



## LCFF Budget Overview for Parents

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

CDS Code: 19-64816

School Year: 2024-25

LEA contact information:

Jefferey S. Lagozzino, Ph.D.

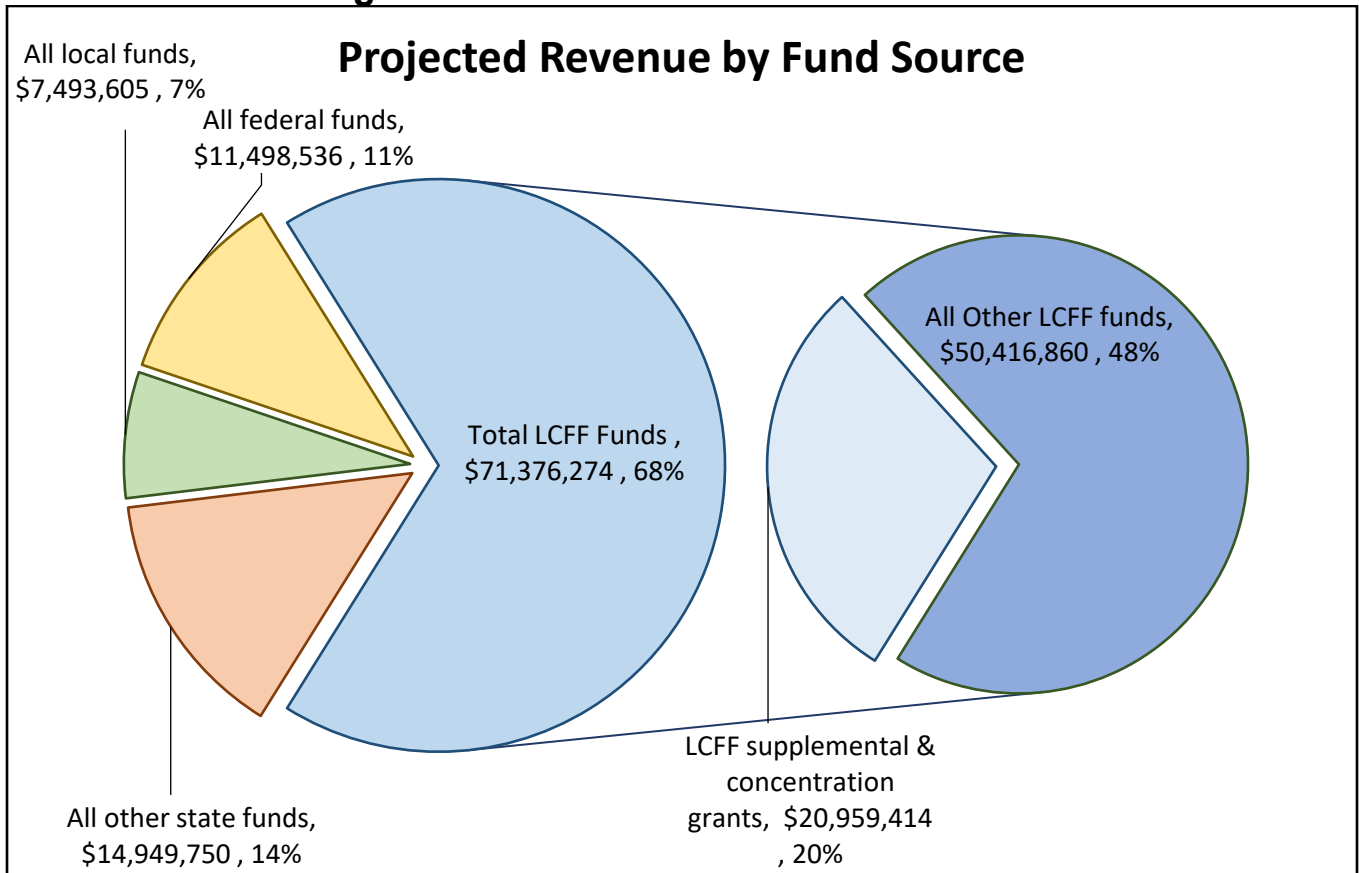
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

## Budget Overview for the 2024-25 School Year

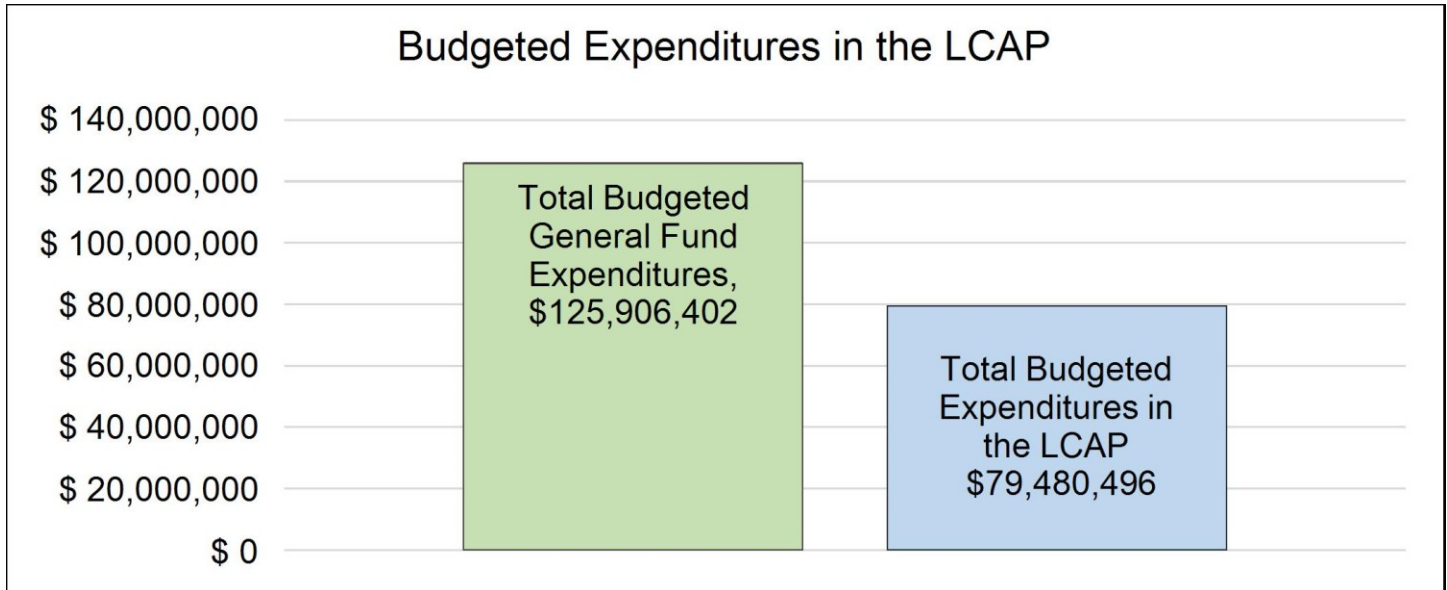


This chart shows the total general purpose revenue Mountain View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View School District is \$105,318,165, of which \$71,376,274 is Local Control Funding Formula (LCFF), \$14,949,750 is other state funds, \$7,493,605 is local funds, and \$11,498,536 is federal funds. Of the \$71,376,274 in LCFF Funds, \$20,959,414 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 School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View School District plans to spend \$125,906,402 for the 2024-25 school year. Of that amount, \$79,480,496 is tied to actions/services in the LCAP and \$46,425,906 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

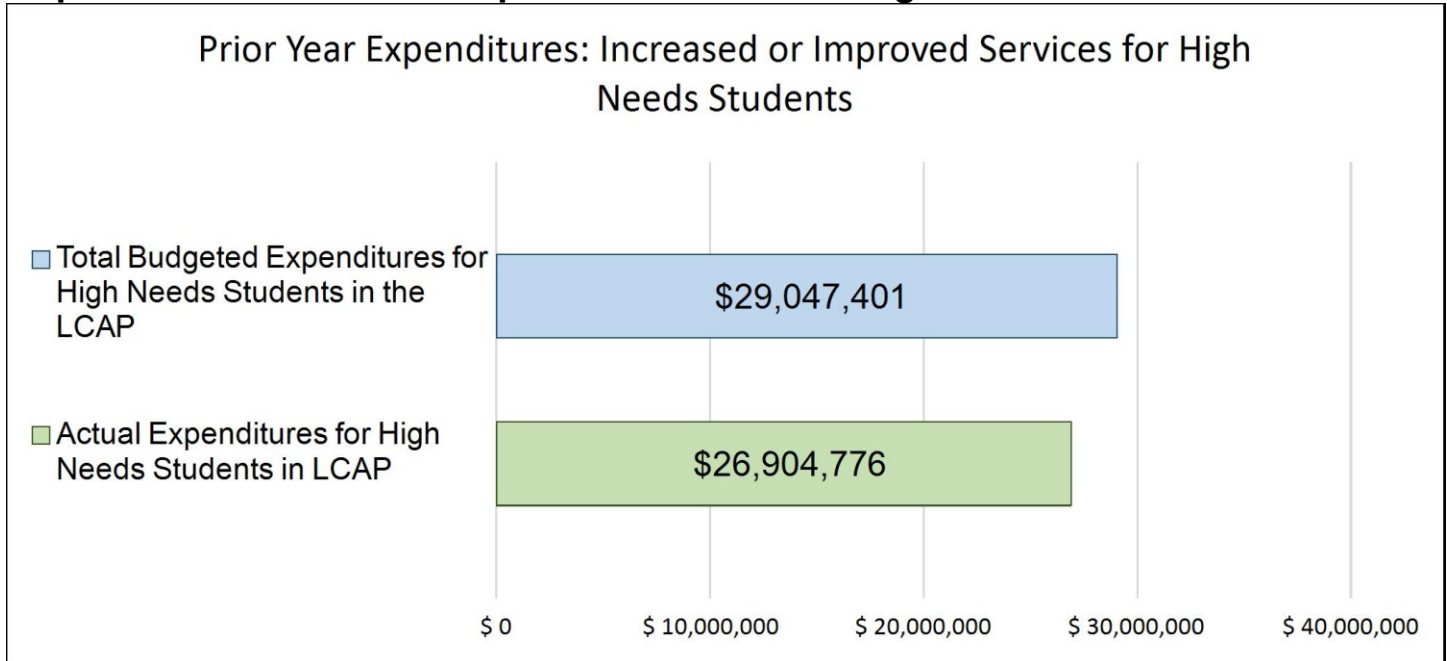
General Fund Budget Expenditures not included in the LCAP are any expenses not directly tied to instruction or instructional/school support such as: maintenance and physical plant operations, business services, personnel services, warehouse, and technology services.

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

In 2024-25, Mountain View School District is projecting it will receive \$20,959,414 based on the enrollment of foster youth, English learner, and low-income students. Mountain View School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View School District plans to spend \$25,028,967 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Mountain View School District's LCAP budgeted \$29,047,401 for planned actions to increase or improve services for high needs students. Mountain View School District actually spent \$26,904,776 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-2,142,625 had the following impact on Mountain View School District's ability to increase or improve services for high needs students:

The Mountain View School District leveraged the use of one-time expiring Federal Funds to provide planned actions and services in the LCAP thus resulting in the total actual expenditures of LCFF supplemental and concentration grant funds to be less than budgeted. This difference had no net effect on the planned actions and services to increased or improved services for high needs students in 2023-24.



# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View School District	Jefferey S. Lagozzino, Ph.D. Assistant Superintendent of Educational Services	jlagozzino@mtviewschools.net (626)652-4963

## Goals and Actions

### Goal

Goal #	Description
1	Academic Success for All Students Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) English Language Arts	2019 40.02% Met or Exceeded Standard for English Language Arts	2021 Assessment not administered	2022 29.59% Met or Exceeded Standards for English Language Arts	2023 28.29% Met or Exceeded Standards for English Language Arts	2023-2024 46% Met or Exceeded Standard
Local Measure of State Standards Implementation-Diagnostic Assessment of Online Reading (DORA) \Mid-Year Performance Band	2020-2021 Comprehension 44% Proficient/Above	2021-2022 Beginning of the Year Comprehension 39% Proficient/Above Checkpoint 1 Comprehension 44% Proficient/Above Checkpoint 2 Comprehension 44% Proficient/Above	2022-2023 Beginning of the Year Comprehension 45% Proficient/Above Checkpoint 1 Comprehension 48% Proficient/Above Checkpoint 2 Comprehension 45% Proficient/Above	2023-2024 Beginning of the Year Comprehension 44% Proficient/Above Checkpoint 2 Comprehension 48% Proficient/Above	2024 Comprehension 50% Proficient/Above
California Assessment of Student	2018-2019	2021 Assessment not administered	2022	2023	2024 34% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance and Progress (CAASPP) Mathematics	28.38% Met or Exceeded Standard for Mathematics		15.98% Met or Exceeded Standard for Mathematics	17.47% Met or Exceeded Standard for Mathematics	
Local Measure of State Standards Implementation- Adaptive Diagnostic Assessment of Mathematics (ADAM) Mid-Year Performance Band	2020-2021 Total 31.7% Proficient/Above	2021-2022 Beginning of the Year Math Overall Total 24% Proficient/Above Checkpoint 1 Math Overall Total 27% Proficient/Above Checkpoint 2 Math Overall Total 24% Proficient/Above	2022-2023 Beginning of the Year Math Overall Total 31% Proficient/Above Checkpoint 1 Math Overall Total 34% Proficient/Above Checkpoint 2 Math Overall Total 33% Proficient/Above	2023-2024 Beginning of the Year Overall Total 33% Proficient/Above Checkpoint 2 Math Overall Total 31% Proficient/Above	2024 Total 38 % Above/Proficient
California Science Test (CAST)	2022 12.28% Met or Exceeded Standard in Science	N/A	N/A	2023 12.91% Met or Exceeded Standard in Science	2024 20% Met or Exceeded Standard
100% Fully Credentialed and Appropriately Assigned Teachers	100% fully credentialed and appropriately assigned	2021- 2022 3 out of 339 (<1%) teachers are not fully credentialed and/or appropriately assigned.	2022-2023 2 out of 234 (<1%) of classroom teachers are not fully credentialed and/or appropriately assigned.	2023-2024 3 out of 208 (1.4%) of classroom teachers are not fully credentialed and/or appropriately assigned.	100% fully credentialed and assigned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.	2021-2022 100% of students have access to standards aligned instructional materials.	2022-2023 100% of students have access to standards aligned instructional materials.	2023-2024 100% of students have access to standards-aligned instructional materials.	100% of students have access to standards-aligned instructional materials.
All school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	100% of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	2021-2022 100 % of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	2022-23 100 % of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	2023-2024 100 % of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)	100% of school facilities are in "good repair" or better as measured by the Facilities Inspection Tool (FIT)
Broad Course of Study: the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1–6 and Grades 7–8, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.	The master schedule of courses and instructional schedules are aligned to standards-based instructional blueprints, course descriptions, and pacing plans.	2021-2022 The master schedule of courses and instructional schedules are aligned to standards-based instructional blueprints, course descriptions, and pacing plans.	2022-2023 The master schedule of courses and instructional schedules are aligned to standards-based instructional blueprints, course descriptions, and pacing plans.	2023-2024 The master schedule of courses and instructional schedules are aligned to standards-based instructional blueprints, course descriptions, and pacing plans.	Maintain master schedule of courses and instructional schedules are alignment to standards-based instructional blueprints, course descriptions, and pacing plans.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Devices at School and Home	100% of students will have access to devices at school and the ability to access them for home use.	2021-2022 100% of students have access to devices to use at school.	2022-2023 100% of students have access to devices to use at school. In addition, grades 6-8 have access to use their devices at home.	2023-2024 100% of students have access to devices to use at school. On the 2024 LCAP Student Survey, 52% of students in grades 2-8 reported they are allowed to take their device home. Grade 2- 6% Grade 3- 27% Grade 4- 31% Grade 5- 45% Grade 6- 42% Grade 7- 99% Grade 8- 99%	100% of students will have access to devices at school and the ability to access them for home use.
California Physical Fitness Report - Aerobic Capacity	69.8% of 7th-grade students in the Healthy Fitness Zone (HFV), 2018 <ul style="list-style-type: none"> <li>19 CA Physical Fitness Report Overall Summary of Results</li> </ul>	2021-2022 The collection of height and weight was suspended for the 21-22 school year. Therefore, Healthy Fitness Zone (HFV) for Aerobic Capacity could not be determined. 53% of 7thgrade students completed the minimum number of Pacer Laps based on	2022-2023 The collection of height and weight continues to be suspended for the 22-23 school year. Therefore, Healthy Fitness Zone (HFV) for Aerobic Capacity could not be determined. 45% of 7th-grade students completed the minimum number of Pacer Laps based on	2023-2024 The collection of height and weight continues to be suspended for the 23-24 school year. Therefore, Healthy Fitness Zone (HFV) for Aerobic Capacity could not be determined. 47% of 7th-grade students completed the minimum number of Pacer Laps based on	80% of 7th-grade students in the Healthy Fitness Zone (HFV), 2018-19 CA Physical Fitness Report Overall Summary of Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the test's norms for their age and gender.	the test's norms for their age and gender.	the test's norms for their age and gender.	

## Goal Analysis

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

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

All Goal 1 actions and services were implemented as planned.

Successes/Challenges included the following:

Action 1- TK Early Enrollment- TK enrollment increased this year and was offered at 6 of 7 eligible school sites. These classrooms were fully enrolled and the required 12:1 student-to-adult ratio was maintained. Additionally, UTK funding was leveraged to support collaborative planning time and professional development for the TK teachers and supplemental instructional materials to support developmental learning.

Actions 2-4- ELA, Math, and Science/Engineering Support Services- Certificated professional coaching and professional development consultants provided professional development and support in all three subject areas. This included an in-depth review and pilot of science textbooks by a committee of teachers to recommend for adoption for the 2024-25 school year. In addition, supplemental instructional materials were provided in all three curricular areas to support core instruction. Furthermore, a new partnership with Rio Hondo Community College was initiated to provide an Advanced Math Academy to 7th and 8th-grade students starting this summer.

Action 5- Advancement Via Individual Determination (AVID)- 5 of 8 school sites participated in ongoing professional development on AVID strategies.

Additionally, the three non-AVID sites recruited their initial implementation teams to attend the AVID Summer Institute in the summer of 2024, setting the stage for all 8 of our school sites to implement AVID on their campus for the 2024-25 school year. Furthermore, a new partnership with Rio Hondo Community College was implemented to offer dual enrollment to our 8th-grade students across the district. This partnership is in alignment with AVID's mission to prepare all students for college readiness and success in a global society.

Action 6- Visual and Performing Arts (VAPA)- VAPA programs continued to thrive throughout the district with Artist Residencies in all TK6-grade classrooms, professional development in arts-integration strategies, and specialized materials to support instruction. Furthermore, we hired one band teacher to begin our secondary music program this year; however, we successfully recruited and hired only one band teacher out of three planned positions (substantive difference).

Through AB 181/185 and ELO-P funding, MVSD was selected as one of four LA County Districts to partner with Disney in their Imagination Campus programs that provided STEAM-based experiences for every 5th and 8th-grade student in our district. MVSD served as the lead district in this partnership, collaborating with Disney Educational staff in developing standards-based pre/post work for these expanded learning opportunity study trips.

**Action 7- Increased/Improved Educational Technology Programs/Devices-** We continued to support upgraded devices for teaching and learning, maintaining our 1:1 student device ratio for all TK-8 grade students. Our Educational Technology department coordinated this work. A teacher on special assignment continued to provide ongoing professional learning on technology integration. Additionally, we leveraged Educator Effectiveness funds to relaunch our Technology Integrated Learning & Teaching (TILT!) team of teachers who explored using EduProtocols to enhance student learning across the curriculum and shared their learning with colleagues at each of their sites.

**Action 8- Elementary Physical Education Programs & Elementary Teacher Collaboration-** We continued to employ teams of credentialed physical education teachers to provide standards-based physical education to all TK-6 grade students. While students received PE instruction in grade-level cohorts at their sites, their teachers were provided with weekly release time for Professional Learning Communities to analyze data, collaboratively plan instruction, and codesign multi-tiered strategies of support.

**Action 9- Extended Day and Summer Library Services-** Library collections were enhanced at all 8 school sites.

**Actions 10 & 11- Intervention/Enrichment, Summer & Extended Learning-** during the school day and after-school learning programs and supports were provided to struggling learners. These services were enhanced with programs and services funded through ESSER. In addition, we leveraged ELO-P funding to increase after-school and non-instructional day enrichment programs for students across the district through educational partnerships with Think Together, El Monte Parks and Recreation, Windtree Education, Cultural Bytes, and Home Field Advantage.

**Action 12- Student Study Trips-** all students participated in at least one, content-aligned study trip and/or on-campus expanded learning experience this school year to enhance their learning outside of the classroom.

**Action 13- Supplemental Instructional Materials-** All certificated staff were provided reimbursement funds to purchase supplemental instructional materials to support classroom lessons based on their students' needs. Supplemental materials included additional classroom library books and readers to support content literacy and social-emotional learning.

**Action 14- Programmatic Support for Instruction and Services-** Additional school site and district-level staff were provided to increase and improve principally directed services for unduplicated students including 6-hour instructional assistants in grades K-2 to support small group instruction and intervention, assessment assistants to facilitate academic progress monitoring and staff training on assessment systems, media resource support staff to facilitate instructional material purchases aligned to LCAP goals, elementary Deans of Instruction to increase monitoring of instruction, and district-level administrative and clerical support for curriculum and instruction to provide differentiated and focused professional development and academic progress monitoring.

Action 15- Expanded Services to Preschool-Age Children- As a delegate agency of LACOE for Head Start/State Preschool programs, MVSD was recognized as the only agency that achieved full enrollment. Furthermore, this school year our preschool services expanded to include an early headstart center-based program for students aged 18 months through 3 years old. Classroom-based learning experiences were enhanced in all Head Start/State Preschool programs with supplemental instructional materials to support the implementation of social-emotional strategies.

Actions 16-18- Maintaining fully credentialed and appropriately assigned teachers/staff, Maintaining safe and functional facilities, and providing standards aligned materials for all students- we experienced a persistent challenge in employing fully credentialed staff for all classrooms, resulting in three, unfilled vacancies this school year. All facilities passed Williams facility inspections indicating all facilities are in "good" condition or better supporting the safe operation of schools. Additionally, all sites passed their Williams Textbook audits indicating that students are provided with standards-aligned texts in all core subject areas.

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.

Goal 1, Action 3- Services to Support Mathematics Instruction. Over-budgeted. Over-estimated professional development and supplemental materials costs.

Goal 1, Action 4- Services to Support Science and Engineering Instruction. Over-budgeted. Reduced supplemental science materials purchases while the curriculum committee reviewed new textbooks for possible adoption for 2024-25.

Goal 1, Action 6- Visual and Performing Arts. Over-budgeted. Reduced cost of TK-6 artist residencies due to declining enrollment.

Goal 1, Action 10- Intervention and Enrichment. Over-budgeted. Intervention services were provided with one-time federal funds and enrichment opportunities were primarily-funded with Expanded Learning Opportunity Program funds. Additionally, accelerated learning training was postponed until 2024-25.

Goal 1, Action 14- Programmatic Support for Instruction and Services. Over-budgeted. Use of one-time federal funds was utilized for eligible positions.

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

Considering the substantial learning loss experienced through the COVID-19 pandemic, all actions and services in this goal have made progress in closing the achievement gap between pre- and post-pandemic performance and/or increased services to unduplicated students.

Transitional Kindergarten classes were fully enrolled this school year (Action 1).

Academic performance in ELA, Mathematics, and Science made progress toward desired outcomes (Actions 2-4); however, results were mixed:

- No ELA achievement progress on CAASPP, but ELA progress on district diagnostic increased from 44% proficient to 48% nearly meeting the desired outcome of 50%.
- Math achievement progress on CAASPP from 15.98% meet/exceed to 17.47%, but no progress on the district diagnostic in this area.
- Minimal Science achievement progress on CAST from 12.28% meet/exceed to 12.91%.

School-wide AVID implementation increased throughout the district from 3 school sites to 5 (Action 5).

Visual and Performing Arts programs were expanded, including a new secondary band program (Action 6).

1:1 student devices were maintained and technology integration strategy training was continued (Action 7).

Collaborative planning/PLC time continued to be provided in the elementary grades through release time provided by elementary physical education teachers (Action 8).

