

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

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

Goal 1

Goal Description

Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---|----------------|----------------|---|---|
| 1.1 | Priority 4 - Student Achievement CAASPP Results - ELA | <p>2022-23 64% of students met or exceeded standards in ELA in spring 2023.</p> <p>The following are the percentages of students in each significant subgroup that met or exceeded standards in ELA in spring 2023: Socio Economically Disadvantaged (SED) - 31% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 62% Long-Term English Learners(LTEL) - 4% Students With Disabilities (SWD) - 27% Homeless - 12% Hispanic/Latino - 33% Asian - 90% White - 83%</p> <p>Crittenden Middle School - Percent of students who met or exceeded standards in ELA in spring 2023 ELL: 7%</p> | | | <p>2023-24 62% of students met or exceeded standards in ELA in spring 2024.</p> <p>The following are the percentages of students in each significant student group that met or exceeded standards in ELA in spring 2024: Socio Economically Disadvantaged (SED) -28% English Language Learners (ELL) - 9% Reclassified Fluent English Proficient (RFEP) - 60% Long-Term English Learners(LTEL) - 5% Students With Disabilities (SWD) - 24% Homeless - 14% Hispanic/Latino - 31% Asian - 88% White - 80%</p> <p>Crittenden Middle School - Percent of students who met or exceeded standards in ELA in spring 2024 ELL: 8%</p> | <p>Percentage of students who will meet or exceed standards in ELA in spring 2026</p> <p>Overall 75% Socio Economically Disadvantaged (SED) - 51% English Language Learners (ELL) - 28% Reclassified Fluent English Proficient (RFEP) - 73% Long-Term English Learners(LTEL) - 31% Students With Disabilities (SWD) - 49% Homeless - 38% Hispanic/Latino - 53% Asian - 93% White - 88%</p> <p>Crittenden Middle School - Percent of students who will meet or exceeded standards in ELA in spring 2026 ELL: 34.9%</p> <p>Graham Middle School - Percent of students who will met or</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|----------------|----------------|---|---|
| | | Graham Middle School - Percent of students who met or exceeded standards in ELA in spring 2023 ELL - 3% Homeless - 9% Socio-Economically Disadvantaged - 25% Hispanic - 25% | | | Graham Middle School - Percent of students who met or exceeded standards in ELA in spring 2024: ELL - 2% Homeless - 9% Socio-Economically Disadvantaged - 24% Hispanic - 25% | exceeded standards in ELA in spring 2026 ELL - 32% Homeless - 36% Socio-Economically Disadvantaged - 47% Hispanic - 47% |
| 1.2 | Priority 4 - Student Achievement CAASPP Results - Math | 2022-23 58% of students met or exceeded standards in math in spring 2023. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2023: Socio Economically Disadvantaged (SED) - 23% English Language Learners (ELL) - 11% Reclassified Fluent English Proficient (RFEP) - 52% Long-Term English Learners(LTEL) - 2% Students With Disabilities (SWD) - 23% Homeless - 9% Hispanic/Latino - 23% Asian - 89% White - 78% Crittenden Middle School - Percent of students who met or | | | 2023-24 58% of students met or exceeded standards in math in spring 2024. The following are the percentages of students in each significant student group that met or exceeded standards in math in spring 2024: Socio Economically Disadvantaged (SED) - 21% English Language Learners (ELL) - 11% Reclassified Fluent English Proficient (RFEP) - 52% Long-Term English Learners(LTEL) - 2% Students With Disabilities (SWD) - 24% Homeless - 8% Hispanic/Latino - 22% Asian - 89% White - 80% Crittenden Middle School - Percent of students who met or exceeded standards in | Percentage of students who will meet or exceed standards in Math in spring 2026 Overall 70% Socio Economically Disadvantaged (SED) - 46% English Language Learners (ELL) - 38% Reclassified Fluent English Proficient (RFEP) - 67% Long-Term English Learners(LTEL) - 31% Students With Disabilities (SWD) - 46% Homeless - 36% Hispanic/Latino - 46% Asian - 92% White - 84% Crittenden Middle School - Percent of students who will meet or exceeded standards in ELA in spring 2026 ELL: 33% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|----------------|----------------|---|---|
| | | <p>exceeded standards in math in spring 2023 ELL: 4%</p> <p>Graham Middle School - Percent of students who met or exceeded standards in math in spring 2023 ELL - 3% Homeless - 6% Socio-Economically Disadvantaged - 18% Hispanic - 17%</p> | | | <p>math in spring 2024 ELL: 6%</p> <p>Graham Middle School - Percent of students who met or exceeded standards in math in spring 2024: ELL - 4% Homeless - 3% Socio-Economically Disadvantaged - 18% Hispanic - 17%</p> | <p>Graham Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL - 32% Homeless - 34% Socio-Economically Disadvantaged - 41% Hispanic - 41%</p> |
| 1.3 | Priority 4 - Student Achievement CAASPP Results - Science | <p>2022-23 55% of students met or exceeded standards in Science in spring 2023.</p> <p>The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2023:</p> <p>Socio Economically Disadvantaged (SED) - 21% English Language Learners (ELL) - 3% Reclassified Fluent English Proficient (RFEP) - 44% Long-Term English Learners(LTEL) - 11% Students With Disabilities (SWD) - 21% Hispanic/Latino - 24% Asian - 83% White - 75%</p> | | | <p>2023-24 54% of students met or exceeded standards in Science in spring 2024.</p> <p>The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2024:</p> <p>Socio Economically Disadvantaged (SED) -22% English Language Learners (ELL) - 6% Reclassified Fluent English Proficient (RFEP) - 45% Long-Term English Learners(LTEL) - 0% Students With Disabilities (SWD) - 23% Hispanic/Latino - 24% Asian - 78%</p> | <p>Percentage of students who will meet or exceed standards in Science in spring 2026</p> <p>Overall 68% Socio Economically Disadvantaged (SED) - 44% English Language Learners (ELL) - 32% Reclassified Fluent English Proficient (RFEP) - 64% Long-Term English Learners(LTEL) - 38% Students With Disabilities (SWD) - 44% Hispanic/Latino - 46% Asian - 88% White - 82%</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|---|----------------|----------------|---|--|
| | | | | | White - 73% | |
| 1.4 | English Learner Progress - California Dashboard | California Dashboard 2023 District: 53.7% of English Learners are making progress toward English Language Proficiency Vargas: 44% of English Learners are making progress toward English Language Proficiency | | | California Dashboard 2024 District: 51.5% of English Learners are making progress toward English Language Proficiency Vargas: 45.6% of English Learners are making progress toward English Language Proficiency | California Dashboard 2026 District: 69% of English Learners are making progress toward English Language Proficiency Vargas: 57% of English Learners are making progress toward English Language Proficiency. |
| 1.5 | Priority 4 - Student Achievement Reclassification Rate | October 2023 : 14.95% | | | December 2024: 11.8% | October 2026 20% |
| 1.6 | Percentage of Long Term English Learners | Spring 2024: 2.8% of EL students are Long Term English Learners | | | Not available until Spring 2025 | Spring 2027: 1.5% of EL students will be classified as Long Term English Learners |
| 1.7 | Priority 2 - Implementation of State Standards - Rubric scores on the Academic Content Standards Self Reflection Tool Rubric | 2023-24 The District had all 4's and 5's on the Self Reflection tool for implementation of state standards. | | | Not available until Spring 2025 | June 2027 Obtain rubric scores of at least 4 on all areas of the Academic Content Standards Self Reflection Tool Rubric |
