SWD = 15% = 69/449 Source: Query (MV & LA) SY: 2023-24 (as of 5/1/24)	(SY 2024-25) All = 31.2% = 1355/4345 EL = 18.3% = 51/278 SED = 20.4% = 139/681 SWD = 19.0% = 84/442 Source: Query (MV & LA) SY: 2024-25 (as of 5/28/25)		(SY 2026-27) ALL = 37% [33%] EL = 26% [21%] SED = 27% [22%] SWD = 25% [20%]	ALL = +3.2% = 1381/4345 EL = +2.3% = 60/289 SED = +3.4% = 134/636 SWD = +4% = 86/442
2.38	Percentage of Student College/Career Prepared	All Students CC prepared = 70.2%	Class of 2024		All Students CC prepared = 75.%	All Students CC prepared = +1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless students CC prepared = 4% CA Dashboard 2023	ALL: 71.4% Homeless: 10.3% Source: 2024 CA Dashboard		Homeless students CC prepared = 15% [10]% CA Dashboard 2026	Homeless students CC prepared = +6.3%

Goal Analysis [2024-25]

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

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

During the past year, Goal 2 was carried out with strategic enhancements and targeted investments to support student readiness for college, careers, and overall well-being. Implementation largely followed the planned actions; however, there were notable areas where actual implementation exceeded initial expectations or shifted based on student needs and feedback.

Substantive Differences and Key Enhancements:
++ (Action 2.1) Academic and Career Counseling
Implementation followed the initial plan closely. Counselors provided targeted academic and career guidance, with increased monitoring of student progress and proactive outreach. Counselors successfully identified gaps in academic readiness and provided timely support
++ (Action 2.2) Work-Based Learning
We significantly expanded beyond original plans. The district enhanced the breadth and depth of work-based experiences, including structured internships, industry panels, and student-led showcases. Students directly engaged with industry partners, leading to a deeper understanding of career pathways. Successes included increased student participation rates and stronger industry partnerships, as seen in Metrics 2.1, 2.2, 2.3.
++ (Action 2.3) Direct Enrollment Efforts
Direct enrollment initiatives were successfully implemented with Foothill Community College, connecting first-generation college-bound students and English Learners to community college pathways. This seamless transition reduced historical equity gaps and positively influenced college enrollment numbers, surpassing initial expectations, as seen in Metrics 2.4 and 2.5..
++ (Action 2.4) AVID Program Expansion
The AVID program expanded through intentional cross-site collaboration and dedicated support structures. We added an additional section in our freshman classes, provided additional resources and professional learning, contributing to improved academic readiness and higher rates of A–G completion and college acceptance, as seen in Metrics 2.7.
++ (Actions 2.5–2.7) Academic Intervention, Technology, and Campus Safety
These actions largely aligned with original plans, with enhanced intervention supports provided for struggling students, starting a EdTech Committee, working on an AI Handbook for staff and students,, and continued focus on maintaining safe, welcoming campus environments.

These efforts demonstrated consistent effectiveness in supporting overall student academic growth, technology access, and safety, as seen in Metrics 2.12, 2.13.
++ (Actions 2.8 & 2.9) School-Based Mental Health and Wellness
A significant deviation occurred here, reflecting a more substantial investment than initially planned due to student feedback and observed needs. Expansion of mental health supports, including increased counseling availability, wellness programs, and targeted interventions, positively influenced school climate. Data from the California Healthy Kids Survey (CHKS) demonstrated measurable improvements in student connectedness, emotional wellness, and perceived school safety, as seen in Metrics 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23.
++ (Action 2.10) English Learner Development (ELD)
The district prioritized enhancing the ELD program beyond the original plan. Achievements included clearer curriculum alignment, the approval of advanced Designated ELD courses for A–G college entry credit, and more robust language support. We also added an ELD TOSA (teacher on special assignment) to support our teachers in this important work, as seen in Metrics 2.35,2.36 .
++ (Action 2.11) Promote Parent Engagement & Communication
This action was successfully carried out with a heightened emphasis on clear, accessible communication. Parent engagement activities and family partnerships were effective in fostering deeper connections between families and school communities. Increased attendance at family workshops and meetings signified successful outreach efforts, as seen in Metric 2.25, 2.26, 2.27, 2.28, 2.29.
++ (Action 2.12) Career Technical Education (CTE)
Implementation exceeded the original intent, resulting in broader participation among historically underrepresented groups. The district provided tailored supports, resulting in significantly higher CTE course enrollment, completion rates, and better alignment with industry needs and college/career pathways, as seen in 2.31, 2.32, 2.37 and 2.38.
++ (Action 2.13) Special Education Services
Investments in staffing, inclusive co-teaching models, and targeted professional learning led to a marked improvement in special education integration. Graduation rates and general education classroom participation increased notably for students with disabilities, signaling strong implementation success, as seen in Metrics 2.7, 2.14, 2.30.

Implementation Successes:
++ Achieved 10 of 11 state Dashboard indicators.
++ Increased A–G completion to 78%.
++ Raised the percentage of students with GPAs over 3.0 across all groups.
++ Improved graduation rates for homeless students and English Learners.
++ Maintained high levels of parent engagement through inclusive events and outreach efforts.
++ The comprehensive mental health support expansion significantly improved overall school climate and student wellness, as evidenced by CHKS data.
++ Exceptional growth in CTE enrollment and alignment with post-secondary pathways far surpassed anticipated outcomes, highlighting successful targeted interventions.
++ Enhanced ELD programming notably improved academic outcomes for English Learners, supporting equity and college readiness.
++ The intentional collaboration and strategic support provided by course teams and AVID site leaders effectively improved coherence and student success rates.

Challenges Encountered:
Despite these successes, several challenges remain. Progress in English Language Arts and Math for English Learners, Students with Disabilities (SWD), and Socioeconomically Disadvantaged (SED) students at specific sites remains an area for growth. The College/Career Indicator also revealed gaps for Long-Term English Learners and SWD, which we are addressing with expanded interventions and pathway development.

Overall, the past year's implementation of Goal 2 successfully navigated challenges and leveraged significant opportunities to deliver stronger academic, career, and social-emotional outcomes for all 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.

In reviewing the 2024–25 expenditures for MVLA, the following actions experienced a material difference of 10% or more between planned and estimated actual expenditures. These differences are explained below:

Action 2.1 – Academic and Career Counseling
Planned: $126,500.00
Actual: $28,442.00
Several counseling initiatives were deferred or scaled back due to transitions in staffing and revised service delivery methods, resulting in lower costs.

Action 2.3 – Strengthen College and Career Partnerships
Planned: $13,000.00
Actual: $0.00
The planned partnership proceeded as planned. However, there were no material costs, as was anticipated.

Action 2.4 – Post-Secondary Readiness
Planned: $697,280.00
Actual: $810,192.00
The increase reflects additional investments in student preparation programs, including expanded tutoring, college application workshops, and support for underserved student groups.

Action 2.5 - Improve and expand Intervention services:
Planned: $800,000.00
Actual: $274,105.00
A portion of the planned expenditures is earmarked for summer school staffing, and the program has not yet commenced.

Action 2.9 - School-Based Mental Health & Wellness Services:
Planned: $14,515.00
Actual: $9,609.00
We had budgeted for the purchase of a Trauma and Behavioral Health (TBH) screener. After completing the pilot, we found the tool to be ineffective, so we decided not to proceed with the purchase. This decision accounts for the variance in expenditures.

Action 2.13 - Define & Enhance Sp Ed program & process
Planned: $25,000.00
Actual: $27,959.00
This action funded trainings, retreats, and workshops designed to help staff align and strengthen their work within our programs and processes. We slightly underestimated the total cost of these activities by approximately 12%.

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

MVLA has made notable progress in implementing actions aligned with Goal 2. Several initiatives have demonstrated effectiveness, while others reveal areas of needed refinement.

++ (Action 2.1) Academic and Career Counseling
The implementation of a comprehensive, tiered approach integrating academic support, social-emotional learning (SEL), targeted interventions, and professional development for counselors has proven effective in progressing toward our stated goals, with specific actions yielding notable outcomes (Metric 2.33: % of high school dropouts decreased from 3.3% ot 0.2% and Metric 2.34: % of graduation rates increased 14% for our ELs, 18% for our Homeless students).
This can be credited [partly to the targeted Tier 2 intervention structures to address academic and behavioral challenges for identified students. Professional learning opportunities for counselors have positively influenced their effectiveness in delivering up-to-date academic guidance, SEL support, and intervention strategies.

++ (Action 2.2) College and Career Readiness through CTE and Work-Based Learning:
There has been strong momentum in expanding CTE and work-based learning, with increases in:
++ (Action 2.12) CTE enrollment from 28% to 32% overall, including a rise for EL students from 16% to 21% (Metric 2.37).
++ (Action 2.2) Internship participation, industry visits, and on-campus industry exposure, all seeing growth across demographic groups (Metrics 2.1–2.3).
Furthermore, the percentage of 12th graders completing a CTE pathway improved from 6.12% to 10.01%, and the dual-enrollment rate jumped from 2% to 6.58%, with increased participation from ELs and SED students (Metric 2.4: EL = 2.6%, SED = 4.6%, SWD = 3.3%).