After-school access to students and families increased from 45% of parents visiting to 56% (Action 9).

Intervention instruction and supports for struggling students increased and were provided to students in grades K-6 (Action 10).

Expanded learning opportunities through student study trips, after-school and intercession enrichment programs, and summer programs increased. On the LCAP Student Survey, 90% reported attending at least one study trip and 54% reported attending 2 or more study trips this year (Action 11-12).

On the 2024 LCAP Staff Survey, 94% agreed supplemental materials supported the instruction for low-income, English Learners, and Foster Youth (Actions 13 & 15). Supplemental materials reimbursements supported teachers in providing realia and supplemental content literacy materials to support student learning.

On the 2024 LCAP Staff Survey, 97% agreed programmatic support and services supported positive educational outcomes for our students (Action 14) such as increased instructional assistant positions and hours.

Maintaining fully credentialed and appropriately assigned staff has become a challenge since the return to in-person instruction. This year we had 3, unfilled vacancies that had to be staffed by substitute staff (Action 16).

All school facilities were maintained as safe and functional learning environments (Action 17).

All students continued to be provided with standards-aligned textbooks in all core content areas. Additionally, new science textbooks were reviewed, piloted, and recommended for adoption for the 2024-25 school year (Action 18).

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

Desired outcomes for academic achievement were adjusted to reflect the new baseline data at the end of this current three-year LCAP cycle.

#### Metrics Changes

- Comprehension metric will be added for 3rd grade based on the school board's priority that all 3rd-grade students will read with grade-level fluency and comprehension by the end of 3rd grade (Metric 1.10 2024-25 LCAP).
- A new ELA metric will be added to monitor the academic progress of students with disabilities on the CA Dashboard resulting from this group's achievement at the lowest performance level (Metric 1.9 2024-25 LCAP).
- A new Mathematics metric will be added for 5th grade based on the school board's priority that all 5th-grade students will have the foundational mathematics skills by the end of the 5th grade (Metric 1.12 2024-25 LCAP).
- A new mathematics metric will be added to measure the increase in enrollment in advanced math courses in 7th and 8th grade based on the school board's priority that all 7th and 8th-grade students will have full access to a broad course of study (Metric 1.13 2024-25 LCAP).
- A new mathematics metric will be added to monitor the academic progress of socioeconomically disadvantaged students, students with disabilities, and Hispanic students on the CA Dashboard resulting from these groups' achievement at the lowest performance level (Metric 1.11 2024-25 LCAP).
- The Physical Education metric will be modified to report the progress of 5th-grade students on the published norms for the Pacer Laps to align with Action 8 service of providing elementary physical education teachers (Metric 1.15 2024-25 LCAP).

#### Action Changes

- Action 9- Extended Day and Summer Library Services will remain focused on Library Services and be renamed Enhanced Library Services and Extended Hours. This is a realignment of Actions with our LCAP to reduce redundancy.
- Action 13- Certificated Reimbursement for Supplemental Instructional Materials and Action 15- Expanded Services to Preschool Age Children will be combined in Action 13 of the 2024-25 LCAP as they both included reimbursement for supplemental instructional material.

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

## Goals and Actions

### Goal

Goal #	Description
2	English Learner, Foster Youth, and Special Education/English Learner Student Success Each specially identified learner will become English proficient and academically successful.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) English Language Arts - English Learners	2019 16.43% Met or Exceeded Standard for English Language Arts	2021 Assessment not administered	2022 11.86% Met or Exceeded Standard for English Language Arts	2023 5.96% Met or Exceeded Standard for English Language Arts	2024 22% Met or Exceeded Standard for English Language Arts
Local Measure of State Standards Implementation-Diagnostic Assessment of Online Reading (DORA) Mid-Year Performance Band - English Learners	2020-2021 Comprehension 34% Proficient/Above English Learners	2021-2022 English Learner Achievement Beginning of the Year Comprehension 23% Proficient/Above Checkpoint 1 Comprehension 28% Checkpoint 2 Comprehension 28%	2022-2023 English Learner Achievement Beginning of the Year Comprehension 29% Proficient/Above Checkpoint 1 Comprehension 31% Checkpoint 2 Comprehension 30%	2023-2024 Beginning of the Year Comprehension 26% Proficient/Above Checkpoint 2 Comprehension 30% Proficient/Above	2024 Comprehension 40% Proficient/Above English Learners
California Assessment of Student Performance and Progress	2019 11.28% Met or Exceeded	2021 Assessment not administered	2022 6.0% Met or Exceeded	2023 4.54% Met or Exceeded	2024 17% Met or Exceeded Standard



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CAASPP) Mathematics - English Learners	Standard for Mathematics		Standard for Mathematics	Standard for Mathematics	
Local Measure of State Standards Implementation- Adaptive Diagnostic Assessment of Mathematics (ADAM) Mid-Year Performance Band - English Learners	2020-2021 Total 26.6% Proficient/Above	2021-2022 English Learner Achievement Beginning of the Year Overall Math Total 20% Proficient/Above Checkpoint 1 Overall Math Total 22% Proficient/Above Checkpoint 2 Overall Math Total 18% Proficient Above	2022-2023 English Learner Achievement Beginning of the Year Overall Math Total 24% Proficient/Above Checkpoint 1 Overall Math Total 23% Proficient/Above Checkpoint 2 Overall Math Total 22% Proficient Above	2023-2024 Beginning of the Year Overall Total 26% Proficient/Above Checkpoint 2 Math Overall Total 24% Proficient/Above	32 % Above/Proficient
California Science Test (CAST)	2022 1.42% Met or Exceeded Standard	N/A	N/A	2023 0.7% Met or Exceeded Standard in Science	2024 10% Met or Exceeded Standard
English Learner Reclassification Rate	Student Redesignated to Fluent English Proficient (FEP) 2019-2020 8.5% Redesignated	Student Redesignated to Fluent English Proficient (FEP) 2020-2021 1.3 % Redesignated	2021-22 5.3% Redesignated (as of May 2022) 10% Redesignated (End of the school year 2021-22) 2022-23	2023-24 13.05% Redesignated (as of June 2024)	2024 13% Redesignated (previously was 11.7% which was exceeded in 2022-23)



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			12.38% Redesignated (as of June 8, 2023)		
English Language Proficiency Assessment for California (ELPAC)	English Language Proficiency for Summative ELPAC 2018-2019 16.40% Well Developed, Level 4 Overall	English Language Proficiency for Summative ELPAC 2020-2021 11.98 % Well Developed, Level 4 Overall 2021-2022 13.56% Well Developed, Level 4 Overall	2021-2022 13.56% Well Developed, Level 4 Overall 2022-23 Data not yet available	2022-2023 13.44% Well Developed, Level 4 Overall	2024 22% Well Developed, Level 4 Overall
Percent of English Learners classified as Long-term English Learners (LTELs)	This is a new metric beginning 2022-2023. The baseline is indicated in Year 1	2021-2022 26% of English Learners classified as Long-term English Learners (LTELs) Data Source: Dataquest- English Learner Report This is a new metric based on educational partner feedback	2022-2023 12.7% of English Learners classified as Long-term English Learners (LTELs) Data Source: Dataquest- English Learner Report	2023-2024 14.6% of English Learners classified as Long-term English Learners (LTELs) Data Source: Dataquest- English Learner Report	2024 No more than 8.00% of our English Learners classified as Long-term English Language Learners

## Goal Analysis

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

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

All Goal 2 actions and services were implemented.

Successes/Challenges included the following:

Actions 1-3- Language Support Services, Services to Improve Literacy, and Extended Support Programs for English Learners- All school sites were supported with on-going training in best practices to support English Learners provided by site-based EL Liaisons, and offered EL intervention before/after school to the ELs with the lowest levels of proficiency at the beginning of the year to "ramp up" their achievement for the year and to ELs on the cusp of reclassification to "rev up" their performance on the Summative ELPAC.

Action 4- Expanded Services for Newcomer Students- we experienced a great influx of newcomers this school year compared to previous years and stretched our resources in this area to support their unique needs (challenge). Our two newcomer classrooms were fully enrolled throughout the year, additional instructional assistants were hired to support newcomers throughout the district not enrolled in the newcomer classes, and specific hardware was purchased to support translation for unique languages.

Action 5- Improving Dual Language Programs and Enrichment Services- our dual immersion programs continued to expand this school year, Mandarin language enrichment in the elementary and Mandarin elective in the secondary continued, and ongoing professional development continued in dual immersion strategies and best practices.

Action 6- Expanded Foster Youth Services- we continued to employ a school counselor dedicated to the needs of our identified foster youth throughout the district. Individual Service Plans were developed for each student, and enrichment opportunities such as special study trips and workshops were provided.

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.

Goal 2, Action 2- Services to Improve English Learner Literacy. Over-budgeted. Lack of qualified personnel to implement targeted interventions resulted in a reduced number of intervention programs. Some postings for certificated and classified extra duty for these programs were unfilled.

Goal 2, Action 3- Extended Support Programs for English Learners. Over-budgeted. Lack of qualified personnel to implement targeted interventions resulted in a reduced number of intervention programs. Some postings for certificated and classified extra duty for these programs were unfilled.

Goal 2, Action 4- Expanded Services for Newcomer Students. Under-budgeted. Under-estimated personnel costs to support the program.

Goal 2, Action 6- Expanded Foster Youth Services. Under-budgeted. Increase in personnel costs due to negotiated agreement.

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

Actions 1-3- Language Support Services, Services to Improve Literacy, and Extended Support Programs for English Learners- the actions and services had mixed results in making progress toward this goal of the three-year LCAP cycle. As more English Learners reclassified each year and the percentage of long-term English Learners decreased (success), the academic progress of the students classified as English Learners declined on CAASPP ELA and Mathematics. This pattern was also observed with performance on district diagnostics in ELA and Mathematics. Students dually identified as EL and students with disabilities achieved small gains in performance on CAASPP ELA (5.32% met/exceeded standards in 2021-22 to 7.1% in 2022-23) and CAASPP Mathematics (4% met/exceeded standards in 2021-22 to 4.57% in 2022-23).

Action 4- Expanded Services for Newcomer Students- with the influx of newcomers this school year, both classes remained fully enrolled, and additional instructional assistants were hired to provide itinerant support throughout the district for this unique group of students. On the 2024 LCAP Staff Survey, 98% agreed that the Newcomer Program supported students' acquisition of English and adjustment to the US school system.

Action 5- Improving Dual Language Programs and Enrichment Services- Enrollment in Dual Immersion programs in English/Spanish expanded from 352 students in 2022-23 to 441 students in 2023-24, an increase of 89 students. The effectiveness of this action is evidenced by the student performance on the California Spanish Assessment which increased from an Average cohort scale score of 444 in the 2021-22 School Year to 544.6 in the 2022-23 School Year.

Action 6- Individual Service Plans were designed for each identified foster youth. The academic achievement of this group increased from 24% met/exceeded standards to 32% in ELA and increased from 5% met/exceeded standards to 14% in mathematics as measured by CAASPP.

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

Desired outcomes for academic achievement were adjusted to reflect the new baseline data at the end of this current three-year LCAP cycle.

#### Metrics Changes

- The California Spanish Assessment metric for students in the dual immersion program will be added as a measure of effectiveness for this program (Metric 2.6 2024-25 LCAP).
- In addition to the existing metric on the percentage of Long-term English Learners (LTELs), and new metric will be added to include the percentage of students at risk of becoming LTELs (Metric 2.9 2024-25 LCAP).

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

## Goals and Actions

### Goal

Goal #	Description
3	Supports for Learning Each student will be provided a safe, well-maintained, and socially-emotionally supportive learning environment through a multitiered system of supports.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate (CALPADS)	2020-2021 96.2% (May 2020)	2021-2022 96.06 % (2020-2021 Data • CALPADS)	2022-2023 90.3% (2021-2022 Data- CALPADS)	2023-24 92.4% (2022-2023 Data- CALPADS)	2024 Student attendance meets or exceeds 97.5%.
Suspension Rate (CALPADS)	2019-2020 1.8% Suspension Rate (2019 CA Dashboard)	2021-2022 0.0 % Suspension Rate (2020-2021 data - CALPADS)	2022-2023 2.7% Suspension Rate (2022 CA Dashboard)	2023-2024 4% Suspension Rate (2023 CA Dashboard)	0.6% Suspension Rate
Expulsion Rate (CALPADS)	2019-2020 0.0% Expulsion Rate	2021-2022 0.0% Expulsion Rate (2020-2021 data- CALPADS)	2022-2023 0.0% Expulsion Rate (2021-2022 data- CALPADS)	2023-2024 0.01% Expulsion Rate (20222023 data- CALPADS)	The desired outcome is to maintain the expulsion rate at 0.0% on a yearly basis.
Chronic Absenteeism Rate	2019-2020 7.4% Chronic Absenteeism Rate (20182019 data)	2021-2022 11.4 % Chronic Absenteeism Rate (20202021 data)	2022-2023 40.8% Chronic Absenteeism Rate (20212022 data)	2023-2024 26.9% Chronic Abseenteeism Rate (2022-23 data)	3.2% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate (CDE)	2019-2020 The dropout rate was zero	2021-2022 The dropout rate was 0.0% (2020-2021 data - CALPADS)	2022-2022 The dropout rate was 0.0% (2021-2022 data - CALPADS)	2023-2024 The dropout rate was 0.0% (2022-2023 data - CALPADS)	The desired outcome is to maintain a zero Middle School Dropout Rate.
Student Surveys	2020-2021 67% Strongly Agree/Agree - Students feel safe on campus	2021-2022 83% Strongly Agree/Agree <ul style="list-style-type: none"> <li>Students feel safe on campus</li> </ul>	2022-2023 82% Strongly Agree/Agree <ul style="list-style-type: none"> <li>Students feel safe on campus</li> </ul>	2023-2024 85% Strongly Agree/Agree - Students feel safe on campus	80% Strongly Agree/Agree - Students feels safe on campus
Student Surveys	Students feel connected to their school, indicating they are proud to be part of their school community. 2020-2021 95.5% agreed	2021-2022 Students feel connected to their school, indicating they are proud to be part of their school community. 2021-2022 81% agreed	2022-2023 Students feel connected to their school, indicating they are proud to be part of their school community. 2022-2023 86% agreed	2023-2024 Students feel connected to their school, indicating they are proud to be part of their school community. 2023-2024 86% agreed	100% agree they are proud to be part of their school community.
Staff Safety on Campus	100% of schools complete and implement Site Safety Plans, including surveys of staff's sense of safety on campus. 90% of staff provided positive ratings on campus	2021-2022 100% of schools complete and implement Site Safety Plans, including surveys of staff's sense of safety on campus. 70% of staff provided positive ratings on campus	2022-2023 100% of schools complete and implement Site Safety Plans, including surveys of staff's sense of safety on campus. 52% of staff provided positive ratings on campus	2023-2024 100% of schools complete and implement Site Safety Plans, including surveys of staff's sense of safety on campus. 85% of staff provided positive ratings on	100% of schools will annually complete their site Safety Plan by March, including survey responses indicating staff's sense of safety on campus.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	safety and orderliness.	safety and orderliness.	safety and orderliness.	campus safety and orderliness.	
Staff Connectedness Survey: Teacher and staff collaboration across grade levels fosters a community of caring on my campus	Baseline 2021-2022 78% of staff agree/strongly agree	Baseline 2021-2022 78% of staff agree/strongly agree	2022-2023 92% of staff agree/strongly agree	2023-2024 88% of staff agree/strongly agree	90% of staff agree/strongly agree

## Goal Analysis

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

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

All Goal 3 actions and services were implemented as planned.

Success/Challenges included the following:

Actions 1, 2, & 6- Support Services for Students and Families & Social Emotional Wellness- Multi-tiered systems of support continued to be adjusted to meet the diverse social-emotional needs of students, including enhanced services this year provided by community partners such as Foothill Family Services. Additionally, school counselors continued to be employed at each school site. Ongoing professional development in Social-Emotional Learning ArtsIntegrated strategies continued, including workshops for families.

Action 3- Positive Behavior Intervention & Supports- PBIS Coaches and site teams continued to refine their Tier 1 and 2 approaches to supporting positive behavior, including supplies and materials to support PBIS activities such as school-wide rallies, student recognition for positive behavior and school attendance.

Action 4, 7, & 9- Expanded Health and Wellness Services, Technology Infrastructure, and Student Transportation Services- we continued to employ an additional school nurse and additional contracted services such as LVNs, ongoing upgrades to our technology infrastructure supported enhanced learning opportunities, and technology-assisted transportation systems and programs supported increased routing efficiency and accounting for student passengers.

Action 5- Community and School Safety Programs- campus monitor hours were increased at all sites and additional security personnel were provided at the three K-8 sites. Campus monitors provided structured activities during recess to promote student engagement through safe and physically active games. One challenge in this area was in the recruitment and hiring of additional campus monitors for each site this school year.

Actions 8 & 11- After-School Sports and Recreation, Expanded Student Learning Events- after school sports were offered at all school sites and expanded to all grades K-8 with the support of community-based partners, and student learning events such as Speak Up Contest and Chess Club were provided.

Action 10- Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing- services this year included school supplies, clothing, and hygiene supply support.

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.

Goal 3, Action 1- Support Services for Students and Families. Over-budgeted. Staff did not attend California MTSS Conference as planned.

Goal 3, Action 3- Positive Behavior Support and Intervention. Over-budgeted. Challenge recruiting certificated staff for extra-duty assignments, such as the PBIS Coach. At some sites, classified personnel were employed to assist with PBIS implementation at a lower cost.

Goal 3, Action 7- Enhanced Technology Infrastructure. Over-budgeted. Over-estimated costs of contracted services.

Goal 3, Action 8- After-School Sports and Recreation Programs. Over-budgeted. Challenge recruiting certificated staff for extra-duty assignments, such as after-school sports teams. Expanded Learning Opportunity Program partnerships filled the gaps in programming providing soccer, tennis, volleyball, and basketball programs for students.

Goal 3, Action 10- Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing. Over-budgeted. Use of one-time federal funds for eligible purchases.

Goal 3, Action 11- Expanded Student Learning Events. Over-budgeted. Challenge recruiting certificated staff for extra-duty assignments to support expanded student learning events. For example, only 3 of 8 sites participated in the Chess Tournament.



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

Actions 1, 2, & 3 were effective in continually refining multi-tiered systems of support for social-emotional well-being (counselor developed and presented lessons on bullying, SEL, and career readiness), reinforcement of positive behavior (reduction in overall suspensions of 148 through March 2023 to 87 through March 2024), and the reduction in Chronic Absenteeism (from 40.8% to 26.9%). Additionally, professional development in Action 6 was effective in supporting the integration of SEL with the Arts through ongoing training of our school counselors and classroom teachers.

Actions 4, 5, & 7 were effective in increasing services for health care, promoting physical safety on campus, and safety online. 85% of students reported feeling safe on campus, exceeding our desired outcome of 80%. 85% of staff reported feeling safe on campus, an increase from 52% last year. Additionally, 91% of parents reported their school is a safe campus.

Actions 8 effectively provided a safe, after-school environment for after-school recreation and sports, enhanced with Expanded Learning Opportunity Program funds, and supported by community-based organizations. Over 50% of students in grades K-8 participated in after-school programming and garnered a visit and praise from State Treasurer Fiona Ma this year.

Action 9 effectively provided increased transportation for safe routes to/from school (preventing the crossing of major streets within the city) and supported access to the district's newcomer programs.

Action 10 effectively provided immediate resources for homeless students and their families. This support included food, clothing, school uniforms, shoes, and school supplies.

Action 11 student talent and skills were highlighted at district-wide events such as the Speak Up contest, Chess Club and Competition, and Art exhibits.

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

Desired outcomes for academic achievement were adjusted to reflect the new baseline data at the end of this current three-year LCAP cycle.

#### Action Changes

Action 9- Increased Student Transportation Services will be incorporated as part of Action 5- Community and School Safety Programs and Services in the 2024-25 LCAP to reduce redundancy.

#### Metric Changes

- Parent Sense of Campus Safety will be moved to this Goal from Goal 4 to complement the similar measures for Student and Staff Sense of Campus Safety (Metric 3.6 2024-25 LCAP).

- A new metric will be added to this Goal to measure the participation of students in after-school sports and expanded learning programs (Metric 3.8 and 3.9 2024-25 LCAP).

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

## Goals and Actions

### Goal

Goal #	Description
4	Family and Community Partnerships All families feel welcome at their students' schools, and engaged in their student's achievement, building family capacity to support and advocate for their children.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family and Community Survey Data (Parent Connectedness) School staff are friendly, helpful, and welcoming.	2020-2021 92% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.	2021-2022 90% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.	2022-2023 82% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.	2023-2024 93% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.	95% Strongly/Somewhat Agree that the School staff are friendly, helpful, and welcoming.
Family and Community Survey (Parent Participation) Our family has used the school library before or after-school hours.	2020-2021 47.70% - Yes, our family has used the school library before or afterschool hours.	2021-2022 56% - Yes, our family has used the school library before or after-school hours.	2022-2023 45% - Yes, our family has used the school library before or after-school hours.	2023-2024 56% - Yes, our family has used the school library before or after-school hours	50% - Yes, our family has used the school library before or after-school hours
Family and Community Survey The district helps to provide community resources.	2020-2021 92% Strongly/Somewhat Agree that the district helps to provide community resources.	2021-2022 93% Strongly/Somewhat Agree that the district helps to provide community resources.	2022-2023 88% Strongly/Somewhat Agree that the district helps to provide community resources.	2023-2024 91% Strongly/Somewhat Agree that the district helps to provide community resources	95% Strongly/Somewhat Agree that the district helps to provide community resources.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Decision Making: Partnership Action Team Plan Completion	All 8 Schools and Preschool Programs completed a Partnership Action Team Plan	2021-2022 All 8 Schools and Preschool Programs completed a Partnership Action Team Plan	2022-2023 All 8 Schools and Preschool Programs completed a Partnership Action Team Plan	2023-2024 All 8 Schools and Preschool Programs completed a Partnership Action Team Plan	All 8 schools and Preschool Programs complete a Partnership Action Team Plan.
Parent Sense of Safety on Campus	100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus.	2021-22 100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus.	2022-23 100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus	2023-2024 100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus. 91% of parents agree that their child's school provides a safe and secure campus.	100% of schools complete and implement Site Safety Plans, including surveys of parent perceptions on the sense of safety on campus.

## Goal Analysis

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

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

All Goal 4 actions and services were implemented as planned.

Successes/Challenges included the following:

Action 1- Family and Community access to family engagement opportunities increased this year including in-person and virtual participation. The MVSD Family Center is our hub for district-wide family and community meetings with state-of-the-art video and audio systems, translation services (Spanish, Vietnamese, Mandarin), and virtual broadcasting. Additionally, the center provides a community space for

hosting events such as the annual Care Fair, Clothing Drives, Community Fair, AYSO Everyone Plays in Our Community (EPIC) League, workshops (self-defense, Zumba, ESL, Technology, etc.), food locker and resources for unhoused families, and office/meeting space for Foster Youth Services. Also, this year one of our community partners began providing dental services at the MVSD Family Center. However, our families had difficulty accessing the dental services at this centralized location; therefore, our partner pivoted to provide mobile dental clinic services at each of the school sites.

Action 2 & 3- Family Engagement Programs & Workshops- Workshops this year included Intermediate and Advanced Technology workshops, parenting classes in developmental mathematics and literacy, CABE Project2Inspire programs led by our parent leaders, and advanced training for our parent leaders to enhance their facilitation skills. Additionally, we launched our Parent Chaperone Academy which trained 40 parents districtwide to serve as study trip facilitators at each school site. One challenge we encountered this year was the recruitment of certificated and classified staff for extra duty opportunities to provide Family Biliteracy workshops at their school sites.

Action 4- Family & Community Outreach- Community partnerships continue to increase including services to provide vision screenings, hygiene supplies, and clothing for unhoused youth, high-need families, and foster youth, access to community resources (free Internet, income protection programs, CalKids college savings, etc.).

Action 5- Partnership Action Team Plans- funds were allocated to all school sites to support family engagement and to gather their input on community needs and assets. As we transition to a Community School focus, emphasis in this area will focus on the building of collaborative leadership teams.

Action 6- Family & Community Field Trips- all schools planned and implemented at least one Family Field trip including trips to college campuses, culturally diverse theatrical performances, botanical gardens, sporting events, and museums.