| 1.8 | Priority 7 - Course Access Percentage of students in grades 1-8 that have access to a Broad Course of Study including Low-income, Foster Youth, English | 2023-24 100% of students had access to a broad course of study based on data from the District's student information system | | | 2024-25 100% of students had access to a broad course of study based on data from the District's student information system | Spring 2027 100% of students will have access to a broad course of study based on data from the District's student information system. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|----------------|----------------|--|--|
| | Language Learners and Students with Disabilities | | | | | |
| 1.9 | i-Ready Reading | <p>Diagnostic 2 2023-24</p> <p>58% of students met or exceeded standards in reading on iReady Diagnostic 2</p> <p>The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2:</p> <p>Socio Economically Disadvantaged (SED) - 22%</p> <p>English Language Learners (ELL) 12%</p> <p>Reclassified Fluent English Proficient (RFEP) - 59%</p> <p>Long-Term English Learners(LTEL) - 3%</p> <p>Students With Disabilities (SWD) 26%</p> <p>Homeless - 8%</p> <p>Hispanic/Latino - 27%</p> <p>Asian - 82%</p> <p>White - 74 %</p> <p>Crittenden Middle School - Percent of who will met or exceeded standards in Reading on diagnostic 2</p> <p>Reading: ELL - 0%</p> | | | <p>Diagnostic 2 2024-25</p> <p>59% of students met or exceeded standards in reading on iReady Diagnostic</p> <p>The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2:</p> <p>Socio Economically Disadvantaged (SED) -22%</p> <p>English Language Learners (ELL) 16%</p> <p>Reclassified Fluent English Proficient (RFEP) - 61%</p> <p>Long-Term English Learners(LTEL) -1%</p> <p>Students With Disabilities (SWD) 27%</p> <p>Homeless - 8%</p> <p>Hispanic/Latino - 27%</p> <p>Asian - 84%</p> <p>White - 77%</p> <p>Crittenden Middle School - Percent of who met or exceeded standards in Reading on diagnostic 2</p> <p>Reading: ELL - 6%</p> <p>Graham Middle School - Percent of students</p> | <p>Diagnostic 2 2026-27</p> <p>Overall 70%</p> <p>Socio Economically Disadvantaged (SED) - 45%</p> <p>English Language Learners (ELL) - 38%</p> <p>Reclassified Fluent English Proficient (RFEP) - 71%</p> <p>Long-Term English Learners(LTEL) - 32%</p> <p>Students With Disabilities (SWD) - 48%</p> <p>Homeless - 36%</p> <p>Hispanic/Latino - 49%</p> <p>Asian - 86%</p> <p>White - 82%</p> <p>Crittenden Middle School - Percent of students who will met or exceeded standards in Reading on diagnostic 2</p> <p>Reading: ELL - 30%</p> <p>Graham Middle School - Percent of students who will met or exceeded standards in Reading on diagnostic 2</p> <p>ELL - 31%</p> <p>Homeless - 32%</p> <p>Socio-Economically Disadvantaged - 44%</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|---|
| | | Graham Middle School - Percent of students who will met or exceeded standards in Reading on diagnostic 2 ELL - 1% Homeless - 4% Socio-Economically Disadvantaged - 20% Hispanic - 20% | | | who met or exceeded standards in math on Diagnostic 2 ELL - 6% Homeless - 2% Socio-Economically Disadvantaged - 13% Hispanic - 13% | Hispanic - 44% |
| 1.10 | I-Ready Reading - percentage of students who made 1 year's growth | Diagnostic 2 2023-24 39% of students made one year's growth in reading as of Diagnostic 2 | | | Diagnostic 2 2024-25 39% of students made one year's growth in reading as of Diagnostic 2 | Diagnostic 2 2026-27 100% of students will make 1 year's growth |
| 1.11 | i-Ready math | Diagnostic 2 2023-24 52% of students met or exceeded standards in Math on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math on Diagnostic 2: Socio Economically Disadvantaged (SED) - 15% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 53% Long-Term English Learners(LTEL) - 0% | | | Diagnostic 2 2024-25 51% of students met or exceeded standards in Math on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Math on Diagnostic 2: Socio Economically Disadvantaged (SED) - 13% English Language Learners (ELL) 11% Reclassified Fluent English Proficient (RFEP) - 52% Long-Term English Learners(LTEL) - 0% | Diagnostic 2 2026-27 Overall 66% Socio Economically Disadvantaged (SED) - 40% English Language Learners (ELL) - 38% Reclassified Fluent English Proficient (RFEP) - 67% Long-Term English Learners(LTEL) - 30% Students With Disabilities (SWD) - 46% Homeless - 33% Hispanic/Latino - 43% Asian - 87% White - 80% Crittenden Middle School - Percent of students who met or |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|--|
| | | <p>Students With Disabilities (SWD) 23%</p> <p>Homeless - 5%</p> <p>Hispanic/Latino - 18%</p> <p>Asian - 81%</p> <p>White - 70%</p> <p>Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2 ELL: 4%</p> <p>Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 6% Homeless - 5% Socio-Economically Disadvantaged - 16% Hispanic - 17%</p> | | | <p>Students With Disabilities (SWD) 21%</p> <p>Homeless - 4%</p> <p>Hispanic/Latino - 16%</p> <p>Asian - 81%</p> <p>White - 69%</p> <p>Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2 ELL: 7%</p> <p>Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 6% Homeless - 2% Socio-Economically Disadvantaged - 13% Hispanic - 13%</p> | <p>exceeded standards in math on diagnostic 2 ELL:33%</p> <p>Graham Middle School - Percent of students who met or exceeded standards in math on Diagnostic 2 ELL - 34% Homeless - 35% Socio-Economically Disadvantaged - 41% Hispanic - 42%</p> |
| 1.12 | i-Ready math - percentage of students who made 1 year's growth | <p>Diagnostic 2 2023-24</p> <p>28% of students made one yea's growth in math as of Diagnostic 2</p> | | | <p>Diagnostic 2 2024-25</p> <p>27% of students made one year's growth in math as of Diagnostic 2</p> | <p>Diagnostic 2 2026-27</p> <p>100% of students will make 1 year's growth</p> |
| 1.13 | Designated English Language Development Schedules | <p>2023-24: 100% of sites submitted master schedules for ELD</p> | | | <p>2024-25: 100% of sites submitted master schedules for ELD</p> | <p>2026-27</p> <p>100% of sites will submit master schedules for ELD</p> |
| 1.14 | Course Access: General Education Participation - Students with Disabilities | <p>2023-24</p> <p>78.1% of Students with Disabilities participate in general</p> | | | <p>Not available until Spring 2025</p> | <p>2026-27</p> <p>81% of Students with Disabilities are participate in general</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|---|
| | | education 80-100% of the time 17.8% of Students with Disabilities participate in general education 0-39% of the time | | | | education 80-100% of the time 14% of Students with Disabilities are participate in general education 0-39% of the time |
| 1.15 | District Climate/LCAP Survey - Broad Course of Study | 82% of parents agreed or strongly agreed on the spring 2024 LCAP/Climate Survey that their child had access to a Broad course of study | | | Not available until Spring 2025 | Spring 2027 88% of parents will agree or strongly agree |
| 1.16 | Course Access - Services for Socio-Economically Disadvantaged Students, English Learners and Foster Youth | 2023-24 67% of Socio-Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+) | | | December 2024 63% of Socio-Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+) | 206-27 75% of Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+) |