++ (Action 2.3 and 2.4) Direct Enrollment and AVID Expansion:
Efforts to support direct enrollment (Metric 2.5) and expand AVID have positively impacted postsecondary readiness. AVID participation was enhanced with college visits and pathway coaching, and direct enrollment support is now more targeted and structured. These efforts

contributed to a rise in graduation rates among ELs (from 69% to 83%) and homeless students (from 51.9% to 69.7% (Metric 2.7: SED = 57%, EL = 6%, SWD = 39%).

++ (Action 2.5) Improve and expand Intervention Services: To provide targeted support for students facing academic challenges, ensuring their success and academic growth: implementation of the multifaceted academic intervention approach, including Credit and Grade Recovery, Student Success Teams (SSTs), Peer Tutoring, Technology Integration, School Counselors' active engagement, and ongoing innovation efforts, has demonstrated substantial effectiveness in achieving district goals and supporting students, particularly unduplicated students, across our schools. This can be seen in Metrics 2.8, with the number of students receiving during the school year, grade/credits recovery has increased by 35 students. In addition, Metric, 2.9 indicated that fewer students are being referred to Special Education testing (a decrease of 5 students). These efforts contributed to a rise in graduation rates among ELs (from 69% to 83%) and homeless students (from 51.9% to 69.7% (Metric 2.7: SED = 57%, EL = 6%, SWD = 39%).

++ (Action 2.6) Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy:
The reestablishment of an educational technology committee has effectively created a structured approach to evaluating, adopting, and integrating technology. This committee has successfully facilitated dialogue among technology experts, educators, parents, and students, leading to more informed technology decisions and alignment with educational goals. We are developing comprehensive practices and protocols for the ethical use of AI. We also investigated the standardization of educational platforms across the district to streamline instructional delivery and communication. While we have consolidated a couple of platforms, we have also determined that some platforms originally in question have been deemed essential.

++ (Action 2.7) Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students: Using restorative practices, including Ripple Effects, has effectively fostered a supportive school community centered on empathy and accountability. The development and implementation of a discipline matrix have effectively provided consistency and equity in managing student behavior. Improved administrative practice has directly correlated with a reduction in suspensions and disciplinary infractions district-wide, confirming this training's clear effectiveness. Collectively, these targeted interventions—restorative practices, a clearly defined discipline matrix, and specialized training for administrators and classified staff—have effectively contributed to achieving the district's goals, including improved suspension metrics and a significantly enhanced school climate.

++(Action 2.8 and 2.9) School-Based Mental Health Services:
A key substantive difference from initial planning was the expanded scope of mental health services, including universal screenings, peer-to-peer mentoring, and increased group support offerings. This proactive approach led to a significant increase in utilization, with Wellness Center access jumping from 4% to 30% (Metric 2.19) and school-based support increasing to 37% of students (Metric 2.18). Additionally, CalSCHLS data show improved student awareness of where to seek support, with agreement rising to 76% in 2024–25, highlighting the effectiveness of this expansion.

++ (Action 2.10) Enhance infrastructure and support systems to empower Multi-Language Learners (MLLs) and Newcomers, ensuring their academic success and social integration. This year we hired an LED TOSA to help support our ELD program. We focused on aligning curriculum, adapting instructional materials, connecting with families, and professional learning for our ELD teachers, as well as Constructing

Meaning for all teachers. This is seen in Metrics 2.29, with an average of 10-13 parents at our ELAC meetings, and a decrease in our dropout rates as seen in Metric 2.33 (EL decreasing from 19% to 0.1%)

++(Action 2.11) Promote parent Engagement & Communication: Overall, the implementation of the strategies supports family engagement, enhanced communication, targeted staff training, technology support, and student governance involvement, which has demonstrated effectiveness.
Expanding parent engagement opportunities, particularly through platforms like ELAC & DELAC and Special Education Family Partnership meetings, has effectively increased parent involvement. The district's communication strategy of ParentSquare effectively enhanced the clarity and consistency of messaging around attendance and engagement. Teacher training in ParentSquare is a request moving into the next school year. Student engagement in governance roles, including Superintendent Advisory, Principal Advisory, ASB, and Ambassador/School Community Liaison roles, effectively increased student voice in attendance and school climate discussions. Tiveness. Metrics 2.26, 2.27, 2.28, 2.29, 2.30 all show we are either maintaining or increasing the participation of parents and students.

++ (Action 2.13) Special Education and (Action 2.10) ELD Strengthening:
The implementation of new instructional materials and course offerings in ELD, combined with improvements in special education services, has helped support both access and success. While gaps remain, metrics indicate incremental gains, including a drop in dropout rates and a reduction in the percentage of long-term English Learners from 39% to 31.18% (Metric 2.35).

Overall, the actions implemented under Goal 2 are proving effective in enhancing both academic success and career readiness. The enhanced school-based mental health supports, aligned instructional strategies, expanded college and career opportunities, and cohesive efforts across departments and schools have collectively advanced equity and access for all student groups. While further work is needed in areas like chronic absenteeism and consistent Tier 2 interventions, the current trajectory shows positive momentum and a deepening of impact.

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 are being made to the current goal, which remains focused on academic achievement and student engagement.

Metrics and Modifications:
Metrics 2.1, 2.2, 2.3 will no longer be used to measure effectiveness for action 2.2 and are being replaced with Metric 2.4 and Metric 2.7.
Metric 2.5 will no longer be used to measure effectiveness for action 2.4.
Metrics 2.8 and 2.9 will no longer be used to measure effectiveness for action 2.5 and will be replaced with metrics 2.4 and 2.7.
Metric 2.10 was retired before 24-25 LCAP finalization
Metric 2.13: Increased the Year 3 target for all students from 66% to 77% for all students, from 53% to 68% for SED, from 50% to 55% for EL. from 55% to 65% for SWD.. MVLA already met the initial Year 3 target in the first year of implementation, so the target is being raised to reflect continued progress.

Metric 2.14: Decreased the Year 3 outcome target from 2% to 1.8% for all student, from 5.5% to 3.0% for SED, from 9% to %5 for EL students, and from 9% to 5% for SWD. These modifications are due to use in achieving our three-year target.
Metrics 2.18, 2.19, 2.20 changed from using the number of students to the percentage of students for more accurate reading from year to year.
Metric 2.19: Increased the Year 3 outcome target from 9% to 33% to reflect that MVLA exceeded the initial goal in the first year, prompting an upward adjustment.
Metric 2.22: Increased the Year 3 outcome target from 78% to 82% to reflect that MVLA exceeded the initial goal in the first year, prompting an upward adjustment.
Metric 2.25: This metric has been deleted due to it being a part of metric 1.13.
Metric 2.34: Increased the Year 3 outcome target for EL students from 71% to 88% to reflect that MVLA exceeded the initial goal in the first year, prompting an upward adjustment.
Metric 2.37: Increased the Year 3 outcome target for all students from 27% to 33%, for EL student from 21% to 26%, SED students from 22% to 27%, and for SWD students from 20% to 25%.
Metric 2.38: Increased the Year 3 outcome target for homeless students from 10% to 15%.

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	Academic and Career Counseling	We will focus on a tiered approach that integrates academic support and guidance with social and emotional learning (SEL) while addressing specific needs through targeted interventions and providing the appropriate professional learning opportunities for counselors. Academic and SEL Support: Counselors will work with their students to not only bolster academic guidance but also nurture their emotional and social well-being. This includes integrating SEL into the curriculum and providing resources for counselors to support students' development in these areas effectively. Tier 2 Interventions: For students identified as needing additional support beyond universal supports, we will provide targeted Tier 2 services. These interventions will be designed to address specific academic or behavioral challenges, providing small group or individualized assistance to help students succeed.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		FAFSA Support: Recognizing the importance of financial planning for post-secondary education, we will offer specialized guidance and resources for students and families navigating the Free Application for Federal Student Aid (FAFSA). This support aims to maximize students' access to financial aid opportunities. PD for Counselors: Ongoing professional development for counselors will be a priority, ensuring they are equipped with the latest strategies in academic advising, college and career planning, SEL support, and interventions for at-risk students. This PD will include workshops, seminars, and networking opportunities with experts in the field. A-G and College/Career Coaching: To ensure students are prepared for college and careers, we will offer coaching focused on meeting the A-G requirements, reviewing transcripts, and utilizing a year plan. This coaching will include personalized advising sessions, career exploration activities, college visits, and assistance with the application process for colleges, universities, and vocational programs. This action will support our Differentiated Assistance and contribute to improving graduation rates for our homeless students, as outlined in the CA Dashboard. It also supports our unduplicated students by focusing on these targeted actions in a tiered approach. Our unduplicated students will be provided with the support they need to thrive academically, socially, and emotionally. Our tiered approach ensures that every student receives the appropriate level of assistance, while our ongoing professional development for counselors ensures that the support provided is both effective and up-to-date. This work will be implemented at Los Altos High School and Mountain View High School. This action will be monitored with metrics: 2.33, 2.24 State Priorities addressed by this action: 3, 4, 5, 6, 8		
2.2	Build High School Extended Learning	Our actions center on expanding opportunities for students to engage in educational experiences beyond the traditional classroom.	$206,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.	Expand AVID Opportunities: We will enhance our AVID program with college visits, informational sessions about college options, connections with industry, and college/career activities, as well as support preparedness. Internships: To bridge the gap between academic learning and practical application, we will develop and expand partnerships with local businesses and organizations to offer internships. These opportunities will allow students to gain valuable work experience, explore potential career interests, and develop professional skills in real-world settings. Industry Visits: Organizing visits to and from companies and industrial sites will give students insights into the inner workings of different sectors and careers. These visits aim to ignite students' interest in various professions and help them make informed decisions about their future career paths. Summer Learning Options: From a robust, traditional summer school, to introducing diverse summer learning opportunities, including workshops, boot camps, and online courses focusing on various academic, technological, and creative skills. Unduplicated students will benefit from the targeted support strategies outlined above. This action will support our Differentiated Assistance and contribute to improving district-wide performance in graduation rates for our students experiencing homelessness, as outlined in the CA Dashboard. In addition, the action our data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are not being afforded the equitable opportunities as their peers in this area. The above-targeted actions will enhance their opportunities for accessing extended learning options. Improving access to college and career. This work will take place district-wide, including at AVHS, LAHS, and MVHS. This action will be monitored with metrics: 2.4 and 2.7 (Metrics 2.1, 2.2, 2.3 will no longer be used to measure effectiveness). State Priorities addressed by this action: Priority 1: 4, 5, 6, 8		