Action 7- Enhanced Family & Community Communication- digital marquees were installed at all school sites, all school sites created and shared newsletters in a common format and schedule, and digital platforms were leveraged to increase opportunities for family/community communication in multiple languages. Challenges in this area continue to be family access to robust Internet services and effective platforms for two-way communication.

Action 8- Extended Services & Supports to Families- all school site were provided additional community liaison hours.

Action 9- Extended Library Services- all school sites were provided with additional library tech hours to provide after-school access to the school libraries and to host family literacy events.

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.

Goal 4, Action 3- Family Engagement Workshops. Over-budgeted. Challenge recruiting certificated staff for extra-duty assignments to provide family engagement workshops reduced the overall implementation.

Goal 4, Action 6- Family and Community Experiential Trips. Over-budgeted. Over-estimated cost of admissions for family field trips.

Goal 4, Action 7- Enhanced Family and Community Communication and Access. Under-budgeted. Planned installation of digital signage at four school sites in 2022-23 did not get completed until the 2023-24 fiscal year.

Goal 4, Action 8- Extended Services and Support to Families. Under-budgeted. Increase in personnel costs due to negotiated agreement.

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

All actions/services were effective in making progress toward this goal during the three-year LCAP cycle.

- Access to community resources made progress toward the desired outcome of a 95% positive perception on parent surveys, increasing from 88% in 2022-23 to 91% this year. (Actions 1, 4 & 8)
- All schools incorporated their Parent Action Team plans into their School Plan for Student Achievement, parent connectedness made progress toward the desired outcome of a 95% positive perception on parent surveys, increasing from 82% in 2022-23 to 93% this year. (Actions 2, 3, 5, 6 & 7)
- Parent and Family use of the school library before/after school hours exceeded our three-year desired outcome of 50% of family usage, increasing from 45% in 2022-23 to 56% this year. (Action 9)

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

Desired outcomes for academic achievement were adjusted to reflect the new baseline data at the end of this current three-year LCAP cycle.

#### Action Changes

While the actions and services provided were effective in making progress toward our desired outcomes, some were redundant. We will be realigning these actions and services in the 2024-25 LCAP in the following areas:

- Actions 2 & 3 will be combined as Action 2- Family Engagement Programs & Workshops.

- Action 5- Partnership Action Team Plans will be renamed to "Community School Implementation Teams" to align efforts with community school implementation.
- Action 8- Extended Service and Support to Families will be moved and renamed as Action 3- Extended Service and Support to Families.
- Action 9- Extended Library Service will be moved to Goal 1, Action 9- Enhanced library services and Extended Hours.

#### Metric Changes

- Parent Sense of Campus Safety metric will be moved to Goal 3 to align with similar metrics of Student and Staff Sense of Campus Safety (Metric 3.6 202425 LCAP).
- A new metric will be established to measure the increase in two-way home-school communication expected as a desired outcome based on parent feedback from the Consolidated Parent Advisory Committee, District English Learner Advisory Committee, and the LCAP Family/Community Survey (Metric 4.6 202425 LCAP).

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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



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

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

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

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

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

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

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

California Department of Education  
November 2023



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mountain View School District	Jefferey S. Lagozzino, Ph.D. Assistant Superintendent of Educational Services	jlagozzino@mtviewschools.net (626)652-4963

## Plan Summary [2024-25]

### General Information

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

The Mountain View School District, located in the heart of the San Gabriel Valley in Los Angeles County, is a K-8 District with five elementary schools, three K-8 schools, and a Children's Center serving students from the cities of El Monte and South El Monte. We place no limits on our students' learning potential and support the needs of the whole child through foundational and enhanced supports for their physical and mental well-being, rigorous academics, targeted interventions, and robust enrichment programs.

#### Mountain View School District- Vision

Each member of the District will hold themselves accountable for each student to become a life-long learner. Each student will become a problem solver, critical thinker, an effective communicator and a positive contributor to their school community.

#### Mountain View School District- Mission

We are committed to each student attaining academic success.  
"Inspiring Each Student to Succeed Every Day."

## Mountain View School District- Core Values

"In all we do, we treat everyone with dignity and respect."

- High Expectations
- Enrichment
- Family, Staff and Community Engagement
- Accountability
- Honesty
- Fiscal Responsibility

The Mountain View School District has historically served a melting pot of students with multigenerational ties to the community, newcomers, and American Dream seekers from around the globe, including Mexico, Central America, Vietnam, and China. In 2023-24, our schools served approximately 4600 students. Geographically, our district has three regions within our 12 square mile boundary. Each region has one K-8 school site and elementary sites that feed into them for 7th and 8th grade. We affectionately refer to these regional community of schools as the "BLT" (Baker, La Primaria, Twin Lakes), the "Pepperoni & Mushroom Pizza" (Payne, Maxson, Parkview), and the "M&Ms" (Miramonte, Monte Vista). Below is a description of the demographics for each of these schools within each community school region of the district (2022-23 CALPADS UPC Source File).

### The "BLT" Community of Schools:

#### Baker Elementary, K-6

- Total Enrollment: 638
- UPC: 594 (93%)
- Low Income: 538 (84%)
- English Learner: 341 (53%)
- Homeless: 122 (19%)

#### La Primaria Elementary, K-3

- Total Enrollment: 193
- UPC: 177 (92%)
- Low Income: 158 (82%)
- English Learner: 71 (37%)
- Homeless: 17 (9%)

#### Twin Lakes School, 3-8

- Total Enrollment: 682
- UPC: 631 (93%)
- Low Income: 581 (85%)
- English Learner: 275 (40%)
- Homeless: 46 (7%)

The "Pepperoni & Mushroom Pizza" Community of Schools:

Payne Elementary, K-6

- Total Enrollment: 575
- UPC: 554 (96%)
- Low Income: 497 (86%)
- English Learner: 346 (60%)
- Homeless: 29 (5%)

Maxson Elementary, K-6

- Total Enrollment: 467
- UPC: 437 (94%)
- Low Income: 419 (90%)
- English Learner: 237 (51%)
- Homeless: 34 (12%)

Parkview School, K-8

- Total Enrollment: 1030
- UPC: 976 (95%)
- Low Income: 924 (90%)
- English Learner: 513 (50%)
- Homeless: 124 (12%)

The "M&Ms" Community of Schools:

Miramonte Elementary, K-6

- Total Enrollment: 498
- UPC: 480 (96%)
- Low Income: 438 (88%)
- English Learner: 318 (64%)
- Homeless: 75 (15%)

Monte Vista School, K-8

- Total Enrollment: 839
- UPC: 778 (93%)
- Low Income: 719 (86%)
- English Learner: 345 (41%)
- Homeless: 108 (13%)

We value the process of developing and revising the Local Control Accountability Plan to serve as our guiding district plan that leverages the variety of funds available to support increasing levels of student achievement and well-being. These funding sources include the federal Title funds (I-IV), Expanded Learning Opportunity Program funds (ELO-P), 21st Century Community Learning Center grant, After School Education and Safety grant (ASES), Proposition 28 funds, Arts, Music, & Instructional Materials Block Grant (AB 181/185), Educator Effectiveness funds, Learning Recovery Emergency Block Grant, Literacy Coach and Reading Specialists grant, and our Community School Implementation grants. Our district's vision, mission and core values are aligned with the "whole-child" approach of the California Community Schools Framework. In fact, since the inception of the Local Control Funding Formula in 2014, our school board established four overarching goals for our Local Control Accountability Plan (LCAP) with input and feedback from our educational partners that explicitly support the four pillars of community schools. These goals have persisted to shape the actions and services outlined in our LCAP to this day.

## Reflections: Annual Performance

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

The analysis of the 2023 California Dashboard at the LEA level shows that four student groups (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) performed at the lowest level on state testing in Mathematics. Two student groups (English Learners, Students with Disabilities) performed at the lowest level on state testing in English Language Arts (ELA). Furthermore, Students with Disabilities also had the lowest rating on the state indicator for suspensions.

At the school level, three schools (Miramonte, Willard F. Payne, Parkview) had the lowest performance level on state testing in Mathematics. Two schools (Miramonte, Willard F. Payne) had the lowest performance level on state testing in English Language Arts. Furthermore, one school (Twin Lakes) had the lowest rating on the state indicator for suspensions.

Finally, several school sites had student groups that performed at the lowest levels on the state indicators listed below:

Baker- Unhoused Youth and Students with Disabilities (English Language Arts)

Maxson- Students with Disabilities (Mathematics)

Miramonte- English Learners, Unhoused Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic (English Language Arts, Mathematics)

Monte Vista- English Learners (English Language Proficiency Indicator); Students with Disabilities (Suspensions)

Parkview- English Learners, Students with Disabilities (English Language Arts, Mathematics); Socioeconomically Disadvantaged, Hispanic (Mathematics)

Willard F. Payne- English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic (English Language Arts, Mathematics)

Twin Lakes- English Learners, Unhoused Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic (English Language Arts, Suspensions)

Local data is showing improvement in the suspension rate for the 2023-24 school year with a drop of 29%. The decrease is even more significant for our students with disabilities with an 84% drop in suspensions of students for this group compared to last school year.

Local data for the performance of our English Learners in ELA shows an improvement from 22% At/Above grade level to 28% in year-to-year comparison. This data also shows an improvement in our students with disabilities from 18% At/Above grade level to 22%. Our low-income (socioeconomically disadvantaged) have also increased in this area from 42% At/Above grade level to 44%. Our Unhoused Youth performance increased from 34% At/Above grade level to 38%. And, our Hispanic students increased from 40% At/Above grade level to 44%.

Local data for the performance of our English Learners in Mathematics shows minimal growth from 29% At/Above grade level to 30% in year-to-year comparison. This data also shows a decline in the performance of our students with disabilities, from 17% At/Above grade level to 15%. Our low-income students have maintained performance at 35% At/Above grade level. Our Unhoused Youth performance increased from 32% At/Above grade level to 34%. And, our Hispanic students declined from 34% At/Above to 33%.

## Reflections: Technical Assistance

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

The Mountain View School District (MVSD) was identified for differentiated assistance in the 2022-23 school year based on the 2022 California School Dashboard. Our Foster Youth was at the lowest performance level in English Language Arts, Mathematics, Suspensions, and Chronic Absenteeism. Our Students with Disabilities was at the lowest performance level in English Language Arts (ELA), Mathematics, and Chronic Absenteeism. Technical assistance that school year was provided by the Los Angeles County Office of Education. A team of educational professionals from the county office met with our Educational Services team and Superintendent to discuss opportunities to address the needs of these two student groups. This meeting was followed up with check-in meetings throughout last school year.

One of the strategies we employed was hiring a school counselor focused specifically on the needs of our foster youth and their families. The school counselor developed individualized service plans for each student and met with each student on a regular basis to provide support and assist in the coordination of any services the student needed to be ready to learn and improve academically. This strategy proved to be very successful and the MVSD no longer was identified for differentiated assistance in the 2023-24 school year for this group. Foster Youth moved from the lowest levels in the academic areas (red) to the second lowest level (orange), suspensions moved from the lowest level (red) to the medium level (yellow), and chronic absenteeism moved from the lowest level (red) to the second lowest level (orange) on the 2023 California School Dashboard. We will continue to employ a school counselor dedicated to the needs of our foster youth and their families (Goal 2, Action 6).

Improving outcomes for our students with disabilities has been a greater challenge. Chronic absenteeism of this group improved from the lowest level (red) to the medium level (yellow); however, this group continues to qualify with the lowest performance levels in ELA, Mathematics and Suspensions on the 2023 California School Dashboard. Technical Assistance from the county continued with regular check-ins on our progress with this student group, and access to resources such as Improvement Science workshops and a Differentiated Assistance Convening this spring. Our next steps are to attend the California School Leadership Academy's Improvement Science Institute

hosted at the Los Angeles County Office of Education to help us dive more deeply into identifying problem of practice and the root causes of the low performance levels of our students with disabilities, develop an aim to address our problem of practice over this LCAP cycle. Actions supporting the academic achievement in English Language Arts and Mathematics of all student groups, including students with disabilities, include Goal 1, Action 2 (English Language Arts and Academic Language Development) and Goal 1, Action 3 (Services to Support Mathematics Instruction). Additionally, Goal 1, Action 15 (Standards-Aligned Instructional Materials) provides specialized curriculum to meet the diverse needs of students with disabilities. Furthermore, Goal 2, Action 3 (Positive Behavioral Interventions and Support) supports the continued development and refinement of positive approaches to student discipline for all student groups, including students with disabilities.

## Comprehensive Support and Improvement

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

### *Schools Identified*

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

Not Applicable

### *Support for Identified Schools*

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

Not Applicable

### *Monitoring and Evaluating Effectiveness*

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

Not Applicable



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
To ensure a unified, collaborative, and transparent approach to providing high-quality educational opportunities for all students and following the District's vision of holding its members accountable for each student to become a life-long learner, the Mountain View School District (MVSD) involved all statutorily required educational partners in ongoing meaningful discussions towards the development of actions in the 2023-24 Local Control Accountability Plan (LCAP).	The MVSD received a Community Schools Planning Grant from the CDE. We utilized this opportunity to collect educational partner input throughout the 2023-24 school year to align Community Schools implementation planning with our District's LCAP. We implemented a variety of engagement strategies throughout the school year. Special board presentations on each of the LCAP goals were made to keep the school board and the public updated on the implementation of our plan. We provided visual and oral presentations to educational partner and advisory groups, followed by discussions and recommended revisions. These in-person focus group sessions included the Consolidated Parent Advisory Committee Meetings (with virtual options to participate), the District English Learner Advisory Committee, the Superintendent's Parent Advisory and Student Advisory Committees, the Community School Advisory Boards from each site, and consultation with the certificated and classified employee associations. Additionally, we conducted our annual LCAP surveys to students, staff, families and community.
Board Members	<b>Board Meeting Presentations and Reports</b> <ul style="list-style-type: none"><li>• November 2, 2023- LCAP Goal 3 Presentation/Report</li><li>• December 12, 2023- LCAP Goal 4 Presentation/Report</li><li>• January 18, 2024- LCAP Mid-Year Report, Goal 2 Presentation by the District English Learner Advisory Committee</li><li>• March 7, 2024- Goal 1 Presentation/Report</li></ul>



Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>May 8, 2024- LCAP Process Update Report</li> </ul>
Consolidated Parent Advisory Committee (CPAC)	<p>In-person Meeting with Virtual Attendance option. Focus group sessions on each LCAP Goal and its actions and services were conducted at each meeting to identify promising practices and emerging needs.</p> <ul style="list-style-type: none"> <li>September 29, 2023</li> <li>October 27, 2023</li> <li>November 17, 2023</li> <li>January 26, 2024</li> <li>March 8, 2024</li> </ul>
District English Learner Advisory Committee (DELAC) <ul style="list-style-type: none"> <li>Elected Parent Representatives from each site</li> </ul>	<p>Advisory Group Meeting</p> <ul style="list-style-type: none"> <li>January 18, 2024- The Committee made a presentation on LCAP Goal 2 to the School Board, including recommendations for the 2024-25 including expanded newcomer support, academic interventions for English Learners, and greater access to WiFi/online resources for low-income students.</li> <li>May 28, 2024- LCAP Draft presented to DELAC for input</li> </ul>
Superintendent's Parent Advisory Committee (SPAC) <ul style="list-style-type: none"> <li>Elected Parent Representatives from each site</li> </ul>	<p>Advisory Group Meeting</p> <ul style="list-style-type: none"> <li>May 29, 2024- LCAP Draft presented to SPAC for input</li> </ul>
Superintendent's Student Advisory Committee <ul style="list-style-type: none"> <li>5th-8th Grade Student Representatives from each site</li> </ul>	<p>Advisory Group Meeting</p> <ul style="list-style-type: none"> <li>January 17, 2024</li> </ul> <p>Student representatives from each site presented a Strengths/Weaknesses/Opportunities/Threat (SWOT) analysis to their school's Community School Advisory Board (CSAB).</p>
Community School Advisory Boards (CSABs) <ul style="list-style-type: none"> <li>Site Administrator, Certificated Staff Representative, Classified Staff Representative, Parent Representative from each site</li> </ul>	<p>Advisory Group Meeting</p> <ul style="list-style-type: none"> <li>December 11, 2023</li> <li>January 17, 2024</li> <li>February 1, 2024</li> <li>February 5, 2024</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>• March 18, 2024</li> <li>• April 11, 2024</li> </ul> <p>CSABs reviewed LCAP actions and services for each goal throughout the year, developed questions for LCAP and Community School Implementation Grant surveys, and analyzed and summarized input from these surveys. The CSABs were representative teams from each site, including teachers, classified staff (e.g., community liaisons), site administration, and parents. After each meeting, these teams were tasked with gathering feedback from the educational partners at their school sites.</p>
<p>Middle-Grade Developmental Instrument</p> <ul style="list-style-type: none"> <li>• 6th Grade Students</li> </ul>	<p>Survey on Well-Being, Social and Emotional Development, Physical Health, School Connectedness, and Use of After-school time was administered to identify assets and needs in these areas</p> <ul style="list-style-type: none"> <li>• October 2023</li> </ul> <p>427 6th-grade students completed the survey this year.</p>
<p>LCAP Family/Community Survey</p>	<p>Survey</p> <ul style="list-style-type: none"> <li>• March/April 2024</li> </ul> <p>1288 surveys were collected this year, representing 33% of families across the district. This was 832 more surveys than collected last year (182% increase). Of the 1288 surveys, 23% represented families of English Learner students and 9% represented families of students with disabilities.</p>
<p>LCAP Staff Survey</p> <ul style="list-style-type: none"> <li>• Administrative</li> <li>• Classified</li> <li>• Certificated</li> </ul>	<p>Survey</p> <ul style="list-style-type: none"> <li>• March/April 2024</li> </ul> <p>456 surveys were collected this year. Of this total, 4% were administrative staff (school site and district), 34% were classified staff (including instructional assistants, office staff, campus monitors, transportation, food services, etc.) and 62% were certificated staff (including special education and general education classroom</p>

Educational Partner(s)	Process for Engagement
	teachers, teachers on special assignment, counselors, school psychologists, school nurses, etc.).
LCAP Student Survey <ul style="list-style-type: none"> <li>• 2nd through 8th-grade students</li> </ul>	Survey <ul style="list-style-type: none"> <li>• March/April 2024</li> </ul> 1267 surveys were collected this year from grades 2-8.
Employee Association Consultation	California School Employees Association consultation with Educational Services Staff, including review of identified needs from educational partner surveys and focus groups and planned updates to the 2024-25 LCAP. <ul style="list-style-type: none"> <li>• May 7, 2024</li> </ul> Mountain View Teachers' Association consultation with Educational Services Staff, including review of identified needs from educational partner surveys and focus groups and planned updates to the 2024-25 LCAP. <ul style="list-style-type: none"> <li>• April 26, 2024</li> <li>• May 24, 2024</li> </ul>
2023-24 State of the District Community Convening	2nd Annual educational partner convening-- "State of the District"-- to present updates on District progress, achievements, and needs with the opportunity to ask questions and provide feedback. Over 100 participants were in attendance including parent leadership from DELAC and the Superintendent's Parent Advisory Committee, community partners, local elected officials, school board members, and employee association leadership.  May 18, 2024
SELPA Director Consultation	Consultation meeting with the SELPA Director and Assistant Superintendent of Educational Services on Goals, Actions/Services, and Metrics of the 2024-25 LCAP  May 28, 2024

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

Educational partner feedback throughout the 2023-24 school year supported the current actions and services provided in our Local Control Accountability Plan (LCAP). The slow, post-pandemic rebound of student academic performance as measured by state assessments was a primary area of common concern. Consolidated Parent Advisory Committee (CPAC), District English Learner Advisory Committee (DELAC), Community School Advisory Boards (CSABs), both employee associations, and staff and family/community surveys all support the continued need for additional academic services outlined in this LCAP funded through supplemental/concentration grant funds, and other state and federal funds, including literacy coaches (Goal 1, Action 2), intervention teachers (Goal 1, Action 2 & 3), instructional assistants (Goal 1, Action 14), professional development, and updated curricular materials (Goal 1, Action 4). Additionally, staff, students, and family/community input supported the expansion of music and arts programming which we will be able to support through Proposition 28 funding along with the current programs we have in place funded through our supplemental/concentration grant funds (Goal 1, Action 6).

The DELAC, certificated and classified employee associations, and staff surveys recommended the expansion of newcomer program services to address the needs of this growing population in our district. Based on this need and feedback, this LCAP expands our newcomer program to serve more students across more grade levels. In 2024-25, families new to the United States with children in second through eighth grade will have the option to enroll them in our program for intensive support (Goal 2, Action 4).

CPAC, CSABs, and staff surveys highlighted the increased mental health and behavioral needs of our students. Furthermore, on the Middle-Grade Developmental Instrument (MDI), 58% of our sixth graders were in the lowest category of the well-being index that provides a holistic summary of children's mental and physical health. Additionally, 31% of our sixth graders were in the lowest category of prosocial behavior and only 38% reported they have someone at home with whom they can talk about their problems. This data and feedback underscores our continued need to increase and improve services to our students in these areas. This LCAP maintains our commitment to increased and improved mental health services through our school counselors (Goal 3, Action 2) and increases access to behavioral and physical health supports through contracted services such as board-certified behavior analysts and behavior technicians (Goal 3, Action 3), and licensed vocational nurses (Goal 3, Action 4).

We held a consultation session with our district's SELPA Director. The feedback we received on our proposed plan was positive. The SELPA Director applauded our efforts to include baseline data points and desired outcomes for special populations, including our English Learners who are dually identified with disabilities (Metric 1.9, 1.11, 1.14, 2.1, 2.2, 2.7, 3.2, and 3.4).

Finally, as part of our community schools implementation grants at each of our school sites, the CSABs identified the need for additional personnel to coordinate services for our students and families. This LCAP includes a Community School Site Lead for each site, co-funded with the community school implementation grants, supplemental/concentration grant funds, and expanded learning opportunity program funds (Goal 4, Action 5).