| 1.17 | District Climate/LCAP Survey - Instructional Coaches | Spring 2024 76% of teachers agreed or strongly agreed that instructional coaches help them improve their practice | | | Not available until Spring 2025 | Spring 2027 83% of teachers will agree or strongly agree that instructional coaches help them improve their practice |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| 1.1 | <p>Instructional Coaches Provide 1.0 FTE Instructional coach for each elementary school and 1.0 FTE instructional coach for each of the following subjects in middle school: Social Studies, Science, English Language Arts and mathematics. The two middle schools will share.</p> <p>The District will also have a 1.0 FTE English Language Development coach to specifically support teachers with improving instruction for English Language Learners and newcomer students. The English Language Development coach will also train instructional coaches and provide professional development on the Sheltered Instruction Observation Protocol (SIOP) which is the District's research based instructional model designed to meet the needs of English Learners, Reclassified Fluent English Proficient students and Long Term English Language Learners.</p> <p>Research indicates that coaching is an essential component of an effective professional development program. Coaching builds will, skill, knowledge, and capacity for all teachers. in 2024-25 the coaches role will be honed to focus on supporting teachers disaggregate data and target instruction. Elementary coaches will be trained on the District's new ELA curriculum in summer so that they can support teaches with implementation in 2024-25.</p> | Yes | Ongoing Implementation | As of December 2024 the District had a fully staffed coaching team although staffing changes were made in January 2025. The District's English Language Development Coach became an interim principal and the District's math coach left the District. The District will back fill these positions in 2024-25, and instead restructure the roles of existing staff to address the gaps. | | \$2,469,160.00 | \$1,017,455.16 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | <p>Instructional coaches is one action that will specifically support the following schools and student groups that had red indicators on the California Dashboard by supporting teachers to provide effective and data based instructional practices:</p> <p>District Homeless Students in ELA and Math</p> <p>Schools Castro English Language Arts School Student Groups Vargas English Learner Progress</p> <p>Crittenden English Language Learners in ELA and/or Math Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lerner, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math</p> | | | | | | |
| 1.2 | <p>Technology Coach This District will hire 1.0 technology coach to support staff with the use of District technology platforms for instruction as well as daily tasks.</p> | No | Ongoing Implementation | The District has a technology coach who works with staff daily. | | \$140,532.00 | \$64,389.26 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | | | | | | | |
| 1.3 | <p>Data Platform - SchoolCity Use SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. SchoolCity allows teachers to see how their students are performing and to use that information to personalize instruction and provide additional support.</p> | No | Ongoing Implementation | The District is using SchoolCity to administer classroom assessments and monitor student achievement throughout and across school years. | | \$37,000.00 | \$36,824.25 |
| 1.4 | <p>iReady Assessment Implement iReady as the District's diagnostic assessment for grades K-8 three times per year, August, December and May. These assessments help teachers identify what students know and can do in different domains to support their students' learning. Results are disaggregated after each administration, shared with the community and individual reports are sent to parents/guardians.</p> <p>Disaggregating results helps teachers and staff to adjust instruction to better support student needs, specifically students needing reteaching or enrichment and Students with Disabilities.</p> | No | Ongoing Implementation | The District is using iReady for diagnostic assessments and disaggregating the data to monitor student progress. | | \$144,493.00 | \$144,493.10 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| 1.5 | <p>Response to Instruction In order to improve academic outcomes specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners the District will continue to implement and refine the District's Response to Instruction process. At the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allow classroom teachers to work with small groups of students to meet intervention or enrichment needs. At the middle school level, students who need intervention are given an RTI period in their schedule. RTI benefits students because its' data-driven instruction and regular progress monitoring help tailor instruction to what students need.</p> <p>Daily schedules will be adapted at Castro Elementary and Mistral Elementary to allow for longer uninterrupted instructional blocks to support student needs as well as to allow for teachers to have additional teacher support during math blocks.</p> <p>The RTI process is one action that will specifically support the following schools and student groups that had red indicators on the California Dashboard: District</p> | Yes | Ongoing Implementation | <p>All elementary sites have a dedicated STEAM teacher that provides instruction and allows classroom teachers to work with small groups of students to meet intervention or enrichment needs.</p> <p>Middle Schools have implemented RTI periods in ELA and math.</p> <p>Daily schedules have been adapted at Castro Elementary and Mistral Elementary to allow for longer uninterrupted instructional blocks to support student needs.</p> | | \$2,328,654.00 | \$899,077.24 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>Homeless Students in ELA and Math</p> <p>Schools Castro English Language Arts Vargas English Learner Progress</p> <p>School Student Groups Crittenden English Language Learners in ELA and/or Math Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lerner, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math</p> | | | | | | |
| 1.6 | <p>Summer Programming The District will provide a variety of summer programs through the Expanded Learning Opportunities Program. In Summer 2024 MVWSD will provide students access to the following programs: MVWSD+ Summer Camp, operated by YMCA and Right at School Elevate Math Valdes Summer Math Institute Peninsula Bridge Summer</p> | No | Fully Implemented | The District provided a variety of summer programs through the Expanded Learning Opportunities Program. In Summer 2024 MVWSD provided students access to the following programs: MVWSD+ Summer Camp, operated by YMCA and Right at School Elevate Math Valdes Summer Math Institute | | \$225,000.00 | \$225,000 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| | | | | Peninsula Bridge Summer | | | |
| 1.7 | <p>Targeted Student Support Funding The District allocates each school funds to support target students - English Learners, Foster Youth and Socio-Economically Disadvantaged students. Allocations are based on each sites' unduplicated count and are used to provide supplemental programs to improve student outcomes.</p> | Yes | Partially Implemented | TSSP funds are being expended as planned for in each SPSA and progress will be updated in spring 2025. | | \$334,600.00 | \$54,946.45 |