Action #	Title	Description	Total Funds	Contributing
2.3	Strengthen our Collaborations with College and Career Partners	To foster a robust partnership with colleges and career pathways, MVLA will establish and strengthen connections with post-secondary institutions, businesses, and industries. This comprehensive approach provides students with diverse opportunities for academic advancement and career exploration. Our approach includes:: Partnership with Foothill College: We will collaborate closely with Foothill College to create seamless pathways for students interested in pursuing higher education immediately after high school. This partnership will focus on aligning curriculum, facilitating college readiness workshops, and providing guidance for students to transition smoothly into college programs. Work-Based Learning Partnerships: Collaborating with industries will enable us to introduce students to cutting-edge practices and future career opportunities. Through industry visits, guest speaker sessions, and project-based learning experiences, students will gain insights into the demands and expectations of the workforce, which will help them make informed career choices. By establishing partnerships with local and national businesses and industries, we will offer students a wide range of internship opportunities. These internships will be designed to provide practical experience in various fields, allowing students to apply academic knowledge in real-world settings, explore career interests, and develop professional networks. Dual Enrollment: In partnership with community colleges and universities, we will expand dual enrollment options for high school students. This initiative will allow students to earn college credits while still in high school, exposing them to college-level coursework and reducing the time and cost of obtaining a college degree. Direct Enrollment: We will work to streamline the process of direct enrollment into post-secondary programs for graduating students. By coordinating with colleges and universities, we aim to simplify application	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and enrollment procedures, ensuring students have direct access to higher education opportunities upon graduation. Implementing these strategies will enable us to build a strong foundation for students' academic and career success, bridging the gap between high school, college, and the professional world. Through these partnerships, students will receive the support and resources they need to navigate their future paths with confidence and clarity. This action will be monitored with metrics: 2.4, 2.5 State Priorities addressed by this action: 3, 4, 5, 6,7, 8		
2.4	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	To achieve the goal of "Graduation with All Options," our focus will be on ensuring students graduate with a comprehensive set of opportunities for their future, whether they choose to pursue higher education or enter the workforce directly. This goal encompasses several key strategies designed to prepare students for a wide range of post-secondary pathways. Here's how we plan to work towards this goal: A-G Courses: We will expand our offering of A-G-approved courses to ensure that all students have the opportunity to meet the requirements for admission to California public universities. This expansion will include a variety of subjects, providing students with a broad educational experience that caters to diverse interests and strengths. Graduation Requirements Supporting A-G Eligibility: Our graduation requirements will be closely aligned with A-G eligibility criteria, ensuring that completing the necessary coursework for graduation also prepares students for university admission. This alignment aims to streamline the path to higher education, making it more accessible for all students. Dual Enrollment: By enhancing our dual enrollment programs in partnership with local community colleges and universities, students will have the opportunity to earn college credits while still in high school. This initiative not only introduces students to college-level work earlier but also reduces the time and cost associated with obtaining a college degree.	$697,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Direct Enrollment: We will facilitate direct enrollment opportunities for students, working closely with post-secondary institutions to ensure a smooth transition from high school to college or university. This will include providing students with guidance and support throughout the application and enrollment process, ensuring they are aware of and prepared for the next steps in their educational journey. AVID (Advancement Via Individual Determination): The AVID program will be a cornerstone of our strategy, providing targeted support to students in the middle academic tier to prepare them for college and career success. AVID's proven methodologies in teaching skills for academic success will be instrumental in helping students navigate their high school coursework and post-secondary planning effectively. By focusing on these key areas, our goal is to ensure that upon graduation, every student has the qualifications, preparation, and support needed to pursue the full spectrum of post-secondary options available to them. This comprehensive approach to education aims to empower students with the choice and flexibility to follow their aspirations with confidence. This action will support our Differentiated Assistance and contribute to improving district-wide graduation rates for our students experiencing homelessness, as outlined in the CA Dashboard. This action will also support our unduplicated students by specifically targeting direct enrollment assistance for them, helping to streamline their process of enrolling into community college. Additionally, our dual enrollment courses are designed to benefit unduplicated students by allowing them to earn college credits while still in high school. This not only boosts their confidence but also provides financial savings during their college years. This work will take place district-wide, including at AVHS, LAHS, and MVHS. This action will be monitored with metrics: 2.4, 2.7 (2.5 will no longer be used) State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		

Action #	Title	Description	Total Funds	Contributing
2.5	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	MVLA will implement a multifaceted approach comprising several key components aimed at supporting and providing interventions for students struggling with academics. Credit and Grade Recovery Options: We will develop and expand programs and options that allow students to recover credits and improve grades from previous courses. This could include after-school tutoring, summer school courses, and online modules tailored to help students master the content they previously struggled with. Student Success Teams (SSTs): SSTs play a critical role in identifying students in need of interventions and developing personalized plans to address their academic, social, and emotional needs. We will align and strengthen our process, monitoring, and interventions suggested during SSTs to provide our students with the support they need. Peer Tutors: Leveraging the power of peer support, we will establish a robust peer tutoring program where students can receive help from their peers in a relaxed and relatable setting. This initiative will foster a sense of community and mutual assistance among students. Technology for Interventions: To modernize and enhance our intervention strategies, we will incorporate technology solutions, such as educational software and apps, that can provide personalized learning experiences and instant feedback for students. These technologies will be chosen for their ability to meet diverse learning needs and styles. School Counselors: Academic counselors will be integral to guiding students through their academic challenges, helping them to set realistic goals, and connecting them with the appropriate resources and interventions. Counselors will also monitor progress and adjust intervention plans as needed. Commitment to Ongoing Innovation: Recognizing the need for innovative solutions, we are open to exploring other intervention strategies that could benefit our students. This might include workshops on study skills, time management seminars, motivational speaking events, and partnerships	$235,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with local community organizations that can offer additional support services. This action will support our Differentiated Assistance and contribute to improving district-wide performance in English Language Arts, Math for ELs and SED, and graduation rates for our students experiencing homelessness, as outlined in the CA Dashboard. While these services are available to all students, there is a particular focus on unduplicated students, as they have demonstrated a greater need for additional support in these areas compared to their peers. This work will take place district-wide, including at AVHS, LAHS, and MVHS. This action will be monitored with metrics: Metrics 2.8, 2.9, 2.10 will no longer be used to measure effectiveness for action 2.5 and will be replaced with metrics 2.4 and 2.7). State Priorities addressed by this action: 3, 4, 5, 6, 7, 8		
2.6	Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy	MVLA will ensure technology use is equitable, integrated, and secure across all learning environments. Equity with Technology During the School Day: We will assess and address the digital divide by ensuring that every student has equal access to the necessary technology and high-speed internet during school hours. This includes exploring moving to only Chromebooks being used by students during the school day. Alignment in Platforms: To streamline digital learning and communication, we will standardize the use of educational platforms across the district. This strategy involves selecting specific platforms that best meet our educational needs and eliminating other similar platforms that could lead to inefficiencies and confusion among users. Alignment in platforms will also facilitate easier access to resources, assignments, and learning materials for all students, regardless of their background or learning style. Practices and Protocols to Support Safe Use in AI: Recognizing the growing role of Artificial Intelligence (AI) in education, we will develop and	$196,470.00	No