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Academic Success for All Students  Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

The purpose of this goal is focused on the improvement of academic achievement for all students, including our unduplicated student groups. Quantitative data from CAASPP and the California School Dashboard (CA Dashboard) demonstrates that academic performance in English Language Arts, Mathematics, and Science has not rebounded to pre-pandemic levels. Low-income and Hispanic groups are performing at the lowest levels in these academics, as measured by the CA Dashboard. Through the qualitative measures of the LCAP staff, parent and student surveys, and input from the Consolidated Parent Advisory Committee (CPAC) and Community School Advisory Boards (CSABs), continuing to expand learning opportunities for all students remains a top priority.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers, % Clear Credentials	2021-22 81.2% Clear Credentials			2024-25 90% Clear Credentials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: DataQuest TAMO by FTE Report  Priority 1					
1.2	Access to Standards-Aligned Instructional Materials, %  Source: Williams' Legislation Textbook Sufficiency Report  Priority 1	Fall 2023  100% Met			Fall 2025  100% Met	
1.3	Facilities in "Good" Repair", %  Source: Facility Inspection Tool (FIT)  Priority 1	Fall 2023 FIT  100% in "Good Repair"			Fall 2025 FIT  100% in "Good Repair"	
1.4	Programmatic Support and Services, % agreeing programmatic support and services support positive outcomes for students  Source: LCAP Staff Survey  Priority 8	2024 LCAP Staff Survey  97% Agree			2027 LCAP Staff Survey  Maintain 90%+ agree	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Supplemental Materials Reimbursement, % agreeing supplemental materials supports instruction for unduplicated student groups  Source: LCAP Staff Survey  Priority 2	2024 LCAP Staff Survey  96% Certificated staff agree			2027 LCAP Staff Survey  Maintain 90%+ certificated staff agree	
1.6	Implementation of State Standards, % agreeing staff development supports professional growth in the implementation of state standards  Source: LCAP Certificated Staff Survey  Priority 2	2024 LCAP Staff Survey  83% Agree			2027 LCAP Staff Survey  90% Agree	
1.7	Transitional Kindergarten End-of-Year Assessments, Average Performance % <ul style="list-style-type: none"> <li>• ELA</li> <li>• Mathematics</li> <li>• Social-Emotional Readiness</li> </ul>	2024 <ul style="list-style-type: none"> <li>• ELA All = 72% Low-Income = 71% English Learner = 68%</li> <li>• Mathematics All = 82% Low-Income = 82%</li> </ul>			2027 <ul style="list-style-type: none"> <li>• ELA All = 90% Low-Income = 90% English Learner = 90%</li> <li>• Math</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Educational Software for Guiding Instruction (ESGI)  Priority 8	English Learner = 80%  • Social-Emotional Readiness All = 83% Low-Income = 82% English Learner = 83%			All = 95% Low-Income = 95% English Learner = 95%  • Social-Emotional Readiness All = 95% Low-Income = 95% English Learner = 95%	
1.8	Transitional Kindergarten Chronically Absent Rate, %  Source: Attention 2 Attendance (A2A) Mid-Year Report  Priority 5	2022-2023  44%			2026-2027  20%	
1.9	California Assessment of Student Progress and Performance (CAASPP)- English Language Arts (ELA)- % Met/Exceeded Standard  California Alternative Assessment (CAA)-	2023 CAASPP ELA All Students = 28.29% English Learners = 5.96%  Homeless = 22.27% Foster Youth = 33.33%			2026 CAASPP ELA  All Students = 40% English Learners = 15%  Homeless = 30%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA- % at Understanding Level 3  Source: CAASPP-ELPAC Reporting Site  Priority 4	Long-Term English Learners = 3.91%  Socioeconomically Disadvantaged = 27.66%  Students with Disabilities = 7.10%  Hispanic = 26.31%  Asian= 61.63%  2023 CAA-ELA  Students with Disabilities = 2.7%			Foster Youth = 40%  Long-Term English Learners = 10%  Socioeconomically Disadvantaged = 40%  Students with Disabilities = 15%  Hispanic = 40%  Asian = 75%  2026 CAA-ELA  Students with Disabilities = 5%	
1.10	3rd Grade English Language Arts Achievement, % At/Above Grade Level  Source: District Assessment  Priority 2 Priority 8	2023-24  42% At/Above Grade Level			2026-27  60% At/Above Grade Level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	<p>California Assessment of Student Progress and Performance (CAASPP)- Mathematics, % Met/Exceeded Standard</p> <p>California Alternative Assessment (CAA)- Mathematics, % at Level 3</p> <p>Source: CAASPP-ELPAC Reporting Site</p> <p>Priority 4</p>	<p>2023 CAASPP Math</p> <p>All Students = 17.47%</p> <p>English Learners = 4.54%</p> <p>Homeless = 12.86%</p> <p>Foster Youth = 16.67%</p> <p>Long-Term English Learners = 1.43%</p> <p>Socioeconomically Disadvantaged = 16.78%</p> <p>Students with Disabilities = 4.57%</p> <p>Hispanic = 15.32%</p> <p>Asian = 52.28%</p> <p>2023 CAA-Mathematics</p> <p>Students with Disabilities = 0%</p>			<p>2026 CAASPP Math</p> <p>All Students = 25%</p> <p>English Learners = 15%</p> <p>Homeless = 20%</p> <p>Foster Youth = 25%</p> <p>Long-Term English Learners = 5%</p> <p>Socioeconomically Disadvantaged = 25%</p> <p>Students with Disabilities = 15%</p> <p>Hispanic = 25%</p> <p>Asian = 65%</p> <p>2026 CAA-Mathematics</p> <p>Students with Disabilities = 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	5th Grade Mathematics Achievement, % At/Above Grade Level  Source: District Assessment  Priority 2	2023-24  22%			2026-27  40%	
1.13	7th/8th Grade Advanced Math Enrollment, % Enrolled  Source: District Student Information System (SIS)  Priority 7	2023-24  2.4%			2023-24  15%	
1.14	California Science Test (CAST) & California Alternative Science Test, % Met/Exceeded Standard  Source: CAASPP-ELPAC Reporting Site  Priority 4	2023 CAST  All Students= 12.91%  English Learners= 0.7%  Homeless = 11.7%  Foster Youth = Not Reported  Long-Term English Learners= 0%  Socioeconomically Disadvantaged= 11.34%			2026 CAST  All Students= 25%  English Learners= 10%  Homeless = 20%  Foster Youth = 10%  Long-Term English Learners= 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Students with Disabilities= 4.51%</p> <p>Hispanic= 10.7%</p> <p>Asian= 48.28%</p> <p>2023 CAA Science</p> <p>Students with Disabilities= 7.14%</p>			<p>Socioeconomically Disadvantaged= 20%</p> <p>Students with Disabilities= 10%</p> <p>Hispanic= 20%</p> <p>Asian= 60%</p> <p>2026 CAA Science</p> <p>Students with Disabilities= 21%</p>	
1.15	<p>5th Grade Physical Fitness Test- Pacer Test, % Meeting Healthy Fitness Zone- Pacer Test</p> <p>Source: District Student Information System (SIS)</p> <p>Priority 2 and Priority 8</p>	<p>2024</p> <p>36.7% Met Healthy Fitness Zone on the Pacer Test</p>			<p>2027</p> <p>50% Meet Healthy Fitness Zone on the Pacer Test</p>	
1.16	<p>AVID Certification, # of Schools Attaining AVID Certification</p> <p>Source: AVID Center</p> <p>Priority 7</p>	<p>2023-24</p> <p>0 of 8</p>			<p>2026-27</p> <p>8 of 8</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	<p>Access to a broad course of study TK-6, % Agreeing</p> <p>Source: LCAP Staff Survey, "Artist Residencies give students a variety of experiences and opportunities"</p> <p>Access to Music/Band, # of Certificated FTEs</p> <p>Source: Local Calculation</p> <p>7th/8th Grade Enrollment in Music/Band, % Enrolled</p> <p>Source: District Student Information System (SIS)</p> <p>Priority 7</p>	<p>2024 LCAP Staff Survey</p> <p>92% Agree</p> <p>2023-24 Certificated Music/Band FTEs = 1</p> <p>2023 7th/8th Grade Music/Band Enrollment All = 5% Low-Income = 4%</p>			<p>2027 LCAP Staff Survey</p> <p>Maintain 90%+ certificated staff agreement</p> <p>2026-27 Certificated Music/Band FTEs = 4</p> <p>2026-27 7th/8th Grade Music/Band Enrollment All = 20% Low-Income = 20%</p>	
1.18	<p>Access to a broad course of study, 7th/8th Grade, % Enrolled</p> <p>Source: Rio Hondo Dual Enrollment and Completion, 7th/8th Grade</p>	<p>2024 Rio Hondo Dual Enrollment, 7th/8th Grade</p> <p>83% Program Enrollment (124 of 150 seats)</p>			<p>2027 Rio Hondo Dual Enrollment, 7th/8th</p> <p>100% Fully Enrolled 80% Credit-Earning Completion</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 7	68% Credit-Earning Completion (84 of 124 students)				
1.19	<p>Access to Technology, % Reporting Access</p> <p>Source: LCAP Student Survey, Grades 2-8- "My teacher allows me to take my Chromebook home sometimes/every day"</p> <p>Priority 7</p>	<p>2024 LCAP Student Survey</p> <p>Grade 2- 6% Grade 3- 27% Grade 4- 31% Grade 5- 45% Grade 6- 42% Grade 7- 99% Grade 8- 99%</p>			<p>2027 LCAP Student Survey</p> <p>100% Report Sometimes/Every Day (Grades 2-8)</p>	
1.20	<p>Study Trip Participation, % Reporting Participation</p> <p>Source: LCAP Student Survey- "How many study trips did you attend this year?"</p> <p>Priority 7</p>	<p>2024 LCAP Student Survey</p> <p>90% Reported attending at least one study trip and 54% reported attending 2 or more study trips</p>			<p>2027 LCAP Student Survey</p> <p>100% Report attending at least one study trip and 75% report attending 2 or more study trips</p>	
1.21	<p>Use of School Library, % Reporting Visits</p> <p>Source: LCAP Family/Community Survey and LCAP Student Survey</p> <p>Priority 7</p>	<p>2024 LCAP Family/Community Survey</p> <p>56% Reported using the school library before/after school</p>			<p>2027 LCAP Family/Community Survey</p> <p>65% Report using the school library before/after school</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024 LCAP Student Survey  23% Reported using the school library before/after school			2027 LCAP Student Survey  50% Report using the school library before/after school	
1.22	Expanded Learning Opportunities Program (ELO-P) Enrollment, % Source: 6Crickets Enrollment  % Reporting Participation Source: LCAP Family/Community Survey  % Reporting Participation Source: LCAP Student Survey  Positive Family Perception of Think Together, % Source: Think Together Annual Family Survey  Priority 7	2024 ELO-P Enrollment  25% of unique students were enrolled in Expanded Learning Opportunities  2024 LCAP Family/Community Survey 54% of families reported their child participated in after-school programs  2024 LCAP Student Survey 72% of students in grades 2-8 reported they participated in after-school programs  2024 Think Together Annual Family Survey 98% Positive Perception of Think Together			2027 ELO-P Enrollment  50% of unique students are enrolled in Expanded Learning Opportunities  2027 LCAP Family/Community Survey 70% of families report their child participates in after-school programs  2027 LCAP Student Survey 80% of students in grades 2-8 reported they participated in after-school programs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					2027 Think Together Annual Family Survey Maintain 95%+ Positive Perception of Think Together	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Transitional Kindergarten Expansion	Provide a separate, full-day transitional kindergarten program for students who reach five years of age by June 2 allowing students to attend their home school site, provide for family engagement, and avoid transitional	\$1,647,428.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>kindergarten/kindergarten combination classrooms in order to focus on age-appropriate developmental skills.</p> <p>The expansion of Transitional Kindergarten addresses the identified needs of English Learner and Low-Income families by providing:</p> <ul style="list-style-type: none"> <li>• Increased access to TK programs that support language development and academic achievement</li> <li>• TK classes at each school site support our students' social-emotional development as they transition from our preschool programs at the sites or begin school for the first time.</li> <li>• Reduce the chronically absent rate of TK students</li> <li>• Continuity of enrollment in the home school</li> <li>• Increased family engagement within the community school</li> </ul>		
1.2	English Language Arts and Academic Language Development	<p>Support academic achievement in English Language Arts, content-based literacy, and English/Academic Language Development by strengthening the instructional capacity and program to address the learning gaps of students and ensure the district is providing educational equity to identified student groups (Low-income, Foster Youth, and English Learner students)</p> <p>The focus on English Language Arts and Academic Language Development addresses the identified needs groups by providing:</p> <ul style="list-style-type: none"> <li>• Content Literacy Coaches to support on-site training, coaching, modeling, and support development on literacy instruction (Supplementary funding through- Literacy Coach &amp; Reading Specialist Grant, Title I &amp; II)</li> <li>• Intervention Teachers to provide targeted small-group instruction to students identified with significant learning gaps (Supplementary funding through- Learning Recovery Emergency Block Grant)</li> <li>• District-wide instructional strategies to provide data-focused, targeted instruction to increase student achievement</li> <li>• Professional development to build the instructional capacity of educators</li> <li>• Materials to address targeted instruction</li> </ul>	\$4,569,103.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Services to Support Mathematics Instruction	<p>Support academic achievement in mathematics by strengthening the instructional capacity and program to address learning gaps and ensure the district provides educational equity for Low-income, English Learners and Foster Youth.</p> <p>This action and related services address the identified needs by providing:</p> <ul style="list-style-type: none"> <li>• Ongoing professional development to support mastery of standards, concepts, and strategies</li> <li>• Ongoing professional development for supplemental programs and strategies to implement programs to achieve desired outcomes</li> <li>• Diagnostic and formative assessments to identify specific learning gaps and provide differentiated instruction and targeted interventions</li> <li>• Supplemental instructional materials to enhance and support core instruction</li> <li>• Intervention Teachers to provide targeted small-group instruction to students identified with significant learning gaps (Supplementary funding through- Learning Recovery Emergency Block Grant)</li> </ul>	\$2,381,624.00	Yes
1.4	Services to Support Science and Engineering Programs	<p>Support academic achievement in science by strengthening the instructional capacity and program to address students' learning gaps and ensure the district provides educational equity for Low-Income, Foster Youth and English Learners.</p> <p>This action and related services increase and improve instruction for all students by providing:</p> <ul style="list-style-type: none"> <li>• Targeted and ongoing professional development to support content-area literacy, language learners, and struggling students</li> <li>• STEM-based programs to provide additional learning opportunities for science-focused content</li> <li>• Supplemental instructional materials to provide greater access to content and address instructional gaps of students</li> </ul> <p>Additional, Supportive Funding- AB 181/185 Standards-Aligned Materials</p>	\$73,537.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>New Science Textbook Adoption</li> </ul>		
<b>1.5</b>	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	<p>Promote a college and career readiness culture throughout the District by strengthening the instructional capacity and supports program to address students' learning gaps, support a culture of advocacy, and ensure the district provides effective instructional strategies.</p> <p>This action and related services promote students' academic achievement and engagement through:</p> <ul style="list-style-type: none"> <li>Provide Professional Development and planning to target the implementation of the 4 domains of the AVID Coaching and Certification Instrument (Instruction, Systems, Leadership, and Culture)</li> <li>Implementation of AVID strategies across all schools</li> <li>Develop district and site level AVID goals</li> <li>Ongoing professional development to support AVID implementation and monitoring of implementation (Plan, Do, Study, Act)</li> <li>Annual participation in the AVID Summer Institute for site teams to build capacity around AVID instructional strategies</li> </ul>	\$578,951.00	Yes
<b>1.6</b>	Visual and Performing Arts	Provide visual and performing arts instruction and experiences for all students to broaden their real-life experiences, connect visual and performing arts to instructional programs, and develop content through alternative and differentiated instructional learning.	\$1,861,512.00	Yes
<b>1.7</b>	Increased and Improved Educational Technology Programs and Devices	<p>Provide needed educational technology and devices in order to allow students access to instruction and remove barriers that cause inequities in educational access.</p> <p>This action and related services increase and improve the quality of teaching and learning by providing:</p> <ul style="list-style-type: none"> <li>Ongoing professional development to support technology-based supplemental programs and strategies</li> </ul>	\$835,123.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Supplemental instructional materials and resources to support targeted student instruction and practice of learned skills</li> <li>• Updated devices for teaching and learning at school and at home</li> <li>• Updated technology to support professional learning</li> </ul>		
1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	<p>Provide release time for a common, collaborative planning time for elementary teachers at each site to support data informed instruction, alignment of instructional practices, and grade level/school level implementation. Through the use of the elementary physical education program, teachers are able to meet regularly to plan for focused instruction to address student learning gaps and students receive the additional benefit of a quality elementary physical education program.</p> <p>This action and related services increase and improve opportunities for elementary physical education instruction by providing the following:</p> <ul style="list-style-type: none"> <li>• Certificated physical education teachers for the elementary schools to provide expanded and enriched physical education increasing the amount of time students spend getting moderate- or vigorous-intensity physical activity above the regular required weekly time</li> <li>• Physical education supplies and materials</li> <li>• Classified personnel to support safe program implementation</li> <li>• Collaborative release time for teaching staff to collaborate on standards, progress monitor using formative assessments, determine needed interventions, plan and update instructional units and aligned to SEAL, AVID, the MVSD Instructional Framework, and provide a tiered systems of support.</li> </ul>	\$2,257,408.00	Yes
1.9	Enhanced Library Services and Extended Hours	<p>Provide access to literature, technology, family and student lessons, and literacy activities.</p> <p>This action and related services increase and improve opportunities for students and families to access library resources before, during, and after school hours and during the summer including:</p>	\$607,907.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Classroom library books to provide greater access to high-interest literature</li> <li>Library books and digital collections to expand current selections and meet the interests of students</li> <li>Library Media Software to provide for updated libraries and check out access</li> <li>Updated and enhanced library environment to provide for student and family engagement</li> <li>Extended library hours to allow families access to the library after instructional day</li> </ul>		
1.10	Expanded Learning Opportunities	<p>Provides extra-curricular and enrichment opportunities and resources to accelerate and expand learning. By providing these opportunities, students benefit from expanded learning and the barriers that create access inequities are removed.</p> <p>This action and related services improve services by providing complementary resources and programs for students to make continuous academic progress through:</p> <ul style="list-style-type: none"> <li>Expanded day/year programs</li> <li>Homework and Academic Support Centers</li> <li>Supplemental instructional materials and resources</li> <li>Ongoing professional development to support enrichment opportunities for students</li> </ul>	\$1,624,577.00	Yes
1.11	Summer Learning	<p>Provides intervention and acceleration resources to address learning gaps and supports student learning needs. This improves services by providing targeted services and materials for students who have limited access due to limited financial resources or language differences to resources to make continuous academic progress.</p> <p>This action and related services improves services by providing targeted learning supports and materials, ensuring continuous academic progress, and mitigating learning loss for low-income and English Learner students.</p>	\$897,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Purchase materials and resources to support summer learning opportunities</li> <li>• Provide summer/extended programs to engage students in continued learning and engagement beyond the regular instructional days</li> <li>• Intervention services to support identified struggling learners</li> </ul>		
<b>1.12</b>	Student Study Trips	<p>Provide opportunities for students to expand their learning outside of the classroom as a way to build background knowledge and anchor learning in the real world.</p> <p>This action and related services improve opportunities for students to master content and grade-level standards by:</p> <ul style="list-style-type: none"> <li>• Providing content-aligned study trips</li> <li>• Providing students with hands-on learning opportunities</li> <li>• Helping students make text-to-world connections</li> <li>• Supporting closing experience gaps for low-income students</li> </ul>	\$204,960.00	Yes
<b>1.13</b>	Certificated Reimbursement for Supplemental Instructional Materials	<p>This action and related services increase the quantity of instructional materials available for instruction by providing the following reimbursement funds for certificated staff to purchase supplemental materials to support learning and target specific learner needs.</p> <ul style="list-style-type: none"> <li>• Supplemental Hands-on learning material to connect learning</li> <li>• Supplemental resources to support content knowledge and vocabulary development</li> <li>• Supplemental materials to support the implementation of targeted instruction and social-emotional learning.</li> </ul>	\$25,000.00	Yes
<b>1.14</b>	Programmatic Support and Services to Support Student Learning	Provide additional instructional and implementation staff support to increase and improve educational access and opportunity to principally directed services for unduplicated students.	\$4,464,007.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action and related services increase and improve opportunities for unduplicated students by providing the following:</p> <ul style="list-style-type: none"> <li>• Additional instructional support to provide targeted student instruction</li> <li>• Additional support to ensure access to resources, material, data, and services for instructional programs</li> <li>• Support for ongoing professional development and increased instructional monitoring at all sites</li> <li>• Instructional Assistants to provide small-group instruction and differentiated lessons in primary grades</li> <li>• Deans of Instruction provide professional development, enhance instructional support, engage families, facilitate data-informed instruction, and facilitate collaboration of educators</li> <li>• District-level support for teaching and learning, English Learners, media resources, and assessment staff to conduct supplemental diagnostic assessments, language development small group instructional supports, and cull supplementary materials to support program implementation</li> <li>• Translation services to engage and support families who may not fall in the required languages for translation</li> </ul>		
<b>1.15</b>	Provide Standards-Aligned Instructional Materials for All Students	Base level instructional materials for all core content areas.	\$2,297,681.00	No
<b>1.16</b>	Maintain Fully Credentialed and Appropriately Assigned Teachers and Staff	<p>Base Level of Staffing:</p> <ul style="list-style-type: none"> <li>• 32:1 staffing ratio, grades 4-8</li> <li>• LCFF GSA requirements, 24:1 grades K-3 and TK 24:2</li> </ul>	\$29,212,851.00	No
<b>1.17</b>	Maintain Safe and Functional Facilities for All Students	<p>Base level facilities for the safe operation of schools and improvement of school learning environments.</p> <ul style="list-style-type: none"> <li>• maintenance and custodial staff</li> <li>• facility repair</li> </ul>	\$6,331,081.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	English Learner, Foster Youth, and Special Education/English Learner Student Success  Each specially identified learner will become English proficient and academically successful.	Broad Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
Through the qualitative measures of the LCAP staff, parent and student surveys, input from the Consolidated Parent Advisory Committee (CPAC) and the District English Learner Advisory Committee (DELAC), a marked increase in the number of newcomer students attending our schools, the success of our Foster Youth counseling program in turning around outcomes for these youth, and in consideration of our English Learners and Students with Disabilities registering at the lowest performance levels in English Language Arts and Mathematics on the California School Dashboard, we determined there is a need to continue services and programs that provide targeted support to these populations. The outcomes for this goal measure improvement in pupil achievement from baseline for specially identified learners including English Learners, Foster Youth, and Special Education/English Learner and the development of English Language proficiency of our English Learners.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Assessment of Student Performance and Progress (CAASPP)- English Learner Performance- English Language Arts (ELA) and Mathematics, % Met/Exceeded Standard	2023 CAASPP % Met/Exceed Standard  ELA- English Learners = 5.96%  ELA- English Learners with Disabilities = 1%			2026 CAASPP% Met/Exceed Standard  ELA- English Learners = 15%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>California Alternative Assessment (CAA)- English Learner Progress- ELA and Mathematics, % at Level 3</p> <p>Source: CAASPP- ELPAC Public Reporting Site, Performance Matters</p> <p>Priority 4</p>	<p>Mathematics- English Learners = 4.54%</p> <p>Mathematics- English Learners with Disabilities = 1%</p> <p>2023 CAA % at Understanding Level 3</p> <p>ELA- ELs/Students with Disabilities = 5.26%</p> <p>Mathematics- ELs/Students with Disabilities = 0%</p>			<p>ELA- English Learners with Disabilities = 5%</p> <p>Mathematics- English Learners = 15%</p> <p>Mathematics- English Learners with Disabilities = 5%</p> <p>2026 CAA % at Understanding Level 3</p> <p>ELA- ELs/Students with Disabilities = 10%</p> <p>Mathematics- ELs/Students with Disabilities = 5%</p>	
2.2	<p>California Science Test (CAST)- English Learner Performance, % Met/Exceeded Standard</p> <p>California Alternative Science Test- English Learner Performance</p>	<p>2023 CAST % Met/Exceed Standard</p> <p>English Learners (ELs) = .7%</p> <p>2023 CA Alternative Science Test % at Understanding Level 3</p>			<p>2026 CAST % Met/Exceed Standard</p> <p>English Learners = 10%</p> <p>2023 CA Alternative</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP-ELPAC Public Reporting Site  Priority 4	ELs/Students with Disabilities = N/A, Fewer than 11 students tested			Science % at Understanding Level 3  ELs/Students with Disabilities = 10%	
2.3	California Assessment of Student Performance and Progress (CAASPP)- Foster Youth Performance- English Language Arts (ELA) and Mathematics, % Met/Exceeded Standard  California Science Test (CAST)- Foster Youth Performance, % Met/Exceeded Standard  Source: CAASPP-ELPAC Public Reporting Site  Priority 4	2023 CAASPP/CAST % Met/Exceed Standard  ELA = 33.33%  Mathematics = 16.67%  Science = *, Fewer than 4 students			2026 CAASPP/CAST % Met/Exceed Standard  ELA = 40%  Mathematics = 25%  Science = 10%	
2.4	District English Reading Assessment- English Learner Performance-Checkpoint 2, % At/Above Grade Level  District Mathematics Assessment- English Learner Performance-	English Learners At/Above Grade Level  2024 Spring Comprehension All = 25% EL = 12%			English Learners At/Above Grade Level  2027 Spring Comprehension All = 50% EL = 25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Checkpoint 2, % At/Above Grade Level</p> <p>Source: District Performance Matters Database</p> <p>Priority 4</p>	<p>2024 Spring Mathematics</p> <p>All = 24%</p> <p>EL = 16%</p>			<p>2027 Spring Mathematics</p> <p>All = 48%</p> <p>EL = 32%</p>	
2.5	<p>District English Reading Assessment- Dual Immersion Performance- Checkpoint 2, % At/Above Grade Level</p> <p>District Mathematics Assessment- Dual Immersion Performance- Checkpoint 2, % At/Above Grade Level</p> <p>Source: District Performance Matters Database</p> <p>Priority 4</p>	<p>Dual Immersion At/Above Grade Level</p> <p>2024 Spring Comprehension</p> <p>All = 12%</p> <p>Low-income = 9%</p> <p>2024 Spring Mathematics</p> <p>All = 16%</p> <p>Low-income = 16%</p>			<p>Dual Immersion At/Above Grade Level</p> <p>2027 Spring Comprehension</p> <p>All = 20%</p> <p>Low-income = 20%</p> <p>2027 Spring Mathematics</p> <p>All = 24%</p> <p>Low-income = 24%</p>	
2.6	<p>California Spanish Assessment, Scale Scores</p> <p>Source: CAASPP-ELPAC Public Reporting Site</p> <p>Priority 4</p>	<p>2023 Scale Scores</p> <p>3rd Grade 343.1</p> <p>4th Grade 446.0</p> <p>5th Grade 542.6</p> <p>6th Grade 645.4</p>			<p>2026 Scale Scores</p> <p>3rd Grade 359</p> <p>4th Grade 459</p> <p>5th Grade 559</p> <p>6th Grade 659</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4					
2.7	<p>English Learner Reclassification Rate, %</p> <p>Data Source: Local Calculation</p> <p>Priority 8</p>	<p>English Learner Reclassification Rate</p> <p>2023- 12.4%</p> <p>English Learner Students with Disabilities Reclassification Rate</p> <p>2023- 0%</p>			<p>English Learner Reclassification Rate</p> <p>2026- 15%</p> <p>English Learner Students with Disabilities Reclassification Rate</p> <p>2026- 5%</p>	
2.8	<p>English Learner Progress Toward English Proficiency, %</p> <p>Data Source: California School Dashboard- English Learner Progress Indicator (ELPI)</p> <p>Priority 8</p>	<p>English Learner Progress Indicator</p> <p>2023- 45.9% making progress</p>			<p>English Learner Progress Indicator</p> <p>2026- 55% making progress</p>	
2.9	<p>At-Risk and Long-Term English Learners (LTEL), %</p> <p>Data Source: DataQuest</p> <p>Priority 8</p>	<p>% of English Learners At-Risk of Becoming LTEL</p> <p>2023- 17.5%</p> <p>% of English Learners Classified as LTEL</p>			<p>Becoming LTEL</p> <p>2026- 15%</p> <p>% of English Learners Classified as LTEL</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023- 12.7%			2026- 10%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Language Support Services for English Learners	<p>Provide language support services for students who are English Learners to work on meeting reclassification criteria and improving academic achievement, including those that are dually identified with a disability.</p> <p>This action and related services are designed to support English Learners with language acquisition, provide instructional support, and provides program support to increase improvement through:</p> <ul style="list-style-type: none"> <li>ongoing monitoring of student progress</li> </ul>	\$259,614.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>specialized curriculum to support academic learning and English language development</li> </ul>		
<b>2.2</b>	Services to Improve English Learner Literacy	<p>Provide support services for students who are English Learners to work on improving academic achievement, developing language acquisition, and decreasing the achievement gap that exists for this student group.</p> <p>This action and related services support English learners throughout the district by:</p> <ul style="list-style-type: none"> <li>certificated coaching support (Title III) to support teachers with strategies and instructional practices that support English Learners and Long-Term English Learners</li> <li>providing ongoing training of certificated site EL Liaisons who directly serve English Learners and provide professional development for teachers of English Learners and Long-Term English Learners</li> <li>student monitoring of progress to measure academic gains and provide targeted instruction</li> </ul>	\$310,080.00	Yes
<b>2.3</b>	Extended Support Programs for English Learners	<p>Provide extended support for English Learners to increase language development, improve reclassification, and increase academic achievement.</p> <p>This action and related services support English learners throughout the district by:</p> <ul style="list-style-type: none"> <li>providing focused intervention in writing and oral proficiency in English through after-school intervention classes</li> <li>provide instructional support materials for interventions that specifically target EL interventions and program support</li> </ul>	\$74,085.00	Yes
<b>2.4</b>	Expanded Services for Newcomer Students	Provide ongoing services to Newcomer students by providing extended time to provide Intensive English Language Development, building awareness of US School systems and supports, and providing intervention for students with interrupted schooling. Expanding Newcomer programs	\$820,237.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>would provide increased access to at-level language development, increased at-level academic support, and an intense language acquisition program.</p> <p>This action and related services support Newcomer English learners throughout the district by:</p> <ul style="list-style-type: none"> <li>• providing Newcomer Teachers in grades 4-8</li> <li>• expanding Newcomer classes to 2nd and 3rd grade</li> <li>• providing classified support personnel</li> <li>• providing ongoing training for certificated Newcomer teachers</li> <li>• providing ongoing training of classified Newcomer support personnel</li> </ul>		
<b>2.5</b>	Dual Language Programs and Enrichment Services	<p>Provide ongoing support to the development of multilingual students. Provide student access to Dual Immersion programs to develop multilingual and multi-literate learners and provide the learning supports to increase their academic achievement and language acquisition.</p> <p>This action and related services support Low-income learners throughout the district by:</p> <ul style="list-style-type: none"> <li>• providing access to Digital platforms for intervention support</li> <li>• providing credentialed Dual Language teachers to avoid grade-level combination classrooms</li> <li>• providing ongoing professional development of credentialed Dual Language teachers</li> <li>• providing current materials to support the development of the program in both Spanish and Mandarin</li> <li>• providing ongoing support and development of dual languages to low-income learners</li> <li>• increasing language prestige of the minority language cultivating asset-oriented thinking</li> </ul>	\$775,337.00	Yes
<b>2.6</b>	Expanded Foster Youth Services	Supporting the social-emotional, behavioral, and academic needs of Foster Youth will provide students with the support needed to increase achievement, improve social-emotional development, and remove barriers	\$192,640.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>creating educational inequities.</p> <p>This action and related services support Foster Youth by:</p> <ul style="list-style-type: none"><li>• providing transportation to Foster Youth students to continue in their school of origin</li><li>• providing transportation to Foster Youth students to attend schools in the district</li><li>• providing focused support to Foster Youth students that includes enrichment opportunities during extended day programs with district staff and contracted services</li><li>• providing counseling services for Foster Youth students through school counselors and outside counseling services as needed</li><li>• developing individual service plans for each foster youth to support their needs</li></ul>		