| 1.8 | <p>Designated English Language Development - English Learners and Long Term English Learners Maintain existing Designated English Language Development expectations: 150 min/week of explicit language development time for every student, clearly outlined on each school's schedule. Continue to provide support to sites through the English Language Development coach and staff to refine Designated English Language instruction. Schedules and instructional practices will be monitored in order to highlight best practices that can be replicated across the District.</p> <p>In 2024-25 all students will be regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in Elementary school or be placed in</p> | No | Partially Implemented | <p>Designated ELD expectations are met and outlined in school schedules. The district is providing a new set of resources for teachers to use with the EL students.</p> <p>EL students in elementary have been regrouped across grade spans by ELPAC levels or placed in leveled classes in middle school.</p> <p>The ELD coach was reassigned to an interim principal position in January 2025.</p> | | \$25,000.00 | \$8,184.96 |

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|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>level specific classes in middle school.</p> <p>Specific focus will be places on ensuring consistent schedules and coaching and supporting teachers at Castro, Vargas and Crittenden at least monthly due to the following red indicators on the Dashboard: Castro - ELA and Math English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners</p> <p>Designated English Language Development instruction focuses on English Learners developing the language skills needed to learn content taught in English and develop academic proficiency.</p> | | | | | | |
| 1.9 | <p>Designated English Language Development - English Learners and Long Term English Learners Provide every K-5 teacher a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons.</p> <p>These subscriptions provide additional tools and materials teachers need to help students build their oral language, reading, and writing skills and achieve academic language proficiency in addition to the English Language Development component of the</p> | No | Fully Implemented | Teachers have been provided a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons. | | \$75,000.00 | \$75,908 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| | District's English Language Arts Curriculum and strategies used through the Sheltered Instruction Observation Protocol (SIOP). | | | | | | |
| 1.10 | <p>Integrated English Language Development - English Learners and Long Term English Learners The District will continue to train coaches and teachers on best practices for Integrated English Language Development into all subject areas as demonstrated by evidence of key Sheltered Instruction Observation Protocol (SIOP) strategies in every classroom. This expectation will be supported by the English Language Development Coach through district and site professional development as well as regular integrated ELD walkthroughs/feedback sessions for teachers by district and site administrators.</p> <p>Focus areas will be determined for each school in summer 2024.</p> <p>Specific focus will be placed on ensuring consistent Implementation and coaching of teachers at Castro, Vargas and Crittenden at least monthly due to the following red indicators on the Dashboard: Castro - ELA and Math for English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners</p> | No | Partially Implemented | <p>The District continues to train coaches and teachers on strategies for Integrated English Language Development. The ELD Coach supported this effort through December until she was reassigned as an interim principal.</p> <p>Walkthroughs are conducted with principals and District staff with a focus on identified strategies.</p> | | \$25,000.00 | \$539.94 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | | | | | | | |
| 1.11 | <p>English Language Learners - Newcomer Students The District will continue to implement year 2 of its newcomer plan including the hiring of four Newcomer teachers - one for each middle school and three itinerant teacher to be shared amongst the elementary schools to provide targeted instruction for students who are just beginning to learn English. These teachers will be directly supported by the English Language Development Coach.</p> <p>One elementary newcomer teacher will continue to provide direct support to Vargas elementary school as they have large numbers of newcomer students (16 in grades 3-5 in 2022-23 and 7 in grades 3-5 in 2023-34) and they have a red indicator for English Learner Progress on the California Dashboard. One newcomer teacher will be dedicated to supporting students at Castro School where English Learner Progress declined 4.2% based on results of the California Dashboard.</p> <p>This action will also specifically support English Learners who are newcomers at Crittenden build skills in English to help them begin to access content instruction.</p> | No | Ongoing Implementation | Each middle school offers a translational ELA class for newcomers students The Two itinerant elementary newcomers teachers support Monta Loma, Theuerkauf, Landels and Vargas. One teacher is dedicated to supporting newcomers at Castro School. | | \$469,359.00 | \$180,238.23 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | | | | | | | |
| 1.12 | <p>Supports for Students with Disabilities Curriculum: The District will continue to provide an intensive reading curriculum to all schools to better support students with building foundational reading skills for Students with Disabilities. This is in addition to support provided through the Reading Intervention team (Action 1.14). The curriculum will be taught three days per week. Teachers will use identified progress monitoring systems within the curriculum to make adjustments to instruction. Teachers will be retrained in the use of the curriculum in summer 2024.</p> <p>Co-Teaching The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools. Based on enrollment projections, the District will have only one co- taught Transitional Kindergarten classroom. New teachers to MVWSD will be trained and coaching support provided in 2024-25.</p> <p>Co-teaching allows more opportunities for small group and one-to-one learning and stronger modeling during lessons as two teachers are collaborating on lesson design specifically to support Students with Disabilities.</p> | No | Ongoing Implementation | <p>The District continues to provide an intensive reading curriculum to all schools and training was provided in fall 2024.</p> <p>Each middle school has co-taught classes in English Language Arts and mathematics in all grade levels and there is one co-taught TK class.</p> | | \$31,428.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|---|--|----------------------|-----------------------|
| | | | | | | | |
