



LCFF Budget Overview for Parents

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

CDS Code: 19-64816

School Year: 2026-27

LEA contact information:

Mercedes Gomez, Ed.D.

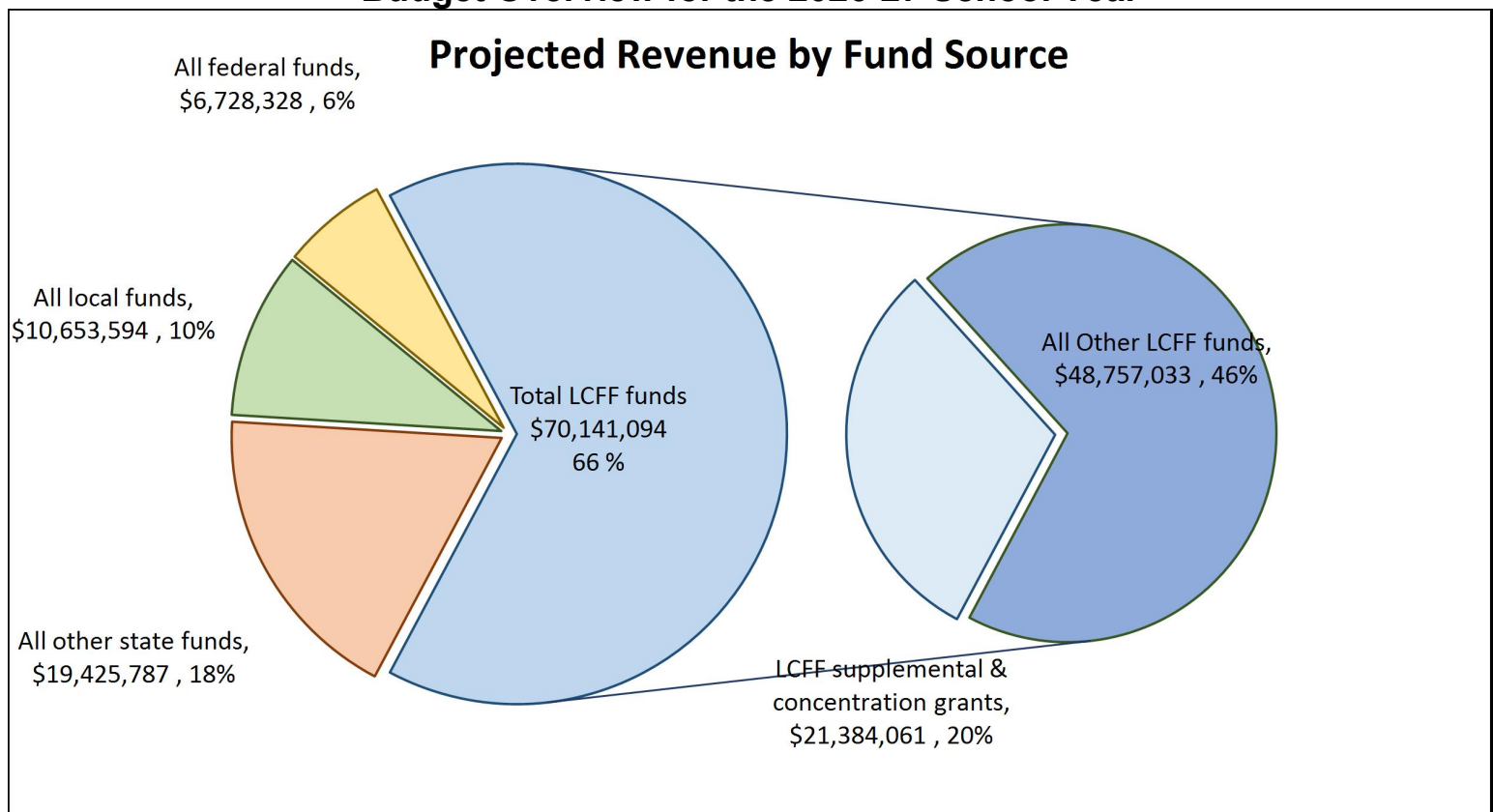
Assistant Superintendent of Educational Services

mercedes.gomez@mtviewschools.net

(626) 652-4963

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

Budget Overview for the 2026-27 School Year

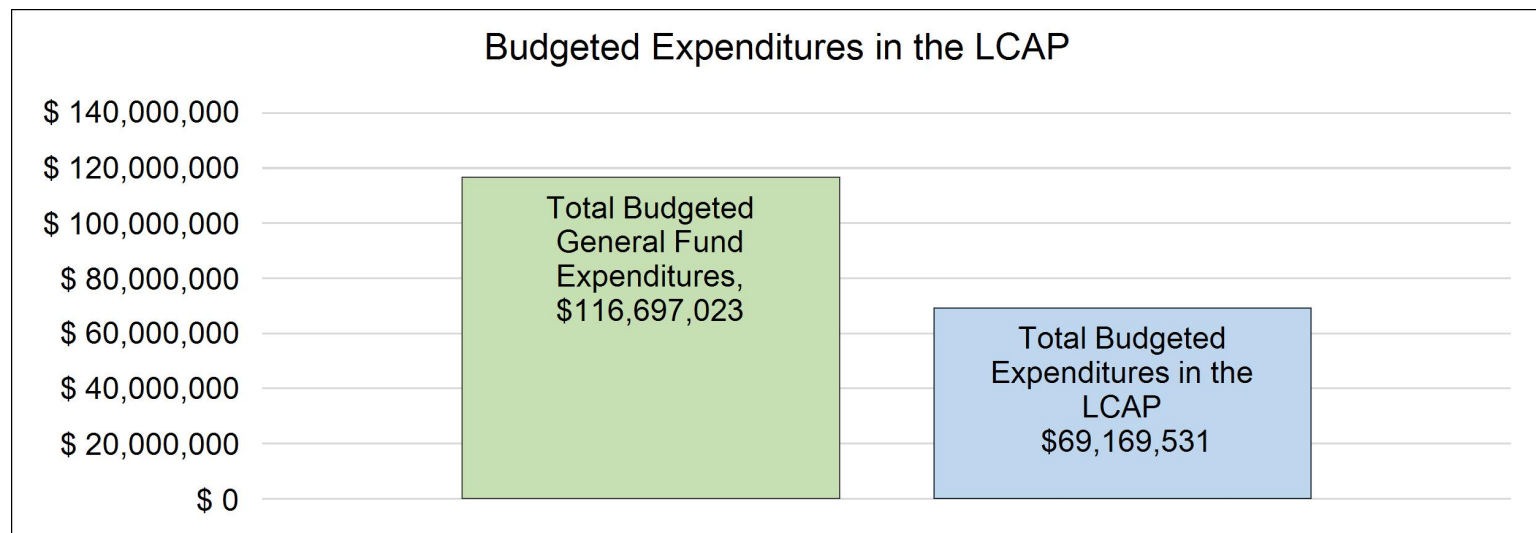


This chart shows the total general purpose revenue Mountain View School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View School District is \$106,948,803, of which \$70,141,094 is Local Control Funding Formula (LCFF), \$19,425,787 is other state funds, \$10,653,594 is local funds, and \$6,728,328 is federal funds. Of the \$70,141,094 in LCFF Funds, \$21,384,061 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View School District plans to spend \$116,697,023 for the 2026-27 school year. Of that amount, \$69,169,531 is tied to actions/services in the LCAP and \$47,527,492 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

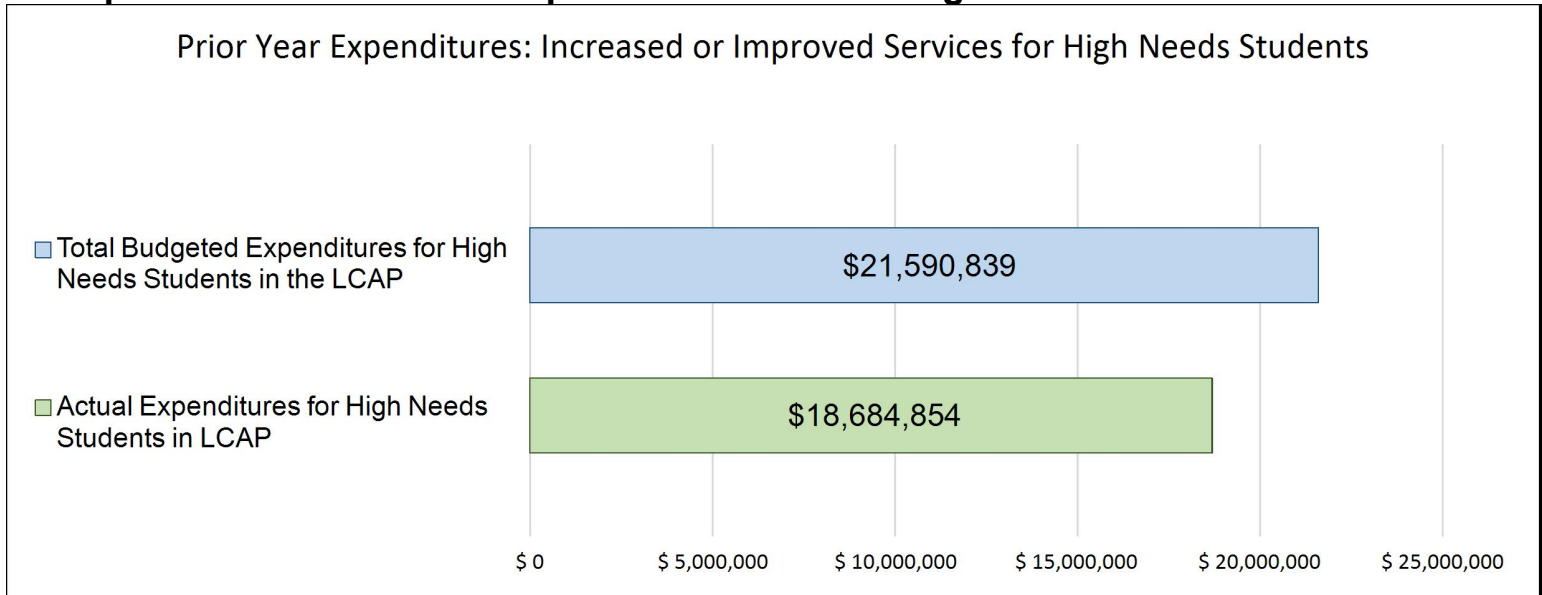
General Fund Budget Expenditures not included in the LCAP are any expenses not directly tied to instruction or instructional/school support such as: maintenance and physical plant operations, business services, personnel services, warehouse and technology services.

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

In 2026-27, Mountain View School District is projecting it will receive \$21,384,061 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 \$25,104,610 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Mountain View 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 2025-26, Mountain View School District's LCAP budgeted \$21,590,839 for planned actions to increase or improve services for high needs students. Mountain View School District actually spent \$18,684,854 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$2,905,985 had the following impact on Mountain View School District's ability to increase or improve services for high needs students:

Some planned expenditures for actions and services to increase or improve services for high needs students that were budgeted in the LCAP ended up being paid for with expiring monies. Planned activities still happened, just with a different funding source. This difference did not impact the actions and services and the overall increased or improved services for high needs students.



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	Mercedes Gomez, Ed.D. Assistant Superintendent of Educational Services	mercedes.gomez@mtviewschools.net (626) 652-4963

Plan Summary [2026-27]

General Information

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

The Mountain View School District, 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 2025-26, our schools served approximately 4100 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 (2025-26 CALPADS UPC Source File).

The "BLT" Community of Schools:

Baker Elementary, TK-6

- Total Enrollment: 562
- UPC: 552 (98%)
- Low Income: 551 (98%)
- English Learner: 253 (45%)
- Homeless: 161 (30%)

La Primaria Elementary, TK-3

- Total Enrollment: 220
- UPC: 203 (92%)
- Low Income: 199 (91%)
- English Learner: 76 (35%)
- Homeless: 67 (31%)

Twin Lakes School, 3-8

- Total Enrollment: 435
- UPC: 424 (98%)
- Low Income: 416 (96%)
- English Learner: 164 (38%)
- Homeless: 117 (27%)

The "Pepperoni & Mushroom Pizza" Community of Schools:

Payne Elementary, TK-6

- Total Enrollment: 481
- UPC: 472 (98%)

- Low Income: 470 (98%)
- English Learner: 247 (51%)
- Homeless: 169 (35%)

Maxson Elementary, TK-6

- Total Enrollment: 428
- UPC: 412 (96%)
- Low Income: 406 (95%)
- English Learner: 146 (34%)
- Homeless: 120 (28%)

Parkview School, TK-8

- Total Enrollment: 877
- UPC: 847 (97%)
- Low Income: 827 (94%)
- English Learner: 360 (41%)
- Homeless: 183 (21%)

The "M&Ms" Community of Schools:

Miramonte Elementary, TK-6

- Total Enrollment: 396
- UPC: 389 (98%)
- Low Income: 386 (97%)
- English Learner: 215 (54%)
- Homeless: 151 (38%)

Monte Vista School, TK-8

- Total Enrollment: 728
- UPC: 694 (95%)
- Low Income: 682 (94%)
- English Learner: 307 (42%)
- Homeless: 169 (23%)

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, 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 2025 California Dashboard at the LEA level shows growth in both ELA and Math with both moving to the yellow and no student groups in the lowest levels in either area. In ELA and Math we did have one student group, Asians, in the green. Suspension Rate remained in the green with three student groups in the green and one student group in the blue and English Learner Progress Indicator dipped slightly to the yellow, however there was no student group in the red. In the English Learner Progress Indicator, our Long Term English Learners did score in the green. Chronic Absenteeism was in the yellow and declined from the previous year, however, we did have both Students with Disabilities and Long Term English Learners in the red.

At the school level, two schools (Miramonte and Payne) had the lowest performance level on state testing in Mathematics. None of our schools scored at the lowest performance level on state testing in English Language Arts. Furthermore, one school (La Primaria) had the lowest rating on the state indicator for English Learner Progress.

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

Baker- Students with Disabilities (English Language Arts, Math, Chronic Absenteeism)

Maxson- Students with Disabilities (Chronic Absenteeism)

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

Monte Vista- Hispanic, Long Term English Learners, Students with Disabilities, Homeless (Math); Students with Disabilities (Suspensions), Students with Disabilities (Chronic Absenteeism)

Parkview- Long Term English Learners (English Language Arts); Long Term English Learners, Homeless (Chronic Absenteeism); Long Term English Learners (Suspensions)

Payne- Homeless (English Language Arts); English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged (Mathematics);

Twin Lakes- Students with Disabilities (English Language Arts); Long Term English Learners, Students with Disabilities (Chronic Absenteeism)

This year we transitioned fully to iReady from DORA so comparing local data from year to year is challenging. However, we can compare from Diagnostic 1 to Diagnostic 3 this year and that comparison indicates an increase for the performance of our English Learners in ELA from 2% At/Above grade level to 12% in Fall to Spring benchmark-to-benchmark comparison. This data also shows an improvement in our students with disabilities from 3% At/Above grade level to 9%. Our low-income (socioeconomically disadvantaged) have also increased in this area from 13% At/Above grade level to 29%. 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%.

Our local data for the performance of our English Learners in Mathematics is also indicative of the change from DORA to iReady. The comparison from Diagnostic 1 to Diagnostic 3 shows growth from 6% At/Above grade level to 23%. This data also shows the performance of our students with disabilities, from 1% At/Above grade level to 9%. Our low-income students went from 5% At/Above grade level to 23%. Our Unhoused Youth performance increased from 5% At/Above grade level to 20%. And, our Hispanic students went from 5% At/Above to 21%.

Learning Recovery and Emergency Block Grant - As of June 30, 2026, MVSD has approximately \$1,300,000 in unexpended LREBG funds. These funds will be expended in the 2027-2028 school year.

For reference, our LCAP maintains the required 2023 Dashboard red indicators data analysis below:

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)

Reflections: Technical Assistance

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

The Mountain View School District (MVSD) is not eligible for Year 1 differentiated assistance support based on the 2025 CA School Dashboard.

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 2026-27 Local Control Accountability Plan (LCAP).	MVSD 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, and consultation with the certificated and classified employee associations. Additionally, we conducted our annual LCAP surveys to students, staff, families and community.
Board Members	Board Meeting Presentations and Reports -November 6, 2025- LCAP Goals 1-4 Fall Presentation/Report -February 5, 2026- LCAP Mid-Year Report -February 5, 2026- Goal 2 Presentation by the District English Learner Advisory Committee -April 14, 2026- LCAP Goals 1-4 Spring Presentation/Report
Consolidated Parent Advisory Committee (CPAC) -Parents -Principals -Other School Personnel (classified staff)	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. -September 10, 2025 -October 15, 2025

Educational Partner(s)	Process for Engagement
	-November 21, 2025 -January 14, 2026 -March 18, 2026 -April 22, 2026
District English Learner Advisory Committee (DELAC) -Elected Parent Representatives from each site	Advisory Group Meeting -February 5, 2026- The Committee made a presentation on LCAP Goal 2 to the School Board, including recommendations for 2026-27 including parent workshops in academics and leadership, increased communication, and expanded language classes for students. -May 26, 2026- LCAP Draft presented to DELAC for input
Superintendent's Parent Advisory Committee (SPAC) -Elected Parent Representatives from each site	Advisory Group Meeting -May 11, 2026- LCAP Draft presented to SPAC for input
LCAP Family/Community Survey	Survey -March/April 2026 1326 surveys were collected this year, representing 33% of families across the district. Of the 1205 surveys, 22% represented families of English Learner students and 8% represented families of students with disabilities.
LCAP Staff Survey -Administrative and Principals -Other School Personnel (classified staff) -Certificated including Teachers	Survey -March/April 2026 429 surveys were collected this year. Of this total, 7% were administrative staff (school site and district), 38% were classified staff (including instructional assistants, office staff, campus monitors, transportation, food services, etc.) and 55% were certificated staff (including special education and general education classroom teachers, teachers on special assignment, counselors, school psychologists, school nurses, etc.).
LCAP Student Survey -3rd through 8th-grade students	Survey -March/April 2026 2483 surveys were collected this year from grades 3-8.
Employee Association Consultation included Teachers and Other School Personnel	California School Employees Association consultation with Educational Services Staff, including review of identified needs from

Educational Partner(s)	Process for Engagement
	educational partner surveys and focus groups and planned updates to the 2026-27 LCAP. -May 12, 2026 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 2026-27 LCAP. -May 20, 2026
2025-26 State of the District Community Convening	3rd 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 16, 2026
SELPA Director Consultation	Consultation meeting with the SELPA Director and Assistant Superintendent of Educational Services on Goals, Actions/Services, and Metrics of the 2026-27 LCAP May 26, 2026

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

Educational partner feedback throughout the 2025-26 school year supported the current actions and services provided in our Local Control Accountability Plan (LCAP). While students are demonstrating progress, there is continued concern with the academic performance of our students post pandemic. The Consolidated Parent Advisory Committee (CPAC) included our parents, principals, and other school personnel while our teachers were able to participate through the use of a survey this year as well as through consultation with the association for those who sit on the e-board. Our Consolidated Parent Advisory Committee (CPAC), District English Learner Advisory Committee (DELAC), 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 supports (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 continued expansion of newcomer program services to address the needs of this growing population in our district. Based on this need and feedback, this LCAP continues our newcomer program to serve more students across more grade levels.

CPAC and staff surveys highlighted the increased mental health and behavioral needs of our students. Furthermore, our California Healthy Kids Survey highlighted the need for a focus on school connectedness and caring adult relationships. For both grade levels surveyed (5th and 7th grades) these two areas fell under the state average. 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 as it continued the same goals and actions from year 1. The SELPA Director continues to applaud 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) as opposed to just referencing all students. We also discussed the decrease in student data on the Science assessment as an area to monitor this upcoming year.

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)

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 2023 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), continuing to expand learning opportunities for all students remains a top priority and so this goal shall be continued.