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Supports for Learning Each student will be provided a safe, well-maintained, and socially-emotionally supportive learning environment through a multitiered system of supports.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Through the qualitative measures of the LCAP staff, parent and student surveys, input from the Consolidated Parent Advisory Committee (CPAC) and Community School Advisory Boards (CSABs), as well as registering at the lowest performance level on the suspension indicator for students with disabilities and continued high rates of chronic absenteeism on the California School Dashboard, we identified the continued need for school counselors, continual development of positive behavioral intervention and support, and continued refinement of multitiered systems of support. The outcomes for this goal measure improvement in pupil engagement, mental well-being, and school climate from baseline data.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rates, %  Source: Local Calculation  Priority 5	2022-23  All = 92.59% English Learner = 92.73% Foster Youth = 92.20% Homeless = 92.12% Low Income = 92.56% Students with Disabilities = 91.33%			2025-2026  All = 96% EL = 96% Foster Youth = 96% Homeless = 96% Low Income = 96%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 92.35% Asian = 96.69%				
3.2	Chronic Absenteeism Rate, %  Source: CA School Dashboard Chronic Absenteeism Indicator  Priority 5	2022-23  All = 26.9% English Learner = 24.1% Foster Youth = 44% Homeless = 29.1% Low Income = 27.3% Students with Disabilities = 36.2% Hispanic = 28% Asian = 6.2%			2025-26  All = 13% English Learner = 12% Foster Youth = 22% Homeless = 15% Low Income = 13% Students with Disabilities = 18% Hispanic = 14% Asian = 3%	
3.3	Middle School Dropout Rate, %  Source: CALPADS  Priority 5	2022-2023  All = 0.02% English Learner = 100% Foster Youth = 0% Homeless = 0% Low Income = 100% Students with Disabilities = 0% Hispanic = 100% Asian = 0%			2025-2026  0.00%	
3.4	Suspension Rate, %  Source: CA School Dashboard Suspension Rate	2022-23  All = 4.0% English Learner = 3.8% Foster Youth = 3.9% Homeless = 4.2%			2025-26  All = 0.5% English Learner = 0.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6	Low Income = 4.1% Students with Disabilities = 6.3% Hispanic = 4.2% Asian = 0.7%			Foster Youth = 0.5% Homeless = 0.5% Low Income = 0.5% Students with Disabilities = 0.5% Hispanic = 0.5% Asian = 0.5%	
3.5	Expulsion Rate, %  Source: DataQuest  Priority 6	2022-23  0.0%			2025-26  0.0%	
3.6	Perception of School Safety, % that agrees their campus is safe  Source: LCAP Student, Staff, Family/Community Surveys  Priority 6	2023-24  Students = 86% Staff = 85% Family/Community = 91%			2026-27  Students = 100% Staff = 100% Family/Community = 100%	
3.7	California Healthy Kids Survey, % reporting feeling sad  Source: CalSchls.org Public Dashboard  Priority 8	2022-23  32% of 5th Graders reported feeling sad most of the time/all of the time  29% of 7th Graders reported feeling sad or hopeless for two weeks			2025-26  10% of 5th Graders report feeling sad most of the time/all of the time  10% of 7th Graders report	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		or more impacting their usual activities			feeling sad or hopeless for two weeks or more impacting their usual activities	
3.8	% of Students Reporting Participation in After School Sports, Grades 2-8  Source: LCAP Student Survey  Priority 8	2023-24  42%			2026-27  60%	
3.9	School Representation at District-Wide Events, % of schools participating  Source: Local calculation  Priority 8	2023-24  Chess Club- 3 out of 8 Schools (38%) Speak Up Contest- 7 out of 7 Schools (100%) Arts Showcase- 8 out of 8 Schools (100%)			2026-27  Chess Club- 8 out of 8 Schools (100%) Speak Up Contest- 7 out of 7 Schools (100%) Arts Showcase- 8 out of 8 Schools (100%)	
3.10	Homeless/Inadequately Housed Student Support, % receiving support  Source: Local calculation  Priority 8	2023-24  45% (337 out of 744 identified)			2026-27  75% of identified students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	% of Families Reporting Inadequate WiFi Bandwidth at Home to Support Access to Online Programs  Source: LCAP Family/Community Survey  Priority 8	2023-24  17%			2026-27  0%	
3.12	Student Sense of Connectedness, % of students reporting "I feel like I belong"  Source: LCAP Student Survey  Priority 6	2023-24  81%			2026-27  95%	
3.13	Teacher Sense of Connectedness, % of teachers reporting "My site fosters a community of caring"  Source: LCAP Staff Survey  Priority 6	2023-24  86%			2026-27  95%	
3.14	Parent Sense of Connectedness, % of parents reporting "The	2023-24  91%			2026-27  95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school staff promotes a culture of caring"  Source: LCAP Parent/Community Survey  Priority 6					

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support Services for Students and Families	<p>Develop a multi-tiered system of support to address students' academic, social-emotional, and behavioral needs. Foster Youth and Low Income benefit from district provided access to these resources and remove inequitable access to support.</p> <p>This action and related services increase and improve targeted responses to address individual and specific student and group needs.</p> <ul style="list-style-type: none"> <li>Professional development on how to meet the social-emotional needs of underserved communities (Foster Youth, Low Income)</li> <li>Targeted training on SEL and behavior to address the needs of underserved populations</li> <li>Social-emotional curriculum and resources to support instruction</li> <li>Additional staff to plan and provide integrated support to students and provide intervention</li> <li>Contracted services to provide multitiered mental health support to students (Learning Recovery Emergency Block Grant)</li> </ul>	\$32,495.00	Yes
3.2	Social Emotional Wellness Services and Support	<p>Develop a counseling support system to address students' and parents' socio-emotional well-being, behavior, and academic needs. Foster Youth and Low Income benefit from district provided access to these resources and remove inequitable access to support.</p> <p>This action and related services increase access and improve mental health services to our most vulnerable and underserved student population by:</p> <ul style="list-style-type: none"> <li>Providing school counselors at all school sites to provide support for students and teachers through lessons, group activities, individual student support, and school support of social emotional program implementation</li> <li>Further developing a comprehensive mental health program</li> <li>Increasing social-emotional classroom lessons taught throughout the school year</li> </ul>	\$1,447,756.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Positive Behavioral Interventions and Support	<p>Support the continuous, improved implementation of Positive Behavioral Interventions and Support (PBIS) in all schools will support student connectedness to school, provide a positive learning environment, and increase student engagement. A decrease in out-of-classroom time will increase student learning time, especially for the English Learner and Low-Income student groups.</p> <p>This action and related services increase the implementation of PBIS strategies in schools that impact students including:</p> <ul style="list-style-type: none"> <li>• Professional development opportunities on strategies for students with specialized needs (i.e., foster youth, ELs, low-income students)</li> <li>• Professional collaboration time for staff to plan supplemental support and strategies for specialized populations</li> <li>• Supplies and materials to enhance PBIS implementation and activities</li> <li>• Supplies and materials to support positive attendance to mitigate chronic absenteeism</li> <li>• Contracted services to provide multitiered behavioral support.</li> </ul>	\$765,304.00	Yes
3.4	Expanded Health and Wellness Services	Provide for the physical and social-emotional health of students through direct services, assessment, and basic care.	\$1,526,874.00	Yes
3.5	Community and School Safety Programs and Services	<p>Promoting improved safe school environments for students, staff, and parents creates positive learning environments, increases student engagement, and promotes greater access to learning time.</p> <p>This action and related services improved safe school environments by:</p> <ul style="list-style-type: none"> <li>• Increased campus monitor/security staffing and hours to support before, during, and after school enrichment and expanded learning activities to increase student safety</li> <li>• Professional development on safe playground activities to promote safety and engagement</li> <li>• Professional development on positive school culture and climate to enhance school climate</li> </ul>	\$3,791,460.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Additional daily campus cleaning to improve school learning environment and increase safety</li> <li>• Computer-generated stop and pick-up routes for transportation to support safe passages to school</li> <li>• Accountability of students when transporting by bus/van</li> <li>• Efficient scheduling to reduce student waiting and on-bus time</li> </ul>		
<b>3.6</b>	Social Emotional Learning Through the Arts	Build capacity of certificated counselors and teachers to integrate arts-based strategies with social-emotional learning as a Tier 1 support to all students, especially to underserved student populations.	\$2,095.00	Yes
<b>3.7</b>	Enhanced Technology Infrastructure	<p>Provides sufficient infrastructure to support the programs and services offered to unduplicated students to remove resource inequities.</p> <p>This action and related services increase opportunities for low-income students to have access to technology resources to support learning by:</p> <ul style="list-style-type: none"> <li>• Providing enhanced WiFi coverage at all schools</li> <li>• Providing WiFi service to low-income students to access online programs after school hours</li> <li>• Incorporating cloud-based services and enhanced online safety solutions</li> <li>• Providing technology support to increase access and engagement</li> </ul>	\$1,559,594.00	Yes
<b>3.8</b>	After-School Sports and Recreation Programs	<p>Provide an after-school sports and recreation program at each school site for grades TK-8. Provides access to programs and extended learning opportunities offered to unduplicated students to remove resource inequities.</p> <p>This action and related services increase opportunities for low-income students to participate in organized sports and recreation programs by:</p> <ul style="list-style-type: none"> <li>• contracting with community-based programs for sports and recreational programs (Expanded Learning Opportunities Program)</li> <li>• providing transportation for sports and recreation-related activities</li> </ul>	\$1,669,086.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>providing specialized materials and supplies</li> </ul>		
<b>3.9</b>	Expanded, District-Wide Student Learning Events	<p>Provide opportunities for students to showcase talent, strength, or skills not typically evident through classroom assessments or activities. Increase student connectedness and engagement through opportunities to participate in programs beyond the school day.</p> <p>This action and related services support the participation of students from all school sites in district-wide contests and events by:</p> <ul style="list-style-type: none"> <li>Recruiting certificated and classified staff to coach and coordinate contests and events</li> <li>Recruiting community partners to coach and coordinate contests and events</li> <li>Providing supplies and materials</li> </ul>	\$37,622.00	Yes
<b>3.10</b>	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Provide immediate resources and assistance to students in need of school supplies and academic enrichment opportunities.	\$30,450.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Family and Community Partnerships All families feel welcome at their students' schools, and engaged in their students' achievement, building family capacity to support and advocate for their children.	Broad Goal

State Priorities addressed by this goal.
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.
<p>Through the qualitative measures of LCAP parent surveys, Coordinated Parent Advisory Committee (CPAC), District English Learner Advisory Committee (DELAC) feedback, and Community Schools Advisory Boards (CSABs), parents identified the following needs:</p> <ul style="list-style-type: none"><li>• Specialized family support for family engagement</li><li>• The building of family knowledge and capacity to support and advocate for their children</li><li>• Increased home and school communication in multiple languages</li><li>• Increased access to school resources, such as the library and computer labs</li><li>• Integrated family, health, and community resources and access that focus on the whole school, whole community, and the whole child</li><li>• Development of parent capacities to deliver workshops to the community</li></ul> <p>The outcomes for this goal measure improvement in parent and family engagement and access to resources and services from baseline data.</p>

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Input in Decision-Making- % of Schools with Parent Representation on District Committees	2023-24  % of Schools with Parent Representation on District Committees			2026-27  Maintain % of Schools with Parent	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: Parent Representation on District English Learner Advisory Committee (DELAC), Superintendent's Parent Advisory Committee (SPAC), Community School Advisory Boards (CSAB)</p> <p>Priority 3</p>	<p>DELAC = 100%</p> <p>SPAC = 100%</p> <p>CSAB = 100%</p>			<p>Representation on District Committees</p> <p>DELAC = 100%</p> <p>SPAC = 100%</p> <p>CSIT* = 100%</p> <p>*Community School Advisory Boards transitioned to Community School Implementation Teams in 2024-25</p>	
4.2	<p>Parent Participation in Programs</p> <p>Source: LCAP Family/Community Survey- % Families participating in Family Workshops</p> <p>Source: LCAP Family/Community Survey- % of families participating in Family Field Trips</p> <p>Source; Local calculation- % of Family/Parent/Guardian visits to the Family Center by School Site</p>	<p>2023-24</p> <p>LCAP Family/Community Survey- 4% of families participated in Family Workshops</p> <p>29% of families participated in Family Field Trips</p> <p>Family/Parent/Guardian visits to the Family Center by School Site Baseline TBD 2024-25</p>			<p>2026-27</p> <p>LCAP Family/Community Survey- 15% of families participated in Family Workshops</p> <p>40% of families participated in Family Field Trips</p> <p>Family/Parent/Guardian visits to the Family Center by School Site Outcome TBD 2024-25</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Baseline to be establish in 2024-25)  Priority 3					
4.3	% of Family/Parent/Guardian Volunteers By Site  Source: Local Calculation  Priority 3	2023-24  Baker = 4% La Primaria = 6% Maxson = 4% Miramonte = 8% Monte Vista = 9% Parkview = 6% Payne = 11% Twin Lakes = 5%			2026-27  Baker = 15% La Primaria = 15% Maxson = 15% Miramonte = 15% Monte Vista = 15% Parkview = 15% Payne = 15% Twin Lakes = 15%	
4.4	% of Families reporting that the District and School Site helps to provide access to community resources  Source: LCAP Family/Community Survey  Priority 3	2023-24 Family/Community Survey  "My school's community liaison helps me access community resources and services."  Agree = 91%  "The district helps provide community resources."  Agree = 89%			2026-27 Family/Community Survey  "My school's community liaison helps me access community resources and services."  Agree = 90%+  "The district helps provide community resources."  Agree = 90%+	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.5	Community School Implementation Plans, # of Schools  Source: Site Plans  Priority 3	2023-24  8 of 8 schools submitted Community School Implementation Grants and received funding			2026-27  8 of 8 schools create Community School Implementation Plans, with 3 focus goals and progress monitoring at least 3 times per year	
4.6	% Family utilization of Two-Way Parent Communication  % of Staff utilization of Two-Way Parent Communication  Source: Parent Square  Priority 3	2023-24  Family Utilization 0%  Staff Utilization 0%  *Parent Square to be implemented 2024-25			2023-24  Family Utilization 50%  Staff Utilization 100%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mountain View Family Center	<p>The Mountain View Family Center is a hub of centralized district and community services and resources to support the physical and emotional needs of our district's families and students.</p> <p>This action and related services increase and improve our families' access to:</p> <ul style="list-style-type: none"><li>• health and wellness services to support student groups without access to services</li><li>• language services to support and facilitate services</li><li>• family engagement opportunities to broaden connectedness to school/district</li></ul>	\$468,043.00	Yes
4.2	Family Engagement Programs & Workshops	<p>Provide sustained and ongoing training to engage families in supporting students' learning in the home linked to high standards for student achievement.</p> <p>This action and related services increase family engagement by providing:</p> <ul style="list-style-type: none"><li>• Certificated and classified support staff to provide training and information to support family engagement</li><li>• Parenting Classes and Workshops that address needed information and topics tied to student achievement</li><li>• Parent School Volunteer and Chaperone Academies to support family engagement with the school community</li><li>• Ongoing training for administrators, certificated, and classified staff on how to work with parents as equal partners in their children's education</li></ul>	\$505,950.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	Extended Service and Support to Families	<p>Provides sustained and on-going training in key leverage areas, support for access to resources, and build a system of communication to support the home-school connection.</p> <p>Provides support to families and communities by providing a site community liaison to build relationships and assist families in accessing District and site resources.</p> <p>Extended services and supports for families of underserved populations provides:</p> <ul style="list-style-type: none"> <li>• ongoing support of a Site Community Liaison to foster communication and engagement</li> <li>• training for school site/district initiatives to build community capacity</li> <li>• build a system for family participation and engagement at the site and district level</li> </ul>	\$104,419.00	Yes
4.4	Family and Community Outreach	<p>Family and Community Outreach programs and events provide families access to community resources to enable families to receive needed support.</p> <p>Providing Family and Community Outreach improves student outcomes for underserved populations by:</p> <ul style="list-style-type: none"> <li>• Connecting families to community partners for medical and wellness care</li> <li>• Supporting families with limited technology skills to access online services and programs</li> <li>• Providing information and registration assistance to families to access city, county, and state programs for which they qualify</li> </ul>	\$1,658,440.00	Yes
4.5	Community School Implementation Teams (CSITs)	Provide structure and support for the participation of families in meaningful decision-making with school staff and community partners on Community School Implementation Teams (CSITs).	\$3,259,002.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>Community School Implementation Teams (CSITs) increase meaningful family engagement by:</p> <ul style="list-style-type: none"> <li>• Providing staffing support for the implementation of Community Schools (Community Schools Implementation Grant) and build the support systems needed for student groups, especially targeting Low-Income student groups</li> <li>• Establishing collaborative relationships between schools and families in support of student achievement.</li> <li>• Providing training to families, staff, and community partners on the California Community Schools Framework to support implementation and create the needed support structures based on community need.</li> </ul>		
4.6	Family Field Trips	<p>Provide an opportunity for family members to visit cultural events, colleges, and other venues to learn alongside their children.</p> <p>Family Field Trips increase the access of underserved student populations and their families to cultural events, college visits, and other venues to which they might not otherwise have access by providing:</p> <ul style="list-style-type: none"> <li>• transportation for families who lack transportation to get to venues</li> <li>• admission and entry fees to allow access to venues requiring paid entrance</li> <li>• staffing to support meaningful engagement and learning for students and their families</li> </ul>	\$33,350.00	Yes
4.7	Enhanced Family and Community Communication and Access	<p>Provide enhanced Family and Community communication, including two-way communication channels between families, communities, the district, and schools.</p> <p>Enhanced Family and Community Communication and Access improves student achievement by providing families with access to:</p> <ul style="list-style-type: none"> <li>• student information systems to update student information and access student academic achievement data and attendance data</li> </ul>	\$286,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"><li>• digital platforms that allow families and community members to provide ongoing input with regard to needs and site and district programs and services</li><li>• hardware and services to support virtual attendance district-wide and school meetings to allow access to families who cannot attend in-person</li><li>• hardware, devices, and services to support simultaneous translation for virtual and in-person meetings to allow access to families who speak a language other than English</li><li>• digital signage to promote communication of school and district events and activities</li></ul>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$20,959,414	\$2741809

## 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
42.282%	0.899%	\$488,683.91	43.181%

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	<p><b>Action:</b> Transitional Kindergarten Expansion</p> <p><b>Need:</b> The chronically absent rate for TK students this school year was 44%, significantly higher than the county average of other Attention 2 Attendance Districts at 30%. Not all sites offer TK programs within their home school community. Bussing is offered, however,</p>	<p>The expansion of Transitional Kindergarten addresses the identified needs of English Learner and Low-Income families by providing:</p> <ul style="list-style-type: none"> <li>Increased access to TK programs that support language development and academic achievement</li> <li>TK classes at each school site support our students' social-emotional development as they transition from our preschool</li> </ul>	<p>Transitional Kindergarten Assessments (Metric 1.7)</p> <p>Transitional Kindergarten Chronically Absent Rate (Metric 1.8)</p>