Action #	Title	Description	Total Funds	Contributing
		implement comprehensive practices and protocols to ensure its safe and ethical use. This includes educating students and staff about digital citizenship, data privacy, and the responsible use of AI tools. Additionally, we will monitor AI usage to prevent misuse and protect students' privacy and safety online. Re-Establish an Educational-Technology committee: Having an educational technology committee to reflect and oversee the selection, implementation, and evaluation of technology tools and resources across schools, ensuring that these technologies align with educational goals and standards, engage in dialogue with technology experts, educators, parents, and students to ensure our approaches remain relevant and effective. State Priorities addressed by this action: 3, 5, 6, 7		
2.7	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	This action involves a comprehensive strategy that emphasizes restorative practices, a clear discipline matrix, and extensive training for both administrative and classified staff, alongside maintaining well-kept facilities. Restorative Practices: We will implement restorative practices, such as Ripple Effects and Botvin Life Skills programs, to promote a culture of empathy, respect, and accountability among students. These practices aim to resolve conflicts, improve relationships, and build a supportive school community. We will explore other means of correction that focus on repairing harm and restoring relationships rather than punitive measures. Discipline Matrix: Developing and communicating a clear discipline matrix is essential to ensuring consistency and fairness in our approach to student behavior. This matrix will outline the behaviors expected of students, the consequences of not meeting these expectations, and the restorative steps to address issues. It will serve as a guideline for both staff and students, promoting a transparent and equitable system. Administration Training: Administrators will receive specialized training in implementing restorative practices, understanding and applying the	$19,326.00	Yes

Action #	Title	Description	Total Funds	Contributing
		discipline matrix, and managing situations that require disciplinary action. This training will equip them with the skills necessary to lead a safe and nurturing campus, fostering an environment conducive to learning and growth. This also includes trauma-informed training for the support of our unduplicated students.. Classified Staff Training: Classified staff, including support and maintenance staff, play a crucial role in maintaining a positive school environment. Training for these team members will focus on building positive interactions with students, recognizing and responding to student needs, and contributing to the overall safety and well-being of the campus community. This also includes trauma-informed training for the support of our unduplicated students.. This action will support our Differentiated Assistance and contribute to improving district-wide performance in suspensions and school climate for our ELs, as outlined in the CA Dashboard. This work will take place district-wide, including at AVHS, LAHS, and MVHS. This action will be monitored with metrics: 2.12, 2.13, 2.14, 2.15 State Priorities addressed by this action: 1, 6		
2.8	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	This action is centered on creating a comprehensive, accessible, and effective system to support the mental health and wellness of all students. Peer-to-Peer Mentoring: We will develop and expand peer-to-peer mentoring programs to foster supportive relationships among students, encouraging empathy, understanding, and mutual support for mental health and wellness. Integrating Group Support Models: The introduction and integration of group support models into our wellness programs will provide students with opportunities to share experiences, learn coping strategies, and build resilience in a supportive group setting.	$2,531,476.00	No

Action #	Title	Description	Total Funds	Contributing
		Universal Screening: Implementing universal screening using tools like the Strengths and Difficulties Questionnaire will help in the early identification of students who may need additional support, allowing for timely interventions. Wellness Centers' Offerings: Increase student awareness and diversity access by hosting introductory workshops using the resources available. This action will be monitored with metrics: 2.17, 2.18, 2.22, 2.23 State Priorities addressed by this action: 5, 6		
2.9	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	This action is centered on creating a comprehensive, accessible, and effective system to support the mental health and wellness of all students. Peer-to-Peer Mentoring: We will develop and expand peer-to-peer mentoring programs to foster supportive relationships among students, encouraging empathy, understanding, and mutual support for mental health and wellness. Integrating Group Support Models: The introduction and integration of group support models into our wellness programs will provide students with opportunities to share experiences, learn coping strategies, and build resilience in a supportive group setting. Universal Screening: Implementing universal screening using tools like the Strengths and Difficulties Questionnaire will help in the early identification of students who may need additional support, allowing for timely interventions. Wellness Centers' Offerings: Increase Student Awareness and diversity access by hosting introductory workshops with the resources available. This action will be monitored with metrics: 2.19, 2.20, 2.21 State Priorities addressed by this action: 5, 6	$9,609.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	To achieve this action, we are committed to developing a comprehensive framework that addresses the unique needs of our Language Learners. Newcomer Support and Enrollment Process: We will streamline the enrollment process for Newcomers to make it more welcoming and informative. This includes providing families with a dedicated liaison to guide them through the enrollment steps and connect them with essential services from day one. Additionally, we will establish a Newcomer Support Program to offer academic orientation, cultural adaptation resources, and social-emotional support to ease their transition. Feeling Safe and Seen in Classrooms: Creating an inclusive classroom environment where MLLs and Newcomers feel safe, respected, and valued is essential. Teachers will receive training on cultural competence and strategies to support the participation and engagement of all students. Efforts will also be made to celebrate the diverse backgrounds of our students, helping them feel seen and appreciated. Increase Participation with ELAC and DELAC: To further support our MLLs and Newcomers, we will work to increase parent and guardian participation in the English Learner Advisory Committee (ELAC) and the District English Learner Advisory Committee (DELAC). These committees play a vital role in advising the school and district on programs and services for English learners. We will offer workshops, informational sessions, and other engagement opportunities to empower parents and guardians to contribute their voices and perspectives. This will support both our newcomers and our long-term English Language Learners. Handbooks and Guidance: Creating and implementing an ELAC/DELAC Handbook, Updating the Bylaws, and Updating our Multi-Language Learner Roadmap will ensure our practices are aligned, supported, and transparent to all partners. This action will support our Differentiated Assistance and contribute to improving district-wide performance in suspension rates and school climate for our El students, as outlined in the CA Dashboard. This initiative will take place at both LAHS and MVHS.	$510,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored with metrics: 2.7, 2.29 State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		
2.11	Promote parent Engagement & Communication	To achieve this action, our strategy encompasses a comprehensive approach that involves using data-driven approaches to identify patterns of absenteeism and engaging families early in supportive conversations to address barriers to attendance. To achieve this action, our strategy includes using data to drive communication and engagement strategies that promote stronger school-to-home relationships. Parent Engagement: Expand our engagement efforts to include families of students with exceptional needs through ELAC & DELAC, Special Education Family Partnership meetings, creating spaces for meaningful participation and feedback. Utilize tools like Surveys/ThoughtExchanges to gather parent insights and priorities, and organize the Family Partnership Council (FPC) alongside workshops that are relevant to their children's education. Communication: We will develop a comprehensive communication plan aimed at supporting clear, consistent and effective communications throughout the district. Host informational sessions tailored to the needs of our community, focusing on demystifying the teaching and learning processes. Commit to improving outreach to new parents and enhancing overall communication about classroom happenings. Staff Training: Ensure all staff are proficient in using district-supported language access tools, including Parent Square, Language Line, and Translation Services, to facilitate clear, inclusive communication with all families. Technology Workshops: Offer technology workshops specifically designed for newcomer families and non-English speaking families and students, aiming to bridge the digital divide and ensure these community members feel confident engaging with school technology and online resources.	$329,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Engagement: Strengthen student involvement in school governance and community engagement through Superintendent Advisory, Principal Advisory, Associated Student Body (ASB), Ambassador/School Community Liaison (SCL) roles. Enhanced translation and outreach efforts will be crucial in ensuring these opportunities are accessible to all students and their families. This action will be monitored with metrics: 2.26, 2.27, 2.28, 2.29, 2.30, and an internal survey (differentiated by ethnicity, SED, and EL family/guardian participant). State Priorities addressed by this action: 3		
2.12	Expand and Enhance the Career and Technical Education (CTE) Program	For the goal of "Expanding and Enhancing the Career and Technical Education (CTE) Program," several strategic actions are proposed to support and advance this objective effectively: Develop New Pathways: Developing new CTE pathways allows the district to respond to evolving industry demands and emerging job markets, thus preparing students for future careers that are in high demand. By offering a broader range of pathways, students gain access to specialized training in diverse fields, enhancing their readiness for post-secondary success and employment. Upgrade and Sustain Facilities and Equipment: Keeping CTE facilities and equipment updated is essential for providing a realistic and effective learning environment that simulates real-world job settings. Up-to-date facilities ensure that students learn with the latest technology and tools, which is critical for their skill development and employability. Enhance Professional Development: Offering ongoing professional development for CTE instructors ensures that they are up-to-date with the latest industry trends, educational strategies, and technological advancements. This preparation enables them to deliver high-quality education and to adapt to the changing dynamics of career and technical education.	$3,534,515.00	No