| 1.13 | <p>Multi Tiered System of Support The District will continue to expand the Multi-Tiered System of Support. A comprehensive MTSS will allow the District to improve academic, social emotional and behavioral outcomes for all students and specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners. In 2024-25 the District will:</p> <ol style="list-style-type: none"> 1. Launch MVWSD's MTSS website that will include data dashboard and protocols for UDC, COST, and SST to improve access and use of data to support the Whole Child. 2. Implement an updated version of MVWSD's Strategies and Interventions Matrix that includes the addition of universal assessments available to teachers to assess specific areas of student learning and match specific strategies and interventions. 3. Implement revised Universal Data Protocol Process. Coaches and site administrators will identify data needs for grade levels and teams will then develop instructional plans. This will lesson the preparation time for teachers, allowing for more focused time on lessons and instruction. | No | Partially Implemented | <p>The District continues to implement and expand its Multi-Tiered System of Support. The new MTSS website is still being constructed.</p> <p>An updated version of the Strategies and Interventions Matrix is available to teachers and is continually expanded.</p> <p>The new Universal Data Protocol Process was implemented.</p> | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | <p>This action is part of regular staff responsibilities - no expenditures.</p> <p>District Homeless Students in ELA and Math</p> <p>Schools Castro English Language Arts Vargas English Learner Progress</p> <p>School Student Groups Crittenden English Language Learners in ELA and Math Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math</p> | | | | | | |
| 1.14 | <p>Early Literacy Team For the 2024-25 school year, the District is continuing to support early learners through the early literacy team. The team has been restructured to include a director and 6 reading intervention teachers and has been expanded to support one additional site, Vargas. Teachers will conduct small group reading instruction over the course</p> | No | Ongoing Implementation | Six reading intervention teachers have been trained and support reading intervention and early literacy at Castro, Mistral, Monta Loma, Theuerkauf, and Vargas. | | \$769,433.00 | \$374,899.67 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise.</p> <p>The purpose of the team is to provide resources and personnel to address the foundational literacy skills needs of students at Castro, Mistral, Monta Loma, Theuerkauf and Vargas.</p> <p>Homeless students at these sites will be prioritized for additional instruction and their progress monitored closely by staff including the District's McKinney-Vento liaisons who work directly with our families identifying as Homeless.</p> | | | | | | |
| 1.15 | <p>Course Access Eight-Period Middle School Schedule The District wants all students to be enrolled in a Broad Course of Study. Additionally, the District wants to ensure that underrepresented students have access to, and are enrolled in, programs and services developed and provided for low income, English learner, foster youth, and Students with Disabilities.</p> <p>The District will continue to implemented a 8-period schedule at both middle schools which allows all students to have access to core subjects, at least one choice</p> | No | Ongoing Implementation | The District is implementing a 8-period schedule at both middle schools which allows all students to have access to core subjects, at least one choice elective and Response to Instruction as needed. The schedule also ensures that English Learners, Long Term English Learners and Newcomers have access to English Language Development instruction as appropriate and Students with Disabilities have access to co-taught classes and or | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>elective and Response to Instruction as needed. The schedule also ensures that English Learners, Long Term English Learners and Newcomers have access to English Language Development instruction as appropriate and Students with Disabilities have access to co-taught classes and or instructional support as needed.</p> <p>This action is part of regular staff responsibilities and staffing - no expenditures.</p> | | | instructional support as needed. | | | |
| 1.16 | <p>ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners</p> <p>In 2024-25 teachers and site staff will be trained to administer the ELPAC interim assessments. Sites will give the assessment, analyze the results and make instructional adjustments to English Language Development instruction at least one time in the fall/winter. Sites will have the option to administer the assessments more than once in 2024-25.</p> <p>Specific focus will be places on supporting teachers at Vargas and Crittenden with the assessment, analysis and instructional shifts due to red indicators on the Dashboard: Castro - ELA and Math for English Learners</p> | No | Ongoing Implementation | Teachers were training in administering the Interim ELPAC in December 2024. The administration of the assessment occurred in January 2025. | | \$10,000.00 | \$5,963.87 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | Vargas - English Learner Progress Crittenden - ELA and Math for English Learners | | | | | | |
| 1.17 | <p>English Language Arts Curriculum Pending Board approval on 5/30.</p> <p>Analysis of outcomes in English language arts specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners indicated a need for a shift in reading instruction at the Elementary level. In 2023-24 the District went through an adoption process to find a structured literacy curriculum based on the Science of Reading as the current ELA program was based on a balanced literacy approach.</p> <p>The District has recommended the adoption of Amplify Reading Core Knowledge Language Arts. In 2024-25 the District will train all Elementary teachers in the use of the new program and provide ongoing Professional Learning Support and coaching. The District anticipates that by providing a systematic and explicit approach through Core Knowledge Language Arts, outcomes for students in English Language Arts will be improved and lead to students</p> | No | Ongoing Implementation | <p>The District adopted new English Language Arts Curriculum based on the Science of Reading in May 2024. The Curriculum - Amplify Core Knowledge Language Arts was implemented beginning in August 2024.</p> <p>Elementary teachers were training and are being provided ongoing support through site-based coaching and district-wide Literacy Professional Learning Committees.</p> | | \$2,300,000.00 | \$1,790,876.29 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|---|--|----------------------|-----------------------|
| | become skilled readers over the next few years. | | | | | | |
| 1.18 | <p>Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance</p> <p>In 2024-25 Homeless students will be prioritized to attend after school programs and receive tutoring as a part of the program. Additionally, the District will implement a progress monitoring system for all Homeless students which lists the specific interventions being provided at each site or by the District as well allow for shifts in supports if progress is not being made.</p> <p>The Differentiated Assistance Team will continue to work to develop additional interventions in 2024-25 as part of ongoing work to address the needs of this student group.</p> | No | Partially Implemented | McKinney-Vento/Homeless students have priority to attend after school programs and tutoring across all sites. A progress monitoring system is currently in development. | | \$10,000.00 | \$4,973.44 |

Goal 2

Goal Description

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

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---|---|
| 2.1 | State Priority 5 School Attendance Rates | Spring 2024 District – 95.0% Bubb Elementary – 95.6% Castro Elementary – 93.3% Crittenden Middle – 94.7% Graham Middle - 95.1% Imai Elementary - 96.0% Landels Elementary - 94.5 Mistral Elementary - 94.7% Monta Loma Elementary - 94.8% Stevenson Elementary - 96.3% Theuerkauf Elementary - 94.5% Vargas Elementary - 95.3% | | | December 2024 District – 94.7% Bubb Elementary – 96.61% Castro Elementary – 93.99% Crittenden Middle – 95.71% Graham Middle - 95.9% Imai Elementary - 96.73% Landels Elementary - 95.26% Mistral Elementary - 96.17% Monta Loma Elementary - 95.38% Stevenson Elementary - 97.29% Theuerkauf Elementary - 95.06% Vargas Elementary - 96.29% | Spring 2027 Increase to 97% average daily attendance overall and for all schools |