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 Source: DataQuest TAMO by FTE Report	2021-22 81.2% Clear Credentials	2022-23 93.4% Clear Credentials	2023-24 93.6% Clear Credentials	2024-25 90% Clear Credentials	+12.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1					
1.2	Access to Standards-Aligned Instructional Materials, % Source: Williams' Legislation Textbook Sufficiency Report Priority 1	Fall 2023 100% Met	Fall 2024 100% Met	Fall 2025 100% Met	Fall 2025 100% Met	No change
1.3	Facilities in "Good" Repair", % Source: Facility Inspection Tool (FIT) Priority 1	Fall 2023 FIT 100% in "Good Repair"	Fall 2024 FIT 100% in "Good Repair"	Fall 2025 FIT 100% in "Good Repair"	Fall 2025 FIT 100% in "Good Repair"	No change
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	2025 LCAP Staff Survey 96% Agree	2026 LCAP Staff Survey 97% Agree	2027 LCAP Staff Survey Maintain 90%+ agree	No change
1.5	Supplemental Materials Reimbursement, % agreeing supplemental materials supports instruction for unduplicated student groups	2024 LCAP Staff Survey 96% Certificated staff agree	2025 LCAP Staff Survey 96% Certificated staff agree	2026 LCAP Staff Survey 97% Certificated staff agree	2027 LCAP Staff Survey Maintain 90%+ certificated staff agree	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Staff Survey Priority 2					
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	2025 LCAP Staff Survey 88% Agree	2026 LCAP Staff Survey 84% Agree	2027 LCAP Staff Survey 90% Agree	+1%
1.7	Transitional Kindergarten End-of-Year Assessments, Average Performance % • ELA • Mathematics • Social-Emotional Readiness Source: Educational Software for Guiding Instruction (ESGI) Priority 8	2024 • ELA All = 72% Low-Income = 71% English Learner = 68% • Mathematics All = 82% Low-Income = 82% English Learner = 80% • Social-Emotional Readiness All = 83% Low-Income = 82% English Learner = 83%	2025 • ELA All = 75% Low-Income = 67% • Mathematics All = 79% Low-Income = 76% • Social-Emotional Readiness All = 76% Low-Income = 80%	2026 • ELA All = 76% Low-Income = 76% • Mathematics All = 83% Low-Income = 89% • Social-Emotional Readiness All = 71% Low-Income = 77%	2027 -ELA All = 90% Low-Income = 90% English Learner = 90% -Math All = 95% Low-Income = 95% English Learner = 95% -Social-Emotional Readiness All = 95%	2025 • ELA All = +4% Low-Income = +5% English Learner = English proficiency no longer assessed in TK • Math All = +1% Low-Income = +7% English Learner = English proficiency no longer assessed in TK • Social-Emotional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low-Income = 95% English Learner = 95%	Readiness All = -12% Low-Income = -5% English Learner = English proficiency no longer assessed in TK
1.8	Transitional Kindergarten Chronically Absent Rate, % Source: Attention 2 Attendance (A2A) Mid-Year Report Priority 5	2022-2023 44%	2023-24 36%	2024-25 31%	2026-2027 20%	-13%
1.9	California Assessment of Student Progress and Performance (CAASPP)- English Language Arts (ELA)- % Met/Exceeded Standard California Alternative Assessment (CAA)- ELA- % at Understanding Level 3 Source: CAASPP-ELPAC Reporting Site Priority 4	2023 CAASPP ELA All Students = 28.29% English Learners = 5.96% Homeless = 22.27% Foster Youth = 33.33% Long-Term English Learners = 3.91% Socioeconomically Disadvantaged = 27.66% Students with Disabilities = 7.10%	2024 CAASPP ELA All Students = 28.55% English Learners = 4% Homeless = 21.3% Foster Youth = 36.36% Long-Term English Learners = 3.29% Socioeconomically Disadvantaged = 27.94%	2025 CAASPP ELA All Students = 32.30% English Learners = 8.72% Homeless = 25.40% Foster Youth = N/A Long-Term English Learners = 6.56%	2026 CAASPP ELA All Students = 40% English Learners = 15% Homeless = 30% Foster Youth = 40% Long-Term English Learners = 10% Socioeconomically Disadvantaged = 40%	2025 CAASPP ELA All Students = +4.01% English Learners = +2.76% Homeless = +3.13% Foster Youth = Not Available Long-Term English Learners = +2.65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = 26.31% Asian = 61.63% 2023 CAA-ELA Students with Disabilities = 2.7%	Students with Disabilities = 5.4% Hispanic = 28.63% Asian = 60.47% 2024 CAA-ELA Students with Disabilities = 10.34%	Socioeconomically Disadvantaged = 31.27% Students with Disabilities = 6.91% Hispanic = 30.46% Asian = 56.39% 2025 CAA-ELA Students with Disabilities = 13.95%	Students with Disabilities = 15% Hispanic = 40% Asian = 75% 2026 CAA-ELA Students with Disabilities = 5%	Socioeconomically Disadvantaged = +3.61% Students with Disabilities = -0.19% Hispanic = +4.15% Asian = -5.24% 2025 CAA-ELA Students with Disabilities = +11.25%
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	2024-2025 34% At/Above Grade Level	2025-26 35% At/Above Grade Level	2026-27 60% At/Above Grade Level	-7%
1.11	California Assessment of Student Progress and Performance (CAASPP)- Mathematics, % Met/Exceeded Standard California Alternative Assessment (CAA)-	2023 CAASPP Math All Students = 17.47% English Learners = 4.54% Homeless = 12.86%	2024 CAASPP Math All Students = 17.98% English Learners = 4.6%	2025 CAASPP Math All Students = 19.40% English Learners = 5.53%	2026 CAASPP Math All Students = 25% English Learners = 15% Homeless = 20%	2025 CAASPP Math All Students = +1.93% English Learners = +0.99%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics, % at Level 3 Source: CAASPP-ELPAC Reporting Site Priority 4	Foster Youth = 16.67% Long-Term English Learners = 1.43% Socioeconomically Disadvantaged = 16.78% Students with Disabilities = 4.57% Hispanic = 15.32% Asian = 52.28% 2023 CAA-Mathematics Students with Disabilities = 0%	Homeless = 13.75% Foster Youth = 27.27% Long-Term English Learners = 2.32% Socioeconomically Disadvantaged = 17.8% Students with Disabilities = 4.61% Hispanic = 15.64% Asian = 51.66% 2024 CAA-Mathematics Students with Disabilities = 3.57%	Homeless = 15.23% Foster Youth = N/A Long-Term English Learners = 2.18% Socioeconomically Disadvantaged = 18.41% Students with Disabilities = 4.36% Hispanic = 16.82% Asian = 54.07% 2025 CAA-Mathematics Students with Disabilities = 4.76%	Foster Youth = 25% Long-Term English Learners = 5% Socioeconomically Disadvantaged = 25% Students with Disabilities = 15% Hispanic = 25% Asian = 65% 2026 CAA-Mathematics Students with Disabilities = 5%	Homeless = +2.37% Foster Youth = Not Applicable Long-Term English Learners = +0.75% Socioeconomically Disadvantaged = +1.63% Students with Disabilities = -0.21% Hispanic = +1.5% Asian = +1.79% 2025 CAA-Mathematics Students with Disabilities = +4.76%
1.12	5th Grade Mathematics Achievement, % At/Above Grade Level Source: District Assessment Priority 2	2023-24 22%	2024-25 34%	2025-26 16%	2026-27 40%	-6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	7th/8th Grade Advanced Math Enrollment, % Enrolled Source: District Student Information System (SIS) Priority 7	2023-24 2.4%	2024-25 7.3%	2025-26 0%	2026-27 15%	-2.4%
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% Students with Disabilities= 4.51% Hispanic= 10.7% Asian= 48.28% 2023 CAA Science	2024 CAST All Students= 13.14% English Learners= 0.28% Homeless = 9.91% Foster Youth = Not Available Long-Term English Learners= 0% Socioeconomically Disadvantaged= 12.49% Students with Disabilities= 1.76% Hispanic= 11.15% Asian= 36.11%	2025 CAST All Students= 14% English Learners= 2.01% Homeless = 11.52% Foster Youth = N/A Long-Term English Learners= 0% Socioeconomically Disadvantaged= 13.69% Students with Disabilities= 4.84% Hispanic= 12.48% Asian= 43.75%	2026 CAST All Students= 25% English Learners= 10% Homeless = 20% Foster Youth = 10% Long-Term English Learners= 10% Socioeconomically Disadvantaged= 20% Students with Disabilities= 10% Hispanic= 20% Asian= 60% 2026 CAA Science	2025 CAST All Students= +1.09% English Learners= +1.31% Homeless = -0.18% Foster Youth = Not Available Long-Term English Learners= 0% Socioeconomically Disadvantaged= +2.35% Students with Disabilities= +0.33% Hispanic= +1.78% Asian= -4.53%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities= 7.14%	2024 CAA Science Students with Disabilities= 0%	2025 CAA Science Students with Disabilities= 15.38%	Students with Disabilities= 21%	2025 CAA Science Students with Disabilities= +8.24%
1.15	5th Grade Physical Fitness Test- Pacer Test, % Participation Rate Source: District Student Information System (SIS) Priority 2 and Priority 8	2024 36.7% Met Healthy Fitness Zone on the Pacer Test	2025 94.75% participation rate	2026 99.78% participation rate	2027 50% Meet Healthy Fitness Zone on the Pacer Test	Metric Changed Participation increased from year 1 to +5.03%
1.16	AVID Certification, # of Schools Attaining AVID Certification Source: AVID Center Priority 7	2023-24 0 of 8	2024-25 0 of 8	2025-26 3 of 8	2026-27 8 of 8	+3
1.17	Access to a broad course of study TK-6, % Agreeing Source: LCAP Staff Survey, "Artist Residencies give students a variety of experiences and opportunities" Access to Music/Band, # of Certificated FTEs	2024 LCAP Staff Survey 92% Agree 2023-24 Certificated Music/Band FTEs = 1 2023 7th/8th Grade Music/Band Enrollment All = 5% Low-Income = 4%	2025 LCAP Staff Survey 89% Agree 2024-25 Certificated Music/Band FTEs = 1	2026 LCAP Staff Survey 86% Agree 2025-26 Certificated Music/Band FTEs = 1	2027 LCAP Staff Survey Maintain 90%+ certificated staff agreement 2026-27 Certificated Music/Band FTEs = 4	2025 LCAP Staff Survey -6% Agree 2025-26 Certificated Music/Band FTEs = No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Calculation 7th/8th Grade Enrollment in Music/Band, % Enrolled Source: District Student Information System (SIS) Priority 7		2025 7th/8th Grade Music/Band Enrollment All = 5% Low-Income = 5%	2026 7th/8th Grade Music/Band Enrollment All = 7% Low-Income = 90%	2026-27 7th/8th Grade Music/Band Enrollment All = 20% Low-Income = 20%	2026 7th/8th Grade Music/Band Enrollment All = +2% Low-Income = +86%
1.18	Access to a broad course of study, 7th/8th Grade, % Enrolled Source: Rio Hondo Dual Enrollment and Completion, 7th/8th Grade Priority 7	2024 Rio Hondo Dual Enrollment, 7th/8th Grade 68% Credit-Earning Completion	2025 Rio Hondo Dual Enrollment, 7th/8th Grade 95% Credit-Earning Completion	2026 Rio Hondo Dual Enrollment, 7th/8th Grade 78% Credit-Earning Completion	2027 Rio Hondo Dual Enrollment, 7th/8th 80% Credit-Earning Completion	+10% Credit-Earning Completion
1.19	Access to Technology, % Reporting Access Source: LCAP Student Survey, Grades 2-8- "My teacher allows me to take my Chromebook home sometimes/every day" Priority 7	2024 LCAP Student Survey Grade 2- 6% Grade 3- 27% Grade 4- 31% Grade 5- 45% Grade 6- 42% Grade 7- 99% Grade 8- 99%	2025 LCAP Student Survey Grade 2- 19% Grade 3- 35% Grade 4- 15% Grade 5- 26% Grade 6- 49% Grade 7- 100% Grade 8- 99%	2026 LCAP Student Survey Grade 2- 5% Grade 3- 26% Grade 4- 16% Grade 5- 23% Grade 6- 52% Grade 7- 98% Grade 8- 99%	2027 LCAP Student Survey 100% Report Sometimes/Every Day (Grades 2-8)	2025 LCAP Student Survey Grade 2= -1% Grade 3= -1% Grade 4= -15% Grade 5= -22% Grade 6= +10% Grade 7= -1% Grade 8= No change
1.20	Study Trip Participation, % Reporting Participation	2024 LCAP Student Survey	2025 LCAP Student Survey	2026 LCAP Student Survey	2027 LCAP Student Survey	2025 LCAP Student Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Student Survey- "How many study trips did you attend this year?" Priority 7	90% Reported attending at least one study trip and 54% reported attending 2 or more study trips	81% Reported attending at least one study trip and 35% reported attending 2 or more study trips	87% Reported attending at least one study trip and 56% reported attending 2 or more study trips	100% Report attending at least one study trip and 75% report attending 2 or more study trips	-3% Reported attending at least one study trip and +2% reported attending 2 or more study trips
1.21	Use of School Library, % Reporting Visits Source: LCAP Family/Community Survey and LCAP Student Survey Priority 7	2024 LCAP Family/Community Survey 56% Reported using the school library before/after school 2024 LCAP Student Survey 23% Reported using the school library before/after school	2025 LCAP Family/Community Survey 39% Reported using the school library before/after school 2025 LCAP Student Survey 22% Reported using the school library before/after school	2026 LCAP Family/Community Survey 41% Reported using the school library before/after school 2026 LCAP Student Survey 21% Reported using the school library before/after school	2027 LCAP Family/Community Survey 65% Report using the school library before/after school 2027 LCAP Student Survey 50% Report using the school library before/after school	2026 LCAP Family/Community Survey -15% Reported using the school library before/after school 2026 LCAP Student Survey -2% Reported 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	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	2025 ELO-P Enrollment 25% of unique students were enrolled in Expanded Learning Opportunities 2025 LCAP Family/Community Survey	2026 ELO-P Enrollment 56% of unique students were enrolled in Expanded Learning Opportunities 2026 LCAP Family/Community Survey	2027 ELO-P Enrollment 50% of unique students are enrolled in Expanded Learning Opportunities 2027 LCAP Family/Community Survey	2026 ELO-P Enrollment +31% of unique students are enrolled in Expanded Learning Opportunities 2026 LCAP Family/Community Survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: LCAP Student Survey Positive Family Perception of Think Together, % Source: Think Together Annual Family Survey Priority 7	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	55% of families reported their child participated in after-school programs 2025 LCAP Student Survey 74% of students in grades 2-8 reported they participated in after-school programs 2025 Think Together Annual Family Survey 99% Positive Perception of Think Together	56% of families reported their child participated in after-school programs 2026 LCAP Student Survey 74% of students in grades 2-8 reported they participated in after-school programs 2026 Think Together Annual Family Survey 99% Positive Perception of Think Together	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 2027 Think Together Annual Family Survey Maintain 95%+ Positive Perception of Think Together	+2% of families reported their child participated in after-school programs 2026 LCAP Student Survey +2% of students in grades 2-8 reported they participated in after-school programs 2025 Think Together Annual Family Survey +1% Positive Perception of Think Together

Goal Analysis [2025-26]

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

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

Fully Implemented/Successes

The actions of Goal 1 focused on the improvement of academic achievement and were specifically designed to address the needs of the English Learner, Foster Youth, and/or the Low Income student target groups. Action 1.1 focused on our early learners with an expansion of the Transitional Kindergarten program. Transitional Kindergarten classrooms were successfully opened at all sites, regardless of enrollment size, to support the English Learner and Income student groups, in order to allow access for students to matriculate at their home school and remove the barrier of transportation. Designed to support all three target groups, Action 1.2 focused on academic achievement in English Language Arts and Academic Language Development. This action (1.2) was successfully implemented as all teachers in TK-5 received PD

in the District's Literacy plan. Action 1.3 was also successfully implemented to meet the needs of English Learners, Foster Youth, and the Low Income student groups. A key success was our partnership with UCI in receiving complimentary PD for half of our K-5 teachers this year and the remaining half the following year. However, a challenge was the limited number of subs available to schedule this PD in conjunction with the other PDs in the District. District-wide implementation of Advancement Via Individual Determination (AVID) was successfully achieved through Action 1.5, which targeted English Learner, Foster Youth, and the Low Income student target groups. A key success was each site completing their site plan and submitting their CCI. Scheduling challenges proved to be a factor in having all sites visit neighboring showcase sites whereby they could learn from others. VAPA continues to be a strong element at MVSD. Principally targeting the Low Income student group, Action 1.6 (VAPA) was successfully implemented. A key success was the implementation of visual arts in addition to performing arts and the alignment of the schedules to minimize loss of instructional time in core subjects. The elementary physical education program (Action 1.8) was designed to provide English Learner and Low Income students, and through successful implementation, provided access to credentialed physical education teachers while allowing classroom teachers the opportunity to collaborate during a common PE block. While students engaged in PE activities, classroom teachers met to discuss alignment of instruction, use data to develop instructional plans, and received professional development and coaching to target the specific learning needs of EL and Low Income students. This strategy was successful this year as VAPA schedules and PE schedules were jointly aligned to ensure maximization of instructional time. Principally targeting the Low Income student group, Action 1.9 provided access to the school library beyond the school day with before and after-school library hours to students and families, allowing families access to books, software, technology, and literacy engagement activities. Implementation of enhanced library services and extended hours (Action 1.9) was successful in providing students and families greater access to literature, however we continue to struggle with low usage. Advertisement and access continue to be a barrier in the limited usage. Actions 1.10 and 1.12 targeting the Low Income student group were both successfully implemented. Action 1.10 removed the fiscal barrier typically associated with extracurricular activities and provided enrichment through Expanded Learning Opportunities. Through partnerships and trained staff, students were afforded access to programs including homework assistance, sports, STEAM classes, and world languages. Student Study Trips connected classroom learning and made real-world connections. Summer Learning (Action 1.11) was successfully implemented with a principal focus on English Learner and Low Income student groups. Priority registration was held for students receiving a personalized invitation based on academic data and this proved to be quite successful. In addition, other students not personally invited, but still interested in attending summer school, were offered the opportunity to engage in focused, small-class instruction that targeted academic intervention and acceleration of learning. Professional development was offered to align with the purchased instructional materials.

In addressing the needs of the English Learner, Foster Youth, and the Low Income student target groups, Action 1.13 was successfully implemented and provided certificated staff the opportunity to purchase supplemental materials and resources to incorporate hands-on learning and better access to content. Successful implementation of Action 1.14, which was principally focused on English Learner and Low Income student groups, provided Programmatic Support and Services to Support Student Learning. Through this action, instructional assistants were hired to provide small-group instructional support at all elementary sites. Additional support staff, including Deans of Instruction, allowed for more targeted professional development, access to instructional support, and increased data monitoring and program implementation.

Actions 1.15, 1.16, and 1.17 were all successfully implemented. These actions were all non-contributing actions that targeted all students. Action 1.15 focused on providing standards-aligned instructional materials, which were provided to all students in all core content areas. Action 1.16, Maintain Fully Credentialed and Appropriately Assigned Teachers and Staff, ensured base-level staffing ratios were met. Action 1.17, Maintain Safe and Functional Facilities, provided for base-level facilities and increased staff to ensure campuses were appropriately maintained and appropriate for students.

Partial Implementation/Substantive Differences

Focusing on all three student groups, Services to Support Science and Engineering Programs (Action 1.4) was partially implemented. A Districtwide comprehensive course catalog was developed and differences in the STEM electives were apparent at all 3 middle schools. Moving toward a consistent program and identifying possible avenues of alignment with the high school is the goal of the upcoming year. While updated devices were purchased to support the need of providing increased and improved educational technology, Action 1.7, principally implemented in the sense that we identified a need for developing a take home plan and mitigating any potential access issues that could arise.

Overall, the implementation of the actions for Goal 1 has been fully implemented

- 15 out of 17 actions were fully implemented
- 2 out of 17 actions were implemented partially, and
- 0 out of 17 actions were minimally or not implemented.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures on the following actions:

Actions 2, 5-6, 9-10, 12, and 14

These actions were all fully implemented. Action 2 did not need as many supports as the number of ELs decreased. We continued our AVID expansion (action 5) allowing us to train additional staff resulting in a larger expense than originally planned. In action 6, while it was fully implemented, we did reduce one of the contracts as the company was unable to provide the services within the agreed up on windows. For action 9, we did not buy as many library resources as planned. In action 10, we spent significantly more out of ELO-P funds as we increased the various offerings after school. For action 11 we spent more as there were some political challenges with immigration concerns we attempted to navigate last summer and we're happy to share we were able to provide additional opportunities for our students to participate in more study trips in action 12. In action 14, we experienced significant attrition coupled with declining enrollment resulting in the decreased expenses. In action 15, we did not need as many materials as anticipated given they had been purchased the previous year.

Actions 4 and 7

These actions were partially implemented. In action 4, we were not able to expand our STEAM electives as we'd hoped. With action 7, we only refreshed a portion of our devices as we began running into supply chain challenges, thus we pivoted for the year.