Action #	Title	Description	Total Funds	Contributing
		Strengthen Community Partnerships: Building strong partnerships with local businesses, industries, and post-secondary institutions can provide students with additional learning opportunities such as internships, apprenticeships, and mentorships. These partnerships are essential for the practical application of classroom learning. Increase Student Enrollment and Diversity: Actively recruiting a diverse student body enriches the learning environment by bringing a variety of perspectives and backgrounds into the classroom. Efforts to increase enrollment, especially among underrepresented groups, ensure that all students have access to the benefits of CTE programs. Integrate Academic and Career Counseling: Providing integrated academic and career counseling helps students make informed decisions about their educational and career paths. Counselors can guide students in selecting CTE pathways that align with their interests and career goals, and help them understand how these decisions affect their future job prospects and educational opportunities. Implementing these actions supports the goal of expanding and enhancing the CTE program by making it more robust, relevant, and responsive to the needs of students and the demands of the modern workforce. This holistic approach not only benefits individual students but also strengthens the educational institution's role in the community and economy. This action will be monitored with metrics: 2:31, 2.32 State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		
2.13	Define and enhance special education programs and processes to ensure positive student outcomes	For the action of "Defining and Enhancing Special Education Programs and Processes to Ensure Positive Student Outcomes," several strategic plans are proposed to support and advance this objective. Provide a Full Continuum of Services to Ensure Appropriate Student Placement: Clearly defining the range of Special Education programs and	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		services available within the district and understanding the profiles of students who need these services, the district can ensure that each student is placed in an educational setting that best meets their individual needs. This detailed definition helps in creating a seamless continuum of services that cater to the varying degrees of need across the student population, ensuring that each student receives the appropriate level of support to thrive academically and socially. This will lead to more tailored educational experiences for special education students, potentially increasing their academic achievements and personal development by aligning their educational environment with their specific needs. Ensure Legal Compliance and Consistent Practices: Enhancing the practices surrounding the development and implementation of Individualized Education Programs (IEPs) ensures that all procedures are legally compliant and uniformly applied across the district. By refining and strengthening our practices, we will enhance the accuracy and effectiveness of the educational planning process for special education students, leading to better-managed educational pathways that are closely monitored and adjusted as necessary. Ensure Students with an IEP are Placed in the Least Restrictive Environment (LRE): Strengthening the commitment to the LRE principle ensures that all students with disabilities are educated with their peers without disabilities to the greatest extent appropriate. By actively working to support inclusion, the district fosters an educational atmosphere that champions accessibility and equality. Strengthen and Ensure Parent Engagement and Participation in the IEP Process: Enhancing parent engagement in the IEP process ensures that families are not just informed but are active participants in the educational planning for their children. This approach acknowledges parents as vital contributors to the decision-making process, thereby increasing the relevance and responsiveness of IEPs to meet the actual needs of students. These actions are designed to create a robust framework within which special education services are delivered more effectively and efficiently.		

Action #	Title	Description	Total Funds	Contributing
		Implementing these actions district-wide ensures that all special education students benefit from enhanced practices that are consistently applied, promoting equity, excellence, and compliance throughout the district. This action will be monitored with metrics: 2.7, 2.14, 2.30 State Priorities addressed by this action: 1, 2, 3, 4, 5, 6, 7, 8		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,781,095	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.000%	0.000%	$0.00	3.000%

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:** Implementing consistent Tier 1 instructional practices across all classrooms. **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), students are not achieving the same level of success as their peers in this	By embedding language support within Tier 1 instructional practices, students receive continuous, systematic literacy development. This helps all students and in particular English Language Learners, Foster Youth, Homeless Youth, and Students with Disabilities without being separated from the mainstream educational experience. Consistent instructional practices ensure that all students, regardless of language proficiency, can	Metric 1.1: CA School Dashboard: English Language Arts Distance from Standard for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs)

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
	area. Therefore, consistent universal tier 1 instructional practices that support language acquisition and access to grade-level content curriculum and additional targeted teacher pedagogy are necessary to enhance their opportunities for success. Improving access to general education curriculum will specifically help elevate their academic success and open more doors for their future success. **Scope:** LEA-wide	access and engage with the grade-level content. This is achieved through strategies such as scaffolding, use of visual aids, and differentiated instruction, which make complex ideas more accessible to students with varying levels of English proficiency. Standardizing these practices across all classrooms in the district addresses equity by providing every student with the opportunity to succeed academically. This approach ensures that no student is disadvantaged due to variations in teaching quality or access to resources. By adopting these practices across the entire LEA or all schools, the educational institution ensures a cohesive and comprehensive approach that not only supports ELLs in mastering English but also enhances academic achievement for all students by ensuring they can fully access and engage with the curriculum.	Metric 1.2: CA School Dashboard: Mathematics Distance from Standard for all students, socio-economically disadvantaged (SED) students, English Learner (EL) students, and Students with Disabilities (SWDs) Metric 1.3: Percent of students performing at or above standard on the Smarter Balance ELA and Math assessments and the California Science Test (CAST) Metric 1.4: Number of students who took at least one AP exam and the percentage who scored a "3" or higher (all grade levels) Metric 1.5: Percentage of students in the “Standard Exceeded” level on the Smarter Balanced Summative ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			Assessments (these students are considered Ready for CSU general education English and mathematics classes) Metric 1.6: Percentage of Redesignated Fluent English Proficient students Meeting or Exceeding Standard on the Smarter Balanced Summative Assessments for English Language Arts/Literacy
1.2	**Action:** Action is being removed: Strengthen relational capacity. **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are feeling not seen and heard by their teacher, fostering a trusting relationship, and believing that their teacher recognizes and supports their potential and their peers. Targeted actions are necessary to enhance their opportunities for safety and belonging for our ELs, FY and LI. **Scope:**	Trust between students and teachers is foundational to creating a safe learning environment where students feel secure to take risks, ask questions, and express themselves. This trust is crucial for effective learning and personal growth. When students perceive that their teachers believe in their potential, they are more likely to be motivated and engaged in their learning. This belief helps to unlock students' intrinsic motivation and encourages them to strive for their best . Fostering strong, supportive relationships can lead to improved academic outcomes. Students who feel supported are more likely to attend school regularly, participate actively, and achieve higher academic standards.	Metric 1.7: Percentage of students reporting Strongly Agree or Agree to Academic Motivation on the CAHKS Metric 1.8: Percentage of students reporting Strongly Agree or Agree to School Connectedness on the CAHKS Metric 1.9: Percentage of students reporting Strongly Agree or Agree to Caring Adult Relationships on the CAHKS

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
		Implementing this action across the entire LEA or school ensures that all students, regardless of their background or which class or school they are in, receive a consistent level of support and encouragement. This consistency is vital for equity and fairness.	
1.6	**Action:** Promote Student and Parent Engagement & Communication **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) families are in need of additional methods to connect with our schools and district. Therefore, targeted actions are necessary to gain feedback from their experience so we can refine and enhance our support and outreach services. Improving these services will ensure our EL, FY, and LI are empowered and informed. **Scope:** LEA-wide	Effective communication bridges gaps between what happens at school and at home, allowing parents and teachers to work together to support student learning and development. Clear, consistent communication ensures that parents are informed and involved in their child's educational process. Actively engaging families in the educational process increases their investment in the school community and their child's learning. Families who are well-informed and involved are more likely to support their child's academic efforts and participate in school activities. The aim to this action is to address and improve rates. Improved communication and outreach facilitate the building of trust between families and educators. Trusting relationships make it easier for teachers and parents to collaborate effectively and address student needs promptly and comprehensively. Again, the goal of this action is to address and improve rates. Tailored communication and engagement strategies acknowledge and respect the diverse needs, languages, and cultural backgrounds of families. This inclusivity strengthens the school's relationship with its community and ensures that	Metric: 1.16: Number of outreach for parent-teacher conference calls Metric 2.12: District average attendance rate Metric 2.13: Percentage of students who attended school 96% or more of the time Refining internal tracking document for the parent-teacher conference calls to include unduplicated demographic data.

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
		all families have the opportunity to be actively involved. Implementing communication and engagement strategies on a wide scale ensures that all families, regardless of which school their children attend within the district, receive the same level of information and opportunity for involvement. This consistency is essential for equity and ensures that no student or family is disadvantaged by inconsistent practices.	
2.1	**Action:** Academic and Career Counseling **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are not achieving the same level of success as their peers in this area and require additional academic support, guidance, and intervention. Targeted actions are necessary to enhance their opportunities for accessing four-year colleges. Improving access to college-preparatory credits will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** LEA-wide	The identified need to support English Learners (EL), Foster Youth (FY), and Low-Income (LI) students require targeted interventions and comprehensive support programs that address both academic challenges and social-emotional learning needs. Here's how each proposed action addresses these needs and why they are implemented district-wide: 1. Academic and SEL Support: Addressing Needs: This action ensures that all students, particularly EL, FY, and LI students, receive support not only in academic areas but also in their emotional and social well-being. By integrating Social Emotional Learning (SEL) into the curriculum and providing relevant resources, counselors can effectively support the holistic development of these students. District-wide Implementation: Implementing this support across the district promotes consistency in educational quality and ensures all students have access to critical emotional and academic resources, which is essential for reducing	Metric: 2.33: Percent of High school dropout rates Metric: 2.34: Percent High school graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		disparities in achievement and well-being among student groups. 2. Tier 2 Interventions: Addressing Needs: Tier 2 interventions are crucial for students who need more support than what is provided in the general classroom setting. These targeted supports address specific academic or behavioral challenges, helping to bridge gaps in learning and adjustment. District-wide Implementation: Offering Tier 2 services district-wide ensures that no student who needs additional help is overlooked, regardless of their school. This uniform approach to intervention supports equity and the academic success of all students. 3. FAFSA Support: Addressing Needs: Financial constraints often hinder post-secondary education for EL, FY, and LI students. Providing specialized guidance on navigating the FAFSA empowers these students and their families by maximizing their financial aid opportunities. District-wide Implementation: Ensuring that FAFSA support is available across all schools helps level the playing field, enabling more students to pursue higher education without the barrier of financial uncertainty. 4. PD for Counselors: Addressing Needs: Continuous professional development equips counselors with the latest strategies and knowledge to support diverse student needs effectively, including academic advising, college and career planning, and SEL.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		District-wide Implementation: Providing PD opportunities uniformly ensures that all counselors, regardless of their school, are equally prepared and informed, which enhances the consistency and quality of counseling services across the district. 5. A-G and College/Career Coaching: Addressing Needs: This coaching helps students meet necessary academic benchmarks (like A-G requirements) and supports them in planning for their futures through personalized advising, career exploration, and college application assistance. District-wide Implementation: Implementing this program across the district ensures that all students, particularly those from underserved backgrounds, receive the guidance necessary to prepare for college and careers, thereby promoting higher education and career readiness among all students.	
2.2	**Action:** Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities. **Need:** While this action supports all students, it places additional emphasis on ensuring that they have access to career exploration, work-based learning, and college exploration opportunities.	Identified Need: Enhancing access to career exploration, work-based learning, and college exploration opportunities for all students. 1. Grow AVID Opportunities: How It Addresses the Needs: Expanding the AVID program to include college visits, informational sessions about college options, and college/career activities directly supports students in understanding and preparing for post-secondary education. These enhancements also aim to bridge the gap between high school and higher education or career paths by providing real-world insights and preparation.	Metric 2.1, 2.2, 2.3 no longer used to measure effectiveness - being replaced with Metric 2.4 and Metric 2.7 Metric 2.4: Percentage of students enrolled in a Dual-Enrolled course Metric 2.7: Percent of graduates who met all the (a-g) requirements for admission to a University