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
	<p>families have elected to to not enroll in TK if it means not attending the school within their residency boundaries.</p> <p>Focus group feedback from transitional kindergarten teachers in development of the UPK plan identified the need to have TK classes at each site to support the continuity of enrollment at the students' home school, and to reduce the high chronically absent rate of TK students, especially of those being bussed to other school sites.</p> <p>Low-income and English Learner families enrolling TK students have indicated the need to attend their home school to provide educational continuity, ability to keep families together in the home school, and allow for access to the school community.</p> <p><b>Scope:</b> LEA-wide</p>	<p>programs at the sites or begin school for the first time.</p> <ul style="list-style-type: none"> <li>• Reduce the chronically absent rate of TK students</li> <li>• Continuity of enrollment in the home school</li> <li>• Increased family engagement within the community school</li> </ul> <p>Providing this action LEA-wide supports the needs of all TK age students and their families throughout the district and provides access to academic programs that support language development and student achievement.</p>	
1.2	<p><b>Action:</b> English Language Arts and Academic Language Development</p> <p><b>Need:</b> CAASPP data showed that 5.96% of English Learners, 33.33% of Foster Youth, and 27.66% of Low Income students met performance standards.</p> <p>Educational partners feedback from teachers and staff indicated a need for district-wide</p>	<p>Support academic achievement in English Language Arts, content-based literacy, and English/Academic Language Development by strengthening the instructional capacity and program to address the learning gaps of students and ensure the district is providing educational equity to identified student groups (Low-income, Foster Youth, and English Learner students)</p> <p>The focus on English Language Arts and Academic Language Development addresses the identified needs groups by providing:</p>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>3rd Grade ELA Achievement (Metric 1.10)</p>

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
	<p>professional development to ensure support and continuity across schools. Additional educational partners feedback from community partners indicates a need to address interventions for students with significant learning gaps, students who are developing language, and provide targeted support for identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Content Literacy Coaches to support on-site training, coaching, modeling, and support development on literacy instruction (Supplementary funding through- Literacy Coach &amp; Reading Specialist Grant, Title I &amp; II)</li> <li>• Intervention Teachers to provide targeted small-group instruction to students identified with significant learning gaps (Supplementary funding through- Learning Recovery Emergency Block Grant)</li> <li>• District-wide instructional strategies to provide data-focused, targeted instruction to increase student achievement</li> <li>• Professional development to build the instructional capacity of educators</li> <li>• Materials to address targeted instruction</li> </ul> <p>The focus on English Language Arts and Academic Language Development is being provided on an LEA-wide basis to address the low performance in English Language Arts across the district for all student groups, including those identified as lowest performing (red indicators) on the CA Dashboard.</p>	
1.3	<p><b>Action:</b> Services to Support Mathematics Instruction</p> <p><b>Need:</b> CAASPP data showed that 4.54% of English Learners, 16.67% of Foster Youth, and 16.78% of Low Income students met performance standards.</p>	<p>Support academic achievement in mathematics by strengthening the instructional capacity and program to address students' learning gaps and ensure the district provides educational equity to identified student groups.</p> <p>Services to Support Mathematics Instruction include:</p>	<p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>5th Grade Mathematics Achievement (Metric 1.12)</p>

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
	<p>Focus group feedback from teachers and staff indicated a need for district-wide professional development in mathematics to ensure support and continuity across schools. Focus group feedback from community partners indicates a need to address interventions for students with significant learning gaps, students who are developing language, and provide targeted support for identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Targeted and ongoing professional development to support mastery of standards, concepts, and strategies</li> <li>• Targeted and ongoing professional development for supplemental programs and strategies to implement programs to achieve desired outcomes</li> <li>• Diagnostic and formative assessments to identify specific learning gaps and provide differentiated instruction and targeted interventions</li> <li>• Supplemental instructional materials to enhance and support core instruction</li> <li>• Intervention Teachers to provide targeted small-group instruction to students identified with significant learning gaps (Supplementary funding through-Learning Recovery Emergency Block Grant)</li> </ul> <p>This action is provided on an LEA-wide basis to address the lowest performance (red indicators) in Mathematics across the district for all student groups including Hispanic and SWDs.</p>	7th/8th Grade Advanced Math Enrollment (Metric 1.13)
1.4	<p><b>Action:</b> Services to Support Science and Engineering Programs</p> <p><b>Need:</b> 2023 CAST and CA Alternative Science Test Performance in 5th and 8th grades was very low at 12.91% Met/Exceeded Standard on CAST, and 7.4% at the Understanding Level on the CA Alternative Science Test. A large</p>	<p>Support academic achievement in science by strengthening the instructional capacity and program to address students' learning gaps and ensure the district provides educational equity to identified student groups (Low-income, English Learners, Foster Youth).</p> <p>Services to Support Science and Engineering Programs include:</p>	California Science Test (CAST)/CA Alternative Science Test (Metric 1.14)

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	<p>performance gap exists, especially in English Learners with 0.7% of ELs meeting CAST standards. Additional data indicates 11.34% of Low-Income students scored at the Met/Exceeded Standard.</p> <p>Focus group feedback from teachers and staff indicated a need for district-wide professional development in science to ensure support and continuity across schools. Further feedback indicates a need to support supplemental materials to provide access to learning opportunities in science. Focus group feedback from community partners indicates a need to address interventions for students with significant learning gaps, students who are developing language, and provide targeted support for identified student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Targeted and ongoing professional development to support content-area literacy, language learners, and struggling students</li> <li>STEM-based programs to provide additional learning opportunities for science-focused content</li> <li>Supplemental instructional materials to provide greater access to content language and address instructional gaps of students - especially targeting ELs</li> </ul> <p>This action and related services are provided on an LEA-wide basis to address all student groups, especially the lowest performance in science across the district as evidenced by the red indicators on the CA Dashboard.</p>	
1.5	<p><b>Action:</b> District-wide Advancement Via Individual Determination (A.V.I.D.) Programs</p> <p><b>Need:</b> CAASPP data showed that 5.96% of English Learners, 33.33% of Foster Youth, and 27.66% of Low Income students met performance standards. CAASPP data showed that 4.54% of English Learners, 16.67% of Foster Youth, and 16.78% of Low Income students met performance standards in math.</p>	<p>Promote a college and career readiness culture throughout the District by strengthening the instructional capacity and support programs to address students' learning gaps, support a culture of instructional advocacy, and ensure the district provides instructional strategies that provide educational equity to identified student groups.</p> <p>District-wide Advancement Via Individual Determination (A.V.I.D.) Programs support student achievement through:</p> <ul style="list-style-type: none"> <li>Professional Development and planning to target the implementation of the 4</li> </ul>	<p>AVID Certification and Coaching Instrument (Metric 1.16)</p> <p>Access to a broad course of study 7th/8th Grade (Metric 1.18)</p> <p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p>

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	<p>The Consolidated Parent Advisory Committee (CPAC) identified the need to have AVID offered at all school sites to ensure equity in access to the program, including elementary sites. Feedback from administrators and teachers identified the need to build district-wide instructional strategies. Sites were surveyed and all sites determined the need to build AVID within their school.</p> <p>Educational partners identified the need to have a district program to promote a culture of college and career readiness and strategies to close educational inequities. Through partner feedback, it was determined that AVID be offered at all school sites to ensure equity in access to the program, including elementary sites.</p> <p><b>Scope:</b> LEA-wide</p>	<p>domains of the AVID Coaching and Certification Instrument (Instruction, Systems, Leadership, and Culture)</p> <ul style="list-style-type: none"> <li>• Implementation of AVID strategies across all schools</li> <li>• District and site level AVID goals</li> <li>• Ongoing professional development to support AVID implementation and monitoring of implementation (Plan, Do, Study, Act)</li> <li>• Annual participation in the AVID Summer Institute for site teams to build capacity around AVID instructional strategies</li> </ul> <p>This action is provided on an LEA-wide basis to address the academic performance of all student groups in the district, particularly the lowest performing as evidenced by the red indicators on the CA Dashboard.</p>	
1.6	<p><b>Action:</b> Visual and Performing Arts</p> <p><b>Need:</b> Educational partner feed back from the District Strategic Arts Planning Team and input from the LCAP Surveys of staff, students, family/community support continuing current arts programming and increasing access to instrumental music programming at all sites. Currently, only 4% of Low-income students participate in the Music/Band program.</p>	<p>Provide visual and performing arts instruction and experiences for all students to broaden their real-life experiences, connect visual and performing arts to instructional programs, and develop content through alternative and differentiated instructional learning.</p> <p>Visual and Performing Arts support educational outcomes of low-income students through:</p> <ul style="list-style-type: none"> <li>• TK-6 Grade Artist Residencies to provide grade-level specific visual and performing arts instruction</li> </ul>	<p>Access to Broad Course of Study and Enrollment in 7th/8th Grade Music/Band (Metric 1.17)</p> <p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p>



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	<p>There is a need to provide arts programming and increasing access to instrumental music programming at all sites to support visual and performing arts instruction and experiences in order for low-income students to broaden their real-life experiences, connect visual and performing arts to instructional programs, and develop content through alternative and differentiated instructional learning.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Ongoing professional development in arts-integration strategies</li> <li>• Specialized supplies and materials</li> <li>• Additional band teachers to support music programs (Supplemental funding- Proposition 28)</li> <li>• Additional art teacher (Supplemental funding- Proposition 28)</li> </ul> <p>This action is provided on an LEA-wide basis because all students can benefit from additional visual and performing arts programming, increasing their connectedness to school and improving their attendance rates.</p>	<p>Student Sense of Connectedness (Metric 3.12)</p>
1.7	<p><b>Action:</b> Increased and Improved Educational Technology Programs and Devices</p> <p><b>Need:</b> LCAP student, staff, and family/community surveys recommend the continued support of one-to-one student devices. Additionally, the DELAC requested that all students be supported in being able to use their devices at home to support learning and students in grades 2-8 reported they were allowed to take their devices home for learning ranging from only 6% in 2nd grade to 99% in 7th and 8th grades.</p> <p>Educational partners identified the need to provide technology access to students. Technology has been integrated into core instruction and supplementary programs at all</p>	<p>Provide needed educational technology and devices in order to allow students access to instruction and remove barriers that cause inequities in educational access.</p> <p>Increased and Improved Educational Technology Programs and Devices improve educational outcomes for low-income students through:</p> <ul style="list-style-type: none"> <li>• Ongoing professional development to support technology-based supplemental programs and strategies</li> <li>• Supplemental instructional materials and resources to support targeted student instruction and practice of learned skills</li> <li>• Updated devices for teaching and learning at school and at home</li> <li>• Updated technology to support professional learning</li> </ul> <p>This action is provided on an LEA-wide basis to</p>	<p>LCAP Student Survey (Metric 1.19)</p> <p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p>

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	<p>grades levels. Low-income students lack the resources and access to purchase the technology needed to access programs, lessons, and teacher communication platforms.</p> <p><b>Scope:</b> LEA-wide</p>	<p>address the low academic achievement of all student groups across the district.</p>	
1.8	<p><b>Action:</b> Elementary Physical Education Programs to Support Elementary Teacher Collaboration</p> <p><b>Need:</b> From classroom observations we determined teachers are using a variety of different strategies, practices, and programs that are not implemented consistently across the district, school, and/or grade level and not addressing the low performance on our CAASPP scores. Our CAASPP scores indicate 27.66% met standard in ELA and 16.68% met standard in math for Low-income students and 5.96% met standard in ELA and 4.54% met standard in math for for English Learners. To address these low performing areas we recognize a need to implement consistent instruction district-wide.</p> <p>On the annual LCAP Staff survey, 96% of teachers highly value the weekly collaboration time to meet with their grade level colleagues while students receive physical education instruction from certificated PE teachers. Educational partners feedback indicated a</p>	<p>Provide release time for a common, collaborative planning time for elementary teachers at each site to support data informed instruction, alignment of instructional practices, and grade level/school level implementation. Through the use of the elementary physical education program, teachers are able to meet regularly to plan for focused instruction to address student learning gaps and students receive the additional benefit of a quality elementary physical education program.</p> <p>Elementary teacher collaboration supported through Elementary PE release time supports the academic achievement of low-income and English Learner students by providing:</p> <ul style="list-style-type: none"> <li>• Certificated physical education teachers for the elementary schools to provide expanded and enriched physical education increasing the amount of time students spend getting moderate- or vigorous-intensity physical activity above the regular required weekly time</li> <li>• Physical education supplies and materials to support the implementation of the differentiated and engaging elementary PE program</li> </ul>	<p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p> <p>5th Grade Physical Fitness Test- Pacer (Metric 1.15)</p>

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	<p>desire for increasing physical fitness to benefit their students/children.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Classified personnel to support safe program implementation</li> <li>Collaborative release time for teaching staff to collaborate on standards, progress monitor using formative assessments, determine needed interventions, plan and update instructional units and aligned to SEAL, AVID, the MVSD Instructional Framework, and provide tiered systems of support.</li> </ul> <p>This action and related services are provided on an LEA-wide basis to address the low academic achievement of all student groups district-wide.</p>	
1.9	<p><b>Action:</b> Enhanced Library Services and Extended Hours</p> <p><b>Need:</b> Students and their families have limited access to literature and resources outside of school, especially our low-income students. A need exists to provide access to these resources to promote language and literacy for the district community. Low Income CAASPP data indicated 27.66% met ELA performance and 16.78% met Math performance.</p> <p>Focus groups of the Consolidated Parent Advisory Committee (CPAC) and DELAC representatives report that low-income students have limited access to literature and technology beyond the school day.</p>	<p>Provides access to literature, technology, family and student lessons, and literacy activities through expanded school/district library programs.</p> <p>Enhanced Library Services and Extended Hours improve educational outcomes for low-income students and families by providing:</p> <ul style="list-style-type: none"> <li>Classroom library books to provide greater access to high-interest literature</li> <li>Library books and digital collections to expand current selections and meet the interests of students</li> <li>Enhanced Library Media Software to facilitate the monitoring of the library book inventory</li> <li>Updated and enhanced library environment to provide for student and family engagement</li> </ul>	<p>LCAP Family/Community and Student Surveys (Metric 1.21)</p> <p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p>

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	<p>Additionally, on the LCAP Family/Community Survey, 56% of families reported they would like to visit the school library before and/or after school hours.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Extended library hours to allow families access to the library after instructional day and during the summer</li> </ul> <p>This action is provided on an LEA-wide basis to support the low academic achievement of all student groups across the district.</p>	
1.10	<p><b>Action:</b> Expanded Learning Opportunities</p> <p><b>Need:</b> On the LCAP student survey, students expressed interests in providing additional enrichment classes after school, such as cooking, robotics/coding, and more opportunities to join sports teams. The survey indicates only 25% of students are accessing extended programs.</p> <p>Think Together is our core, after school care provider. They also provide services during non-instructional days for during the summer months. On their annual Family Feedback survey, 99% of parents/care givers indicated that providing after-school programming has allowed them keep their job and/or work more hours to support their family. Additionally, 95% of the parents/care givers reported that their child does better in school and they highly value the programming provided during the school year, on non-instructional days during the school year and programming during the summer months.</p>	<p>Expanded programming such as after school learning opportunities provide extra-curricular, enrichment, and resources to accelerate and expand learning. By providing these opportunities, students benefit from expanded learning and the barriers that create access inequities are removed.</p> <p>Expanded Learning Opportunities improve services to low-income students by providing:</p> <ul style="list-style-type: none"> <li>Expanded day/year programs</li> <li>Homework and Academic Support Centers</li> <li>Supplemental instructional materials and resources</li> <li>Ongoing professional development to support enrichment opportunities for students</li> </ul> <p>This action is provided on an LEA-wide basis to the low academic achievement of all student groups across the district.</p>	<p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p> <p>Percentage of students participating in Expanded Learning Opportunities and LCAP Family/Community and Student Surveys (Metric 1.22)</p>

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	<p>Educational partner feedback indicated the need for increased afterschool programming for childcare, enrichment, and academic support in core academic areas for low-income students.</p> <p><b>Scope:</b> LEA-wide</p>		
1.11	<p><b>Action:</b> Summer Learning</p> <p><b>Need:</b> CAASPP data showed that 5.96% of English Learners and 27.66% of Low Income students met performance standards in ELA. CAASPP data showed that 4.54% of English Learners and 16.78% of Low Income students met performance standards in math.</p> <p>On the annual Think Together Family Feedback survey, 95% of parents/care givers reported that their child does better in school and they highly value the programming provided during the school year, on non-instructional days during the school year and programming during the summer months.</p> <p>Students, especially our Low-income and English Learner students, have limited access to summer learning opportunities that mitigate learning loss. Educational partners identified the need to provide these opportunities</p>	<p>Summer learning provides intervention and acceleration resources to address learning gaps and supports the student learning needs of low-income and English Learner student groups.</p> <p>Summer learning supports the academic achievement of low-income and English Learner students by providing:</p> <ul style="list-style-type: none"> <li>• Materials and resources to support summer learning opportunities</li> <li>• Summer/extended year programs to engage students in continued learning and engagement beyond regular instructional days</li> <li>• Intervention services to support identified struggling learners</li> </ul> <p>This action is provided on an LEA-wide basis to the low academic achievement of all student groups across the district, specifically those identified by the red indicators on the CA Dashboard.</p>	CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)

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	<p>beyond the traditional school year to support learning retention and mitigate learning loss.</p> <p><b>Scope:</b> LEA-wide</p>		
1.12	<p><b>Action:</b> Student Study Trips</p> <p><b>Need:</b> On the LCAP Staff survey, 98% of respondents support providing student trips to improve learning opportunities and experiences for students that they may not have otherwise.</p> <p>CAASPP data showed that 27.66% of Low Income students met performance standards in ELA. CAASPP data showed that 16.78% of Low Income students met performance standards in math.</p> <p>Educational partners have identified that our Low-income students have limited access to extended learning opportunities and experiences outside the home/school setting.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Student study trips provide opportunities for low-income students to expand their learning outside of the classroom as a way to build background knowledge and anchor learning in the real world.</p> <p>Student study trips improve educational opportunities for low-income students to master content and grade-level standards by:</p> <ul style="list-style-type: none"> <li>• Providing content-aligned study trips</li> <li>• Providing students with hands-on learning opportunities</li> <li>• Helping students make text-to-world connections</li> </ul> <p>This action is provided on an LEA-wide basis to the low academic achievement of all student groups across the district, specifically those identified by the red indicators on the CA Dashboard.</p>	<p>LCAP Student Survey (Metric 1.20)</p> <p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p>
1.13	<p><b>Action:</b> Certificated Reimbursement for Supplemental Instructional Materials</p>	<p>Certificated Reimbursement for Supplemental Instructional Materials supports learning of low-income, English Learner and Foster Youth by providing:</p>	<p>LCAP Staff Survey (Metric 1.5)</p>

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	<p><b>Need:</b> On the LCAP Staff survey, certificated staff has identified the need for additional supplemental materials to enhance teaching and learning across the curriculum for low-income, English Learner and Foster Youth student groups.</p> <p>CAASPP data showed that 5.96% of English Learners, 33.33% of Foster Youth, and 27.66% of Low Income students met performance standards in ELA. CAASPP data showed that 4.54% of English Learners, 16.67% of Foster Youth, and 16.78% of Low Income students met performance standards in math.</p> <p>Educational partner feedback identified that students, especially our Low-income, Foster Youth, and English Learner students, benefit from hands-on experiences to develop their background knowledge and to make connections to their learning.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Supplemental Hands-on learning material to connect learning</li> <li>• Supplemental resources to support content knowledge and vocabulary development</li> <li>• Supplemental materials to support the implementation of targeted instruction and social-emotional learning.</li> </ul> <p>This action is provided on an LEA-wide basis to the low academic achievement of all student groups across the district, specifically those indicated by the red indicators on the CA Dashboard.</p>	<p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p>
1.14	<p><b>Action:</b> Programmatic Support and Services to Support Student Learning</p> <p><b>Need:</b> CAASPP data showed that 5.96% of English Learners and 27.66% of Low Income students met performance standards in ELA. CAASPP</p>	<p>Programmatic support and services provide additional instructional and implementation staff support to increase and improve educational access and opportunity to principally directed services for low-income and English Learner students.</p> <p>Programmatic Support and Services to Support</p>	<p>LCAP Staff Survey (Metric 1.4)</p> <p>CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11)</p>



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	<p>data showed that 4.54% of English Learners and 16.78% of Low Income students met performance standards in math. These results were below the district average for ALL students.</p> <p>The LCAP Staff survey, feedback from focus groups at the Consolidated Parent Advisory Committee (CPAC), and feedback from the Community School Advisory Boards (CSABs) are identify the need for additional programmatic support and services to support the continuous academic improvement of our low-income and English Learner student groups.s</p> <p><b>Scope:</b> LEA-wide</p>	<p>Student Learning increases educational outcomes for low-income and English Learner student groups by providing:</p> <ul style="list-style-type: none"> <li>• Additional instructional support consisting of personnel and materials to provide targeted student instruction</li> <li>• Additional support for staff and contracted agencies to ensure access to resources, material, data, and services for instructional programs</li> <li>• Support for ongoing professional development and increased instructional monitoring at all sites</li> <li>• Instructional Assistants to provide small-group instruction and differentiated lessons in primary grades</li> <li>• Deans of Instruction provide professional development, enhance instructional support, engage families, facilitate data-informed instruction, and facilitate collaboration of educators</li> <li>• District-level support for teaching and learning, English Learners, media resources, and assessment staff to conduct supplemental diagnostic assessments, language development small group instructional supports, and cull supplementary materials to support program implementation</li> <li>• Translation services to engage and support families who may not fall in the required languages for translation</li> </ul> <p>This action is provided on an LEA-wide basis to the low academic achievement of all student</p>	



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		groups across the district including the student groups who had the lowest performance (red level) in English Language Arts and Math.	
<b>2.5</b>	<p><b>Action:</b> Dual Language Programs and Enrichment Services</p> <p><b>Need:</b> LCAP survey results for Staff and Community expressed the need to support programs that develop Multilingual learners.</p> <p>DELAC has identified the continuation and expansion of multilingual programs as an important initiative for the community.</p> <p>Access to Dual Immersion programs and developing multilingual learners is an equity access issue for our Low-Income student group. This group lacks the resources and opportunities outside of the school day to access these programs.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide ongoing support to the development of multilingual students. Provide student access to Dual Immersion programs to develop multilingual and multi-literate learners and provide the learning supports to increase their academic achievement.</p> <p>Dual Language Programs and Enrichment Services support Low-income learners throughout the district by:</p> <ul style="list-style-type: none"> <li>• providing access to Digital platforms for intervention support</li> <li>• providing credentialed Dual Language teachers to avoid grade-level combination classrooms</li> <li>• providing ongoing professional development of credentialed Dual Language teachers</li> <li>• providing current materials to support the development of the program in both Spanish and Mandarin</li> <li>• providing ongoing support and development of dual languages to low-income learners</li> <li>• increasing language prestige of the minority language cultivating asset-oriented thinking</li> </ul>	<p>District ELA &amp; Mathematics Assessments (Metric 2.5)</p> <p>California Spanish Assessment (Metric 2.6)</p>
<b>3.1</b>	<p><b>Action:</b> Support Services for Students and Families</p>	Develop a multi-tiered system of support to address students' academic, social-emotional, and	Suspension Rate (Metric 3.4)