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

The majority of actions in Goal 1 were effective, as evidenced by the progress with the metrics. There is still work to be done with Actions 1.2, 1.3, and 1.8 as it relates to academic achievement for ELA and Math given the starting point. In analyzing CAASPP results (Metrics 1.9 and 1.11), significant progress has been made in ELA with progress, though limited, in Math. Local data (Metric 1.10) also shows growth, though it's misleading as the baseline was on a different assessment than what is currently being used. In ELA (Metric 1.9) all students have grown over 11% and individual student groups have also shown positive growth. Students with Disabilities and Asian students have decreased, however, students with disabilities taking the CAA have surpassed the target goal. In Math (Metric 1.11), similar to ELA, all

student groups made progress with the exception of Students with Disabilities. However, students with Disabilities as measured on the CAA have made positive growth of 4.76%. Local data (Metric 1.12) also show growth, but again, the change in assessment makes the data misleading as the baseline was established with a different assessment. Action 8, Programs to Support Elementary Teacher Collaboration, has been an important component in building capacity around student achievement and learning goals, and the metrics above (1.9 and 1.11) demonstrate its effectiveness, more so in ELA than Math. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores.

Actions 1.1, 1.5, 1.6, 1.7, 1.12, and 1.13 focused on increasing learning opportunities and supports for students within the school day with a targeted focus. Action 1 allowed all students to enroll in TK programs at their home schools supporting the needs of Low Income and English Learners students. Through this expansion, we are able to see a reduction in chronic absenteeism for TK of 13% as evidenced with Metric 8. Also, our TK EOY assessments in ELA for our low income students increased 5% from our baseline year. Action 1.5 is also showing growth, though not at the same level as other actions. CAASPP Metrics in both ELA and Math (1.9 and 1.11) both show growth, though more in ELA than Math. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores. Metric 1.16 shows progress with 2 sites receiving certification. Actions 6 and 12 support Low Income students by providing enhanced and expanded instruction and show effectiveness as measured by Metrics 1.9 and 1.11. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores. Our attendance (Metric 3.1) showed the EL group increased by 0.34% and Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed that the EL group decreased by 1.9% and Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students. The Foster Youth group decreased by 6.9%.

Metrics 1.5, 1.9, and 1.11 (LCAP Survey & CAASPP results) show that Actions 7 and 13, supplemental materials (Foster Youth, EL, and Low Income) and Educational Technology Programs and Devices (Low Income), provided support to assist students by providing technology, enhanced curricular materials, manipulatives, and scaffolded support with 96% of staff reporting a positive impact from material support.

Due to the limited implementation of Action 4, Metric 1.14 also shows limited effectiveness. On CAST (Metric 1.14) performance showed that the percentage of students meeting standards for the EL group increased by 1.73% and Low-Income students increased by 1.20% compared to an increase of 1.14% for all students.

As a means to further expand learning opportunities for students, Actions 1.9, 1.10, and 1.11 provided services and supports beyond the school day. Through the extended library services (Action 1.9), students and families had access to literacy activities and learning spaces beyond the school day. This action is partially effective based on information yielded from LCAP survey data (Metric 2.1). According to

survey data, 79% of families are aware of the expanded service hours for the library; however, only 41% of families are actively accessing the after-school library services. Despite the limited growth, this is a 2% increase in after-school library usage when compared to the previous year. The partial effectiveness of 1.9 can be tied to the increasing effectiveness of Actions 1.10, Expanded Learning Opportunities. Through Actions 1.10 and 1.11 pertaining to extended day and summer learning opportunities, the district removed access and wait-list barriers, allowing every student and family who wished to enroll in an expanded learning program to participate. According to LCAP student survey data (Metric 1.22), 79% of respondents reported participating in one or more after-school programs. Additionally, on CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores.

Actions 14, 16, and 17 were successful in addressing the access to programmatic support, learning climate, and school culture at all the sites, providing the necessary staff and resources to support the district goals and strategies. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. Through these actions, staff received professional development and ongoing support on district programs and learning initiatives. Smaller class sizes and lower adult-to-student ratios, as indicated in Action 16, Grade Span Adjustment, allowed for more frequent small-group instruction for students, leading to increased learning opportunities. Finally, all actions and services linked to improving instruction, including coaching and learning for all teachers, collaboration and planning, and professional development, were effective in having a direct impact on student achievement as measured by district data. In regard to materials, Action 15 effectively ensured that all students had access to the materials necessary to successfully engage in core learning.

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

Action 1 has been revised to no longer include ELs as they are not identified in TK. Actions 2, 3, and 9 have been revised to no longer include LREBG funding given the limited dollars. Actions 1.5, 1.6, 1.7, 1.8, 1.10, 1.12, 1.13, and 1.14 descriptions now include the specific unduplicated student groups for whom the action is principally directed. Action 11 is discontinued as action 11 is now embedded in our ELO-P plan. Also, metric 1.18 has been revised to just reflect the percentage of students attaining credit completion. Actions 1.5, 1.7, and 1.10 have been adjusted to reflect a difference in budget.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 kindergarten/kindergarten combination classrooms in order to focus on age-appropriate developmental skills. The expansion of Transitional Kindergarten addresses the identified needs of Low-Income families by providing: -Increased access to TK programs that support language development and academic achievement -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 -Expanded Day for TK students -Reduce the chronically absent rate of TK students -Continuity of enrollment in the home school -Increased family engagement within the community school	\$926,211.00	Yes
1.2	English Language Arts and Academic Language Development	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) The focus on English Language Arts and Academic Language Development addresses the identified needs groups by providing: -Content Literacy Coaches to support on-site training, coaching, modeling, and support development on literacy instruction (Supplementary funding through- Literacy Coach & Reading Specialist Grant, Title I & II) -Intervention support to provide targeted small-group instruction to students identified with significant learning gaps -District-wide instructional strategies to provide data-focused, targeted instruction to increase student achievement -Professional development to build the instructional capacity of educators -Materials to address targeted instruction Metrics being used to monitor the action: Metrics 1.9 and 1.10	\$1,330,747.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Services to Support Mathematics Instruction	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. This action and related services address the identified needs by providing: -Ongoing professional development to support mastery of standards, concepts, and strategies -Ongoing professional development for supplemental programs and strategies to implement programs to achieve desired outcomes -Diagnostic and formative assessments to identify specific learning gaps and provide differentiated instruction and targeted interventions -Supplemental instructional materials to enhance and support core instruction -Intervention support to provide targeted small-group instruction to students identified with significant learning gaps Metrics being used to monitor the action: Metrics 1.11 and 1.12	\$1,323,247.00	Yes
1.4	Services to Support Science and Engineering Programs	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. This action and related services increase and improve instruction for targeted students by providing: -Targeted and ongoing professional development to support content-area literacy, language learners, and struggling students -STEM-based programs to provide additional learning opportunities for science-focused content -Supplemental instructional materials to provide greater access to content and address instructional gaps of students	\$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Promote a college and career readiness culture throughout the District by strengthening the instructional capacity and supports program to address low income and English Learners students' learning gaps, support a culture of advocacy, and ensure the district provides effective instructional strategies. This action and related services promote students' academic achievement and engagement through: -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) -Implementation of AVID strategies across all schools -Develop district and site level AVID goals -Ongoing professional development to support AVID implementation and monitoring of implementation (Plan, Do, Study, Act) -Annual participation in the AVID Summer Institute for site teams to build capacity around AVID instructional strategies	\$694,523.00	Yes
1.6	Visual and Performing Arts	Provide visual and performing arts instruction and experiences 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.	\$614,708.00	Yes
1.7	Increased and Improved Educational Technology Programs and Devices	Provide needed educational technology and devices in order to allow low income students access to instruction and remove barriers that cause inequities in educational access. This action and related services increase and improve the quality of teaching and learning by providing: -Ongoing professional development to support technology-based supplemental programs and strategies -Supplemental instructional materials and resources to support targeted student instruction and practice of learned skills -Updated devices for teaching and learning at school and at home -Updated technology to support professional learning	\$1,832,598.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	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 allowing low income and English Learner students to receive the additional benefit of a quality elementary physical education program. This action and related services increase and improve opportunities for elementary physical education instruction by providing the following: -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 -Physical education supplies and materials -Classified personnel to support safe program implementation -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.	\$1,902,251.00	Yes
1.9	Enhanced Library Services and Extended Hours	Provide access to literature, technology, family and student lessons, and literacy activities for low income students. 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: -Classroom library books to provide greater access to high-interest literature -Library books and digital collections to expand current selections and meet the interests of students -Library Media Software to provide for updated libraries and check out access	\$456,476.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Updated and enhanced library environment to provide for student and family engagement -Extended library hours to allow families access to the library after instructional day Metric being used to monitor the action: Metric 1.21		
1.10	Expanded Learning Opportunities	Provides extra-curricular and enrichment opportunities and resources to accelerate and expand learning of low income students. By providing these opportunities, students benefit from expanded learning and the barriers that create access inequities are removed. This action and related services improve services by providing complementary resources and programs for students to make continuous academic progress through: -Expanded day/year programs -Homework and Academic Support Centers -Supplemental instructional materials and resources -Ongoing professional development to support enrichment opportunities for students	\$3,131,844.00	Yes
1.11	Summer Learning (Discontinued 26-27 LCAP)	Discontinued Action: 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. 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. • Purchase materials and resources to support summer learning opportunities • Provide summer/extended programs to engage students in continued learning and engagement beyond the regular instructional days • Intervention services to support identified struggling learners	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	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. This action and related services improve opportunities for students to master content and grade-level standards by: -Providing content-aligned study trips -Providing students with hands-on learning opportunities -Helping students make text-to-world connections -Supporting closing experience gaps for low-income students	\$133,204.00	Yes
1.13	Certificated Reimbursement for Supplemental Instructional Materials	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 of low income, English Learners, and Foster Youth students. • Supplemental Hands-on learning material to connect learning • Supplemental resources to support content knowledge and vocabulary development • Supplemental materials to support the implementation of targeted instruction and social-emotional learning.	\$37,500.00	Yes
1.14	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 English Learner and low income students. This action and related services increase and improve opportunities for unduplicated students by providing the following: -Additional instructional support to provide targeted student instruction -Additional support to ensure access to resources, material, data, and services for instructional programs -Support for ongoing professional development and increased instructional monitoring at all sites	\$3,640,581.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Instructional Assistants to provide small-group instruction and differentiated lessons in primary grades -Deans of Instructions provide professional development, enhance instructional support, engage families, facilitate data-informed instruction, and facilitate collaboration of educators -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 -Translation services to engage and support families who may not fall in the required languages for translation		
1.15	Provide Standards-Aligned Instructional Materials for All Students	Base level instructional materials for all core content areas.	\$2,297,681.00	No
1.16	Maintain Fully Credentialed and Appropriately Assigned Teachers and Staff	Base Level of Staffing: • 32:1 staffing ratio, grades 4-8 • LCFF GSA requirements, 24:1 grades K-3 and TK 20:2	\$28,108,129.00	No
1.17	Maintain Safe and Functional Facilities for All Students	Base level facilities for the safe operation of schools and improvement of school learning environments. • maintenance and custodial staff • facility repair	\$9,248,909.00	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. Thus, we are continuing this goal.

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% Mathematics- English Learners = 4.54%	2024 CAASPP% Met/Exceed Standard ELA- English Learners = 4.25% ELA- English Learners with Disabilities = 0%	2025 CAASPP% Met/Exceed Standard ELA- English Learners = 8.72% ELA- English Learners with Disabilities = 1.96%	2026 CAASPP% Met/Exceed Standard ELA- English Learners = 15% ELA- English Learners with Disabilities = 5%	2025 CAASPP% Met/Exceed Standard ELA- English Learners = +2.76% ELA- English Learners with Disabilities = +0.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	California Alternative Assessment (CAA)- English Learner Progress- ELA and Mathematics, % at Level 3 Source: CAASPP-ELPAC Public Reporting Site, Performance Matters Priority 4	Mathematics- English Learners with Disabilities = 1% 2023 CAA % at Understanding Level 3 ELA- ELs/Students with Disabilities = 5.26% Mathematics- ELs/Students with Disabilities = 0%	Mathematics- English Learners = 4.6% Mathematics- English Learners with Disabilities = -.99% 2024 CAA % at Understanding Level 3 ELA- ELs/Students with Disabilities = 0% Mathematics- ELs/Students with Disabilities = 0%	Mathematics- English Learners = 5.53% Mathematics- English Learners with Disabilities = 1.47% 2025 CAA % at Understanding Level 3 ELA- ELs/Students with Disabilities = 11.11% Mathematics- ELs/Students with Disabilities = 5.56%	Mathematics- English Learners = 15% Mathematics- English Learners with Disabilities = 5% 2026 CAA % at Understanding Level 3 ELA- ELs/Students with Disabilities = 10% Mathematics- ELs/Students with Disabilities = 5%	Mathematics- English Learners = +0.99% Mathematics- English Learners with Disabilities = +0.47% 2025 CAA % at Understanding Level 3 ELA- ELs/Students with Disabilities = +5.85% Mathematics- ELs/Students with Disabilities = +5.56%
2.2	California Science Test (CAST)- English Learner Performance, % Met/Exceeded Standard California Alternative Science Test- English Learner Performance Source: CAASPP-ELPAC Public Reporting Site Priority 4	2023 CAST % Met/Exceed Standard English Learners (ELs) = .7% 2023 CA Alternative Science Test % at Understanding Level 3 ELs/Students with Disabilities = N/A,	2024 CAST % Met/Exceed Standard English Learners = 0.28% 2024 CA Alternative Science % at Understanding Level 3	2025 CAST % Met/Exceed Standard English Learners = 2.01% 2025 CA Alternative Science % at Understanding Level 3	2026 CAST % Met/Exceed Standard English Learners = 10% 2023 CA Alternative Science % at Understanding Level 3	2025 CAST % Met/Exceed Standard English Learners = +1.31% 2025 CA Alternative Science % at Understanding Level 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fewer than 11 students tested	ELs/Students with Disabilities = N/A, Fewer than 11 students tested	ELs/Students with Disabilities = N/A, Fewer than 11 students tested	ELs/Students with Disabilities = 10%	ELs/Students with Disabilities = N/A, Fewer than 11 students tested
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	2024 CAASPP/CAST % Met/Exceed Standard ELA = 36.36% Mathematics = 27.27% Science = N/A, Too few students tested	2025 CAASPP/CAST % Met/Exceed Standard ELA = N/A, Fewer than 11 students tested Mathematics = N/A, Fewer than 11 students tested Science = N/A, Fewer than 11 students tested	2026 CAASPP/CAST % Met/Exceed Standard ELA = 40% Mathematics = 25% Science = 10%	2025 CAASPP/CAST % Met/Exceed Standard ELA = N/A, Fewer than 11 students tested Mathematics = N/A, Fewer than 11 students tested Science = N/A, Fewer than 11 students tested
2.4	District English Reading Assessment- English Learner Performance-Checkpoint 2, % At/Above Grade Level District Mathematics Assessment- English Learner Performance-Checkpoint 2, % At/Above Grade Level	English Learners At/Above Grade Level 2024 Spring Comprehension All = 25% EL = 12% 2024 Spring Mathematics All = 24% EL = 16%	English Learners At/Above Grade Level 2025 ELA Diagnostic 2 All = 22% EL = 9% 2025 Math Diagnostic 2 All = 13% EL = 6%	English Learners At/Above Grade Level 2026 ELA Diagnostic 2 All = 27% EL = 10% 2026 Math Diagnostic 2 All = 17% EL = 6%	English Learners At/Above Grade Level 2027 Spring Comprehension All = 50% EL = 25% 2027 Spring Mathematics All = 48% EL = 32%	English Learners At/Above Grade Level 2026 ELA Diagnostic 2 All = +2% EL = -2% 2026 Math Diagnostic 2 All = -7% EL = -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: District Performance Matters Database Priority 4					
2.5	District English Reading Assessment- Dual Immersion Performance-Checkpoint 2, % At/Above Grade Level District Mathematics Assessment- Dual Immersion Performance-Checkpoint 2, % At/Above Grade Level Source: District Performance Matters Database Priority 4	Dual Immersion At/Above Grade Level 2024 Spring Comprehension All = 12% Low-income = 9% 2024 Spring Mathematics All = 16% Low-income = 16%	Dual Immersion At/Above Grade Level 2025 Diagnostic 2 All = 20% Low-income = 18% 2025 Diagnostic 2 All = 12% Low-income = 11%	Dual Immersion At/Above Grade Level 2026 Diagnostic 2 All = 32% Low-income = 31% 2026 Diagnostic 2 All = 17% Low-income = 16%	Dual Immersion At/Above Grade Level 2027 Diagnostic 2 All = 20% Low-income = 20% 2027 Diagnostic 2 All = 24% Low-income = 24%	Dual Immersion At/Above Grade Level 2026 Diagnostic 2 All = +20% Low-income = +22% 2026 Diagnostic 2 All = +1% Low-income = no change
2.6	California Spanish Assessment, Scale Scores Source: CAASPP-ELPAC Public Reporting Site Priority 4 Priority 4	2023 Scale Scores 3rd Grade 343.1 4th Grade 446.0 5th Grade 542.6 6th Grade 645.4	2024 Scale Scores 3rd Grade 342.4 4th Grade 442.6 5th Grade 540.8 6th Grade 642.5	2025 Scale Scores 3rd Grade 246.2 4th Grade 247.5 5th Grade 244.3 6th Grade 245.5 Test blueprint changed resulting different cut scores	2026 Scale Scores 3rd Grade 359 4th Grade 459 5th Grade 559 6th Grade 659 Test blueprint changed in 2025 resulting in a new target for 2026	Unable to compare as the test blueprint changed. Need additional data to determine a target.
2.7	English Learner Reclassification Rate, %	English Learner Reclassification Rate 2023- 12.4%	English Learner Reclassification Rate	English Learner Reclassification Rate	English Learner Reclassification Rate	English Learner Reclassification Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Calculation Priority 8	English Learner Students with Disabilities Reclassification Rate 2023- 0%	2024- 14.8% English Learner Students with Disabilities Reclassification Rate 2024- 0.8%	2025- 7.52% English Learner Students with Disabilities Reclassification Rate 2025- 1.1%	2026- 15% English Learner Students with Disabilities Reclassification Rate 2026- 5%	2025= -4.88% English Learner Students with Disabilities Reclassification Rate 2025= +1.1%
2.8	English Learner Progress Toward English Proficiency, % Data Source: California School Dashboard- English Learner Progress Indicator (ELPI) Priority 8	English Learner Progress Indicator 2023- 45.9% making progress	English Learner Progress Indicator 2024- 49.5% making progress	English Learner Progress Indicator 2025- 48.4% making progress	English Learner Progress Indicator 2026- 55% making progress	+2.5%
2.9	At-Risk and Long-Term English Learners (LTEL), % Data Source: DataQuest Priority 8	% of English Learners At-Risk of Becoming LTEL 2024- 12.6% % of English Learners Classified as LTEL 2024- 11.2%	Becoming LTEL 2025- 10.7% % of English Learners Classified as LTEL 2025- 11.2%	Becoming LTEL 2026- 10.8% % of English Learners Classified as LTEL 2026- 8.8%	Becoming LTEL 2027- 15% % of English Learners Classified as LTEL 2027- 10%	Becoming LTEL 2026= -1.8% % of English Learners Classified as LTEL 2026= -2.4%

Goal Analysis [2025-26]

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

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

Fully Implemented -Successes

The actions of Goal 2 are designed to target the learning needs and academic supports of our English Learners and Foster Youth student groups. As specified in the description, the district goal is that each specially identified learner will become English proficient and academically successful. Actions 2.1 and 2.2 - Professional development regarding the ELD requirements and student needs was provided to all certificated staff. Instructional supports and interventions targeted to specific learning needs unique to English Learners were also provided to all staff working with English Learners. Through staff meetings, district professional development days, collaboration sessions, and after-school meetings, focused professional development provided staff understanding of EL instruction, capacity building on how to plan for Designated ELD, Integrated ELD across all content areas, targeted strategies, and instructional coaching. Extended Support Programs for English Learners (Action 2.3) was fully implemented to address the need for additional interventions beyond the school day. Through after-school programs specifically designed to target EL levels 1-3, students were provided the opportunity for ELD intervention at their instructional level. Support for Newcomer students (Action 2.4) was also fully implemented this school year, with the addition of a designated newcomer class at Baker Elementary, serving families in the northern section of the school district. Additionally, an Itinerant Instructional Aide supported students not enrolled in a Newcomer program due to family choice, as well as supporting students transitioning from the Newcomer program to mainstream classrooms. Expanded Foster Youth Services (Action 2.6) were fully implemented to address the unique needs of this student group. A Foster Youth counselor provided in-school support and goal setting. Interventions were provided after school as well as wrap-around services to ensure that students were provided the supports needed for learning.