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
	In addition, the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), Homeless students, and Low-Income (LI) students are not being afforded the equitable opportunities as their peers in this area. Therefore, targeted actions are necessary to enhance their opportunities for accessing extended learning option. Improving access to college and career. **Scope:** LEA-wide	Why District-wide: Implementing this initiative across the district ensures that all students, regardless of their school or background, receive equitable support and exposure to college and career opportunities. This consistent approach helps standardize the quality of college readiness programs across all schools, fostering a culture of higher educational aspirations and preparedness. 2. Internships: How It Addresses the Needs: Developing and expanding partnerships with local businesses and organizations to offer internships allows students to apply academic learning in practical settings. These internships enable students to explore potential career fields, gain valuable work experience, and develop essential workplace skills. Why District-wide: Providing internships district-wide ensures that all students have the opportunity to engage with the local business community and gain practical experience. This widespread availability helps mitigate disparities in work-based learning access and supports a more comprehensive workforce readiness among students throughout the district. 3. Industry Visits: How It Addresses the Needs: Organizing visits to and from various industries helps students gain a firsthand look at different career fields and the day-to-day operations of companies. These experiences are invaluable for helping students make informed decisions about their future careers and educational paths.	of California or California State University school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Why District-wide: Offering industry visits across the district allows students from various areas to benefit from direct exposure to the professional world, which may inspire and inform their career choices. This equal access is crucial for helping all students, regardless of location or background, to understand the range of career opportunities available to them. 4. Summer Learning Options: How It Addresses the Needs: By providing a diverse array of summer learning opportunities, including traditional courses, workshops, boot camps, and online classes, students can enhance their academic, technological, and creative skills during the summer months. This approach not only helps prevent summer learning loss but also allows students to explore interests that may not be fully covered during the regular school year. Why District-wide: Implementing a variety of summer learning options across the district ensures that all students have the opportunity to continue their education over the summer, regardless of their regular school year achievements or challenges. This inclusive approach helps level the educational playing field and supports lifelong learning habits among students.	
2.4	**Action:** Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully **Need:**	The identified need points to a disparity in educational achievements and college readiness among English Learners (EL), Foster Youth (FY), and Low-Income (LI) students compared to their peers. To address this, targeted actions are proposed to improve their access to higher education opportunities. Here's how each of the	Metric 2.4: Number of Dual-Enrolled courses and number of students enrolled in a Dual-Enrolled course

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are not achieving the same level of success as their peers in this area. Therefore, targeted actions are necessary to enhance their opportunities for accessing four-year colleges. Improving access to college-preparatory credits will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** LEA-wide	outlined actions addresses these needs and why implementing them district-wide is essential: 1. A-G Courses: Addressing Needs: Expanding A-G approved courses ensures that all students, especially EL, FY, and LI students, have the opportunity to meet the prerequisites for admission to California public universities. Offering a wider range of subjects helps cater to diverse interests and strengths, which is crucial for engaging students who might otherwise feel disconnected from the standard curriculum. Why District-wide: Implementing this expansion across all schools in the district guarantees that no student, regardless of their school location or socioeconomic status, is at a disadvantage. It promotes equity in educational offerings and prepares a broader student population for university eligibility. 2. Graduation Requirements Supporting A-G Eligibility: Addressing Needs: Aligning graduation requirements with A-G criteria ensures that all students are inherently prepared for university admission upon graduation. This strategic alignment removes ambiguities and barriers to higher education access, particularly benefiting students who may not receive college guidance at home. Why District-wide: Standardizing these requirements across the district simplifies the academic planning process for students and counselors alike, fostering a uniform path to post-	Metrics 2.5 will no longer be used to measure effectiveness. Metric 2.6: Percentage of teachers who are appropriately assigned and fully credentialed Metric 2.7:Percent of graduates who met all the (a-g) requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		secondary education and increasing college readiness. 3. Dual Enrollment: Addressing Needs: Enhancing dual enrollment options allows students to accumulate college credits while in high school, easing the academic and financial burdens of higher education. For EL, FY, and LI students, this early exposure to college-level courses can significantly boost their confidence and readiness for higher education. Why District-wide: Providing dual enrollment opportunities universally supports academic equity, ensuring that students from all backgrounds can benefit from advanced educational opportunities and reduced college expenses. 4. Direct Enrollment: Addressing Needs: Facilitating a direct enrollment pathway helps students, especially those from underserved backgrounds, navigate the often complex college application and enrollment processes. By offering dedicated support, the district can significantly demystify the steps involved in transitioning to post-secondary education. Why District-wide: A district-wide implementation of this initiative ensures that all students receive equal support and resources, thereby standardizing the quality of guidance provided and increasing the likelihood of college attendance and success. 5. AVID:	

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
		Addressing Needs: Implementing AVID district-wide targets students in the middle academic tier by providing them with structured support to enhance their academic skills and college readiness. AVID's focus on teaching strategies for academic success is particularly beneficial for EL, FY, and LI students, who might lack these supports in their immediate environments. Why District-wide: Offering AVID programs across the district helps standardize support for college preparation, ensuring that every student has access to tools and methodologies that promote academic achievement and future success. By addressing these needs through district-wide implementation, the actions ensure equitable access to resources and support, thereby enhancing the academic trajectory and college readiness of all students, particularly those who are most at risk of educational disparities.	
2.5	**Action:** Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), Low-Income (LI) students, and students with disabilities are not achieving the same level of success as their peers in this area. Therefore, Tier II strategies provide targeted and timely interventions for students who are struggling,	MVLA has identified the need for Tier II strategies to provide targeted and timely interventions for students who are struggling, ensuring they receive the specific support they need to succeed. To address this need, we are implementing a multifaceted approach that involves several key components designed to support academic recovery and early intervention for students showing signs of struggle. Credit and Grade Recovery Options Developing and expanding programs and options for credit and grade recovery ensures students have opportunities to recover lost credits and improve grades from previous courses.	Metrics 2.8, 2.9, 2.10 will no longer be used to measure effectiveness for action 2.5 and will be replaced with metrics 2.4 and 2.7. Metric 2.4: Percentage of students enrolled in a Dual-Enrolled course Metric 2.7: Percent of graduates who met all the (a-g) requirements for admission to a University

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
	ensuring they receive the specific support they need to succeed. This will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** LEA-wide	After-school tutoring, summer school courses, and online modules tailored to help students master previously challenging content provide flexible and varied means for academic recovery. Student Success Teams (SSTs) SSTs play a critical role in identifying students needing interventions and developing personalized plans to address their academic, social, and emotional needs. Strengthening our process, monitoring, and interventions suggested during SST meetings ensures that students receive comprehensive and coordinated support. Peer Tutors Establishing a robust peer tutoring program leverages the power of peer support, allowing students to receive help from their peers in a relaxed and relatable setting. This initiative fosters a sense of community and mutual assistance among students, enhancing the learning environment. Technology for Interventions Incorporating technology solutions such as educational software and apps provides personalized learning experiences and instant feedback for students. These technologies can meet diverse learning needs and styles, making interventions more effective and engaging. School Counselors Academic counselors guide students through their academic challenges, help them set realistic goals,	of California or California State University school.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and connect them with appropriate resources and interventions. Counselors also monitor progress and adjust intervention plans as needed, providing ongoing support. By implementing these actions on a District-wide basis, we ensure that all students, regardless of their school or background, receive the support they need to succeed academically and prepare for their future careers.	
2.7	**Action:** Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students **Need:** While the action outlined above benefits all students, data indicates that our English Learners (EL), Foster Youth (FY), and Low-Income (LI) students are begin suspended more than their peers. Therefore, targeted actions are necessary to enhance preventions, equitable outcomes and restorative learning and practices for these groups to improve their interactions and climate on campus. **Scope:** LEA-wide	The identified need to enhance the response system to foster a sense of belonging, promote learning, and ensure equity is critical for creating an inclusive and supportive educational environment. Here's how each proposed action addresses these needs and why implementing them district-wide is crucial: 1. Restorative Practices: How It Addresses the Needs: Implementing restorative practices such as Ripple Effects and Botvin Life Skills programs helps to cultivate a culture of empathy, respect, and accountability. These practices focus on resolving conflicts and improving relationships through understanding and mutual respect, rather than punishment. By repairing harm and restoring relationships, restorative practices help to strengthen the sense of community and belonging among students. Why District-wide: Implementing restorative practices across all schools ensures a uniform approach to conflict resolution and behavior management. This consistency helps to eliminate	Metric 2.11: Number/percentage of sites passing the Williams Compliance review (i.e., the facilities are in good repair - as measured by the FIT tool) Metric 2.12: District average attendance rate (Average of all students present percentage) Metric 2.13: Percentage of students who attended school 96% or more of the time Metric 2.14: Percentage of students who were chronically absent (20%+)