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	<p><b>Need:</b> LCAP Staff Surveys noted increased student mental health concerns.</p> <p>LCAP Parent Surveys and Focus Groups have expressed the need for training on addressing challenging student behaviors.</p> <p>LCAP Student Surveys indicated that access to a multi-tiered system of support is not equal to all students.</p> <p>California Healthy Kids Survey results indicated that 32% of 5th graders felt sad most of the time/all of the time and 29% of 7th graders felt sad or hopeless for two weeks or more impacting their usual activities.</p> <p>Suspension rates have increased indicating a need for training and tiered support for behavior as other means of correction, specifically for Low-income, as the rate of suspension exceeds the suspension rate for all students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>behavioral needs. Low-income students benefit from district-provided access to these resources and remove inequitable access to support.</p> <p>Support Services for Students and Families increase and improve targeted responses to address individual and specific student and group needs.</p> <ul style="list-style-type: none"> <li>Professional development on how to meet the social-emotional needs of underserved communities (Foster Youth, Low Income)</li> <li>Targeted training on SEL and behavior to address the needs of underserved populations</li> <li>Social-emotional curriculum and resources to support instruction</li> <li>Additional staff to plan and provide integrated support to students and provide intervention</li> <li>Contracted services to provide multitiered mental health support to students (Learning Recovery Emergency Block Grant)</li> </ul> <p>This action is provided on an LEA-wide basis to provide equitable access and benefit to all student groups, specifically groups identified by red indicators on the CA Dashboard.</p>	<p>California Healthy Kids Survey (Metric 3.7)</p>
3.2	<p><b>Action:</b> Social Emotional Wellness Services and Support</p>	<p>Develop a counseling support system to address students' and parents' socio-emotional well-being, behavior, and academic needs. Foster Youth and Low Income benefit from district provided access to these resources and remove inequitable access</p>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p>

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	<p><b>Need:</b> LCAP Staff Surveys noted increased student mental health concerns.</p> <p>LCAP Parent Surveys and Focus Groups have expressed the need for training on addressing challenging student behaviors.</p> <p>California Healthy Kids Survey results indicated that 32% of 5th graders felt sad most of the time/all of the time and 29% of 7th graders felt sad or hopeless for two weeks or more impacting their usual activities.</p> <p>Suspension rates have increased indicating a need for continued training and tiered support for behavior as other means of correction.</p> <p>Educational partner feedback from the CPAC along with suspension data by student groups identified as Low Income (4.1%) and Foster Youth (3.9%) indicated a need to support student mental health and social-emotional development particularly for Foster Youth and Low-income student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>to support.</p> <p>Social Emotional Wellness Services and Support increase access and improve mental health services to our most vulnerable and underserved student population by:</p> <ul style="list-style-type: none"> <li>• Providing school counselors at all school sites to provide support for students and teachers through lessons, group activities, individual student support, and school support of social emotional program implementation</li> <li>• Further developing a comprehensive mental health program</li> <li>• Increasing social-emotional classroom lessons taught throughout the school year</li> </ul> <p>This action is provided on an LEA-wide basis to provide equitable access to social-emotional supports for all student groups.</p>	<p>Suspension Rate (Metric 3.4)</p> <p>California Healthy Kids Survey (Metric 3.7)</p>
3.3	<p><b>Action:</b> Positive Behavioral Interventions and Support</p> <p><b>Need:</b> The suspension rate at Twin Lakes for English Learners, Low-income, and Homeless</p>	<p>Support the continuous, improved implementation of Positive Behavioral Interventions and Support (PBIS) in all schools will support student connectedness to school, provide a positive learning environment, and increase student engagement. A decrease in out-of-classroom time</p>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p>

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	<p>students are at the lowest performance level on the California School Dashboard.</p> <p>Educational partner input indicated a need for continued development and improvement of PBIS to better support students feel connected to their school and peers while promoting positive behavior to maximize learning opportunities.</p> <p>Based on student discipline data and suspension rates, there is a need to enhance the implementation of Positive Behavioral Interventions and Support in all schools to increase school connectedness and promote a positive learning environment. These data also indicate the need for continued training and tiered support for behavior as other means of correction.</p> <p><b>Scope:</b> LEA-wide</p>	<p>will increase student learning time, especially for the English Learner and low-income student groups.</p> <p>Positive Behavioral Interventions and Support services include:</p> <ul style="list-style-type: none"> <li>Professional development opportunities on strategies for students with specialized needs (i.e., foster youth, ELs, low-income students)</li> <li>Professional collaboration through release time for staff to plan supplemental support and strategies for specialized populations</li> <li>Supplies and materials to enhance PBIS implementation and activities</li> <li>Supplies and materials to support positive attendance to mitigate chronic absenteeism</li> <li>Partnerships and services through community agencies to provide multitiered behavioral support.</li> </ul> <p>This action is provided on an LEA-wide basis to significantly decrease suspension rates and increase attendance rates for all student groups, including the lowest performance groups as evidenced by the red indicators on the CA Dashboard (English Learners, Hispanic, Low-income, SWDs, and Homeless).</p>	<p>Middle School Drop-Out Rate (Metric 3.3)</p> <p>Suspension Rate (Metric 3.4)</p> <p>Expulsion Rate (Metric 3.5)</p>
<b>3.4</b>	<b>Action:</b> Expanded Health and Wellness Services	Provide for the physical and social-emotional health of students through direct services, assessment, and basic care for low income	Attendance Rate (Metric 3.1)

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
	<p><b>Need:</b> Attendance rates and chronic absenteeism have not rebounded to pre-pandemic levels. There is a lack of access to basic health services, especially for low-income, underinsured families. Schools serve as the first level of physical health assessment, basic care, medical referrals, and connections to community resources for low-income, underinsured families.</p> <p>Families, in particular low income families, have indicated a lack of access or resources to seek care for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students.</p> <p>Expanded Health and Wellness Services increase and improve access to medical and wellness care by:</p> <ul style="list-style-type: none"> <li>• Providing additional healthcare staffing and service hours to support student health needs</li> <li>• Providing consultations and referrals to medical professionals to provide access to students, especially for Low-income students</li> <li>• Connecting low-income and underinsured families to community resources to support their healthcare needs</li> </ul> <p>This action is provided on an LEA-wide basis to provide expanded and equitable access to health and wellness services to all student groups.</p>	<p>Chronic Absenteeism Rate (Metric 3.2)</p>
3.5	<p><b>Action:</b> Community and School Safety Programs and Services</p> <p><b>Need:</b> LCAP Staff and Family/Community Surveys identify the need for increased staffing to enhance campus safety and training to build the capacity of staff to promote positive school culture and climate.</p> <p>Additionally, on community walks with Safe Routes to school, parents requested enhanced safe passage of Low-income students to/from</p>	<p>Promoting improved safe school environments for students, staff, and parents creates positive learning environments, increases student engagement, and promotes greater access to learning time.</p> <p>Community and School Safety Programs and Services improve safe school environments by:</p> <ul style="list-style-type: none"> <li>• Increased campus monitor/security staffing and hours to support before, during, and after school enrichment and expanded learning activities to increase student safety</li> </ul>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>LCAP Student, Staff, Family/Community Surveys (Metric 3.6)</p>

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
	<p>school including additional crossing guard support and additional bus routes to reduce the crossing of major thoroughfares.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Professional development on safe playground activities to promote safety and engagement</li> <li>Professional development on positive school culture and climate to enhance school climate</li> <li>Additional daily campus cleaning to improve school learning environment and increase safety</li> <li>Computer-generated stop and pick-up routes for transportation to support safe passages to school</li> <li>Accountability of students when transporting by bus/van</li> <li>Efficient scheduling to reduce student waiting and on-bus time</li> </ul> <p>This action is provided on an LEA-wide basis because all students can benefit from increased community and school safety programs and services.</p>	
3.6	<p><b>Action:</b> Social Emotional Learning Through the Arts</p> <p><b>Need:</b> LCAP Staff and Family/Community Surveys identify the need for extracurricular opportunities for students, especially for underserved populations.</p> <p>California Healthy Kids Surveys in 5th and 7th grades indicate high percentages of students feeling sad and/or hopeless for extended periods of time, impacting their usual activities.</p>	<p>Build capacity of certificated counselors and teachers to integrate arts-based strategies with social-emotional learning as a Tier 1 support to all students, especially to underserved student populations, especially the Low Income student group.</p> <p>This action and related services increase opportunities for students to develop social-emotional competencies by:</p> <ul style="list-style-type: none"> <li>providing professional development to certificated and classified instructional staff in arts-integrated SEL strategies</li> </ul>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>California Healthy Kids Survey (Metric 3.7)</p> <p>School Representation at District-Wide Events- Arts Showcase (Metric 3.9)</p>

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
	<p>There is a need to support the development of student social-emotional health, provide mental health strategies, and build competencies. The Low Income student group has limited access to opportunities that build social-emotional competencies outside of the school day.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>providing supplies and materials to implement arts-integrated SEL strategies</li> </ul> <p>This action is provided on an LEA-wide basis because all students can benefit from arts-integrated social-emotional learning.</p>	
<b>3.7</b>	<p><b>Action:</b> Enhanced Technology Infrastructure</p> <p><b>Need:</b> On the 2023-24 LCAP Family/Community Survey, 17% of families reported having inadequate WiFi bandwidth at home to support student access to online programs.</p> <p>There is a need to provide technology supports as students lack access to the technology and infrastructure needed to support learning outside of the school day, especially the low-income student group.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides sufficient infrastructure to support the programs and services offered to unduplicated students to remove resource inequities.</p> <p>Enhanced Technology Infrastructure increases opportunities for low-income students by:</p> <ul style="list-style-type: none"> <li>Providing enhanced WiFi coverage at all schools</li> <li>Providing WiFi service to low-income students to access online programs after school hours</li> <li>Incorporating cloud-based services and enhanced online safety</li> <li>Providing technology support to increase access and engagement</li> </ul> <p>This action is provided on an LEA-wide basis because all students can benefit from equitable access to technology resources and enhance online safety to support learning.</p>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>LCAP Family/Community Survey (Metric 3.11)</p>
<b>3.8</b>	<p><b>Action:</b> After-School Sports and Recreation Programs</p>	<p>Provide an after-school sports and recreation program at each school site for grades TK-8.</p>	<p>Attendance Rate (Metric 3.1)</p>



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
	<p><b>Need:</b> In the Family/Community LCAP survey and focus groups, parents support our afterschool programs for low-income students to develop their talents, especially in the area of sports. They would like to have more sports offered and to more grade levels. They appreciate that these programs are offered at no cost, especially since the cost of joining private sports leagues is a barrier to low-income families.</p> <p>There is a a need to provide programs as low-income students lack access to extended learning activities and programs beyond the school day.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides access to programs and extended learning opportunities offered to unduplicated students to remove resource inequities.</p> <p>After-School Sports and Recreation Programs increase opportunities for low-income students by:</p> <ul style="list-style-type: none"> <li>contracting with community-based programs for sports and recreational programs (Expanded Learning Opportunities Program)</li> <li>providing transportation for sports and recreation-related activities</li> <li>providing specialized materials and supplies</li> </ul> <p>This action is provided on an LEA-wide basis because after-school programming can significantly increase all students connection to school and increase student attendance rates.</p>	<p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>LCAP Student Survey (Metric 3.8)</p> <p>Student Sense of Connectedness (Metric 3.12)</p>
3.9	<p><b>Action:</b> Expanded, District-Wide Student Learning Events</p> <p><b>Need:</b> LCAP Staff and Family/Community Surveys identify the need for extracurricular opportunities for students, especially for underserved populations.</p> <p>There is a a need to provide district-wide learning events since low-income students lack access to opportunities where they can demonstrate individual strengths, skills, and</p>	<p>Provide opportunities for students to showcase talent, strength, or skills not typically evident through classroom assessments or activities. Increase student connectedness and engagement through opportunities to participate in programs beyond the school day.</p> <p>Expanded, District-Wide Student Learning Events support the participation of low-income students by:</p> <ul style="list-style-type: none"> <li>Recruiting certificated and classified staff to coach and coordinate contests and events</li> </ul>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>School Representation at District-Wide Events (Metric 3.9)</p>



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
	<p>talents not evident in traditional school activities and academic measures.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>Recruiting community partners to coach and coordinate contests and events</li> <li>Providing supplies and materials</li> </ul> <p>This action and related services are provided on an LEA-wide basis because all students can benefit from these opportunities to enhance and showcase their academic achievement and creative talents.</p>	
<b>3.10</b>	<p><b>Action:</b> Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing</p> <p><b>Need:</b> Family input has indicated the need for access to services and support for unhoused, low-income students.</p> <p>Staff input has indicated that the number of students experiencing homelessness and inadequate housing has increased since the pandemic.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide immediate resources and assistance to students in need of school supplies and academic enrichment opportunities and remove resource inequities of low-income students.</p> <p>Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing assists low-income students and their families by:</p> <ul style="list-style-type: none"> <li>Providing school uniforms and clothing</li> <li>Providing hygiene supplies</li> <li>Providing emergency food</li> <li>Linking homeless families to community resources</li> <li>Providing priority access to expanded learning opportunities</li> <li>Outreach to homeless/inadequately housed families (Community Schools Implementation Grants)</li> </ul> <p>This action and related services are provided on an LEA-wide basis because the fragile, depressed economy of our school community can affect all student groups at any point in time. These</p>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>Homeless/Inadequately Housed Student Support (Metric 3.10)</p>

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
		services help support interruptions to learning and student achievement.	
4.1	<p><b>Action:</b> Mountain View Family Center</p> <p><b>Need:</b> Consolidated Parent Advisory Committee (CPAC), LCAP Family/Community Survey, and Community School Advisory Boards (CSABs) identified the need for centralized services to support the development of the whole-child.</p> <p>Educational partner feedback indicated that access to health, wellness, and support services are especially difficult for our English Learner, Foster Youth, and Low-Income student groups and leading to lower attendance rates and increased chronic absenteeism.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The Mountain View Family Center increases and improves our low-income, English Learner, and Foster Youth families' access to:</p> <ul style="list-style-type: none"> <li>• health and wellness services provided to families with support through community partnerships</li> <li>• language services to support and facilitate communication with community partner services</li> <li>• family engagement opportunities to broaden connectedness to the district</li> </ul> <p>This action is provided on an LEA-wide basis because all families can benefit from these supports, maximizing their impact on increasing overall attendance rates for all students and parent connectedness to our schools and district through increased participation in parent education programs and volunteer service.</p>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>Parent Sense of Connectedness (Metric 3.14)</p> <p>Parent Participation in Programs (Metric 4.2)</p> <p>Parent Volunteers by Site (Metric 4.3)</p>
4.2	<p><b>Action:</b> Family Engagement Programs &amp; Workshops</p> <p><b>Need:</b> Educational partner feedback on the LCAP Family/Community Surveys from our Low-income and English Learner families indicated high interest in parent education classes to build their background, capacity, leadership,</p>	<p>Family Engagement Programs and Workshops will increase family engagement of Low-income and English Learner students by providing:</p> <ul style="list-style-type: none"> <li>• Certificated and classified support staff to provide parent/family training to build the capacity of families and engagement in support of student of student achievement and and school connectedness.</li> </ul>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>Parent Participation in Programs (Metric 4.2)</p>

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
	<p>and advocacy for student learning. The most requested topics were parent leadership, technology training, immigration workshops, and learning English as a second language.</p> <p>Also identified is the need to increase Low-income and English Learner academic achievement in English Language Arts and Mathematics.</p> <p><b>Scope:</b> LEA-wide</p>	<ul style="list-style-type: none"> <li>• Parenting Classes and Workshops linked to student achievement and supporting learning at home</li> <li>• Parent School Volunteer and Chaperone Academies to support engagement and leadership of families</li> <li>• English as a Second Language Programs for parents/families</li> <li>• Ongoing training for administrators, certificated, and classified staff on how to work with parents as equal partners in their children's education</li> </ul> <p>This action is provided on an LEA-wide basis because all families can benefit from these opportunities to support and increase student learning and academic achievement.</p>	
4.3	<p><b>Action:</b> Extended Service and Support to Families</p> <p><b>Need:</b> Educational partner feedback on the LCAP Family/Community Surveys from our Low-income and English Learner families and feedback from our Community School Advisory Boards (CSABs) indicated the need for assistance in understanding and connecting with district and community resources to build home-school connection.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides sustained and on-going training in key leverage areas, support for access to resources, and build a system of communication to support the home-school connection.</p> <p>Provides support to families and communities by providing a site community liaison to build relationships and assist families in accessing District and site resources.</p> <p>Extended services and supports for families of underserved populations provides:</p> <ul style="list-style-type: none"> <li>• ongoing support of a Site Community Liaison to foster communication and engagement</li> <li>• training for school site/district initiatives to build community capacity</li> </ul>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>Parent Sense of Connectedness (Metric 3.14)</p> <p>Parent Participation in Programs (Metric 4.2)</p> <p>Parent Volunteers by Site (Metric 4.3)</p>

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
		<ul style="list-style-type: none"> <li>a system for building family participation and engagement at the site and district level</li> </ul> <p>This action is provided on an LEA-wide basis because all families benefit from equitable access to home-school connectedness and district and community resources.</p>	LCAP Family/Community Survey (Metric 4.4)
<b>4.4</b>	<p><b>Action:</b> Family and Community Outreach</p> <p><b>Need:</b> LCAP Family/Community Survey indicates the need for assistance in connecting with district and community resources.</p> <p>There is a need to bring services and supports to the students and their families. Families, especially our English Learning, Foster Youth, and Low Income student groups, need support with connecting with community partners, accessing networks of support, and submitting applications for supports.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Family and Community Outreach programs and events provide families access to community resources to enable families to receive needed support.</p> <p>Providing Family and Community Outreach improves student outcomes for underserved populations by:</p> <ul style="list-style-type: none"> <li>Connecting families to community partners for medical and wellness care that supports student health and improved attendance</li> <li>Supporting families with limited technology skills to access online services and programs</li> <li>Providing information and registration assistance to families to access city, county, and state programs for which they qualify</li> </ul> <p>This action is provided on an LEA-wide basis as all students benefit from access to outreach programs that provide support services that impact student health and attendance.</p>	<p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>LCAP Family/Community Survey (Metric 4.4)</p>

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
<b>4.5</b>	<p><b>Action:</b> Community School Implementation Teams (CSITs)</p> <p><b>Need:</b> Collaborative and representative leadership to identify barriers to learning, develop goals and site-based plans to address barriers, and monitor progress on achieving these goals is recommended and supported by MVTA (certificated association), CSEA (classified associations), school site administration, the CPAC (Consolidated Parent Advisory Committee), and Community School Advisory Boards (CSABs).</p> <p>There is a need to build collaborative and representative leadership including representation from Low-income families to identify barriers to learning, develop goals and site-based plans to address barriers, and monitor progress.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provide structure and support for the participation of families in meaningful decision-making with school staff and community partners on Community School Implementation Teams (CSITs).</p> <p>Community School Implementation Teams (CSITs) increase meaningful family engagement by:</p> <ul style="list-style-type: none"> <li>• Providing staffing support for the implementation of Community Schools (Community Schools Implementation Grant) and building the support systems needed for student groups, especially targeting Low-Income student groups</li> <li>• Establishing collaborative relationships between schools and families in support of student achievement.</li> <li>• Providing training to families, staff, and community partners on the California Community Schools Framework to support implementation and create the needed support structures based on community need.</li> </ul> <p>This action is provided on an LEA-wide basis as all students benefit from increased family engagement and connectedness that supports student engagement, attendance, and achievement.</p>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p> <p>Parent Input in Decision Making (Metric 4.1)</p> <p>Community School Implementation Plans (Metric 4.5)</p>
<b>4.6</b>	<p><b>Action:</b> Family Field Trips</p>	<p>Provide an opportunity for family members of English Learners, Foster Youth, and Low-Income to visit cultural events, colleges, and other venues to learn alongside their children.</p>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p>

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
	<p><b>Need:</b> Focus group feedback from the Consolidated Parent Advisory Committee (CPAC) and Community School Advisory Boards (CSABs) indicated that underserved student populations and their families have limited access to experiential learning opportunities within and outside the community.</p> <p>There is a need to provide family field trips as English Learners, Foster Youth, and Low-Income students and their families have limited resources to access experiential learning opportunities within and outside the community.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Family Field Trips increase the access of English Learners, Foster Youth, and Low-Income and their families to cultural events, college visits, and other venues to which they might not otherwise have access by providing:</p> <ul style="list-style-type: none"> <li>• transportation for families who lack transportation to get to venues</li> <li>• admission and entry fees to allow access to venues requiring paid entrance</li> <li>• staffing to support meaningful engagement and learning for students and their families</li> </ul> <p>This action is provided on an LEA-wide basis as all students and their families benefit from access to learning experiences and opportunities that build background knowledge and support student achievement.</p>	<p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>LCAP Family/Community Survey (Metric 4.2)</p>
4.7	<p><b>Action:</b> Enhanced Family and Community Communication and Access</p> <p><b>Need:</b> Consolidated Parent Advisory Committee (CPAC) and Community School Advisory Boards (CSABs) have expressed the need for improved communication, especially to support two-way communication between the school and family.</p> <p>There is a need to provide communication pathways between English Learner families, Low-income student families, and the</p>	<p>Provide enhanced Family and Community communication, including two-way communication channels between English Learner and Low-income families and the district/schools.</p> <p>Enhanced Family and Community Communication and Access improves student achievement by providing families with access to:</p> <ul style="list-style-type: none"> <li>• student information systems to update student information and access student academic achievement data and attendance data</li> <li>• digital platforms that allow families and community members to provide ongoing</li> </ul>	<p>CAASPP ELA/CAA ELA (Metric 1.9)</p> <p>CAASPP Mathematics/CAA Mathematics (Metric 1.11)</p> <p>Attendance Rate (Metric 3.1)</p> <p>Chronic Absenteeism Rate (Metric 3.2)</p>

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
	<p>school/district to build connectedness, increase understanding of student needs, and support student achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>input with regard to needs and site and district programs and services</p> <ul style="list-style-type: none"> <li>• hardware and services to support virtual attendance district-wide and school meetings to allow access to families who cannot attend in-person</li> <li>• hardware, devices, and services to support simultaneous translation for virtual and in-person meetings to allow access to families who speak a language other than English</li> <li>• digital signage to promote communication of school and district events and activities</li> </ul> <p>This action is provided on a LEA-wide basis as all students and their families benefit from communication services that support the improvement of student academic performance, school attendance, and connectedness to school/district.</p>	Two-Way Parent Communication (Metric 4.6)

### **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
<b>2.1</b>	<b>Action:</b> Language Support Services for English Learners	Provide language support services for students who are English Learners to work on meeting reclassification criteria and improving academic achievement, including those that are dually	CAASPP Test Results (Metric 2.1)