Partial Implementation/Substantive Differences

Challenges

Dual Immersion and Enrichment programs (Action 2.5) were partially implemented. Credentialed teachers were hired to support single grade-level Dual Immersion classes at one of the two sites offering Dual Immersion. As part of district-wide literacy and math plans, professional development was provided in English foundational skills to all K-5 grade teachers and number talks to support mathematics learnings was provided to 50% of K-5 teachers. However, the understanding of the instructional program design and learning expectations for Dual Immersion instruction is not consistent and well-defined. Professional development specifically targeted at dual language teachers was offered to team of DI teachers in order to develop and align the instructional program. The DI team met throughout the 25-26 school year to support the development of next steps of program development for the 26-27 school year. Ongoing support was provided to support low income students with digital platforms and materials in Spanish, however, the Mandarin program has not developed due to staffing issues and lack of enrollment.

Overall, the implementation of the actions for Goal 2 have been fully implemented

- 5 out of 6 actions were fully implemented
- 1 out of 6 actions was implemented partially, and
- 0 out of 6 actions were minimally or not implemented.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures:

Actions 1-4, and 6 were all fully implemented, however, we experienced a decrease in the students identified in these categories resulting in less expenses overall.

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

Overall, Goal 2 has been effective in supporting English Learners, Foster Youth, and Special Education/English Learner Student Success. When evaluating Actions 1, 2, 3, and 4, these actions were effective in supporting English Learners in gaining English language proficiency as evidenced by the district reclassification rates (Metric 2.7), ELPI (Metric 2.8), and the language acquisition results from the Summative ELPAC. District reclassification rates (Metric 2.7) decreased in 2025 due to a shift in the district reclassification timelines. This shift impacted the end-of-year reclassification rate, lowering the overall reclassification rate for 2025. However, this shift is temporary and rates are expected to readjust in 2026 to reach previously set targets. The English Learner Progress Rate (Metric 2.8) showed limited growth with a slight dip of -.9% of students making progress, indicating that these actions were effective in their implementation. A positive finding was that there was a 2.5% decrease in students who decreased ELPI levels, indicating that overall, students are gaining or maintaining English proficiency. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% compared to an increase of 3.75% for all students.

LCAP survey data indicate that 93% of respondents believe targeted EL interventions have supported EL learner progress. ELPI (Metric 2.8) results indicate that English Learners were in the "yellow" performance level and LTELs were in the "green" performance level on the California Dashboard. While this is a decrease from the previous year, there is evidence that this data trend may have been affected by a temporary shift in protocols. While the district reclassification rates for 2025 (Metric 2.2) decreased to 7.82%, current data is showing that over 10% of ELs are on track to reclassify based on the Summative ELPAC scores from 2026. The SPED reclassification rate has grown from 0% in 2023 to 1.1% in 2025, and current data show that the number of SPED reclassifications will triple by the beginning of the 26-27 school year. Additionally, the number of students at risk of becoming LTELs has decreased by 1.9% (Metric 2.8). These Actions (2.1, 2.2, 2.4, 2.4) are beginning to translate into increased academic performance, with increases in dashboard points in ELA for the English Learner (+15.5 points) and LTEL (+8.1 points) target groups. English Learners also showed an increase in the Distance from Standard on the ELA and Math CAASPP than other students. The evidence of effectiveness was also apparent in CAASPP results (Metric 2.1), with 4.72% growth in ELA and 0.93% growth in math.

During the 2024-2025 period, there was a limited implementation of Action 2.5, resulting in this action being considered ineffective at that time. During the 25-26 school year, there was an increase in the implementation of Action 2.5 and a strategic focus on districtwide strategies and developing the instructional pedagogy of Dual Immersion teachers. While not yet fully implemented, there is evidence of growing effectiveness across district metrics. Performance on the district assessment (Metric 2.5) showed increased performance on ELA (+12%) and math (+5%). Metric 2.5 also indicated that this action marked the beginning of effectiveness for the targeted low-income group, based on 13% growth in ELA and 5% growth in math. In subsequent years, this action will be further developed and strategically implemented to further increase its effectiveness.

Action 2.6 can be considered successful and effective based on student data and participation. Chronic absenteeism for FY declined 6.9% as compared to all students declining 2.5%. The services to Foster Youth were uniquely designed for each learner and provided in-school and after-school support as well as wrap-around services.

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

Actions 1 and 3 have been revised to no longer include LREBG funding given the limited dollars. Actions 2, 4, and 5 have been adjusted to reflect a difference in funding. The 2.6 metric will need to be updated as the blueprint for the California Spanish Assessment was updated, however, as it is the first year, we are not able to determine an accurate target. Metric 2.9 was updated with accurate dates and percentages. Typos were also corrected.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 identified with a disability. 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: • ongoing monitoring of student progress • specialized curriculum to support academic learning and English language development Research from CAFE and NCELA has proven that providing English Learners with language support allowing them to access content yields greater results and further helps in their academic achievement. Metrics being used to monitor the action: Metrics 2.1 and 2.7	\$219,782.00	Yes
2.2	Services to Improve English Learner Literacy	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.	\$21,197.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action and related services support English learners throughout the district by: • certificated coaching support (Title III) to support teachers with strategies and instructional practices that support English Learners and Long-Term English Learners • 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 • student monitoring of progress to measure academic gains and provide targeted instruction		
2.3	Extended Support Programs for English Learners	Provide extended support for English Learners and Long Term English Learners to increase language development, improve reclassification, and increase academic achievement. This action and related services support English learners throughout the district by: • providing focused intervention in writing and oral proficiency in English through after-school intervention classes • provide instructional support materials for interventions that specifically target EL interventions and program support Research from CAFE and NCELA has proven that providing English Learners with intervention specifically targeting language development allows students to reclassify sooner demonstrating stronger attainment of the English language. Metrics being used to monitor the action: Metrics 2.1, 2.7, and 2.8	\$240,224.00	Yes
2.4	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	\$428,158.00	Yes

Action #	Title	Description	Total Funds	Contributing
		would provide increased access to at-level language development, increased at-level academic support, and an intense language acquisition program. This action and related services support Newcomer English learners throughout the district by: -providing Newcomer Teachers in grades 4-8 -expanding Newcomer classes to 2nd and 3rd grade -providing classified support personnel -providing ongoing training for certificated Newcomer teachers -providing ongoing training of classified Newcomer support personnel		
2.5	Dual Language Programs and Enrichment Services	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. This action and related services support Low-income learners throughout the district by: -providing access to Digital platforms for intervention support -providing credentialed Dual Language teachers to avoid grade-level combination classrooms -providing ongoing professional development of credentialed Dual Language teachers -providing current materials to support the development of the program in both Spanish and Mandarin -providing ongoing support and development of dual languages to low-income learners -increasing language prestige of the minority language cultivating asset-oriented thinking	\$795,401.00	Yes
2.6	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 creating educational inequities.	\$173,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action and related services support Foster Youth by: -providing transportation to Foster Youth students to continue in their school of origin -providing transportation to Foster Youth students to attend schools in the district -providing focused support to Foster Youth students that includes enrichment opportunities during extended day programs with district staff and contracted services -providing counseling services for Foster Youth students through school counselors and outside counseling services as needed -developing individual service plans for each foster youth to support their needs		

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), 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. For these reasons, MVSD has decided to continue with this goal.

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% Hispanic = 92.35% Asian = 96.69%	2023-24 All = 94% EL = 94.4% Foster Youth = 91.8% Homeless = 93.5% Low Income = 94.2% Students with Disabilities = 92.7%	2024-25 All = 94.36% EL = 94.74% Foster Youth = 95.74% Homeless = 93.86% Low Income = 94.33%	2025-2026 All = 96% EL = 96% Foster Youth = 96% Homeless = 96% Low Income = 96%	2024-25 All = 1.77% EL = 2.01% Foster Youth = +3.54% Homeless = +1.74% Low Income = +1.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic = 93.8% Asian = 97%	Students with Disabilities = 92.71% Hispanic = 94.18% Asian = 97.04%		Students with Disabilities = +1.38% Hispanic = +1.83% Asian = +0.35%
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% LTELs = 27.5% Low Income = 27.3% Students with Disabilities = 36.2% Hispanic = 28% Asian = 6.2%	2023-24 All = 19.1% English Learner = 16.1% Foster Youth = 29.8% Homeless = 22.9% LTELs = 19.5% Low Income = 19.3% Students with Disabilities = 26.5% Hispanic = 20% Asian = 5%	2024-25 All = 16.6% English Learner = 14.2% Foster Youth = 22.9% Homeless = 17.9% LTELs = 22.4% Low Income = 17.1% Students with Disabilities = 26.5% Hispanic = 17.4% Asian = 6%	2025-26 All = 13% English Learner = 12% Foster Youth = 22% Homeless = 15% LTELs = 22.4% Low Income = 13% Students with Disabilities = 18% Hispanic = 14% Asian = 3%	2024-25 All = -10.3% English Learner = -9.9% Foster Youth = -21.1% Homeless = -11.2% LTELs = -5.1 Low Income = -10.2% Students with Disabilities = -9.7% Hispanic = -10.6% Asian = -0.2%
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%	2023-2024 All = 0.02% English Learner = 100% Foster Youth = 0% Homeless = 0% Low Income = 100% Students with Disabilities = 0% Hispanic = 100% Asian = 0%	2024-2025 All = 0% English Learner = 0% Foster Youth = 0% Homeless = 0% Low Income = 0% Students with Disabilities = 0% Hispanic = 0% Asian = 0%	2025-2026 All = 0% English Learner = 0% Foster Youth = 0% Homeless = 0% Low Income = 0% Students with Disabilities = 0% Hispanic = 0% Asian = 0%	2024-25 All = -0.02% English Learner = -100% Foster Youth = No Change Homeless = No Change Low Income = -100% Students with Disabilities = No Change Hispanic = -100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Asian = No Change%
3.4	Suspension Rate, % Source: CA School Dashboard Suspension Rate Priority 6	2022-23 All = 4.0% English Learner = 3.8% Foster Youth = 3.9% Homeless = 4.2% Low Income = 4.1% LTELs = 11.6% Students with Disabilities = 6.3% Hispanic = 4.2% Asian = 0.7%	2023-24 All = 2.6% English Learner = 2.9% Foster Youth = 0% Homeless = 3.6% Low Income = 2.7% LTELs = 8.5% Students with Disabilities = 3.8% Hispanic = 2.8% Asian = 0.7%	2024-25 All = 2% English Learner = 2.3% Foster Youth = 5.3% Homeless = 1.5% Low Income = 2.1% LTELs = 5.4% Students with Disabilities = 3.4% Hispanic = 2% Asian = 1.7%	2025-26 All = 0.5% English Learner = 0.5% Foster Youth = 0.5% Homeless = 0.5% Low Income = 0.5% LTELs = 0.5% Students with Disabilities = 0.5% Hispanic = 0.5% Asian = 0.5%	2024-25 All = -2% English Learner = -1.5% Foster Youth = +1.4% Homeless = -2.7% Low Income = -2% LTELs = -6.2% Students with Disabilities = -2.9% Hispanic = -2.2% Asian = +1%
3.5	Expulsion Rate, % Source: DataQuest Priority 6	2022-23 0.0%	2023-2024 0.0%	2024-25 0.0%	2025-26 0.0%	No change
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%	2024-25 Students = 80% Staff = 91% Family/Community = 94%	2025-26 Students = 84% Staff = 86% Family/Community = 93%	2026-27 Students = 100% Staff = 100% Family/Community = 100%	2025-26 Students = -2% Staff = +1% Family/Community = +2%
3.7	California Healthy Kids Survey, % reporting feeling sad	2022-23 32% of 5th Graders reported feeling sad	2023-24 23% of 5th Graders report	2024-25 28% of 5th Graders report	2025-26 10% of 5th Graders report	2024-25 -4% of 5th Graders report feeling sad

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CalSchls.org Public Dashboard Priority 8	most of the time/all of the time 29% of 7th Graders reported feeling sad or hopeless for two weeks or more impacting their usual activities	feeling sad most of the time/all of the time 35% of 7th Graders report feeling sad or hopeless for two weeks or more impacting their usual activities	feeling sad most of the time/all of the time 32% of 7th Graders report feeling sad or hopeless for two weeks or more impacting their usual activities	feeling sad most of the time/all of the time 10% of 7th Graders report feeling sad or hopeless for two weeks or more impacting their usual activities	most of the time/all of the time +3% of 7th Graders report 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%	2024-25 26%	2025-26 31%	2026-27 60%	-11%
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%)	2024-25 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%)	2025-26 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%)	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%)	2024-25 Chess Club= +62% Speak Up Contest= No change Arts Showcase= No change
3.10	Homeless/Inadequately Housed Student Support, % receiving support Source: Local calculation	2023-24 45% (337 out of 744 identified)	2024-25 62% (530 out of 846 identified)	2025-26 75% (784 out of 1039 identified)	2026-27 75% of identified students	+30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8					
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%	2024-25 10%	2025-26 10%	2026-27 0%	-7%
3.12	Student Sense of Connectedness, % of students reporting "I feel like I belong" Source: LCAP Student Survey Priority 6	2023-24 81%	2024-25 78%	2025-26 78%	2026-27 95%	-3%
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%	2024-25 78%	2025-26 79%	2026-27 95%	-7%
3.14	Parent Sense of Connectedness, % of parents reporting "The	2023-24 91%	2024-25 90%	2025-26 90%	2026-27 95%	-1%

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 [2025-26]

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

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

Goal 3 was designed to focus on creating a school climate that is conducive to having a positive impact on teaching and learning. A variety of actions and services were implemented to support this goal with varying degrees of implementation and success.

Full Implementation -Successes

To address the need for social-emotional support of students, with a particular target of Foster Youth and Low Income student groups, Action 3.2 focuses on Social Emotional Wellness Services and Supports. Through successful implementation, counselors have been hired at every school site to support student mental health needs. Counselors provide classroom lessons, and group activities, and support the development of mental health programs to meet student needs. Principally directed at our Low Income student group, barriers preventing access to basic needs are being removed through the successful implementation of Expanded Health and Wellness Services (Action 3.4) and community partnerships. Students and families have been served through our Family Center services, access the health and wellness services, the district food pantry, and other related supports. Also, principally targeting Low Income students, 3.5 was implemented to provide Community and School Safety Programs and Services. To support campus safety and create a positive environment, increased campus supervision staffing was provided to all sites. Additionally, to enhance the classroom and campus environment, additional custodial staff were also employed. All employee groups have received professional development to promote student engagement and create a sense of belonging. Action 7 provided technology and wifi access to low-income families, removing the barrier of access to technology for learning. After-School Sports and Recreation Programs (Action 3.8) were designed to support Low Income students with access to extended day sports programs that are traditionally a cost to families. Through full implementation of this action, students were able to engage in a variety of sports programs and recreation options, have access to the material and equipment to participate in programs, as well as transportation to sites for related activities. Also principally directed at Low Income students, Action 3.9 facilitated the development of Expanded, District Wide Student Learning Events. Successful implementation of this action allowed for the recruitment of staff to coach and/or coordinate events, provided supplies and materials, and supported the recruitment of community partners. Events such as our district Speak Up Competition, Chess tournament, Math Field Day, Writer's Celebration, and Art Fair highlighted the impact of Action 3.9 in engaging students in learning events. Through the successful implementation of Action 3.10, Increased Services and Supports for Students Experiencing Homelessness,

Low Income students and families were provided access to wrap-around supports and services that served as barriers to basic needs. Actions 3.4, 3.7, and 3.10 have been the most developed and implemented actions from Goal 3.

Partial Implementation/Substantive Differences

Targeting our low-income student group, Action 3.1, Support Services for Students and Families, is founded on the development of a multi-tiered system of supports to address students' needs, which has only been partially implemented. This district framework is being built and implemented simultaneously, thus has not been fully designed and will continue to be implemented as each new phase is developed. Though not fully developed, significant gains have been made in aligning initiatives and designing a comprehensive system. Tied to Action 3.1, Action 3.3, Positive Behavioral Intervention and Support, was principally designed to support English Learners, Foster Youth, and Low Income student groups. Surface-level work has been done at school sites with creating site expectations and rewards systems; however, professional development and collaboration to build a deeper, more sustainable system have not been fully developed. Professional Development through Capturing Kids Hearts has been more targeted and site specific to support the unique needs of each school in order to better develop Actions 3.1 and 3.3. Action 3.6, Social Emotional Learning Through the Arts, was designed to support Low income students through social-emotional learning with integrated art lessons. Action 3.6 is also being developed and implemented in phases. Professional development and materials have been offered to teachers who have shown interest in providing these lessons to their students; however, it has not been integrated at all sites. Itinerant art teachers have been added to support implementation at the TK-6 grades. While all actions have been partially implemented, the full scope of the framework has not been completely developed and implemented. Over subsequent years, these actions will be fully rolled out and implemented.

Challenges

Actions 1 and 3 face system challenges that have made implementation slower in development.

Overall, the implementation of the actions for Goal 3 indicates that most have been fully implemented

- 7 out of 10 actions were fully implemented
- 3 out of 10 actions were implemented partially, and
- 0 out of 10 actions were minimally or not implemented.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services on the following actions:

Actions 3, 6, and 8

In action 3 we were not able to secure a contract with LACOE to support our efforts with PBIS and in action 6 we faced challenges due to the expansion of arts through Prop 28. In action 8 we added a lot more sports through ELO-P.

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

Through our metrics and survey data, it has become even more apparent that the social-emotional and individual needs of students must be addressed in order to ensure student engagement and the overall success of students. Actions and services in Goal 3 are in place to support students' connectedness, student wellness, and access to needed supports.

In order to facilitate students' sense of feeling safe and connected to their school, Action 3.1, a multi-tiered framework of support to address students' needs, was written as a focus for our LCAP plan. Professional development around student connectedness and services for mental health support has been integral in supporting students. This overarching action is still in development and can be measured as somewhat effective based on Metrics 3.4 (CA Dashboard Suspension Rate) and 3.7 (Healthy Kids Survey). The suspension rate for almost every subgroup declined from the previous year (Metric 3.4). Additionally, Metric 3.7 showed a decrease (-) of 3% of 7th grade students reporting feeling sad, there was an increase (+) of 5% of 5th grade students feeling sad. Year-over-year comparison of Metric 3.12 shows little change in students' overall feelings of belonging, with LCAP data consistently reporting 78% of students feel like they belong at their school. The overall framework is being developed, aligning strategic initiatives to better address student needs. Our suspension data (Metric 3.4) showed the EL group decreased by 0.6% and Low-Income students decreased by 0.6% compared to an decrease of 0.6% for all students. The Foster Youth group increased by 5.3%.

Actions 3.2, 3.3, and 3.6 work to develop supports through the school day to address student social-emotional and safety needs. Metric 3.1 shows a small but steady increase in student attendance rates across all groups. Metric 3.2 also shows improved effectiveness, as evidenced by a steady decrease in the percentage of students identified for Chronic Absenteeism. Based on metric data, these actions have been mostly effective in supporting the goals of these actions. Our attendance (Metric 3.1) showed the EL group increased by 0.34% and Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed that the EL group decreased by 1.9% and Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students. The Foster Youth group decreased by 6.9%. Our suspension data (Metric 3.4) showed the EL group decreased by 0.6% and Low-Income students decreased by 0.6% compared to an decrease of 0.6% for all students. The Foster Youth group increased by 5.3%.

Action 3.6, Social Emotional Learning through the Arts, has been somewhat effective. Some teachers have been trained and are using the curriculum; however, this practice is not yet present in all classrooms. Itinerant Art teachers have been hired to support implementation, and the overall program is still in development. Our attendance (Metric 3.1) showed Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students.

Improved safe school environments, Action 3.5, have focused on supports for students during non-instructional times and have been somewhat effective in implementation. While the Metric (3.1 and 3.2) are showing effective implementation, mixed results from Metric 3.6 indicate these actions are somewhat effective. While students show a 4% increase in perception of safety, staff perception of student safety declined by (-)5%, and Family/Community perception declined by (-)1%. The steps and strategies designed under Action 3.5 are still being further defined through plan implementation and alignment of initiatives. Our attendance (Metric 3.1) showed Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students.

Opportunities for extended day recreational activities and extended learning opportunities, when measuring the quantity of offerings and overall participation, have been mostly effective through the LCAP. Actions 3.8, Providing After-school Sports and Recreation Programs, and Action 3.9, Expanding District-wide Learning Events, are specifically tied to increasing these extended learning opportunities for students. CAASPP Metrics in both ELA and Math (1.9 and 1.11) both show growth, though more in ELA than Math. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. Metric 3.8 measuring participation in after-school sports programs increased by 5% when compared to the previous year and the types of programs and opportunities provided after school increased as a result of student LCAP survey input. On the most recent student LCAP survey, only 21% of students stated that they did not participate in any of the after-school program offerings. Though this is a minor increase from last year, the overall number of students participating in an after-school program remains relatively high. Metric 3.9 showed a stabilization of school participation in district-wide events such as Chess, with all schools being represented in district events. Our attendance (Metric 3.1) showed Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students.