| 2.2 | State Priority 5 Chronic Absenteeism Rates | 2022-23 California Dashboard Chronic Absenteeism rates were published in December 2023. Overall - 15.6% English Learners - 23.1% Homeless - 32% Socioeconomically Disadvantaged - 25.6% | | | 2023-24 California Dashboard Results published in November 2024 Overall - 11.6% English Learners - 17.4% Long Term English Learners - 23.3% Homeless - 24.8% | 2025-26 California Dashboard Chronic Absenteeism rates were published in Fall 2026 Overall - 6.6% English Learners - 9.3% Homeless - 12.8% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|----------------|----------------|--|---|
| | | <p>Students with Disabilities - 28.6%</p> <p>African American - 18.3%</p> <p>Asian - 6.4%</p> <p>Filipino - 13.5%</p> <p>Hispanic/Latino - 24.7%</p> <p>Two or More Races - 8.9%</p> <p>White - 11.9%</p> <p>Pacific Islander - No Performance Rating</p> <p>Graham Middle School Homeless - 34.7%</p> <p>Landels Elementary English Learners - 25.5%</p> <p>Students with Disabilities - 33.3%</p> | | | <p>Socioeconomically Disadvantaged - 20.8%</p> <p>Students with Disabilities - 19.9%</p> <p>African American - 19.6%</p> <p>Asian - 4.1%</p> <p>Filipino - 7.1%</p> <p>Hispanic/Latino - 19.3%</p> <p>Two or More Races - 5%</p> <p>White - 8.4%</p> <p>Pacific Islander - No Performance Rating</p> <p>Graham Middle School Homeless - 27.8%</p> <p>Landels Elementary English Learners - 17%</p> <p>Students with Disabilities - 33.3%</p> | <p>Socioeconomically Disadvantaged - 10.6%</p> <p>Students with Disabilities - 11.8%</p> <p>African American - 7.5%</p> <p>Asian - 3.4%</p> <p>Filipino - 5.7%</p> <p>Hispanic/Latino - 10.3%</p> <p>Two or More Races - 5.3%</p> <p>Pacific Islander - No Performance Rating</p> <p>Graham Middle School Homeless - 14.3%</p> <p>Landels Elementary English Learners - 13%</p> <p>Students with Disabilities - 13.5%</p> |
| 2.3 | State Priority 5 Middle School Dropout Rate | 0% in 2023-24 | | | December 2024: 0% | 2026-27 Maintain 0% middle school dropout rate |
| 2.4 | State Priority 6 Suspension Rates | <p>2022-23 California Dashboard suspension rates published in December 2023.</p> <p>Overall - 2.9%</p> <p>English Learners - 3.9%</p> <p>Homeless - 7.2%</p> <p>Socioeconomically Disadvantaged - 5.4%</p> | | | <p>2023-24 California Dashboard Results published in November 2024</p> <p>Overall - 3.2%</p> <p>English Learners - 5.2%</p> <p>Long Term English Learners - 15.4%</p> <p>Homeless - 7.7%</p> | <p>2025-26 California Dashboard suspension rates published in Fall 2026</p> <p>Overall - 1.7%</p> <p>English Learners - 2.3%</p> <p>Homeless - 3.5%</p> <p>Socioeconomically Disadvantaged - 2.2%</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---|--|
| | | <p>Students with Disabilities - 5.9%</p> <p>African American - 4.8%</p> <p>Asian - 0.8%</p> <p>Filipino - 1.9%</p> <p>Hispanic/Latino - 4.9%</p> <p>Two or More Races - 1.5%</p> <p>White - 1.9%</p> <p>Crittenden Middle School</p> <p>Hispanic/Latino - 11.2%</p> <p>Socio-Economically Disadvantaged - 12.9%</p> <p>Graham Middle School</p> <p>Homeless - 15.3%</p> <p>Landels Elementary</p> <p>Students with Disabilities - 7.5%</p> <p>Mistral Elementary</p> <p>Students with Disabilities - 7.7%</p> <p>Vargas Elementary</p> <p>Students with Disabilities - 11.8%</p> | | | <p>Socioeconomically Disadvantaged - 5.9%</p> <p>Students with Disabilities - 6.5%</p> <p>African American - 7.3%</p> <p>Asian - 1.3%</p> <p>Filipino - 1.0%</p> <p>Hispanic/Latino - 5.5%</p> <p>Two or More Races - 1.7%</p> <p>White - 1.7%</p> <p>Crittenden Middle School</p> <p>Hispanic/Latino - 12%</p> <p>Socio-Economically Disadvantaged - 13.7%</p> <p>Graham Middle School</p> <p>Homeless - 10.7%</p> <p>Landels Elementary</p> <p>Students with Disabilities - 5%</p> <p>Mistral Elementary</p> <p>Students with Disabilities - 5.7%</p> <p>Vargas Elementary</p> <p>Students with Disabilities - 3.3%</p> | <p>Students with Disabilities - 2.4%</p> <p>African American - 1.9%</p> <p>Asian - 0.5%</p> <p>Filipino - 0.9%</p> <p>Hispanic/Latino - 1.9%</p> <p>Two or More Races - 0,8</p> <p>White - 0.9%</p> <p>Crittenden Middle School</p> <p>Hispanic/Latino - 4.48%</p> <p>Socio-Economically Disadvantaged - 5.16%</p> <p>Graham Middle School</p> <p>Homeless - 6.3%</p> <p>Landels Elementary</p> <p>Students with Disabilities - 3.0%</p> <p>Mistral Elementary</p> <p>Students with Disabilities - 3.08%</p> <p>Vargas Elementary</p> <p>Students with Disabilities - 4.8%</p> |
| 2.5 | State Priority 6 Expulsion Rate | 0% for 2023-24 | | | December 2024 0.02% | 2026-27 Maintain 0% expulsion rate |
| 2.6 | State Priority 6 The percentage of students who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey | 64% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 75% of students will agree or strongly agree on the spring |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---------------------------------|---|
| | | | | | | 2027 LCAP/Climate Survey |
| 2.7 | State Priority 6 The percentage of staff who agreed or strongly agreed that they feel safe at school on the LCAP/Climate Survey | 82% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 90% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey |
| 2.8 | State Priority 6 The percentage of Parents who agreed or strongly agreed that their child is safe at school on the LCAP/Climate Survey | 85% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 90% of parents will agree or strongly agree on the spring 2027 LCAP/Climate Survey |
| 2.9 | State Priority 6 The percentage of students who agreed or strongly agreed that adults care about their success on the LCAP/Climate Survey. | 77% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 87% of students will agree or strongly agree on the spring 2027 LCAP/Climate Survey |
| 2.10 | The percentage of staff who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey. | 73% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 84% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey |
| 2.11 | The percentage of parents who agreed or strongly agreed that students social emotional needs were met on the LCAP/Climate Survey. | 80% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 96% of parents will agree or strongly agree on the spring 2027 LCAP/Climate Survey |
| 2.12 | Disproportionality | 2023: The District was identified as disproportionate for over identifying Hispanic students for suspensions less than 10 days. The District | | | Not available until Spring 2025 | Spring 2027 The District will have a threshold under 3.0 and exit Significant Disproportionality |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|---|----------------|----------------|-----------------------|-------------------------------|