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
		disparities in disciplinary actions across the district and promotes a cohesive, supportive educational environment for all students. 2. Discipline Matrix: How It Addresses the Needs: A clear discipline matrix ensures that all students and staff understand the expectations for behavior, the consequences of not meeting these expectations, and the restorative steps taken to address issues. This transparency and consistency in handling disciplinary issues foster fairness and equity in school policies. Why District-wide: District-wide adoption of a standardized discipline matrix guarantees that no matter where a student attends school within the district, they receive the same fair treatment. It also simplifies training and implementation for staff across different schools. 3. Admin Training: How It Addresses the Needs: Training administrators in restorative practices and the application of the discipline matrix equips them with the necessary skills to lead their schools effectively. This training ensures that leaders can manage disciplinary situations judiciously while promoting a safe and nurturing environment conducive to student growth. Why District-wide: Consistent training for administrators across the district promotes a unified leadership approach to student discipline and safety. This alignment helps to ensure that all students experience a supportive educational environment regardless of which school they attend.	Metric 2.15: Percent of students suspended one or more times Metric 2.16: Number of students expelled Percentage of students in grades 9-12 reporting that they have experienced harassment or bullying in the past 12 months Metric 2.17: Number of students who complete Restorative Practice Programs

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
		4. Classified Training: How It Addresses the Needs: Training classified staff on positive interactions with students and recognizing student needs helps to reinforce a supportive school climate. These staff members often interact frequently with students in less structured settings and can play a pivotal role in maintaining a positive environment. Why District-wide: Providing training for all classified staff ensures that every student-facing employee across the district contributes positively to the school environment. This widespread training is essential for maintaining consistency in the student experience throughout the district. By addressing these needs through district-wide implementation, the proposed actions aim to create a supportive, fair, and equitable learning environment where every student feels valued and has the opportunity to succeed.	
2.11	**Action:** Promote parent Engagement & Communication **Need:** Promoting and enhancing engagement among all families, with a special focus on supporting our more marginalized families. **Scope:** LEA-wide	The identified need emphasizes the importance of providing comprehensive support for multi-lingual learners from enrollment through to graduation, focusing on systems designed for both prevention and intervention. The following actions address this need by enhancing family and student engagement and ensuring effective communication, and their district-wide implementation ensures uniform support across all schools. 1. Parent Engagement:	Metric 2.26: Participation numbers of students on the principal's and supts' advisory Metric 2.27: FPC meeting participation numbers Metric 2.28:PTSA participation numbers Metric 2.29: ELAC participation numbers

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
		How It Addresses the Needs: Expanding engagement efforts through ELAC & DELAC empowers families of students with exceptional needs by providing platforms for their meaningful participation and feedback. Using tools like surveys and organizing the Family Partnership Council with relevant workshops ensures that parents are well-informed and actively involved in their children's education. Why District-wide: Implementing these engagement strategies across the district ensures that all families, regardless of their geographical location within the district, have equal opportunities to contribute to and influence their children's educational experiences. This district-wide approach helps in building a uniform standard of parental involvement and feedback across all schools. 2. Communication: How It Addresses the Needs: Hosting informational sessions tailored to the community's needs and improving outreach efforts help demystify the educational processes for parents, particularly those new to the school system. Ensuring that all staff are proficient in using language access tools promotes clear and inclusive communication, essential for families of multi-lingual learners. Why District-wide: Consistent communication strategies across the district prevent disparities in information access and ensure that all families, regardless of language barriers, receive the same quality of information and feel equally supported. 3. Technology Workshops:	Metric 2.30: Special Education Family Partnership Meetings participation numbers Internal survey (differentiated by ethnicity, SED, and EL family/guardian participant).

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
		How It Addresses the Needs: Providing technology workshops specifically for newcomer families and students helps bridge the digital divide, making it easier for them to engage with school technologies and online resources. This support is crucial for ensuring that these families do not feel excluded from the educational community due to technological limitations. Why District-wide: Offering these workshops across the district ensures that all newcomer families, regardless of their school assignment, can benefit from the same resources and support, fostering equitable access to technology. 4. Student Engagement: How It Addresses the Needs: Enhancing student involvement in school governance and community engagement initiatives such as Superintendent Advisory, ASB, and PTSA partnerships with organizations like the Latino Parent Organization helps ensure that students have a voice in their education. These roles also encourage active participation from a diverse student body, including multi-lingual learners. Why District-wide: Strengthening these opportunities district-wide ensures that all students, irrespective of their background or school, have the chance to engage meaningfully in their educational environment and contribute to school governance. By addressing these needs through district-wide actions, the school district not only supports the academic success of multi-lingual learners but also ensures their families are engaged and empowered contributors to their educational	

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
		journey. This holistic approach is essential for fostering an inclusive, supportive, and equitable educational environment.	

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
1.5	**Action:** Encouraging and Supporting Multilingual Learners in the Classroom **Need:** While the action outlined support our English Learners (EL), who are not achieving the same level of success in ELA, Math and academics as their peers. Therefore, targeted actions are necessary to enhance their opportunities to access academic success. Improving access to college-preparatory classes will specifically help elevate their academic profiles and open more doors for their future success. **Scope:** Limited to Unduplicated Student Group(s)	Implementing ELD standards and language acquisition supports across all classrooms ensures that all ELLs, regardless of their specific school or classroom, receive a consistent level of support. This uniformity is vital for maintaining high educational standards across the LEA or school and for meeting state and federal educational requirements for ELLs. LEA-wide implementation guarantees that all ELLs have equal access to language support services, eliminating disparities that might arise if only certain schools or classrooms offer these enhancements. This approach aligns with equity goals by providing all ELLs with the necessary tools to succeed academically. Training teachers LEA-wide or across the entire school in ELD strategies and language acquisition techniques is more efficient and fosters a collaborative environment among educators. This widespread professional development ensures	Metric 1.13: Percentage of English Learner students taking advanced placement classes Metric 1.14: The percentage of current EL students who progressed at least one ELPI level. Metric 1.15: Percentage of English Learner students reclassified to Fluent English Proficient during the school year

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		that all teachers are equipped with the skills to support language learners, enhancing the overall instructional quality.	
2.10	**Action:** Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration. **Need:** While the action outlined support or data that indicates that our English Learners (EL), need targets actions and comprehensive support from enrollment through to graduation, utilizing systems designed for both prevention and intervention. This support will also provide their achieve on CAASPP and graduation rate. **Scope:** Limited to Unduplicated Student Group(s)	The identified need highlights the importance of providing comprehensive support systems for multi-lingual learners (MLLs) from enrollment through to graduation. Here's how each proposed action addresses these needs and why implementing them district-wide is crucial: 1. Newcomer Support and Enrollment Process: How It Addresses the Needs: Streamlining the enrollment process for newcomers makes it more welcoming and reduces initial barriers. By providing a dedicated liaison to guide families through the process and connecting them with essential services from day one, newcomers receive immediate support and orientation, which is critical for their successful integration. Why District-wide: Implementing this approach across the district ensures that all newcomers receive a consistent and supportive entry experience, irrespective of the school they enroll in. This uniformity is key to reducing disparities and ensuring equitable access to education and support services. 2. Curriculum Integration and ELD Standards: How It Addresses the Needs: Tailoring the curriculum to integrate ELD standards ensures that academic content is accessible and relevant to MLLs. By developing linguistic proficiency alongside academic content through scaffolded learning strategies, MLLs are better equipped to succeed academically.	Metric 2.29: ELAC participation numbers Metric 2.7: Percent of graduates who met all the (a-g) requirements for admission to a University of California or California State University school Work with the Family Partnership Council to track and monitor participants' attendance and participation to maintain our unduplicated students' parents/guardians. Metric 2.27