Principally targeted at Low Income students, increasing student outcomes through direct supports and services is implemented through Actions 3.4, 3.7, and 3.10. Through Action 3.4, Expanded Health and Wellness Services, and Action 3.10, Increased Services and Supports for Students Experiencing Homelessness, low-income students and families were provided access to wrap-around supports and services that served as barriers to basic needs. Metric 1.9 (CAASPP ELA) showed an increase of 3.33% proficient, and Metric 1.11 (CAASPP Math) showed a 0.61% increase for Socioeconomically disadvantaged students. While the increases were small, they were consistent with overall district growth. The percent of families receiving support (Metric 3.10) showed an increase of 13% from the previous year and an overall 2 year increase of 30%. Additionally, the Chronic Absenteeism rate (Metric 3.2) decreased by 2.2% for Low Income students. By providing access and needed supports to students and families, students are better able to engage in school and learning. Similarly, Action 3.7 provides technology and wifi access to low-income families. LCAP survey results (Metric 3.11) showed that only 10% of families are reporting inadequate home support to access online programs. Overall, these actions are effective in supporting students. Our attendance (Metric 3.1) showed Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students.

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

Actions 1, 2 and 4 no longer include LREBG funding due to the limited dollars. Action 8 is discontinued for the 26-27 LCAP as it is now embedded in the ELO-P Plan. Action 3.5, 3.6, 3.7, 3.9, and 3.10 descriptions now include the specific unduplicated student groups for whom the action is principally directed. Metrics 3.2 and 3.4 now include LTELs. Actions 6, 7, and 9 were adjusted to reflect changes in funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Support Services for Students and Families	Develop a multi-tiered system of support to address low income students' academic, social-emotional, and behavioral needs. Low Income students benefit from district provided access to these resources and remove inequitable access to support. This action and related services increase and improve targeted responses to address individual and specific student and group needs. -Professional development on how to meet the social-emotional needs of underserved communities -Targeted training on SEL and behavior to address the needs of underserved populations -Social-emotional curriculum and resources to support instruction -Additional staff to plan and provide integrated support to students and provide intervention -Contracted services to provide multitiered mental health support to students Metrics being used to monitor the action: Metrics 3.4 and 3.7	\$494,888.00	Yes
3.2	Social Emotional Wellness Services and Support	Develop a counseling support system to address foster youth and low income 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. This action and related services increase access and improve mental health services to our most vulnerable and underserved student population by: • 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 • Further developing a comprehensive mental health program • Increasing social-emotional classroom lessons taught throughout the school year Research from CASEL indicates strong social-emotional health is needed	\$1,516,159.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for students to fully access and engage in their learning. Metrics being used to monitor the action: Metrics 3.1, 3.2, 3.4 and 3.7		
3.3	Positive Behavioral Interventions and Support	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, Foster Youth, and Low-Income student groups. This action and related services increase the implementation of PBIS strategies in schools that impact students including: • Professional development opportunities on strategies for students with specialized needs (i.e., foster youth, ELs, low-income students) • Professional collaboration time for staff to plan supplemental support and strategies for specialized populations • Supplies and materials to enhance PBIS implementation and activities • Supplies and materials to support positive attendance to mitigate chronic absenteeism • Contracted services to provide multitiered behavioral support.	\$1,244,793.00	Yes
3.4	Expanded Health and Wellness Services	Provide for the physical and social-emotional health of low income students through direct services, assessment, and basic care. Metrics being used to monitor the action: Metrics 3.1 and 3.2	\$1,330,773.00	Yes
3.5	Community and School Safety Programs and Services	Promoting improved safe school environments for low income students, staff, and parents creates positive learning environments, increases student engagement, and promotes greater access to learning time. This action and related services improved safe school environments by:	\$3,478,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Increased campus monitor/security staffing and hours to support before, during, and after school enrichment and expanded learning activities to increase student safety -Professional development on safe playground activities to promote safety and engagement -Professional development on positive school culture and climate to enhance school climate -Additional daily campus cleaning to improve school learning environment and increase safety -Computer-generated stop and pick-up routes for transportation to support safe passages to school -Accountability of students when transporting by bus/van -Efficient scheduling to reduce student waiting and on-bus time		
3.6	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, such as low income students.	\$80,000.00	Yes
3.7	Enhanced Technology Infrastructure	Provides sufficient infrastructure to support the programs and services offered to low income students to remove resource inequities. This action and related services increase opportunities for low-income students to have access to technology resources to support learning by: • Providing enhanced WiFi coverage at all schools • Providing WiFi service to low-income students to access online programs after school hours • Incorporating cloud-based services and enhanced online safety solutions • Providing technology support to increase access and engagement	\$2,190,296.00	Yes
3.8	After-School Sports and Recreation Programs	Discontinued Action: 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 low income students to remove resource inequities.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	(Discontinued 26-27 LCAP)	This action and related services increase opportunities for low-income students to participate in organized sports and recreation programs by: • contracting with community-based programs for sports and recreational programs (Expanded Learning Opportunities Program) • providing transportation for sports and recreation-related activities • providing specialized materials and supplies		
3.9	Expanded, District-Wide Student Learning Events	Provide opportunities for low income 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. This action and related services support the participation of students from all school sites in district-wide contests and events by: -Recruiting certificated and classified staff to coach and coordinate contests and events -Recruiting community partners to coach and coordinate contests and events -Providing supplies and materials	\$32,099.00	Yes
3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Provide immediate resources and assistance to low income students in need of school supplies and academic enrichment opportunities.	\$29,821.00	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.

Through the qualitative measures of LCAP parent surveys, Coordinated Parent Advisory Committee (CPAC), and District English Learner Advisory Committee (DELAC) feedback, parents identified the following continuing needs:

- Specialized family support for family engagement
- The building of family knowledge and capacity to support and advocate for their children
- Increased home and school communication in multiple languages
- Increased access to school resources, such as the library and computer labs
- Integrated family, health, and community resources and access that focus on the whole school, whole community, and the whole child
- Development of parent capacities to deliver workshops to the community

The outcomes for this goal measure improvement in parent and family engagement and access to resources and services from baseline data, thus this goal is continued.

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 Source: Parent Representation on	2023-24 % of Schools with Parent Representation on District Committees DELAC = 100% SPAC = 100% CSAB = 100%	2024-25 Maintain % of Schools with Parent Representation on District Committees	2025-26 Maintain % of Schools with Parent Representation on District Committees	2026-27 Maintain % of Schools with Parent Representation on District Committees	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	District English Learner Advisory Committee (DELAC), Superintendent's Parent Advisory Committee (SPAC), Community School Advisory Boards (CSAB) Priority 3		DELAC = 100% SPAC = 100% CSIT* = In Progress *Community School Advisory Boards transitioned to Community School Implementation Teams in 2024-25	DELAC = 100% SPAC = 100% CSIT* = 100% *Community School Advisory Boards transitioned to Community School Implementation Teams in 2024-25	DELAC = 100% SPAC = 100% CSIT* = 100% *Community School Advisory Boards transitioned to Community School Implementation Teams in 2024-25	
4.2	Parent Participation in Programs Source: LCAP Family/Community Survey- % Families participating in Family Workshops Source: LCAP Family/Community Survey- % of families participating in Family Field Trips Source; Local calculation- % of Family/Parent/Guardian visits to the Family Center by School Site (Baseline to be establish in 2024-25) Priority 3	2023-24 LCAP Family/Community Survey- 4% of families participated in Family Workshops 29% of families participated in Family Field Trips Family/Parent/Guardian visits to the Family Center by School Site Baseline TBD 2024-25	2024-25 LCAP Family/Community Survey- 4% of families participated in Family Workshops 9% of families participated in Family Field Trips Family/Parent/Guardian visits to the Family Center by School Site Baseline 2024-25 Baker = 32% La Primaria = 29% Maxson = 30% Miramonte = 20% Monte Vista = 19.9%	2025-26 LCAP Family/Community Survey- 15% of families participated in Family Workshops 9% of families participated in Family Field Trips Family/Parent/Guardian visits to the Family Center by School Site Baker = 64% La Primaria = 87% Maxson = 66% Miramonte = 61% Monte Vista = 51% Parkview = 45% Payne = 80%	2026-27 LCAP Family/Community Survey- 15% of families participated in Family Workshops 40% of families participated in Family Field Trips Family/Parent/Guardian visits to the Family Center by School Site Outcome TBD 2024-25	2025-26 LCAP Family/Community Survey- +11% of families participated in Family Workshops -20% of families participated in Family Field Trips Family/Parent/Guardian visits to the Family Center by School Site Baker = +32% La Primaria = +58% Maxson = +36% Miramonte = +41% Monte Vista = +31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Parkview = 46.9% Payne = 64.5% Twin Lakes = 20.1%	Twin Lakes = 83%		Parkview = -1.9% Payne = +15.5% Twin Lakes = +63%
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%	2024-25 Baker = 6.4% La Primaria = 10.1% Maxson = 11.1% Miramonte = 11.2% Monte Vista = 6.8% Parkview = 13.9% Payne = 10.6% Twin Lakes = 12.2%	2025-26 Baker = 9.04% La Primaria = 11.83% Maxson = 5.67% Miramonte = 6.09% Monte Vista = 6.65% Parkview = 15.78% Payne = 12.05% Twin Lakes = 11.16%	2026-27 Baker = 15% La Primaria = 15% Maxson = 15% Miramonte = 15% Monte Vista = 15% Parkview = 15% Payne = 15% Twin Lakes = 15%	Baker = +5.04% La Primaria = +5.83% Maxson = +1.67% Miramonte = -1.91% Monte Vista = -2.35% Parkview = +9.78% Payne = +1.05% Twin Lakes = +6.16%
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%	2024-25 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%	2025-26 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 = 89%	2025-26 Family/Community Survey "My school's community liaison helps me access community resources and services." Agree = No change "The district helps provide community resources." Agree = 89%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Agree = 89%	Agree = 91%	Agree = 90%+	Agree = +2%
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	2024-2025 8 of 8 schools created Community School Implementation Plans; 0 of 8 schools had 3 focus goals and progress monitored at least 3 times per year	2025-2026 8 of 8 schools created Community School Implementation Plans; 8 of 8 schools had 3 focus goals 0 of 8 schools were progress monitored 3 times per year	2026-27 8 of 8 schools create Community School Implementation Plans, with 3 focus goals and progress monitoring at least 3 times per year	+8 schools had 3 focus goals No change progress monitored 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	2024-25 Family Utilization 54% Staff Utilization 2.5%	2025-26 Family Utilization 84% Staff Utilization 70%	2023-24 Family Utilization 50% Staff Utilization 100%	+84% and +70%

Goal Analysis [2025-26]

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

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

Full Implementation- Successes

The actions of Goal 4 were designed around removing barriers to accessing resources and providing greater opportunities for family engagement. Action 4.1, Mountain View Family Center, serves as the hub for several other actions outlined under Goal 4. Through the

MVSD Family Center, students and families have access to health and wellness services, the district food pantry, family engagement workshops, and other related supports. Principally directed to target the English Learner, Foster Youth, and Low Income student groups, the successful implementation of Action 4.1 broadens opportunities for family engagement and connectedness to the district and the community. Directly connected to Action 4.1, Family Engagement Programs and Workshops (Action 4.2) principally target the English Learner and Low Income student groups. Coordinated through the Family Center, families are provided workshops and trainings, participate in volunteer academies to support school engagement, and district staff are provided ongoing training on the expectations and requirements to support family engagement. This action has been successfully implemented and continues to grow based on the needs and feedback from stakeholders. Action 4.3, Extended Service and Support to families, was also designed to principally support English Learners and Low Income families. Through the successful implementation of this action, all sites have a Community Liaison who receives monthly training and helps coordinate site and community events, as well as serves as the first contact for connecting to resources. Additionally, a system of family participation and engagement has been coordinated to ensure monthly site and district meetings to inform parents of instructional programs, community resources, and provide strategies to support at home. Action 4.4, Family and Community Outreach has been successfully implemented and specifically designed to address the needs of English Learners, Foster Youth, and Low Income students. Students and families are provided direct access to health and wellness services, education supports, and workshops that support family engagement. Community School Implementation Teams (Action 4.5) were designed to target Low Income students. Through the implementation of this action, staff supported the building systems that establish collaborative relationships between schools and families in support of student achievement. CSITs met regularly to receive training on the California Community Schools Framework, provide input and feedback on district and individual school needs, as well as ensure implementation and monitor effectiveness. Family Field Trips (Action 4.6) has also been fully implemented to support English Learner, Foster Youth, and Low Income student groups. By providing admission costs and staff, as well as coordinating transportation, the implementation of Action 4.6 has ensured that the underserved student populations and their families have access to cultural events, college visits, and other venues to which they might not otherwise have access. Communication has been an area of continued growth for our district. Action 4.7, Enhanced Family and Community Communication and Access, has been a major focus during this school year. The introduction of ParentSquare has fostered two-way communication and has provided a more effective means of relaying information to families.

Challenges

The greatest challenge is keeping up with the growing needs of the community as it relates to financial and political climate issues.

Overall, the implementation of the actions for Goal 4 have been fully implemented

- 7 out of 7 actions were fully implemented
- 0 out of 7 actions were implemented partially, and
- 0 out of 7 actions were minimally or not implemented.

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

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services on the following actions:

Actions 2, 4-6

While all actions were fully implemented, actions 2, 4-5 show an increase due to our work with Community Schools allowing us to increase outreach and services to our families. Each site now has a full time community school site lead as well as emergency resources. We've also purchased an outside refrigerator and freezer unit to aid in our food pantry storage and distribution. In action 6 we show a decrease due to many of the opportunities being provided at no charge.

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

With a goal of removing barriers, allowing access to resources, and providing greater opportunities for family engagement, Goal 4 has been effectively implemented. Action 4.1, Mountain View Family Center, serves as the hub for several other actions outlined under Goal 4. It has been effective in centralizing support resources and services to students and their families. Evidence of effectiveness includes Metric 3.1, which shows a steady increase in attendance rates for ELs and Low Income families. Further attendance data supporting evidence of effectiveness, when compared to the baseline year, the percentage of Chronic Absenteeism (Metric 3.2) shows that ELs decreased by 9.9%, Low Income decreased by 10.2%, and most significantly Foster Youth decreased by 22.9%. Most recently, our attendance (Metric 3.1) showed the EL group increased by 0.34% and Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed that the EL group decreased by 1.9% and Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students. The Foster Youth group decreased by 6.9%. Compared to last year Metric 4.3 shows that at 4 out of 8 sites, the percentage of volunteers on campus has increased with growth ranging from 1.45% to 2.64% increases. When compared to the baseline year, 6 out of 8 sites have increased volunteer participation. Connecting to this, Action 4.2, Family Engagement Programs and Workshops, and Action 4.4, Extended Service to Support Families, are both coordinated through the Family Center. The effectiveness of these actions is evidenced by Metric 4.2 (Parent Program Participation in Programs), with sites ranging in participation from 45% (Parkview) to 87% (La Primaria). Metric 4.4 (Percentage of Families reporting District/Site provides access to resources) indicates that 91% of respondents agree that these actions have provided greater access to families. To further add, the LCAP survey results indicate that 91% of respondents believed that the district supports the community by providing needed resources and services to families and the community, showing overall effectiveness of these actions. On CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores.

Action 4.3, Extended Service and Support to Families, connects with families at the site level through the work of site Community Liaisons. Community Liaisons are specifically trained to address the needs of the community, understand how to connect families to resources, and receive monthly development and training. At the district level, the District Community Liaison serves to help coordinate the work of broader resources and initiatives as well as connect with community partners. Connected to this, Action 4.5 focused on building the structure and implementation of the Community Schools Implementation Team (CSIT). Effectiveness of these actions are evidenced by a decrease in Chronic Absenteeism (Metric 3.2) by 1.9% for ELs and 2.2% for Low Income students and an increase in attendance rates of 0.34% (ELs) and 0.13% (Low Income). While these percentages may be marginal, they are part of the steady increase in attendance. Parent Input in Decision Making (Metric 4.1) indicates a 100% rate for District committees, and 8 out of 8 schools implemented Community School Implementation Teams (Metric 4.5). Based on these metrics, these actions were effective in supporting the target student groups.

Action 4.6 provided opportunities for family field trips to cultural and learning events alongside students. All sites participated in providing these opportunities to the families of their school community (Metric 4.2) though the percentage of families participating in a study trip decreased compared to the baseline year. LCAP data for Metric 4.2 does show a 9% increase in the number of families participating in Family Workshops. Additionally, of the 1326 unique respondents, to the MVSD Community Schools Family Assets and Needs Survey, only 9% indicated that they have not participated in a school/community activity. Overall, this data indicates that these actions under Goal 4 have been effective in supporting family engagement. On 2025 CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores.

Action 4.7, Enhanced Family and Community Communication and Access, has been a major focus during this school year. The introduction of ParentSquare has fostered two-way communication and has provided a more effective means of relaying information to families. Metric 4.6 (% of Utilization of Two-Way Parent Communication) indicates effectiveness an increase of 84% compared to the Baseline year. To add further, results of the MVSD Community Schools Family Assets and Needs Survey show that 81% of respondents felt that the communication from the school was rated from good to great. On 2025 CAASPP, ELA (Metric 1.9) performance showed that the percentage of students meeting standards for the EL group increased by 4.72% and Low-Income students increased by 3.33% compared to an increase of 3.75% for all students. Metric 1.11, CAASPP Math, showed that the percentage of students meeting standards for the EL group increased by 0.93% and Low-Income students increased by 0.61% compared to an increase of 1.42% for all students. The Foster Youth group did not have enough students to yield scores. Our attendance (Metric 3.1) showed the EL group increased by 0.34% and Low-Income students increased by 0.13% compared to an increase of 0.36% for all students. Metric 3.2, Chronic Absenteeism, showed that the EL group decreased by 1.9% and Low-Income students decreased by 2.2% compared to a decrease of 2.5% for all students. The Foster Youth group decreased by 6.9%.