| | | had a threshold of 5.08 which is over the target of 3.0 | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| 2.1 | <p>At Risk Supervisors The District will continue to have At Risk Supervisors at the majority of school sites in the District. Based on a review of behavior and discipline data 8 At Risks will be assigned to sites with the most acute needs for behavioral intervention.</p> <p>Imai and Stevenson - share 1.0 Landels and Vargas - share 1.0 Crittenden - 1.0 Graham - 2.0 Mistral - 1.0 Monta Loma - 1.0 Theuerkauf - 1.0 Castro - 2.0 (See Goal 6, Action 2) Bubb - 0</p> <p>Having At Risk Supervisors who can intervene and support students will support the District's efforts to reduce suspension rates both overall, for specific students groups and at sites.</p> <p>District Students with Disabilities Homeless Students</p> <p>Schools Castro Elementary</p> <p>School Groups</p> | No | Ongoing Implementation | <p>December 2024</p> <p>At-Risk Intervention Supervisors are placed at all sites. The following FTE adjustments were made in the fall based on the most updated context and data:</p> <p>Vargas now has a 1.0 FTE Landels and Bubb now share a 1.0 FTE</p> | | \$1,056,073.00 | \$687,308.72 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless and Students with Disabilities Vargas: Students with Disabilities Castro: Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities | | | | | | |
| 2.2 | <p>Improving Attendance Rates To improve attendance and decrease truancy and chronic absenteeism the district will do the following:</p> <ol style="list-style-type: none"> 1. Communicate the importance of attendance in school and District newsletters and websites 2. Review disaggregated attendance data monthly with site administrators at Leadership meetings to analyze trends and develop next steps with a focus on Students with Disabilities and Homeless students 3. Review and Implement School Attendance Review Team (SART) and District School Attendance Review Board (SARB) protocols with a focus on interventions for students who are at risk in the areas of absenteeism. <p>This action is part of regular staff responsibilities - no expenditures.</p> | No | Ongoing Implementation | <p>The District has sent reminders about the importance of attendance through District and School newsletters.</p> <p>Disaggregated attendance data is provided monthly to site administrators and time is taken during monthly Professional Learning Community meetings to review the data and discuss interventions to support students.</p> <p>SART and SARB processes have been reviewed.</p> | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | | | | | | | |
| 2.3 | <p>Addressing Chronic Absenteeism Differentiated Assistance MVWSD has been identified for Differentiated Assistance due to high levels of chronic absenteeism for Students with Disabilities and for Homeless Students. The District has convened a Differentiated Assistance team that has been working collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to begin to address the needs of these groups of students. Specifically in the 2024-25 school year the District will:</p> <ol style="list-style-type: none"> 1. Expand the attendance monitoring and staff communication system developed for Homeless students in 2024-25 to include Students with Disabilities which will be used consistently by all school sites. This process resulted in a decrease of 10.7% in chronic absenteeism for homeless students between 2021-22 and 2022-23. 2. Participate in the Digital Promise Center for Inclusive Innovation's Chronic Absenteeism Cohort. The District will work alongside 15 other districts to gain in-depth knowledge and develop tailored solutions to address chronic absenteeism leading to increased student engagement and achievement. <p>Add an additional McKinney-Vento Liaison - two in total for 2024-25 as</p> | No | Ongoing Implementation | <p>Staff has expanded the attendance monitoring and staff communication system developed to monitor absences for Homeless students in 2024-25 to include Students with Disabilities. it is being used Districtwide.</p> <p>The District has hired an additional McKinney-Vento liaison. These staff have conducted home visits and provided training for families and staff. The Directly support sites with reducing barriers for unhoused families.</p> <p>The District opted out of the Digital Promise Center for Inclusive Innovation Chronic Absenteeism cohort for 2024-25 and instead continues to collaborate with representatives from the Santa Clara County Office of Education.</p> | | \$121,429.00 | \$47,527.83 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>the numbers of families identifying as homeless continues to increase. These staff will:</p> <ol style="list-style-type: none"> 1. Make contact with and/or conduct home visits with families after 3 absences 2. Deliver attendance-related training to McKV families while on home visits or during calls 3. Provide training to staff about Homeless (McKV) designation at the beginning of the school year at each school site 4. Identify for teachers their McKV students and provide general tips and supports on an ongoing basis 5. Visit schools on an ongoing basis to monitor the needs of McKV students. <p>Additional Support for Schools with Red Indicators in Chronic Absenteeism on the Dashboard, who were not identified for Additional Targeted Support and Improvement will be provided by the District's Health and Wellness team and McKinney-Vento Liaisons as appropriate. Time will be dedicated monthly for principals to meet with these staff during monthly attendance data reviews during leadership team meetings to create plans of support.</p> <p>Crittenden Middle School: White Students Landels: English Learners Graham: Homeless - Chronic Absenteeism and Students with Disabilities Imai: Hispanic</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| | Bubb: Students with Disabilities, Hispanic, and Socio-Economically Disadvantaged Students Monta Loma: White | | | | | | |
| 2.4 | <p>Addressing Suspension Rates - Differentiated Assistance MVWSD has been identified for Differentiated Assistance due to high rates of suspension for Students with Disabilities and for Homeless Students. The District has convened a Differentiated Assistance team that has been working collaboratively with representatives from the Santa Clara County Office of Education to develop a plan to begin to address the needs of these groups of students. Specifically in the 2024-25 school year the District will:</p> <ol style="list-style-type: none"> 1. Review discipline data monthly with principals at Leadership Team meetings as well as at monthly meetings with School Community Engagement Facilitators and At-Risk Supervisors in order analyze behavior trends, and discuss action steps to improve outcomes for students with a focus on suspension rates for Homeless students and Students and Disabilities 2. Continue to provide training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool | No | Ongoing Implementation | <p>Disaggregated suspension data is provided monthly to site administrators and time is taken during monthly Professional Learning Community meetings to review the data and discuss alternative ways to support students.</p> <p>Disaggregated suspension data is also provided monthly to site At Risk Supervisors and time is taken to review data and discuss alternative ways to support students.</p> <p>Training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool is ongoing.</p> <p>Initial training has been provided at Leadership Team meetings on alternatives to suspension. Teachers have had initial training</p> | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>3. Provide training for principals and teachers to shift from a consistent-but-reactive approach to a proactive and consistent approach for teaching the SEL skills necessary for students to regulate their behavior.</p> <p>4. Expand the Districts Behavior intervention matrix to include specific strategies for Students with Disabilities and Homeless students</p> <p>Additional Support for Schools with Red Indicators in Chronic Absenteeism on the Dashboard, who were not identified for Additional Targeted Support and Improvement will be provided by the District's Health and Wellness team and McKinney-Vento Liaisons as appropriate. Time will be dedicated monthly for principals to meet with these staff during monthly attendance data reviews during leadership team meetings to create plans of support.</p> <p>Crittenden: Hispanic and Socio-Economically Disadvantaged Students Graham: Homeless Students</p> <p>This action step will also contribute to addressing the finding that MVWSD was identified as significantly disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | | | <p>on deescalating student behavior.</p> <p>Due to shifts in personnel specific work on expanding the District Behavior Intervention Matrix has not been started.</p> <p>The Health and Wellness Team and McKinney Vento liaisons provide direct support to sites.</p> | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| | | | | | | | |