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> The overall reclassification rate for our English Learners is 10.7% (May 2024). The reclassification rate of our English Learners dually identified with a learning disability is low. In 2023, the reclassification rate of these students was 0%.</p> <p>The academic achievement of English Learners is low. The % of these learners that met/exceed standard in ELA was 5.96% and in Mathematics was 4.54%. Furthermore, the academic achievement of our ELs who are dually identified with a learning disability is low. In 2023 on the CAASPP, the percentage of these students who met/exceeded standards was 1% on both the ELA and Mathematics Tests.</p> <p>School site administrators have expressed a need for professional development related to ELD, designated ELD, Language acquisition strategies, tiered instruction, and strategies for differentiation to meet the needs of diverse learners.</p> <p>DELAC expressed the need to provide additional support services for English Learner students to support their language acquisition and reclassification to English proficient.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>identified with a disability.</p> <p>Language Support Services for English Learners increase academic achievement and improvement in reclassification rates through:</p> <ul style="list-style-type: none"> <li>• additional instructional staff providing ongoing monitoring of student progress</li> <li>• specialized curriculum such as ELLevation and other supplemental materials to support academic learning and English language development</li> </ul>	<p>English Learner Reclassification Rate (Metric 2.7)</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>2.2</b></p>	<p><b>Action:</b> Services to Improve English Learner Literacy</p> <p><b>Need:</b> In 2023, the percentage of English Learners at/above proficient on the ELA Assessments was 6.1%. This is significantly below the 28.9% proficient/above achieved by All students on the ELA portion of CAASPP. English Learners at the district level and at four schools sites had the lowest performance level on the California School Dashboard in English Language Arts. Additionally, English Learners at the district level and at three school sites had the lowest performance level on the California School Dashboard in Mathematics.</p> <p>School site administrators and site teachers have expressed a need for professional development related to curriculum implementation, including literacy and math strategies, tiered instruction, classroom management techniques, and strategies for differentiation to meet the needs of diverse learners.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Provide support services for students who are English Learners to work on improving academic achievement, developing language acquisition, and decreasing the achievement gap that exists for this student group.</p> <p>Services to Improve English Learner Literacy include:</p> <ul style="list-style-type: none"> <li>• certificated coaching support (Title III) to support teachers with strategies and instructional practices that support English Learners</li> <li>• ongoing training of certificated site EL Liaisons who directly serve English Learners and provide professional development for teachers of English Learners</li> <li>• student monitoring of progress to measure academic gains and provide targeted instruction</li> </ul>	<p>CAASPP Test Results (Metric 2.1)</p> <p>English Learner Reclassification Rate (Metric 2.7)</p> <p>ELPI (Metric 2.8)</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Extended Support Programs for English Learners</p>	<p>Provide extended support for English Learners to increase language development, improve reclassification, and increase academic achievement.</p>	<p>CAASPP Test Results (Metric 2.1)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> There is a need to provide additional instructional support and services to address the language learner needs of English Learner students. The number of students who did not progress at least one ELPI level increased in 2023 by 1.6%. Additionally, English Learners at Monte Vista had the lowest performance level on the ELPI on the California School Dashboard.</p> <p>District educators, DELAC, and LCAP input surveys have all indicated an increased need for interventions specifically targeting EL students. The areas of language acquisition and literacy have been identified as areas of high urgency.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Extended Support Programs for English Learners include:</p> <ul style="list-style-type: none"> <li>• focused intervention in writing and oral proficiency in English through after-school intervention classes</li> <li>• instructional support materials for interventions that specifically target EL interventions and program support</li> </ul>	<p>English Learner Reclassification Rate (Metric 2.7)</p> <p>ELPI (Metric 2.8)</p>
2.4	<p><b>Action:</b> Expanded Services for Newcomer Students</p> <p><b>Need:</b> There is a need to expand services for students who meet Newcomer criteria. In the 2023-24 school year, 175 Newcomers entered our schools, exceeding the capacity of our current program to serve 40 students in grades 4-8.</p> <p>LCAP survey results from Staff and the Community have expressed a need to expand</p>	<p>Provide ongoing services to Newcomer students by providing extended time to provide Intensive English Language Development, building awareness of US School systems and supports, and providing intervention for students with interrupted schooling. Expanding Newcomer programs provides increased access to at-level language development, increased at-level academic support, and an intense language acquisition program.</p> <p>Expanded Services for Newcomer Students improve educational outcomes by:</p>	<p>English Learner Progress Indicator (Metric 2.8)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Newcomer services, not only in quantity but also to additional grade levels.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<ul style="list-style-type: none"> <li>• providing Newcomer Teachers in grades 4-8</li> <li>• Expanding newcomer classes to 2nd and 3rd grade</li> <li>• providing classified support personnel</li> <li>• providing ongoing training for certificated Newcomer teachers</li> <li>• providing ongoing training of classified Newcomer support personnel</li> </ul>	
2.6	<p><b>Action:</b> Expanded Foster Youth Services</p> <p><b>Need:</b> On the 2021-22 CA Dashboard, our district was identified for differentiated assistance due to the low performance of our Foster Youth in ELA, Mathematics, Suspensions, and Chronic Absenteeism.</p> <p>On the 2024 LCAP Family/Community Survey, over 50% of Foster parents reported their students needed additional support in reading, writing, and mathematics. Additionally, 33% reported their students needed additional support in self-management and emotional skills.</p> <p>Students in the Foster Youth student group have academic achievement levels below the ALL student group. Due to limited or lack of continual access, there is a need to provide program continuity and extended academic and social-emotional support.</p>	<p>Supporting the social-emotional, behavioral, and academic needs of Foster Youth will provide students with the support needed to increase achievement, improve social-emotional development, and remove barriers creating educational inequities.</p> <p>Expanded Foster Youth Services support Foster Youth by:</p> <ul style="list-style-type: none"> <li>• providing transportation to Foster Youth students to continue in their school of origin</li> <li>• providing transportation to Foster Youth students to attend schools in the district</li> <li>• providing focused support to Foster Youth students that include enrichment opportunities during extended day programs with district staff and contracted services</li> <li>• providing counseling services for Foster Youth students through school counselors and outside counseling services as needed</li> <li>• developing individual service plans for each foster youth to support their needs</li> </ul>	CAASPP ELA & Mathematics (Metric 2.3)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> Limited to Unduplicated Student Group(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.

### 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.

All of our school sites have over a 55% concentration of low-income and English learners. For 2024-25, under Goal 1 Action 14, we will continue to employ 6-hour instructional assistants to provide more small group instructional services and to hire additional instructional assistants to serve the diverse needs of our low-income and English learner student populations with a focus on our primary grades (TK-2). In Goal 2, Action 6, we will continue to employ one school counselor whose focus is on the needs of our foster youth students, including developing individual service plans for each identified student. In addition, in Goal 3 Action 5, we will continue enhanced campus safety with increased campus monitor and campus security hours to support the extension of physical activity and enrichment programs before, during, and after school as well for programs offered on Saturdays and during school breaks.

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		There are no comparable schools.
Staff-to-student ratio of certificated staff providing direct services to students		There are no comparable schools.

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$49,571,121	\$20,959,414	42.282%	0.899%	43.181%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$34,803,489.00	\$27,066,528.00	\$2,289,488.00	\$15,320,991.00	\$79,480,496.00	\$64,205,358.00	\$15,275,138.00

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	Transitional Kindergarten Expansion	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Baker, La Primaria, Maxson, Payne, Parkview, Miramonte, Monte Vista TK	Ongoing	\$1,473,632.00	\$173,796.00	\$1,491,632.00	\$155,796.00	\$0.00	\$0.00	\$1,647,428.00	0%
1	1.2	English Language Arts and Academic Language Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,436,562.00	\$2,132,541.00	\$1,325,867.00	\$896,359.00	\$0.00	\$2,346,877.00	\$4,569,103.00	0%
1	1.3	Services to Support Mathematics Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,331,624.00	\$50,000.00	\$1,191,867.00	\$1,159,757.00	\$0.00	\$30,000.00	\$2,381,624.00	0%
1	1.4	Services to Support Science and Engineering Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$40,537.00	\$33,000.00	\$18,591.00	\$0.00	\$0.00	\$54,946.00	\$73,537.00	0%
1	1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$508,951.00	\$70,000.00	\$578,951.00	\$0.00	\$0.00	\$0.00	\$578,951.00	0%
1	1.6	Visual and Performing Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$900,331.00	\$961,181.00	\$710,766.00	\$1,020,430.00	\$0.00	\$130,316.00	\$1,861,512.00	0%
1	1.7	Increased and Improved Educational Technology Programs and Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$141,066.00	\$694,057.00	\$785,123.00	\$0.00	\$0.00	\$50,000.00	\$835,123.00	0%

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	1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$2,235,908.00	\$21,500.00	\$2,257,408.00	\$0.00	\$0.00	\$0.00	\$2,257,408.00	0%
1	1.9	Enhanced Library Services and Extended Hours	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$564,907.00	\$43,000.00	\$442,549.00	\$0.00	\$0.00	\$165,358.00	\$607,907.00	0%
1	1.10	Expanded Learning Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,540,000.00	\$84,577.00	\$34,500.00	\$0.00	\$0.00	\$1,590,077.00	\$1,624,577.00	0%
1	1.11	Summer Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$717,294.00	\$179,815.00	\$51,815.00	\$0.00	\$0.00	\$845,294.00	\$897,109.00	0%
1	1.12	Student Study Trips	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$204,960.00	\$204,960.00	\$0.00	\$0.00	\$0.00	\$204,960.00	0%
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	0%
1	1.14	Programmatic Support and Services to Support Student Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$4,464,007.00	\$0.00	\$4,058,401.00	\$0.00	\$0.00	\$405,606.00	\$4,464,007.00	0%
1	1.15	Provide Standards-Aligned Instructional Materials for All Students	All Students with Disabilities	No			All Schools	Ongoing	\$0.00	\$2,297,681.00		\$2,297,681.00			\$2,297,681.00	
1	1.16	Maintain Fully Credentialed and Appropriately Assigned Teachers and Staff	All	No			All Schools	Ongoing	\$29,212,851.00	\$0.00	\$9,304,973.00	\$13,669,383.00	\$0.00	\$6,238,495.00	\$29,212,851.00	
1	1.17	Maintain Safe and Functional Facilities for All Students	All	No			All Schools	Ongoing	\$4,929,700.00	\$1,401,381.00	\$469,549.00	\$3,565,093.00	\$2,289,488.00	\$6,951.00	\$6,331,081.00	
2	2.1	Language Support Services for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$221,693.00	\$37,921.00	\$259,614.00	\$0.00	\$0.00	\$0.00	\$259,614.00	0%
2	2.2	Services to Improve English Learner Literacy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$259,047.00	\$51,033.00	\$55,092.00	\$0.00	\$0.00	\$254,988.00	\$310,080.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Extended Support Programs for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$64,085.00	\$10,000.00	\$74,085.00	\$0.00	\$0.00	\$0.00	\$74,085.00	0%
2	2.4	Expanded Services for Newcomer Students	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 2-8	Ongoing	\$739,302.00	\$80,935.00	\$732,874.00	\$0.00	\$0.00	\$87,363.00	\$820,237.00	0%
2	2.5	Dual Language Programs and Enrichment Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$767,837.00	\$7,500.00	\$775,337.00	\$0.00	\$0.00	\$0.00	\$775,337.00	0%
2	2.6	Expanded Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$174,190.00	\$18,450.00	\$192,640.00	\$0.00	\$0.00	\$0.00	\$192,640.00	0%
3	3.1	Support Services for Students and Families	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,495.00	\$30,000.00	\$32,495.00	\$0.00	\$0.00	\$0.00	\$32,495.00	0%
3	3.2	Social Emotional Wellness Services and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$1,342,256.00	\$105,500.00	\$1,357,756.00	\$0.00	\$0.00	\$90,000.00	\$1,447,756.00	0%
3	3.3	Positive Behavioral Interventions and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$482,364.00	\$282,940.00	\$735,663.00	\$0.00	\$0.00	\$29,641.00	\$765,304.00	0%
3	3.4	Expanded Health and Wellness Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,064,044.00	\$462,830.00	\$1,245,874.00	\$0.00	\$0.00	\$281,000.00	\$1,526,874.00	0%
3	3.5	Community and School Safety Programs and Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,475,322.00	\$1,316,138.00	\$3,181,526.00	\$580,262.00	\$0.00	\$29,672.00	\$3,791,460.00	0%
3	3.6	Social Emotional Learning Through the Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,095.00	\$0.00	\$2,095.00	\$0.00	\$0.00	\$0.00	\$2,095.00	0%
3	3.7	Enhanced Technology Infrastructure	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$924,269.00	\$635,325.00	\$1,559,594.00	\$0.00	\$0.00	\$0.00	\$1,559,594.00	0%
3	3.8	After-School Sports and Recreation Programs	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$85,496.00	\$1,583,590.00	\$77,319.00	\$1,271,767.00	\$0.00	\$320,000.00	\$1,669,086.00	0%



Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Expanded, District-Wide Student Learning Events	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$31,122.00	\$6,500.00	\$37,622.00	\$0.00	\$0.00	\$0.00	\$37,622.00	0%
3	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$7,450.00	\$23,000.00	\$30,450.00	\$0.00	\$0.00	\$0.00	\$30,450.00	0%
4	4.1	Mountain View Family Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$143,270.00	\$324,773.00	\$468,043.00	\$0.00	\$0.00	\$0.00	\$468,043.00	0%
4	4.2	Family Engagement Programs & Workshops	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$438,700.00	\$67,250.00	\$503,576.00	\$0.00	\$0.00	\$2,374.00	\$505,950.00	0%
4	4.3	Extended Service and Support to Families	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$102,169.00	\$2,250.00	\$104,419.00	\$0.00	\$0.00	\$0.00	\$104,419.00	0%
4	4.4	Family and Community Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,404,094.00	\$254,346.00	\$89,071.00	\$0.00	\$0.00	\$1,569,369.00	\$1,658,440.00	0%
4	4.5	Community School Implementation Teams (CSITs)	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$1,913,984.00	\$1,345,018.00	\$16,338.00	\$2,450,000.00	\$0.00	\$792,664.00	\$3,259,002.00	0%
4	4.6	Family Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$33,350.00	\$33,350.00	\$0.00	\$0.00	\$0.00	\$33,350.00	0%
4	4.7	Enhanced Family and Community Communication and Access	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$62,704.00	\$224,000.00	\$286,704.00	\$0.00	\$0.00	\$0.00	\$286,704.00	0%



# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$49,571,121	\$20,959,414	42.282%	0.899%	43.181%	\$25,028,967.00	0.000%	50.491 %	<b>Total:</b>	\$25,028,967.00
								<b>LEA-wide Total:</b>	\$23,714,662.00
								<b>Limited Total:</b>	\$1,314,305.00
								<b>Schoolwide Total:</b>	\$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	Transitional Kindergarten Expansion	Yes	LEA-wide	English Learners Low Income	Specific Schools: Baker, La Primaria, Maxson, Payne, Parkview, Miramonte, Monte Vista TK	\$1,491,632.00	0%
1	1.2	English Language Arts and Academic Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,325,867.00	0%
1	1.3	Services to Support Mathematics Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,191,867.00	0%
1	1.4	Services to Support Science and Engineering Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,591.00	0%
1	1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$578,951.00	0%

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	1.6	Visual and Performing Arts	Yes	LEA-wide	Low Income	All Schools	\$710,766.00	0%
1	1.7	Increased and Improved Educational Technology Programs and Devices	Yes	LEA-wide	Low Income	All Schools	\$785,123.00	0%
1	1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	\$2,257,408.00	0%
1	1.9	Enhanced Library Services and Extended Hours	Yes	LEA-wide	Low Income	All Schools	\$442,549.00	0%
1	1.10	Expanded Learning Opportunities	Yes	LEA-wide	Low Income	All Schools	\$34,500.00	0%
1	1.11	Summer Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$51,815.00	0%
1	1.12	Student Study Trips	Yes	LEA-wide	Low Income	All Schools	\$204,960.00	0%
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0%
1	1.14	Programmatic Support and Services to Support Student Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$4,058,401.00	0%
2	2.1	Language Support Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$259,614.00	0%
2	2.2	Services to Improve English Learner Literacy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$55,092.00	0%
2	2.3	Extended Support Programs for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$74,085.00	0%
2	2.4	Expanded Services for Newcomer Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 2-8	\$732,874.00	0%
2	2.5	Dual Language Programs and Enrichment Services	Yes	LEA-wide	Low Income	All Schools	\$775,337.00	0%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.6	Expanded Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$192,640.00	0%
3	3.1	Support Services for Students and Families	Yes	LEA-wide	Low Income	All Schools	\$32,495.00	0%
3	3.2	Social Emotional Wellness Services and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,357,756.00	0%
3	3.3	Positive Behavioral Interventions and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$735,663.00	0%
3	3.4	Expanded Health and Wellness Services	Yes	LEA-wide	Low Income	All Schools	\$1,245,874.00	0%
3	3.5	Community and School Safety Programs and Services	Yes	LEA-wide	Low Income	All Schools	\$3,181,526.00	0%
3	3.6	Social Emotional Learning Through the Arts	Yes	LEA-wide	Low Income	All Schools	\$2,095.00	0%
3	3.7	Enhanced Technology Infrastructure	Yes	LEA-wide	Low Income	All Schools	\$1,559,594.00	0%
3	3.8	After-School Sports and Recreation Programs	Yes	LEA-wide	Low Income	All Schools	\$77,319.00	0%
3	3.9	Expanded, District-Wide Student Learning Events	Yes	LEA-wide	Low Income	All Schools	\$37,622.00	0%
3	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	LEA-wide	Low Income	All Schools	\$30,450.00	0%
4	4.1	Mountain View Family Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$468,043.00	0%
4	4.2	Family Engagement Programs & Workshops	Yes	LEA-wide	English Learners Low Income	All Schools	\$503,576.00	0%
4	4.3	Extended Service and Support to Families	Yes	LEA-wide	English Learners Low Income	All Schools	\$104,419.00	0%
4	4.4	Family and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,071.00	0%

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 (%)
4	4.5	Community School Implementation Teams (CSITs)	Yes	LEA-wide	Low Income	All Schools	\$16,338.00	0%
4	4.6	Family Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,350.00	0%
4	4.7	Enhanced Family and Community Communication and Access	Yes	LEA-wide	English Learners Low Income	All Schools	\$286,704.00	0%

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$96,600,249.00	\$93,973,096.00

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	Transitional Kindergarten Early Enrollment	Yes	\$1,180,571.00	\$1,227,945.00
1	1.2	English Language Arts, Literacy, and English/Academic Language Development	Yes	\$2,216,164.00	\$2,019,803.00
1	1.3	Services to Support Mathematics Instruction	Yes	\$2,538,919.00	\$1,744,239.00
1	1.4	Services to Support Science and Engineering Programs	Yes	\$342,467.00	\$155,538.00
1	1.5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	\$648,504.00	\$669,946.00
1	1.6	Visual and Performing Arts	Yes	\$850,263.00	\$626,626.00
1	1.7	Increased and Improved Educational Technology Programs and Devices	Yes	\$980,832.00	\$836,273.00
1	1.8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Yes	\$2,267,145.00	\$2,193,916.00
1	1.9	Extended Day and Summer Library Services	Yes	\$108,240.00	\$70,651.00
1	1.10	Intervention and Enrichment	Yes	\$158,625.00	\$43,332.00

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	1.11	Summer and Extended Learning	Yes	\$110,500.00	\$99,150.00
1	1.12	Student Study Trips	Yes	\$259,640.00	\$226,515.00
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	\$36,300.00	\$36,300.00
1	1.14	Programmatic Support for Instruction and Services	Yes	\$3,828,398.00	\$3,165,654.00
1	1.15	Expanded Services to Preschool Age Children	Yes	\$5,250.00	\$5,250.00
1	1.16	Maintaining Fully Credentialed and Appropriately Assigned Teachers and Staff	No	\$54,757,238.00	\$59,931,337.00
1	1.17	Maintaining Safe and Functional Facilities for All Students		\$7,697,377.00	\$4,730,513.00
1	1.18	Provides Standards Aligned Instructional Materials for All Students	No	\$4,931,059.00	\$2,406,470.00
2	2.1	Language Support Services for English Learners	Yes	\$244,431.00	\$273,628.00
2	2.2	Services to Improve English Learner Literacy	Yes	\$173,774.00	\$6,600.00
2	2.3	Extended Support Programs for English Learners	Yes	\$174,873.00	\$24,086.00
2	2.4	Expanded Services for Newcomer Students	Yes	\$300,748.00	\$484,283.00
2	2.5	Improving Dual Language Programs and Enrichment Services	Yes	\$851,355.00	\$797,608.00
2	2.6	Expanded Foster Youth Services	Yes	\$149,054.00	\$172,825.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Support Services for Students and Families	Yes	\$18,693.00	\$2,229.00
3	3.2	Social Emotional Wellness Services and Support	Yes	\$1,474,571.00	\$1,368,907.00
3	3.3	Positive Behavior Support and Intervention	Yes	\$836,103.00	\$659,529.00
3	3.4	Expanded Health and Wellness Services	Yes	\$1,576,690.00	\$1,368,974.00
3	3.5	Community and School Safety Programs and Services	Yes	\$2,496,337.00	\$2,589,597.00
3	3.6	Social Emotional Learning Arts Integration Programs	Yes	\$42,405.00	\$43,130.00
3	3.7	Enhanced Technology Infrastructure	Yes	\$1,531,877.00	\$1,158,545.00
3	3.8	After-School Sports and Recreation Programs	Yes	\$402,412.00	\$323,177.00
3	3.9	Increased Student Transportation Services	Yes	\$134,393.00	\$107,356.00
3	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	\$62,351.00	\$29,610.00
3	3.11	Expanded Student Learning Events	Yes	\$56,938.00	\$21,937.00
4	4.1	Mountain View Family Center	Yes	\$581,744.00	\$514,912.00
4	4.2	Family Engagement Programs	Yes	\$473,078.00	\$426,353.00

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)
4	4.3	Family Engagement Workshops	Yes	\$225,378.00	\$151,864.00
4	4.4	Family and Community Outreach	Yes	\$103,311.00	\$108,353.00
4	4.5	District and Site Partnership Action Team Plans	Yes	\$57,520.00	\$48,194.00
4	4.6	Family and Community Experiential Trips	Yes	\$48,240.00	\$37,231.00
4	4.7	Enhanced Family and Community Communication and Access	Yes	\$1,216,070.00	\$2,625,418.00
4	4.8	Extended Service and Support to Families	Yes	\$62,178.00	\$72,717.00
4	4.9	Extended Library Service	Yes	\$388,233.00	\$366,575.00



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$23,480,847	\$29,047,401.00	\$26,904,776.00	\$2,142,625.00	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	Transitional Kindergarten Early Enrollment	Yes	\$1,180,571.00	\$1,227,945.00		
1	1.2	English Language Arts, Literacy, and English/Academic Language Development	Yes	\$2,216,164.00	\$2,019,803.00		
1	1.3	Services to Support Mathematics Instruction	Yes	\$2,538,919.00	\$1,744,239.00		
1	1.4	Services to Support Science and Engineering Programs	Yes	\$342,467.00	\$155,538.00		
1	1.5	School-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	\$648,504.00	\$669,946.00		
1	1.6	Visual and Performing Arts	Yes	\$850,263.00	\$626,626.00		
1	1.7	Increased and Improved Educational Technology Programs and Devices	Yes	\$980,832.00	\$836,273.00		
1	1.8	Elementary Physical Education Programs and Elementary Teacher Collaboration	Yes	\$2,267,145.00	\$2,193,916.00		
1	1.9	Extended Day and Summer Library Services	Yes	\$108,240.00	\$70,651.00		
1	1.10	Intervention and Enrichment	Yes	\$158,625.00	\$43,332.00		

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)
1	1.11	Summer and Extended Learning	Yes	\$110,500.00	\$99,150.00		
1	1.12	Student Study Trips	Yes	\$259,640.00	\$226,515.00		
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	\$36,300.00	\$36,300.00		
1	1.14	Programmatic Support for Instruction and Services	Yes	\$3,828,398.00	\$3,165,654.00		
1	1.15	Expanded Services to Preschool Age Children	Yes	\$5,250.00	\$5,250.00		
2	2.1	Language Support Services for English Learners	Yes	\$244,431.00	\$273,628.00		
2	2.2	Services to Improve English Learner Literacy	Yes	\$6,600.00	\$6,600.00		
2	2.3	Extended Support Programs for English Learners	Yes	\$174,873.00	\$24,086.00		
2	2.4	Expanded Services for Newcomer Students	Yes	\$300,748.00	\$484,283.00		
2	2.5	Improving Dual Language Programs and Enrichment Services	Yes	\$851,355.00	\$797,608.00		
2	2.6	Expanded Foster Youth Services	Yes	\$149,054.00	\$172,825.00		
3	3.1	Support Services for Students and Families	Yes	\$18,693.00	\$2,229.00		
3	3.2	Social Emotional Wellness Services and Support	Yes	\$1,474,571.00	\$1,368,907.00		
3	3.3	Positive Behavior Support and Intervention	Yes	\$836,103.00	\$659,529.00		
3	3.4	Expanded Health and Wellness Services	Yes	\$1,576,690.00	\$1,368,974.00		
3	3.5	Community and School Safety Programs and Services	Yes	\$2,496,337.00	\$2,589,597.00		
3	3.6	Social Emotional Learning Arts Integration Programs	Yes	\$42,405.00	\$43,130.00		

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)
3	3.7	Enhanced Technology Infrastructure	Yes	\$1,531,877.00	\$1,158,545.00		
3	3.8	After-School Sports and Recreation Programs	Yes	\$402,412.00	\$323,177.00		
3	3.9	Increased Student Transportation Services	Yes	\$134,393.00	\$107,356.00		
3	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	\$62,351.00	\$29,610.00		
3	3.11	Expanded Student Learning Events	Yes	\$56,938.00	\$21,937.00		
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4	4.6	Family and Community Experiential Trips	Yes	\$48,240.00	\$37,231.00		
4	4.7	Enhanced Family and Community Communication and Access	Yes	\$1,216,070.00	\$2,625,418.00		
4	4.8	Extended Service and Support to Families	Yes	\$62,178.00	\$72,717.00		
4	4.9	Extended Library Service	Yes	\$388,233.00	\$366,575.00		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$54,341,846	\$23,480,847	7.2%	50.410%	\$26,904,776.00	0.000%	49.510%	\$488,683.91	0.899%

# 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](mailto: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.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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



# Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

## Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

### Focus Goal(s)

Description

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

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

### Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - 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.

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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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

- 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.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - 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.

## 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 of 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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