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

Action 5 is discontinued for the 26-27 LCAP as it is now embedded in the Community Schools Plans. Action 4.1, 4.2, 4.3, 4.4, 4.6, and 4.7 descriptions now include the specific unduplicated student groups for whom the action is principally directed. Actions 4 and 6 were adjusted to reflect changes in funding.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Mountain View Family Center	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, specifically our low income, English Learner and Foster Youth students. This action and related services increase and improve our families' access to: -health and wellness services to support student groups without access to services -language services to support and facilitate services -family engagement opportunities to broaden connectedness to school/district	\$447,079.00	Yes
4.2	Family Engagement Programs & Workshops	Provide sustained and ongoing training to engage families in supporting English Learners and low income students' learning in the home linked to high standards for student achievement. This action and related services increase family engagement by providing: • Certificated and classified support staff to provide training and information to support family engagement • Parenting Classes and Workshops that address needed information and topics tied to student achievement • Parent School Volunteer and Chaperone Academies to support family engagement with the school community • Ongoing training for administrators, certificated, and classified staff on how to work with parents as equal partners in their children's education	\$198,438.00	Yes
4.3	Extended Service and Support to Families	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 of low income and English Learner students. Provides support to families and communities by providing a site community liaison to build relationships and assist families in accessing District and site resources.	\$37,788.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Extended services and supports for families of underserved populations provides: • ongoing support of a Site Community Liaison to foster communication and engagement • training for school site/district initiatives to build community capacity • build a system for family participation and engagement at the site and district level		
4.4	Family and Community Outreach	Family and Community Outreach programs and events provide families access to community resources to enable families of low income, English Learner and Foster Youth students to receive needed support. Providing Family and Community Outreach improves student outcomes for underserved populations by: • Connecting families to community partners for medical and wellness care • Supporting families with limited technology skills to access online services and programs • Providing information and registration assistance to families to access city, county, and state programs for which they qualify	\$124,106.00	Yes
4.5	Community School Implementation Teams (CSITs) (Discontinued 26-27 LCAP)	Discontinued Action: Provide structure and support for the participation of families of low income students in meaningful decision-making with school staff and community partners on Community School Implementation Teams (CSITs). Community School Implementation Teams (CSITs) increase meaningful family engagement by: -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 -Establishing collaborative relationships between schools and families in support of student achievement.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		-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.		
4.6	Family Field Trips	Provide an opportunity for family members to visit cultural events, colleges, and other venues to learn alongside their low income, English Learner, and Foster Youth children. 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: -transportation for families who lack transportation to get to venues -admission and entry fees to allow access to venues requiring paid entrance -staffing to support meaningful engagement and learning for students and their families	\$20,635.00	Yes
4.7	Enhanced Family and Community Communication and Access	Provide enhanced Family and Community communication, including two-way communication channels between families of English Learners and low income students, communities, the district, and schools. Enhanced Family and Community Communication and Access improves student achievement by providing families with access to: -student information systems to update student information and access student academic achievement data and attendance data -digital platforms that allow families and community members to provide ongoing input with regard to needs and site and district programs and services -hardware and services to support virtual attendance district-wide and school meetings to allow access to families who cannot attend in-person -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 -digital signage to promote communication of school and district events and activities	\$292,803.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$21,384,061	\$2,857,611

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
44.671%	7.546%	\$3,624,604.67	52.217%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Transitional Kindergarten Expansion Need: There continues to be a need to address TK attendance and program offerings within the district. The chronically absent rate for TK students in the 2024-2025 school year was 31%, a significant decrease from 44% in the baseline year; however, it is still a concerning percentage of chronic absenteeism. During the	The expansion of Transitional Kindergarten addresses the identified needs of Low-Income families by providing: -Increased access to TK programs that support language development and academic achievement -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. -Reduce the chronically absent rate of TK students	Transitional Kindergarten Assessments (Metric 1.7) LI All Students Transitional Kindergarten Chronically Absent Rate (Metric 1.8) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	24-25 school year, not all sites offered TK programs within their home school community. Busing was offered. However, families elected not to enroll in TK if it meant not attending the school within their residency boundaries. Because of this, as of 2025-2026 all sites now offer TK and an additional TK class was opened at a centralized site providing families more opportunities. Prior to 25-26, several sites still met enrollment capacity, and families had the choice of attending a school with available space. Those affected were impacted by the distance from their home school to the available school, and for many, busing was not well-received. This was especially true for the northern schools within the district. The addition of the TK class has provided greater opportunity and access to families. Focus group feedback from transitional kindergarten teachers in the development of the UPK plan identified the need to continue with 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 bused to other school sites. Additionally, feedback reflected the importance of setting the stage for students beginning their school career with ensuring all TK classes offered extended day TK allowing them to acclimate and learn as early as possible.	-Continuity of enrollment in the home school -Increased family engagement within the community school 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.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Low-income 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. Scope: LEA-wide		
1.2	Action: English Language Arts and Academic Language Development Need: 2025 ELA CAASPP data showed that 8.72% of English Learners and 31.27% of Low Income students met performance standards compared to the all student group with 32.3%. The Foster Youth group did not have enough students to yield scores. Educational partners' feedback from teachers and staff indicated a need for district-wide 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. Due to the identification of a need for strong Tier 1 core instruction, a districtwide literacy plan has been created and a Math plan is next.	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) The focus on English Language Arts and Academic Language Development addresses the identified needs groups by providing: -Content Literacy Coaches to support on-site training, coaching, modeling, and support development on literacy instruction (Supplementary funding through- Literacy Coach & Reading Specialist Grant, Title I & II) -Intervention support to provide targeted small-group instruction to students identified with significant learning gaps -District-wide instructional strategies to provide data-focused, targeted instruction to increase student achievement -Professional development to build the instructional capacity of educators -Materials to address targeted instruction	CAASPP ELA/CAA ELA (Metric 1.9) EL FY LI All Students 3rd Grade ELA Achievement (Metric 1.10) EL FY LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	The focus on English Language Arts, specifically on the Science of Reading, 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.	
1.3	Action: Services to Support Mathematics Instruction Need: 2025 Math CAASPP data showed that 5.53% of English Learners and 18.41% of Low Income students met performance standards compared to 19.4% of all students. The Foster Youth group did not have enough students to yield scores. 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. First Best Instruction was once again identified as a need through our beginning work with MTSS as well as an understanding of the newly revised framework in light of the need for a new adoption.	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. Services to Support Mathematics Instruction include: -Targeted and ongoing professional development to support mastery of standards, concepts, and strategies -Targeted and ongoing professional development for supplemental programs and strategies to implement programs to achieve desired outcomes -Diagnostic and formative assessments to identify specific learning gaps and provide differentiated instruction and targeted interventions -Supplemental instructional materials to enhance and support core instruction -Intervention support to provide targeted small-group instruction to students identified with significant learning gaps -Collaboration to identify priority standards, map out pacing, and develop common formative assessments.	CAASPP Mathematics/CAA Mathematics (Metric 1.11) EL FY LI All Students 5th Grade Mathematics Achievement (Metric 1.12) EL FY LI All Students 7th/8th Grade Advanced Math Enrollment (Metric 1.13) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Based on data results and partner feedback, there is a need to continue to develop the mathematics instructional capacity of district educators and provide first best instruction for all student groups. Scope: LEA-wide	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.	
1.4	Action: Services to Support Science and Engineering Programs Need: 2025 CAST and CA Alternative Science Test Performance in 5th and 8th grades was low at 14% Met/Exceeded Standard on CAST, and 15.38% at the Understanding Level on the CA Alternative Science Test. A large performance gap exists, especially in English Learners with 2.01% of ELs meeting CAST standards. Additional data indicates 13.69% of Low-Income students scored at the Met/Exceeded Standard. While this performance was not far from the district performance level, overall the data is 8.34% below the state average for socioeconomically disadvantaged students. The Foster Youth group did not have enough students to yield scores. 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	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). Targeted PD for new Science curriculum will be continued. Services to Support Science and Engineering Programs include: -Targeted and ongoing professional development to support content-area literacy, language learners, and struggling students -STEM-based programs to provide additional learning opportunities for science-focused content -Supplemental instructional materials to provide greater access to content language and address instructional gaps of students - especially targeting ELs 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.	California Science Test (CAST)/CA Alternative Science Test (Metric 1.14) EL FY LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. Professional development continues to be identified as a need along with Tier 1 instruction. Based on data results and partner feedback, there is a need to continue to develop the instructional capacity of district educators and provide first best science instruction for all student groups, with an intentional focus on ELs. Scope: LEA-wide		
1.5	Action: District-wide Advancement Via Individual Determination (A.V.I.D.) Programs Need: 2025 ELA CAASPP data showed that 8.72% of English Learners and 31.27% of Low Income students met performance standards in ELA. CAASPP data showed that 5.53% of English Learners and 18.41% of Low Income students met performance standards in math. The Consolidated Parent Advisory Committee (CPAC) identified the need to continue offering AVID at all school sites to ensure equity in access to the program, including elementary	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. District-wide Advancement Via Individual Determination (A.V.I.D.) Programs support student achievement through: -Professional Development and planning to target the implementation of the 4 domains of the AVID Coaching and Certification Instrument (Instruction, Systems, Leadership, and Culture)	AVID Certification and Coaching Instrument (Metric 1.16) All students Access to a broad course of study 7th/8th Grade (Metric 1.18) LI ELs All Students CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) LI

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
	sites. Feedback from administrators and teachers identified the need to build district-wide instructional strategies. Sites began completion of the CCI through AVID, with 3 sites achieving certification. 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 continue to be offered at all school sites to ensure equity in access to the program, including elementary sites. Scope: LEA-wide	-Implementation of AVID strategies across all schools -District and site level AVID goals -Ongoing professional development to support AVID implementation and monitoring of implementation (Plan, Do, Study, Act) -Annual participation in the AVID Summer Institute for site teams to build capacity around AVID instructional strategies -Annual completion of the CCI leading to certification 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.	ELs All Students
1.6	Action: Visual and Performing Arts Need: 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, 90% of Low-income students participate in the Music/Band program compared to 4% in the previous year. While in-school VAPA programs continue to support students with dance and theater classes, LCAP data shows that 65% of students report limited or no access to arts programming.	Provide visual and performing arts instruction and experiences 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. Visual and Performing Arts support educational outcomes of low-income students through: -TK-6 Grade Artist Residencies to provide grade-level specific visual and performing arts instruction • Ongoing professional development in arts-integration strategies -Specialized supplies and materials -Additional band teachers to support music programs (Supplemental funding- Proposition 28) -Additional art teacher (Supplemental funding- Proposition 28)	Access to Broad Course of Study and Enrollment in 7th/8th Grade Music/Band (Metric 1.17) All students Attendance Rate (Metric 3.1) LI All Students Chronic Absenteeism Rate (Metric 3.2) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The LCAP student survey specifically solicited student input for after-school learning opportunities. Survey results indicate repeated requests for additional opportunities to access art, crafts, and other exploratory classes. Based on this data there is a need to provide additional arts programming and increased 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. Scope: LEA-wide	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.	Student Sense of Connectedness (Metric 3.12) All students
1.7	Action: Increased and Improved Educational Technology Programs and Devices Need: 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. Students in grades 2-8 reported they were allowed to take their devices home for learning however the percentage allowed varied from only 5% in 2nd grade to 99% in 7th and 8th grades.	Provide needed educational technology and devices in order to allow students access to instruction and remove barriers that cause inequities in educational access. Increased and Improved Educational Technology Programs and Devices improve educational outcomes for low-income students through: -Ongoing professional development to support technology-based supplemental programs and strategies -Supplemental instructional materials and resources to support targeted student instruction and practice of learned skills	LCAP Student Survey (Metric 1.19) All students CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners identified the need to provide technology access to students. Technology has been integrated into core instruction and supplementary programs at all grades levels. Low-income students lack the resources and access to purchase the technology needed to access programs, lessons, and teacher communication platforms. LCAP student survey data indicated that 20% of students in grades 2-5 are requesting technology access after-school. As new instructional assessments have been implemented and supplemental instructional supports are embedded to provide additional learning opportunities for students, there is a need to ensure students have access to technology beyond the school day. Scope: LEA-wide	-Updated devices for teaching and learning at school and at home -Updated technology to support professional learning This action is provided on an LEA-wide basis to address the low academic achievement of all student groups across the district.	
1.8	Action: Elementary Physical Education Programs to Support Elementary Teacher Collaboration Need: 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 2025 CAASPP scores indicate 31.27% of low income met standard in	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. Elementary teacher collaboration supported through Elementary PE release time supports the	CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) EL LI All Students 5th Grade Physical Fitness Test- Pacer (Metric 1.15) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ELA compared to 32.3% for all students and 18.41% low income met standard in math compared to 19.4% all students students and 8.72% met standard in ELA and 5.53% met standard in math for for English Learners. While there has been growth, we recognize a need to implement consistent instruction district-wide. On the annual LCAP Staff survey, 93% 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 desire for increasing physical fitness to benefit their students/children. Based on student performance data and the need to develop the district-wide tier 1 instructional plan, the use of collaborative planning time is necessary to provide professional development and common instructional practices and expectations. Scope: LEA-wide	academic achievement of low-income and English Learner students by providing: -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 -Physical education supplies and materials to support the implementation of the differentiated and engaging elementary PE program -Classified personnel to support safe program implementation -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. This action and related services are provided on an LEA-wide basis to address the low academic achievement of all student groups district-wide.	
1.9	Action: Enhanced Library Services and Extended Hours Need:	Provides access to literature, technology, family and student lessons, and literacy activities through expanded school/district library programs.	LCAP Family/Community and Student Surveys (Metric 1.21) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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 2025 CAASPP data indicated 31.27% met ELA performance and 18.41% met Math performance compared to 32.3% all students in ELA and 19.4% all students in Math. 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. While the 2024 LCAP Family/Community Survey indicated that 56% of families reported they would like to visit the school library before and/or after school hours, increasing the hours did not yield the results we wanted as 35% of parents and 36% of students did not know their library was open after hours. LCAP student data reported that district-wide, only 23% of families are accessing the school library. Individual school site library participation data varied from 18% to 42%. Based on the results of this data and partner feedback, there is a need to work with school sites to build literacy activities that better engage families and encourage participation in literacy activities. Scope:	Enhanced Library Services and Extended Hours improve educational outcomes for low-income students and families by providing: -Classroom library books to provide greater access to high-interest literature -Library books and digital collections to expand current selections and meet the interests of students -Enhanced Library Media Software to facilitate the monitoring of the library book inventory -Updated and enhanced library environment to provide for student and family engagement -Extended library hours to allow families access to the library after instructional day and during the summer This action is provided on an LEA-wide basis to support the low academic achievement of all student groups across the district.	CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	Action: Expanded Learning Opportunities Need: CAASPP data showed that 31.27% of Low Income students met performance standards in ELA. CAASPP data showed that 18.41% of Low Income students met performance standards in math. Also, on the LCAP student survey, students expressed interest in additional after-school enrichment classes, such as animation, robotics/coding, and more opportunities to join sports teams. There has been a concerted effort to expand offerings to address student interests and engagement. On the most recent LCAP student survey, only 16% of students indicated that they did not participate in any of the after-school offerings. 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.	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. Expanded Learning Opportunities improve services to low-income students by providing: -Expanded day/year programs -Homework and Academic Support Centers -Supplemental instructional materials and resources -Ongoing professional development to support enrichment opportunities for students This action is provided on an LEA-wide basis to the low academic achievement of all student groups across the district.	CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) LI All Students Percentage of students participating in Expanded Learning Opportunities and LCAP Family/Community and Student Surveys (Metric 1.22) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback has indicated the need for increased afterschool programming for childcare, enrichment, and academic support in core academic areas for low-income students. In building greater alignment of the school day and after-school program support, further development of AVID as part of the ThinkTogether program would support student learning. MVSD has taken an active role in partnering with Think Together to further expand AVID during the after school programs to support literacy, math, and organizational skills. Based on the results of the surveys and partner feedback, there is a need to continue providing enrichment and expanded learning opportunities. However, there needs to be a more frequent analysis of the program offerings in order to determine which extended learning will be offered at which time of the year. This will provide better insight into student interests and competition with other programs for student participation. Scope: LEA-wide		
1.12	Action: Student Study Trips Need: On the LCAP Staff survey, 98% of respondents support providing student trips to improve learning opportunities and	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. Student study trips improve educational opportunities for low-income students to master content and grade-level standards by:	LCAP Student Survey (Metric 1.20) All students CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) LI

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
	experiences for students that they may not have otherwise. 2025 CAASPP data showed that 31.27% of Low-Income students compared to 32.3% of all students met performance standards in ELA. 2025 CAASPP data showed that 18.41% of Low-Income students met performance standards in math compared to 19.4% of all students. LCAP Student Survey data indicates that students have benefited from study trips to the planetarium, college campuses, and to farms. Educational partners have identified that our Low-income students have limited access to these extended learning opportunities and experiences outside the home/school setting. LCAP Family survey data indicates that 78% of families believe that their child has benefited from academic study trips this year. Based on the LCAP survey data and partner feedback, there is a continued need to provide these extended learning opportunities to students in order to support their access to activities that build background knowledge and real world experiences. Scope: LEA-wide	-Providing content-aligned study trips -Providing students with hands-on learning opportunities -Helping students make text-to-world connections 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.	All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.13	Action: Certificated Reimbursement for Supplemental Instructional Materials Need: 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. CAASPP data showed that 8.72% of English Learners and 31.27% of Low Income students compared to 32.3% of all students met performance standards in ELA. CAASPP data showed that 5.53% of English Learners and 18.41% of Low Income students compared to 19.4% of all students met performance standards in math. The Foster Youth group did not have enough students to yield scores. 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. Based on student performance data, LCAP survey data, and partner feedback data, there is a need to continue to provide supplemental materials and supports in order to provide greater access to core content and learning, hands-on learning, and differentiated support	Certificated Reimbursement for Supplemental Instructional Materials supports learning of low-income, English Learner and Foster Youth by providing: • Supplemental Hands-on learning material to connect learning • Supplemental resources to support content knowledge and vocabulary development • Supplemental materials to support the implementation of targeted instruction and social-emotional learning. 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.	LCAP Staff Survey (Metric 1.5) All students CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) EL FY LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for our EL, Foster Youth, and low-income students. Scope: LEA-wide		
1.14	Action: Programmatic Support and Services to Support Student Learning Need: 2025 CAASPP data showed that 8.72% of English Learners and 31.27% of Low Income students met performance standards in ELA. CAASPP data showed that 5.53% of English Learners and 18.41% of Low Income students met performance standards in math. These results were below the district average for ALL students. The LCAP Staff survey and feedback from focus groups at the Consolidated Parent Advisory Committee (CPAC) identify the need for additional programmatic support and services to support the continuous academic improvement of our low-income and English Learner student groups. Based on the student performance data, LCAP survey data, and partner feedback, there is a continued need to provide instructional support services to school sites in order to support programmatic support, instructional leadership, and targeted instruction for	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. Programmatic Support and Services to Support Student Learning increases educational outcomes for low-income and English Learner student groups by providing: -Additional instructional support consisting of personnel and materials to provide targeted student instruction -Additional support for staff and contracted agencies to ensure access to resources, material, data, and services for instructional programs -Support for ongoing professional development and increased instructional monitoring at all sites -Instructional Assistants to provide small-group instruction and differentiated lessons in primary grades -Deans of Instruction provide professional development, enhance instructional support, engage families, facilitate data-informed instruction, and facilitate collaboration of educators -District-level support for teaching and learning, English Learners, media resources, and assessment staff to conduct supplemental	LCAP Staff Survey (Metric 1.4) All students CAASPP/CAA ELA and Mathematics (Metric 1.9 and 1.11) EL LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, in particular for ELs and Low-Income student groups. Scope: LEA-wide	diagnostic assessments, language development small group instructional supports, and cull supplementary materials to support program implementation -Translation services to engage and support families who may not fall in the required languages for translation This action is provided on an LEA-wide basis to the low academic achievement of all student groups across the district including the student groups who had the lowest performance (red level) in English Language Arts and Math.	
2.5	Action: Dual Language Programs and Enrichment Services Need: LCAP survey results for Staff and Community continue to express the need to support programs that develop Multilingual learners. 91% of respondents to the 2026 LCAP Family and Community survey have indicated that they would like their child to learn two or more languages. DELAC has continued to identify the continuation and expansion of multilingual programs as an important initiative for the community. 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	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. Dual Language Programs and Enrichment Services support Low-income learners throughout the district by: -providing access to Digital platforms for intervention support -providing credentialed Dual Language teachers to avoid grade-level combination classrooms -providing ongoing professional development of credentialed Dual Language teachers -providing current materials to support the development of the program in both Spanish and Mandarin -providing ongoing support and development of dual languages to low-income learners -increasing language prestige of the minority language cultivating asset-oriented thinking	District ELA & Mathematics Assessments (Metric 2.5) LI All Students California Spanish Assessment (Metric 2.6) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	opportunities outside of the school day to access these programs. Scope: LEA-wide	This is provided on an LEA basis as students from throughout the District are able to attend either school.	
3.1	Action: Support Services for Students and Families Need: Services addressing a multi-tiered system of support continue to be an area of need based on staff, family, and student data. In the baseline year, 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. Last year, 23% of 5th graders and 35% of 7th graders reporting ongoing sadness, mental health continues to be an area of concern. During this current year, Metric 3.7 indicates 28% of 5th graders and 32% of 7th graders report feeling sad most or all of the time. With 94.1% of our students being considered Low Income, the implication is that mental health continues to be an area of concern for our Low Income students. Additionally, there has been an increase in student homelessness with 26.3% of students being identified as homeless. While the suspension rates and attendance rates show some marginal improvement in 2045-2025, based on all metric data, there is a need to address the	Develop a multi-tiered system of support to address students' academic, social-emotional, and behavioral needs. Low-income students benefit from district-provided access to these resources and remove inequitable access to support. Support Services for Students and Families increase and improve targeted responses to address individual and specific student and group needs. -Professional development on how to meet the social-emotional needs of underserved communities (Foster Youth, Low Income) -Targeted training on SEL and behavior to address the needs of underserved populations -Social-emotional curriculum and resources to support instruction -Additional staff to plan and provide integrated support to students and provide intervention -Contracted services to provide multitiered mental health support to students (Learning Recovery Emergency Block Grant) 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.	Suspension Rate (Metric 3.4) LI All Students California Healthy Kids Survey (Metric 3.7) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unique academic and mental health supports for this student group. LCAP Staff Surveys noted increased student mental health concerns and a need to provide training and support to address student mental and emotional needs. LCAP data indicated inconsistencies in understanding of implementation of Tiered systems across sites. LCAP Parent/Family Surveys and Focus Groups have expressed the need for training on addressing challenging student behaviors. LCAP Student Surveys indicated that access to a multi-tiered system of support is not equal to all students. Mixed data results regarding school expectations and school climate indicate inconsistencies in addressing student understanding of available supports and learning. Student sense of belonging at school (Metric 3.12) has been consistent, but not close enough to the district goal. California Healthy Kids Survey results indicated the district scored below the state average in almost every climate indicator in both 5th and 7th grade student responses. Suspension rates have decreased, however staff survey responses regarding indicate need for training and tiered support for behavior. Scope:		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	Action: Social Emotional Wellness Services and Support Need: LCAP Staff Surveys noted increased student mental health concerns. On the 25-26 LCAP staff survey, 93% of staff indicated that counseling staff supports student well-being. LCAP Family Surveys and Focus Groups have expressed the need for training on addressing challenging student behaviors. On the 2025-2026 LCAP survey 43% of families indicated that their child needs additional support in self-management and emotional skills. California Healthy Kids Survey results indicated that only 60% of 5th graders and 51% of 7th graders felt connected to their school. Only 36% of 5th graders felt that there was meaningful participation, and 72% felt that social-emotional supports are available. Almost all student climate data fell below the state average. The continued need to provide counseling supports is further highlighted through Educational partner feedback from the CPAC and DELAC, along with the LCAP survey requests, to provide more programs to support mental health and emotional regulation, which indicated a need to support student mental health and social-emotional development,	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. Social Emotional Wellness Services and Support increase access and improve mental health services to our most vulnerable and underserved student population by: • 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 • Further developing a comprehensive mental health program • Increasing social-emotional classroom lessons taught throughout the school year This action is provided on an LEA-wide basis to provide equitable access to social-emotional supports for all student groups.	Attendance Rate (Metric 3.1) FY LI All Students Chronic Absenteeism Rate (Metric 3.2) FY LI All Students Suspension Rate (Metric 3.4) FY LI All Students California Healthy Kids Survey (Metric 3.7) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	particularly for Foster Youth and Low-income student groups. Scope: LEA-wide		
3.3	Action: Positive Behavioral Interventions and Support Need: According to the 2023 Dashboard data, the suspension rate at Twin Lakes for all students, English Learners, Low Income, and Homeless students was at the lowest performance level on the California School Dashboard. As of the 2025 Dashboard, Twin Lakes has moved into the blue level for ELs and Low Income, a significant decline of suspensions for both groups. While as a district we are at the green level for suspensions, four schools rated at the Dashboard orange level with increases in suspensions. Overall, the suspension rate has declined since the baseline year and continues to decrease; there exists a need to continue to support this action, including for our foster youth students. There is a continued need to develop a system of Positive Behavioral Interventions and Support (PBIS) at school sites. 2026 Student LCAP data indicate that only 22% of students understand school expectations and 67% believe their school rules are fair. Additionally, only 48% indicated that they participated in a PBIS reward activity.	Supporting 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. Positive Behavioral Interventions and Support services include: - Professional development opportunities on strategies for students with specialized needs (i.e., foster youth, ELs, low-income students) - Professional collaboration through release time for staff to plan supplemental support and strategies for specialized populations - Supplies and materials to enhance PBIS implementation and activities - Supplies and materials to support positive attendance to mitigate chronic absenteeism - Partnerships and services through community agencies to provide multitiered behavioral support.	Attendance Rate (Metric 3.1) EL FY LI All Students Chronic Absenteeism Rate (Metric 3.2) EL FY LI All Students Middle School Drop-Out Rate (Metric 3.3) EL FY LI All Students Suspension Rate (Metric 3.4) EL FY LI All Students Expulsion Rate (Metric 3.5)