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Why District-wide: Uniform integration of ELD standards across all schools ensures that MLLs throughout the district benefit from educational practices that promote language development and academic achievement, fostering equity in educational outcomes. 3. Opportunities to Collaborate with English-Speaking Peers: How It Addresses the Needs: Facilitating interactions between MLLs and their English-speaking peers through buddy systems and collaborative projects promotes language acquisition, cultural exchange, and social integration. These interactions are vital for building a supportive and inclusive school community. Why District-wide: District-wide promotion of these collaborative opportunities ensures that all MLLs have the chance to engage meaningfully with peers, enhancing their language skills and social connections across diverse student populations. 4. Feeling Safe and Seen in Classrooms: How It Addresses the Needs: Training teachers in cultural competence and implementing strategies to make classrooms inclusive ensures that MLLs feel safe, respected, and valued. Celebrating diverse backgrounds helps students feel recognized and appreciated, which is crucial for their social and emotional well-being. Why District-wide: A consistent approach to creating inclusive classrooms across the district promotes a positive and supportive learning environment for all students, enhancing student engagement and reducing cultural and linguistic barriers.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		5. Increase Participation with ELAC and DELAC: How It Addresses the Needs: Enhancing parent and guardian participation in ELAC and DELAC empowers them to have a voice in advising on programs and services for English learners. This engagement is critical for ensuring that the needs of MLLs are met and that parents feel involved in their children's education. Why District-wide: Promoting parent involvement in these committees throughout the district ensures that all schools benefit from diverse perspectives and insights, which can lead to more effective and culturally responsive educational practices. 6. Handbooks and Guidance: How It Addresses the Needs: Developing comprehensive handbooks and updating bylaws provide clear guidance and support for the implementation of programs for MLLs. These resources ensure transparency and consistency in how services are provided and enhance the understanding and engagement of all educational partners. Why District-wide: District-wide availability of these handbooks ensures that every school adheres to the same standards and practices, fostering consistency and clarity in the support offered to MLLs. By implementing these actions across the district, the educational system ensures that MLLs are not only accommodated but also actively supported through targeted measures that promote their academic success and social integration. This	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		comprehensive approach addresses both immediate needs and long-term educational outcomes for multi-lingual learners.	

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.

MVLA has no actions that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds.

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$59,361,870	1,781,095	3.000%	0.000%	3.000%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,273,909.00	$0.00	$0.00	$666,799.00	$11,940,708.00	$11,092,915.00	$847,793.00

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	Implementing consistent Tier 1 instructional practices across all classrooms.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$330,000.00	$10,000.00	$330,000.00			$10,000.00	$340,000.00	
1	1.2	Action is being removed: Strengthen relational capacity.						2025-2026	$0.00	$0.00	$0.00				$0.00	
1	1.3	Empower teachers to create aligned, standards-based, culturally responsive curriculum	All	No			All Schools	2025-2026	$125,000.00	$50,000.00	$175,000.00				$175,000.00	
1	1.4	Encouraging and Supporting Students with Special Needs in the Classroom	Students with Disabilities	No			All Schools	2025-2026	$2,000,000.00	$8,000.00	$2,000,000.00			$8,000.00	$2,008,000.00	
1	1.5	Encouraging and Supporting Multilingual Learners in the Classroom	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$1,000,000.00	$50,000.00	$1,000,000.00			$50,000.00	$1,050,000.00	
1	1.6	Promote Student and Parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$23,000.00	$23,000.00				$23,000.00	
2	2.1	Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$35,000.00	$35,000.00				$35,000.00	
2	2.2	Build High School Extended Learning Program that empowers students with real-world	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	$80,000.00	$126,500.00	$80,000.00			$126,500.00	$206,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.				Low Income										
2	**2.3**	Strengthen our Collaborations with College and Career Partners	All	No			All Schools	2025-2026	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	**2.4**	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$697,280.00	$0.00	$697,280.00				$697,280.00	
2	**2.5**	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$235,000.00	$235,000.00				$235,000.00	
2	**2.6**	Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy	All	No			All Schools	2025-2026	$0.00	$196,470.00	$196,470.00				$196,470.00	
2	**2.7**	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$0.00	$19,326.00	$19,326.00				$19,326.00	
2	**2.8**	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	All	No			All Schools	2025-2026	$2,499,588.00	$31,888.00	$2,069,177.00			$462,299.00	$2,531,476.00	
2	**2.9**	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	All	No			All Schools	2025-2026	$0.00	$9,609.00	$9,609.00				$9,609.00	
2	**2.10**	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2025-2026	$500,000.00	$10,000.00	$500,000.00			$10,000.00	$510,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		their academic success and social integration.			Group(s)											
2	2.11	Promote parent Engagement & Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$326,532.00	$3,000.00	$329,532.00				$329,532.00	
2	2.12	Expand and Enhance the Career and Technical Education (CTE) Program	All	No			All Schools	2025-2026	$3,534,515.00	$0.00	$3,534,515.00				$3,534,515.00	
2	2.13	Define and enhance special education programs and processes to ensure positive student outcomes	Students with Disabilities	No			All Schools	2025-2026	$0.00	$25,000.00	$25,000.00				$25,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$59,361,870	1,781,095	3.000%	0.000%	3.000%	$3,249,138.00	0.000%	5.473 %	**Total:**	$3,249,138.00
								LEA-wide Total:	$1,749,138.00
								Limited Total:	$1,500,000.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Implementing consistent Tier 1 instructional practices across all classrooms.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$330,000.00	
1	1.5	Encouraging and Supporting Multilingual Learners in the Classroom	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,000,000.00	
1	1.6	Promote Student and Parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
2	2.1	Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
2	2.2	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school,	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		college and career success through diverse and engaging learning opportunities.						
2	**2.4**	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$697,280.00	
2	**2.5**	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,000.00	
2	**2.7**	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,326.00	
2	**2.10**	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500,000.00	
2	**2.11**	Promote parent Engagement & Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$329,532.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,242,564.00	$12,942,925.00

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**	Implementing consistent Tier 1 instructional practices across all classrooms.	Yes	$399,702.00	$423,626.00
1	**1.2**	Strengthen relational capacity.	Yes	$12,450.00	$0.00
1	**1.3**	Empower teachers to create aligned, standards-based, culturally responsive curriculum	No	$149,213.00	$128,239.00
1	**1.4**	Encouraging and Supporting Students with Special Needs in the Classroom	No	$2,901,466.00	$2,331,548.00
1	**1.5**	Encouraging and Supporting Multilingual Learners in the Classroom	Yes	$551,840.00	$1,099,148.00
1	**1.6**	Promote Student and Parent Engagement & Communication	Yes	$80,000.00	$48,000.00
2	**2.1**	Academic and Career Counseling	Yes	$126,500.00	$28,442.00
2	**2.2**	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.	Yes	$303,975.00	$304,971.00

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)
2	2.3	Strengthen our Collaborations with College and Career Partners	No	$13,000.00	$0.00
2	2.4	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide range of post-secondary options successfully	Yes	$697,280.00	$810,192.00
2	2.5	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	Yes	$800,000.00	$274,105.00
2	2.6	Ensure equitable access to streamlined and safe technology for all students, enhancing their learning experience and digital literacy	No	$200,000.00	$195,582.00
2	2.7	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Yes	$62,100.00	$66,637.00
2	2.8	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	No	$2,531,476.00	$2,706,000.00
2	2.9	Enhance and expand School Based Mental Health and Wellness Services programming to support every student's emotional and well-being	No	$14,515.00	$9,609.00
2	2.10	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	Yes	$510,000.00	$524,489.00
2	2.11	Promote parent Engagement & Communication	Yes	$329,532.00	$314,414.00

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)
2	**2.12**	Expand and Enhance the Career and Technical Education (CTE) Program	No	$3,534,515.00	$3,649,964.00
2	**2.13**	Define and enhance special education programs and processes to ensure positive student outcomes	No	$25,000.00	$27,959.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1799327.00	$3,552,079.00	$3,781,111.00	($229,032.00)	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	Implementing consistent Tier 1 instructional practices across all classrooms.	Yes	$364,902.00	$423,626.00		
1	1.2	Strengthen relational capacity.	Yes	$12,450.00	$0.00		
1	1.5	Encouraging and Supporting Multilingual Learners in the Classroom	Yes	$501,840.00	$1,099,148.00		
1	1.6	Promote Student and Parent Engagement & Communication	Yes	$80,000.00	$48,000.00		
2	2.1	Academic and Career Counseling	Yes	$26,500.00	$28,442.00		
2	2.2	Build High School Extended Learning Program that empowers students with real-world skills, broadens their horizons through experiential learning opportunities, and prepares them for high school, college and career success through diverse and engaging learning opportunities.	Yes	$177,475.00	$304,970.00		
2	2.4	Ensure every student graduates equipped with the qualifications, skills, and knowledge to pursue a wide	Yes	$697,280.00	$697,280.00		

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)
		range of post-secondary options successfully					
2	**2.5**	Improve and expand Intervention Services to provide targeted support for students facing academic challenges, ensuring their success and academic growth	Yes	$800,000.00	$274,105.00		
2	**2.7**	Maintain a safe and nurturing campus environment that fosters respect, learning, and well-being for all students	Yes	$62,100.00	$66,637.00		
2	**2.10**	Enhance infrastructure and support systems to empower Multi-Language Learners and Newcomers, ensuring their academic success and social integration.	Yes	$500,000.00	$524,489.00		
2	**2.11**	Promote parent Engagement & Communication	Yes	$329,532.00	$314,414.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
58086294	1799327.00	0	3.098%	$3,781,111.00	0.000%	6.509%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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