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
	Staff LCAP survey data indicate that only 55% of staff believe PBIS has had a positive impact on the school climate. Staff has noted that barriers to improvement of PBIS include inconsistent implementation, lack of clarity, and a need for a better developed system. Educational partner input has 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. Based on student discipline data and survey, 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. Scope: LEA-wide	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, Low-income, SWDs, and Homeless).	EL FY LI All Students
3.4	Action: Expanded Health and Wellness Services Need: There continues to be a need to address attendance needs across the district. Attendance rates have begun to slowly increase and chronic absenteeism has begun to slowly decrease, but have not rebounded to	Provide for the physical and social-emotional health of students through direct services, assessment, and basic care for low income students. Expanded Health and Wellness Services increase and improve access to medical and wellness care by:	Attendance Rate (Metric 3.1) LI All Students Chronic Absenteeism Rate (Metric 3.2) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pre-pandemic levels. During the 24-25 school year, the district average improved to 94.36% but has not surpassed 95% compared to our low income rate which was 94.33%. 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. The district has extended efforts to provide access to primary resources in support of student physical and social-emotional health. The 2024-2025 rate of Chronic Absenteeism shows a decrease of 10.2% when compared to the baseline year. Families, in particular low income families, have indicated a lack of access or resources to seek care for students. Scope: LEA-wide	• Providing additional healthcare staffing and service hours to support student health needs • Providing consultations and referrals to medical professionals to provide access to students, especially for Low-income students • Connecting low-income and underinsured families to community resources to support their healthcare needs This action is provided on an LEA-wide basis to provide expanded and equitable access to health and wellness services to all student groups.	
3.5	Action: Community and School Safety Programs and Services Need: LCAP Staff and Family/Community Surveys identify the need for increased staffing to enhance campus safety and training to build	Promoting improved safe school environments for students, staff, and parents creates positive learning environments, increases student engagement, and promotes greater access to learning time. Community and School Safety Programs and Services improve safe school environments by:	Attendance Rate (Metric 3.1) LI All Students Chronic Absenteeism Rate (Metric 3.2) LI

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
	the capacity of staff to promote positive school culture and climate. Additionally, on community walks with Safe Routes to school, parents requested enhanced safe passage to/from school including additional crossing guard support and additional bus routes to reduce the crossing of major thoroughfares to/from school. LCAP data indicates that 93% of families believe staff is looking out for student safety. However, recommendations from families have included requests for additional staff and training. 86% of staff have indicated increased campus monitors have improved safety, 93% of families believe the campus is safe, and 84% of students feel safe on campus. Attendance for Low Income students has increased by .13% however Chronic Absenteeism has decreased by 2.2% compared to the all student group whose attendance has increased by 1.77% and decreased by 10.3% for chronic absenteeism. Based on input and student data for Low Income students, improved safety continues to be a need throughout the district. Scope: LEA-wide	-Increased campus monitor/security staffing and hours to support before, during, and after school enrichment and expanded learning activities to increase student safety -Professional development on safe playground activities to promote safety and engagement -Professional development on positive school culture and climate to enhance school climate -Additional daily campus cleaning to improve school learning environment and increase safety -Computer-generated stop and pick-up routes for transportation to support safe passages to school -Accountability of students when transporting by bus/van -Efficient scheduling to reduce student waiting and on-bus time This action is provided on an LEA-wide basis because all students can benefit from increased community and school safety programs and services.	All Students LCAP Student, Staff, Family/Community Surveys (Metric 3.6) All students
3.6	Action: Social Emotional Learning Through the Arts Need:	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	Attendance Rate (Metric 3.1) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	There continues to be a need to provide certificated staff with opportunities to build their capacity in supporting Tier 1 social-emotional supports. LCAP Staff and Family/Community Surveys identify the need for extracurricular opportunities for students, especially for underserved populations. While LCAP survey data indicates that 92% of students feel there is a caring adult on campus, California Healthy Kids Surveys in 5th and 7th grades indicate that more than 40% do not believe their school has caring relationships and schools lack meaningful participation for students. To add, 28% of 5th grade students and 32% of 7th grade students reported frequent sadness. 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 outside of the school day to opportunities that build social-emotional competencies. Scope: LEA-wide	populations, especially the Low Income student group. This action and related services increase opportunities for students to develop social-emotional competencies by: • providing professional development to certificated and classified instructional staff in arts-integrated SEL strategies • providing supplies and materials to implement arts-integrated SEL strategies This action is provided on an LEA-wide basis because all students can benefit from arts-integrated social-emotional learning.	Chronic Absenteeism Rate (Metric 3.2) LI All Students California Healthy Kids Survey (Metric 3.7) All students School Representation at District-Wide Events- Arts Showcase (Metric 3.9) All students
3.7	Action: Enhanced Technology Infrastructure Need:	Provides sufficient infrastructure to support the programs and services offered to unduplicated students to remove resource inequities.	CAASPP ELA/CAA ELA (Metric 1.9) LI All Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On the 2025-26 LCAP Family/Community Survey, 10% of families reported having inadequate WiFi bandwidth at home to support student access to online programs. There is a need to continue 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. Scope: LEA-wide	Enhanced Technology Infrastructure increases opportunities for low-income students by: • Providing enhanced WiFi coverage at all schools • Providing WiFi service to low-income students to access online programs after school hours • Incorporating cloud-based services and enhanced online safety • Providing technology support to increase access and engagement 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.	CAASPP Mathematics/CAA Mathematics (Metric 1.11) LI All Students LCAP Family/Community Survey (Metric 3.11) All students
3.9	Action: Expanded, District-Wide Student Learning Events Need: Based on lack of opportunity and access outside of school, providing extracurricular opportunities continues to be a need for the district. LCAP Staff and Family/Community Surveys identify the need for extracurricular opportunities for students, especially for underserved populations. While LCAP data (Metric 3.9) indicates that all schools are represented in district-wide events, the number of participants from each site has shown only marginal growth. There is a need to provide district-wide learning events since low-income students	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. Expanded, District-Wide Student Learning Events support the participation of low-income students by: -Recruiting certificated and classified staff to coach and coordinate contests and events -Recruiting community partners to coach and coordinate contests and events -Providing supplies and materials This action and related services are provided on an LEA-wide basis because all students can benefit from these opportunities to enhance and	CAASPP ELA/CAA ELA (Metric 1.9) LI All Students CAASPP Mathematics/CAA Mathematics (Metric 1.11) LI All Students School Representation at District-Wide Events (Metric 3.9) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	lack access to opportunities where they can demonstrate individual strengths, skills, and talents not evident in traditional school activities and academic measures. Scope: LEA-wide	showcase their academic achievement and creative talents.	
3.10	Action: Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing Need: There continues to be a need to provide immediate resources and services to district families. Family input has indicated the need for access to services and support for unhoused, low-income students. During the 2025-2026 school year, the percent of homeless families needing support has increased by 30% (Metric 3.10). Staff input has indicated that the number of students experiencing homelessness and inadequate housing has increased since the pandemic. Scope: LEA-wide	Provide immediate resources and assistance to students in need of school supplies and academic enrichment opportunities and remove resource inequities of low-income students. Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing assists low-income students and their families by: -Providing school uniforms and clothing -Providing hygiene supplies -Providing emergency food -Linking homeless families to community resources -Providing priority access to expanded learning opportunities -Outreach to homeless/inadequately housed families (Community Schools Implementation Grants) 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 services help support interruptions to learning and student achievement.	CAASPP ELA/CAA ELA (Metric 1.9) LI All Students CAASPP Mathematics/CAA Mathematics (Metric 1.11) LI All Students Homeless/Inadequately Housed Student Support (Metric 3.10) All students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.1	Action: Mountain View Family Center Need: Consolidated Parent Advisory Committee (CPAC), District English Learner Advisory Committee (DELAC), LCAP Family/Community Surveys, and Community School Implementations Teams (CSITs) identified the need to continue centralized services to support the development of the whole-child. 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. Scope: LEA-wide	The Mountain View Family Center increases and improves our low-income, English Learner, and Foster Youth families' access to: -health and wellness services provided to families with support through community partnerships -language services to support and facilitate communication with community partner services -family engagement opportunities to broaden connectedness to the district 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.	Attendance Rate (Metric 3.1) EL FY LI All Students Chronic Absenteeism Rate (Metric 3.2)EL FY LI All Students Parent Sense of Connectedness (Metric 3.14) All students Parent Participation in Programs (Metric 4.2) All students Parent Volunteers by Site (Metric 4.3) All students
4.2	Action: Family Engagement Programs & Workshops Need: There continues to be a need to provide family engagement workshops and training for educational partners. 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	Family Engagement Programs and Workshops will increase family engagement of Low-income and English Learner students by providing: • 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.	CAASPP ELA/CAA ELA (Metric 1.9) EL LI All Students CAASPP Mathematics/CAA Mathematics (Metric 1.11) EL LI

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
	background, capacity, leadership, and advocacy for student learning. The most requested topics were parent leadership, technology training, support for socio-emotional development, immigration workshops, and learning English as a second language. Also identified is the need to increase Low-income and English Learner academic achievement in English Language Arts and Mathematics. Scope: LEA-wide	• Parenting Classes and Workshops linked to student achievement and supporting learning at home • Parent School Volunteer and Chaperone Academies to support engagement and leadership of families • English as a Second Language Programs for parents/families • Ongoing training for administrators, certificated, and classified staff on how to work with parents as equal partners in their children's education 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.	All Students Parent Participation in Programs (Metric 4.2) All students
4.3	Action: Extended Service and Support to Families Need: Educational partner feedback on the LCAP Family/Community Surveys from our Low-income and English Learner families, results from the Community Schools Survey, and feedback from our Community School Implementation Teams (CSITS) and District English Learner Advisory Committee (DELAC), there continues to be a need for assistance in understanding and connecting with district and community resources to build home-school connections. Scope:	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. Provides support to families and communities by providing a site community liaison to build relationships and assist families in accessing District and site resources. Extended services and supports for families of underserved populations provides: • ongoing support of a Site Community Liaison to foster communication and engagement • training for school site/district initiatives to build community capacity	Attendance Rate (Metric 3.1) EL LI All Students Chronic Absenteeism Rate (Metric 3.2) EL LI All Students Parent Sense of Connectedness (Metric 3.14) All students Parent Participation in Programs (Metric 4.2)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	a system for building family participation and engagement at the site and district level 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.	All students Parent Volunteers by Site (Metric 4.3) All students LCAP Family/Community Survey (Metric 4.4) All students
4.4	Action: Family and Community Outreach Need: LCAP Family/Community Survey, as well the Community Schools Survey, indicates the need for assistance in connecting with district and community resources. This continues to be a need previously identified and continues to be developed. 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 support. Scope: LEA-wide	Family and Community Outreach programs and events provide families access to community resources to enable families to receive needed support. Providing Family and Community Outreach improves student outcomes for underserved populations by: -Connecting families to community partners for medical and wellness care that supports student health and improved attendance - Supporting families with limited technology skills to access online services and programs - Providing information and registration assistance to families to access city, county, and state programs for which they qualify 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.	Attendance Rate (Metric 3.1) EL FY LI All Students Chronic Absenteeism Rate (Metric 3.2) EL FY LI All Students LCAP Family/Community Survey (Metric 4.4) All students
4.6	Action: Family Field Trips Need:	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.	CAASPP ELA/CAA ELA (Metric 1.9) EL FY

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
	Focus group feedback from the Consolidated Parent Advisory Committee (CPAC) and Community Schools Implementation Teams (CSITs) indicated that underserved student populations and their families have limited access to experiential learning opportunities within and outside the community. 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. The LCAP survey results indicate access to family field trip experiences has decreased from previous years. There is a need to identify and target families to ensure equitable access to family field trips and learning experiences. Scope: LEA-wide	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: -transportation for families who lack transportation to get to venues -admission and entry fees to allow access to venues requiring paid entrance -staffing to support meaningful engagement and learning for students and their families 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.	LI All Students CAASPP Mathematics/CAA Mathematics (Metric 1.11) EL FY LI All Students LCAP Family/Community Survey (Metric 4.2) All students
4.7	Action: Enhanced Family and Community Communication and Access Need: Consolidated Parent Advisory Committee (CPAC) and Community Schools Implementation Teams (CSITs) have expressed the need for improved communication, especially to support two-way communication between the school and family.	Provide enhanced Family and Community communication, including two-way communication channels between English Learner and Low-income families and the district/schools. Enhanced Family and Community Communication and Access improves student achievement by providing families with access to: -student information systems to update student information and access student academic achievement data and attendance data	CAASPP ELA/CAA ELA (Metric 1.9) EL LI All Students CAASPP Mathematics/CAA Mathematics (Metric 1.11) EL LI

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
	There is a need to provide communication pathways between English Learner families, Low-income student families, and the school/district to build connectedness, increase understanding of student needs, and support student achievement. With the implementation of a new parent communication system, there has been increased connection with providing information to families. In reaching 84% of families, there is still a need to continue implementation and enhance understanding of how to utilize Parent Square to foster home-school communication. Scope: LEA-wide	-digital platforms that allow families and community members to provide ongoing input with regard to needs and site and district programs and services -hardware and services to support virtual attendance district-wide and school meetings to allow access to families who cannot attend in-person -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 -digital signage to promote communication of school and district events and activities 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.	All Students Attendance Rate (Metric 3.1) EL LI All Students Chronic Absenteeism Rate (Metric 3.2) EL LI All Students Two-Way Parent Communication (Metric 4.6) All students

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
2.1	Action: Language Support Services for English Learners Need:	Provide additional 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.	CAASPP Test Results (Metric 2.1) EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	The overall reclassification rate for our English Learners is 7.42% (May 2025). In 2024, the final reclassification rate was 14.8%. The reclassification rate of our English Learners dually identified with a learning disability is relatively low, however, progress is being made in this area. In 2025, the reclassification rate of these students was 1.1%. The current reclassification rate for dually identified ELs (May 2026) is 4%. The academic achievement of English Learners is low. The % of these learners that met/exceed standard in ELA was 8.72% and in Mathematics was 5.53%. Furthermore, the academic achievement of our ELs who are dually identified with a learning disability is low. In 2025, based on CAASPP results, the percentage of these students who met/exceeded standards was 1.96% and 1.47% in math. There continues to be a need for actions designed to target the specific learning needs of these student groups. School site administrators and site EL Liaisons have expressed a need for professional development related to integrated ELD across content areas, designated ELD, Language acquisition strategies, tiered instruction, and strategies for differentiation to meet the needs of diverse learners. DELAC expressed the need to provide additional support services for English Learner students to support their language acquisition	Language Support Services for English Learners increase academic achievement and improvement in reclassification rates through: • additional instructional staff providing ongoing monitoring of student progress • specialized curriculum such as ELLevation and other supplemental materials to support academic learning and English language development	English Learner Reclassification Rate (Metric 2.7) EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and reclassification to English proficient. In particular, DELAC has expressed a continuance of the afterschool EL intervention programs and as well as family training in ELA and math strategies. Scope: Limited to Unduplicated Student Group(s)		
2.2	Action: Services to Improve English Learner Literacy Need: In 2025, the percentage of English Learners at/above proficient on the ELA Assessments was 8.72%. While this is growth from the previous year, this is still significantly below the 32.30% proficient/above achieved by All students on the ELA portion of CAASPP. English Learners at the district level showed improvement in ELA on the 2025 California Dashboard, having moved from red to yellow on the progress indicator; however, scores are still 63 points below standard. LTELs also increased in performance, but only moved into the orange level and are 109.9 points below standard. Additionally, English Learners at the district level moved from the lowest (red) level on the California Dashboard to the orange level; however, they are still 99.6 points below standard. LTELs also moved to the orange level but are 166.9 points below standard.	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. Services to Improve English Learner Literacy include: • certificated coaching support (Title III) to support teachers with strategies and instructional practices that support English Learners • ongoing training of certificated site EL Liaisons who directly serve English Learners and provide professional development for teachers of English Learners • student monitoring of progress to measure academic gains and provide targeted instruction • professional development in supplemental curriculum and materials to improve English proficiency	CAASPP Test Results (Metric 2.1) EL English Learner Reclassification Rate (Metric 2.7) English Learner Progress Indicator (Metric 2.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	There continues to be a need to provide support services for English Learners. 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. Scope: Limited to Unduplicated Student Group(s)		
2.3	Action: Extended Support Programs for English Learners Need: There is a need to provide additional instructional support and services to address the language learner needs of English Learner students and Long Term English Learners. As a district, the number of overall students who did not progress at least one ELPI level increased in 2025 by 1%. While there were 2.5% fewer students decreasing at least one ELPI level, 52.4% did not increase an ELPI level. Additionally one school (Miramonte) moved out of the Low Level of the ELPI progress indicator, one school moved to the Very Low Level (La Primaria). Academic growth results from Metric 2.1 are demonstrating gains in achievement for both	Provide extended support for English Learners to increase language development, improve reclassification, and increase academic achievement. Extended Support Programs for English Learners include: • focused intervention in writing and oral proficiency in English through after-school intervention classes • instructional support materials for interventions that specifically target EL interventions and program support	CAASPP Test Results (Metric 2.1) EL LTEL English Learner Reclassification Rate (Metric 2.7) English Learner Progress Indicator (Metric 2.8).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELs and Dually Identified ELs with exceptional needs. While gains are small, the results indicate that progress is being made with the implemented LCAP actions. Based on these results, there continues to be a need to provide extended supports for English Learners. 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. Scope: Limited to Unduplicated Student Group(s)		
2.4	Action: Expanded Services for Newcomer Students Need: In the 2023-204 school year, the district identified a need to expand the Newcomer program 175 entered the district and the program was only able to serve 40 students. This highlighted a need to expand services for students who meet Newcomer criteria. During the 2024-2025 school year, 142 newcomers entered the district. 44 students received direct support in a newcomer class and 38 student received support through newcomer instructional aide support services. This current 25-26 school year showed a significant decrease in the number of students who meet Newcomer criteria.	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. Expanded Services for Newcomer Students improve educational outcomes by: -Expanding newcomer classes to include 2nd-8th grade -providing classified support personnel to support newcomer students -providing ongoing training for certificated Newcomer teachers	English Learner Progress Indicator (Metric 2.8)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Despite the significant decrease in students, LCAP survey results from Staff and the Community have expressed a need to continue Newcomer services, not only in quantity but to continue with the additional grade levels. With the high number of newcomer students previously entering the district, this action will be continued and monitored to determine ongoing effectiveness and need. Scope: Limited to Unduplicated Student Group(s)	-providing ongoing training of classified Newcomer support personnel	
2.6	Action: Expanded Foster Youth Services Need: 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. While Foster Youth students are not numerically significant as a group on the CA School Dashboard, we do have their data from CAASPP. In 2025, 50.3% of FY students were proficient or exceeded in ELA and 31.3% were proficient or exceeded in math. This is significantly above our all student population. On the 2026 LCAP Family/Community Survey, over 73% of Foster parents reported their students needed additional support in reading,	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. Expanded Foster Youth Services support Foster Youth by: -providing transportation to Foster Youth students to continue in their school of origin -providing transportation to Foster Youth students to attend schools in the district for SOO -providing focused support to Foster Youth students that include enrichment opportunities during extended day programs with district staff and contracted services -providing counseling services for Foster Youth students through school counselors and outside counseling services as needed	CAASPP Test Results (Metric 2.3) FY Chronic Absenteeism (Metric 3.2) FY

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	64% in writing, and 76% in mathematics. Additionally, 17% reported their students needed additional support in self-management and emotional skills and 94% felt their counselor has made a positive impact on the school environment. Based on the data and due to limited or lack of continual access for these students, there is a need to continue to provide program continuity and extended academic and social-emotional support. Scope: Limited to Unduplicated Student Group(s)	-developing individual service plans for each foster youth to support their needs	

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

Not Applicable

Additional Concentration Grant Funding

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

All of our school sites have over a 55% concentration of low-income and English learners. For 2026-27, 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).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:33
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	47,870,244	\$21,384,061	44.671%	7.546%	52.217%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$33,779,470.00	\$24,822,545.00	\$4,101,581.00	\$6,465,935.00	\$69,169,531.00	\$52,155,564.00	\$17,013,967.00

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	Low Income	Yes	LEA-wide	Low Income	Specific Schools: Baker, La Primaria, Maxson, Payne, Parkview, Miramonte , Monte Vista TK	Ongoing	\$908,211.00	\$18,000.00	\$926,211.00	\$0.00	\$0.00	\$0.00	\$926,211.00	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	\$1,233,247.00	\$97,500.00	\$1,330,747.00	\$0.00	\$0.00	\$0.00	\$1,330,747.00	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	\$1,265,247.00	\$58,000.00	\$1,323,247.00	\$0.00	\$0.00	\$0.00	\$1,323,247.00	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	\$46,000.00	\$49,000.00	\$3,000.00	\$92,000.00	\$0.00	\$0.00	\$95,000.00	0%
1	1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$581,523.00	\$113,000.00	\$694,523.00	\$0.00	\$0.00	\$0.00	\$694,523.00	0%
1	1.6	Visual and Performing Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$6,108.00	\$608,600.00	\$355,761.00	\$202,947.00	\$0.00	\$56,000.00	\$614,708.00	0%
1	1.7	Increased and Improved Educational Technology Programs and Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$177,287.00	\$1,655,311.00	\$1,792,598.00	\$40,000.00	\$0.00	\$0.00	\$1,832,598.00	0%
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	\$1,892,251.00	\$10,000.00	\$1,902,251.00	\$0.00	\$0.00	\$0.00	\$1,902,251.00	0%
1	1.9	Enhanced Library Services and Extended Hours	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$396,476.00	\$60,000.00	\$456,476.00	\$0.00	\$0.00	\$0.00	\$456,476.00	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	1.10	Expanded Learning Opportunities	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$18,530.00	\$3,113,314.00	\$26,030.00	\$2,812,000.00	\$0.00	\$293,814.00	\$3,131,844.00	0%
1	1.11	Summer Learning (Discontinued 26-27 LCAP)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
1	1.12	Student Study Trips	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$133,204.00	\$133,204.00	\$0.00	\$0.00	\$0.00	\$133,204.00	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	\$37,500.00	\$37,500.00	\$0.00	\$0.00	\$0.00	\$37,500.00	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	\$3,640,581.00	\$0.00	\$3,640,581.00	\$0.00	\$0.00	\$0.00	\$3,640,581.00	0%
1	1.15	Provide Standards-Aligned Instructional Materials for All Students	All	No			All Schools	Ongoing	\$0.00	\$2,297,681.00	\$0.00	\$2,297,681.00	\$0.00	\$0.00	\$2,297,681.00	0%
1	1.16	Maintain Fully Credentialed and Appropriately Assigned Teachers and Staff	All	No			All Schools	Ongoing	\$28,108,129.00	\$0.00	\$8,097,959.00	\$13,964,049.00	\$0.00	\$6,046,121.00	\$28,108,129.00	0%
1	1.17	Maintain Safe and Functional Facilities for All Students	All	No			All Schools	Ongoing	\$4,998,940.00	\$4,249,969.00	\$576,901.00	\$4,570,427.00	\$4,101,581.00	\$0.00	\$9,248,909.00	0%
2	2.1	Language Support Services for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$218,782.00	\$1,000.00	\$219,782.00	\$0.00	\$0.00	\$0.00	\$219,782.00	0%
2	2.2	Services to Improve English Learner Literacy	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$21,197.00	\$0.00	\$21,197.00	\$0.00	\$0.00	\$0.00	\$21,197.00	0%
2	2.3	Extended Support Programs for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$126,624.00	\$113,600.00	\$205,224.00	\$0.00	\$0.00	\$35,000.00	\$240,224.00	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	\$427,458.00	\$700.00	\$428,158.00	\$0.00	\$0.00	\$0.00	\$428,158.00	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	2.5	Dual Language Programs and Enrichment Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$792,401.00	\$3,000.00	\$795,401.00	\$0.00	\$0.00	\$0.00	\$795,401.00	0%
2	2.6	Expanded Foster Youth Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	\$155,479.00	\$17,850.00	\$20,039.00	\$153,290.00	\$0.00	\$0.00	\$173,329.00	0%
3	3.1	Support Services for Students and Families	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,494.00	\$492,394.00	\$54,888.00	\$440,000.00	\$0.00	\$0.00	\$494,888.00	0%
3	3.2	Social Emotional Wellness Services and Support	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$1,500,000.00	\$16,159.00	\$1,516,159.00	\$0.00	\$0.00	\$0.00	\$1,516,159.00	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	\$663,623.00	\$581,170.00	\$1,244,793.00	\$0.00	\$0.00	\$0.00	\$1,244,793.00	0%
3	3.4	Expanded Health and Wellness Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$923,143.00	\$407,630.00	\$1,097,493.00	\$233,280.00	\$0.00	\$0.00	\$1,330,773.00	0%
3	3.5	Community and School Safety Programs and Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$2,730,653.00	\$747,500.00	\$3,443,153.00	\$0.00	\$0.00	\$35,000.00	\$3,478,153.00	0%
3	3.6	Social Emotional Learning Through the Arts	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$0.00	\$80,000.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$80,000.00	0%
3	3.7	Enhanced Technology Infrastructure	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$844,419.00	\$1,345,877.00	\$2,190,296.00	\$0.00	\$0.00	\$0.00	\$2,190,296.00	0%
3	3.8	After-School Sports and Recreation Programs (Discontinued 26-27 LCAP)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	3.9	Expanded, District-Wide Student Learning Events	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$28,249.00	\$3,850.00	\$15,228.00	\$16,871.00	\$0.00	\$0.00	\$32,099.00	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	\$12,900.00	\$16,921.00	\$29,821.00	\$0.00	\$0.00	\$0.00	\$29,821.00	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	\$44,399.00	\$402,680.00	\$447,079.00	\$0.00	\$0.00	\$0.00	\$447,079.00	0%
4	4.2	Family Engagement Programs & Workshops	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$147,113.00	\$51,325.00	\$198,438.00	\$0.00	\$0.00	\$0.00	\$198,438.00	0%
4	4.3	Extended Service and Support to Families	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$37,285.00	\$503.00	\$37,788.00	\$0.00	\$0.00	\$0.00	\$37,788.00	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
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	\$74,556.00	\$49,550.00	\$124,106.00	\$0.00	\$0.00	\$0.00	\$124,106.00	0%
4	4.5	Community School Implementation Teams (CSITs) (Discontinued 26-27 LCAP)	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	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	\$20,635.00	\$20,635.00	\$0.00	\$0.00	\$0.00	\$20,635.00	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	\$132,259.00	\$160,544.00	\$292,803.00	\$0.00	\$0.00	\$0.00	\$292,803.00	0%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
47,870,244	\$21,384,061	44.671%	7.546%	52.217%	\$25,104,610.00	0.000%	52.443 %	Total:	\$25,104,610.00
								LEA-wide Total:	\$24,210,210.00
								Limited Total:	\$894,400.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Transitional Kindergarten Expansion	Yes	LEA-wide	Low Income	Specific Schools: Baker, La Primaria, Maxson, Payne, Parkview, Miramonte, Monte Vista TK	\$926,211.00	0%
1	1.2	English Language Arts and Academic Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,330,747.00	0%
1	1.3	Services to Support Mathematics Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,323,247.00	0%
1	1.4	Services to Support Science and Engineering Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	0%
1	1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$694,523.00	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	\$355,761.00	0%
1	1.7	Increased and Improved Educational Technology Programs and Devices	Yes	LEA-wide	Low Income	All Schools	\$1,792,598.00	0%
1	1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,902,251.00	0%
1	1.9	Enhanced Library Services and Extended Hours	Yes	LEA-wide	Low Income	All Schools	\$456,476.00	0%
1	1.10	Expanded Learning Opportunities	Yes	LEA-wide	Low Income	All Schools	\$26,030.00	0%
1	1.12	Student Study Trips	Yes	LEA-wide	Low Income	All Schools	\$133,204.00	0%
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,500.00	0%
1	1.14	Programmatic Support and Services to Support Student Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,640,581.00	0%
2	2.1	Language Support Services for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$219,782.00	0%
2	2.2	Services to Improve English Learner Literacy	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$21,197.00	0%
2	2.3	Extended Support Programs for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$205,224.00	0%
2	2.4	Expanded Services for Newcomer Students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Grades 2-8	\$428,158.00	0%
2	2.5	Dual Language Programs and Enrichment Services	Yes	LEA-wide	Low Income	All Schools	\$795,401.00	0%
2	2.6	Expanded Foster Youth Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$20,039.00	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 (%)
3	3.1	Support Services for Students and Families	Yes	LEA-wide	Low Income	All Schools	\$54,888.00	0%
3	3.2	Social Emotional Wellness Services and Support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,516,159.00	0%
3	3.3	Positive Behavioral Interventions and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,244,793.00	0%
3	3.4	Expanded Health and Wellness Services	Yes	LEA-wide	Low Income	All Schools	\$1,097,493.00	0%
3	3.5	Community and School Safety Programs and Services	Yes	LEA-wide	Low Income	All Schools	\$3,443,153.00	0%
3	3.6	Social Emotional Learning Through the Arts	Yes	LEA-wide	Low Income	All Schools	\$80,000.00	0%
3	3.7	Enhanced Technology Infrastructure	Yes	LEA-wide	Low Income	All Schools	\$2,190,296.00	0%
3	3.9	Expanded, District-Wide Student Learning Events	Yes	LEA-wide	Low Income	All Schools	\$15,228.00	0%
3	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	LEA-wide	Low Income	All Schools	\$29,821.00	0%
4	4.1	Mountain View Family Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$447,079.00	0%
4	4.2	Family Engagement Programs & Workshops	Yes	LEA-wide	English Learners Low Income	All Schools	\$198,438.00	0%
4	4.3	Extended Service and Support to Families	Yes	LEA-wide	English Learners Low Income	All Schools	\$37,788.00	0%
4	4.4	Family and Community Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$124,106.00	0%
4	4.6	Family Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,635.00	0%
4	4.7	Enhanced Family and Community Communication and Access	Yes	LEA-wide	English Learners Low Income	All Schools	\$292,803.00	0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$71,923,867.00	\$77,280,331.00

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 Expansion	Yes	\$873,921.00	\$943,208.00
1	1.2	English Language Arts and Academic Language Development	Yes	\$3,874,425.00	\$1,938,854.00
1	1.3	Services to Support Mathematics Instruction	Yes	\$1,096,030.00	\$1,185,587.00
1	1.4	Services to Support Science and Engineering Programs	Yes	\$68,946.00	\$2,850.00
1	1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	\$9,000.00	\$79,336.00
1	1.6	Visual and Performing Arts	Yes	\$489,417.00	\$277,376.00
1	1.7	Increased and Improved Educational Technology Programs and Devices	Yes	\$3,269,290.00	\$1,187,696.00
1	1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	Yes	\$1,935,192.00	\$1,903,088.00
1	1.9	Enhanced Library Services and Extended Hours	Yes	\$617,179.00	\$466,345.00
1	1.10	Expanded Learning Opportunities	Yes	\$1,633,491.00	\$9,775,712.00
1	1.11	Summer Learning	Yes	\$850,294.00	\$1,023,610.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Student Study Trips	Yes	\$134,557.00	\$368,845.00
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	\$37,500.00	\$37,500.00
1	1.14	Programmatic Support and Services to Support Student Learning	Yes	\$3,899,470.00	\$2,910,064.00
1	1.15	Provide Standards-Aligned Instructional Materials for All Students	No	\$2,297,681.00	\$203,651.00
1	1.16	Maintain Fully Credentialed and Appropriately Assigned Teachers and Staff	No	\$28,108,129.00	\$28,157,496.00
1	1.17	Maintain Safe and Functional Facilities for All Students	No	\$9,248,909.00	\$10,070,317.00
2	2.1	Language Support Services for English Learners	Yes	\$432,994.00	\$217,850.00
2	2.2	Services to Improve English Learner Literacy	Yes	\$282,541.00	\$173,569.00
2	2.3	Extended Support Programs for English Learners	Yes	\$36,000.00	\$32,085.00
2	2.4	Expanded Services for Newcomer Students	Yes	\$732,178.00	\$549,641.00
2	2.5	Dual Language Programs and Enrichment Services	Yes	\$606,338.00	\$595,505.00
2	2.6	Expanded Foster Youth Services	Yes	\$171,334.00	\$52,617.00
3	3.1	Support Services for Students and Families	Yes	\$472,495.00	\$522,639.00

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	3.2	Social Emotional Wellness Services and Support	Yes	\$1,449,833.00	\$1,477,449.00
3	3.3	Positive Behavioral Interventions and Support	Yes	\$1,203,903.00	\$1,053,522.00
3	3.4	Expanded Health and Wellness Services	Yes	\$1,330,364.00	\$1,317,679.00
3	3.5	Community and School Safety Programs and Services	Yes	\$3,279,079.00	\$3,306,609.00
3	3.6	Social Emotional Learning Through the Arts	Yes	\$134,990.00	\$94,844.00
3	3.7	Enhanced Technology Infrastructure	Yes	\$1,324,970.00	\$1,349,929.00
3	3.8	After-School Sports and Recreation Programs	Yes	\$398,000.00	\$3,025,397.00
3	3.9	Expanded, District-Wide Student Learning Events	Yes	\$14,604.00	\$14,911.00
3	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	\$28,932.00	\$28,932.00
4	4.1	Mountain View Family Center	Yes	\$502,218.00	\$522,107.00
4	4.2	Family Engagement Programs & Workshops	Yes	\$165,438.00	\$222,000.00
4	4.3	Extended Service and Support to Families	Yes	\$36,821.00	\$36,717.00
4	4.4	Family and Community Outreach	Yes	\$362,993.00	\$759,797.00

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	4.5	Community School Implementation Teams (CSITs)	Yes	\$200,000.00	\$1,101,860.00
4	4.6	Family Field Trips	Yes	\$33,350.00	\$20,910.00
4	4.7	Enhanced Family and Community Communication and Access	Yes	\$281,061.00	\$272,227.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
20,565,751	\$21,590,839.00	\$18,684,854.00	\$2,905,985.00	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 Expansion	Yes	\$718,125.00	\$943,208.00	0%	0%
1	1.2	English Language Arts and Academic Language Development	Yes	\$1,111,767.00	\$1,115,152.00	0%	0%
1	1.3	Services to Support Mathematics Instruction	Yes	\$1,063,030.00	\$1,109,902.00	0%	0%
1	1.4	Services to Support Science and Engineering Programs	Yes	\$14,000.00	\$2,850.00	0%	0%
1	1.5	District-wide Advancement Via Individual Determination (A.V.I.D.) Programs	Yes	\$9,000.00	\$9,000.00	0%	0%
1	1.6	Visual and Performing Arts	Yes	\$359,101.00	\$268,001.00	0%	0%
1	1.7	Increased and Improved Educational Technology Programs and Devices	Yes	\$3,269,290.00	\$1,187,696.00	0%	0%
1	1.8	Elementary Physical Education Programs to Support Elementary Teacher Collaboration	Yes	\$1,935,192.00	\$1,903,088.00	0%	0%
1	1.9	Enhanced Library Services and Extended Hours	Yes	\$87,608.00	\$86,855.00	0%	0%
1	1.10	Expanded Learning Opportunities	Yes	\$43,414.00	\$3,469.00	0%	0%
1	1.11	Summer Learning	Yes	\$5,000.00	\$312,126.00	0%	0%

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	1.12	Student Study Trips	Yes	\$134,557.00	\$135,679.00	0%	0%
1	1.13	Certificated Reimbursement for Supplemental Instructional Materials	Yes	\$37,500.00	\$37,500.00	0%	0%
1	1.14	Programmatic Support and Services to Support Student Learning	Yes	\$3,493,864.00	\$2,910,964.00	0%	0%
2	2.1	Language Support Services for English Learners	Yes	\$53,810.00	\$217,850.00	0%	0%
2	2.2	Services to Improve English Learner Literacy	Yes	\$6,586.00	\$0.00	0%	0%
2	2.3	Extended Support Programs for English Learners	Yes	\$4,000.00	\$2,500.00	0%	0%
2	2.4	Expanded Services for Newcomer Students	Yes	\$644,815.00	\$433,805.00	0%	0%
2	2.5	Dual Language Programs and Enrichment Services	Yes	\$606,338.00	\$595,505.00	0%	0%
2	2.6	Expanded Foster Youth Services	Yes	\$18,044.00	\$17,044.00	0%	0%
3	3.1	Support Services for Students and Families	Yes	\$32,495.00	\$32,495.00	0%	0%
3	3.2	Social Emotional Wellness Services and Support	Yes	\$17,500.00	\$17,500.00	0%	0%
3	3.3	Positive Behavioral Interventions and Support	Yes	\$1,174,262.00	\$1,053,522.00	0%	0%
3	3.4	Expanded Health and Wellness Services	Yes	\$659,977.00	\$634,935.00	0%	0%
3	3.5	Community and School Safety Programs and Services	Yes	\$3,249,407.00	\$3,231,774.00	0%	0%
3	3.6	Social Emotional Learning Through the Arts	Yes	\$134,990.00	\$2,494.00	0%	0%
3	3.7	Enhanced Technology Infrastructure	Yes	\$1,324,970.00	\$1,349,929.00	0%	0%
3	3.8	After-School Sports and Recreation Programs	Yes	\$1,000.00	\$0.00	0%	0%
3	3.9	Expanded, District-Wide Student Learning Events	Yes	\$14,604.00	\$14,911.00	0%	0%

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	3.10	Increased Services and Support for Students Experiencing Homelessness and Inadequate Housing	Yes	\$28,932.00	\$28,932.00	0%	0%
4	4.1	Mountain View Family Center	Yes	\$502,218.00	\$451,336.00	0%	0%
4	4.2	Family Engagement Programs & Workshops	Yes	\$163,064.00	\$123,372.00	0%	0%
4	4.3	Extended Service and Support to Families	Yes	\$36,821.00	\$36,717.00	0%	0%
4	4.4	Family and Community Outreach	Yes	\$121,147.00	\$119,031.00	0%	0%
4	4.5	Community School Implementation Teams (CSITs)	Yes	\$200,000.00	\$2,575.00	0%	0%
4	4.6	Family Field Trips	Yes	\$33,350.00	\$20,910.00	0%	0%
4	4.7	Enhanced Family and Community Communication and Access	Yes	\$281,061.00	\$272,227.00	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$48,036,024	20,565,751	3.63%	46.443%	\$18,684,854.00	0.000%	38.898%	\$3,624,604.67	7.546%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024