| 2.5 | <p>Supporting Student Behavior In 2023-24 the District implemented a set of Behavior Response Standards. These standards standardized the process for responding to student behavior issues across the District.</p> <p>In 2024-25, the District will provide Professional development to site leaders and staff on utilizing the COST process (part of the District's MTSS) to develop plans to support individual student behavior. Staff will also be trained on alternatives to suspension.</p> <p>This action will also support the District's work with reducing suspension rates for student groups with high rates of suspension:</p> <p>District Homeless and Students with Disabilities - Differentiated Assistance Hispanic, Socio-Economically Disadvantaged</p> <p>Schools Castro - Suspension Rates</p> <p>School Student Groups</p> <p>Suspension Rates Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless Vargas: Students with Disabilities</p> | No | Ongoing Implementation | Additional training on the use of the COST process has been completed and will continue throughout the remainder of the school year. Principals have had initial trainings on alternatives to suspension and these will also continue throughout the remainder of the school year. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>This action step will also contribute to addressing the finding that MVWSD was identified as significantly disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | | | | | | |
| 2.6 | <p>Additional Targeted Support and Improvement Nine MVWSD schools were identified for Additional Targeted Intervention and Support (ATSI). These schools are all creating plans to address identified areas for implementation in the 2024-25 school year in addition to the other actions that the District is taking to address needs in Chronic Absenteeism and Suspension Rates.</p> <p>The District's Director of Equity and Coordinator of the Multi-Tiered System of Support are leading these efforts using a template provided by the Santa Clara County Office of Education. Plans must be completed by June 15th and will be finalized by District staff by June 28th ensuring implementation in 2024-25.</p> <p>The following schools are creating plans:</p> | No | Ongoing Implementation | Additional Targeted Support and Improvement plans have been implemented in 2024-25. Six of the nine schools identified have exited from ATSI based on the results of the 2023-24 Dashboard. The following schools remain in ATSI: Landels, Stevenson and Castro. Bubb was identified for Targeted Support and Improvement (TSI) based on the results of the 2023-24 Dashboard. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | <p>Imai: Socio-Economically-Disadvantaged - Chronic Absenteeism</p> <p>Landels: Students with Disabilities - Chronic Absenteeism and Suspension Rate</p> <p>Mistral: Students with Disabilities - Suspension Rate</p> <p>Graham: Homeless Students - Suspension Rate</p> <p>Vargas: Students with Disabilities - Suspension Rate</p> <p>Castro: Homeless Students and Students With Disabilities - Suspension Rate</p> <p>Stevenson: Hispanic Latino and Students with Disabilities - Chronic Absenteeism</p> <p>Monta Loma: Students with Disabilities - Chronic Absenteeism</p> <p>Theuerkauf: Students with Disabilities - Chronic Absenteeism</p> <p>Plans will be monitored in cycles that align with the District's Universal Data Cycles (every 9 weeks) both at leadership team meetings and individual meetings with Principals. Plans will be revised as needed based on data.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | | | | | | |
| 2.7 | <p>Health and Wellness Committee</p> <p>The District will continue to convene a Health and Wellness Committee to align efforts to support student wellness through health education,</p> | No | Ongoing Implementation | The Health and Wellness Committee will complete a three year review of the Health and Wellness Board Policy by June | | \$2,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| | <p>physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment.</p> <p>In 2024-25 will continue its work to implement the Wellness Policy.</p> | | | 2025. Committee meetings are scheduled for February, March, April and May 2025. | | | |
| 2.8 | <p>Partnership with School Linked Services The District will continue to partner with School Linked Services to offer services to strengthen individuals, families and systems by addressing needs and risks faced by children, youth, and families.</p> <p>The partnership provides funds to offset costs for three of the District's School and Community Engagement Facilitators and provides supplemental counseling services to families at Castro, Theuerkauf, Mistral and Graham. The partnership also provides funding for parent engagement activities at all school sites.</p> | No | Ongoing Implementation | School and Community Engagement Facilitators at the four key sites, like their counterparts at all sites, have been planning engagement events with their site principals. As of this update, over 75% of the allocated funds have been encumbered or expended on events. | | \$193,522.00 | \$77,340.33 |
| 2.9 | <p>Student Social Emotional Health - Curriculum In 2024-25 the District will continue to the social emotional measurement tool, Sown to Grow at</p> | No | Ongoing Implementation | The District continues to utilize the social emotional tool - Sown to Grow. A committee has been convened to review | | \$43,000.00 | \$31,625 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-------------------------------|--|--|-----------------------|-----------------------|
| | <p>all elementary schools and use the Sown to Grow survey at Middle schools. These tools provide data on student emotional health and connectedness to school. Additionally, the District will explore options for a social emotional learning curriculum that can be implemented in 2025-26.</p> | | | <p>and recommend a Social Emotional Learning Curriculum for adoption by the end of the 2024-25 school year.</p> | | | |
| <p>2.10</p> | <p>Student Social Emotional Health - Counselors Whole School, Whole, Community, Whole Child Model (WSCC)</p> <p>The WSCC model accomplishes important objectives: It emphasizes the relationship between educational attainment and health, by putting the child at the center of a system designed to support both. It provides an update to the Coordinated School Health (CSH) approach to better align with the way schools function</p> <p>To continue develop the WSCC model MVWSD will add District employed School Counselors at all school sites. Each site will have one counselor except for Graham (2) and Castro (1 and 1 in the Wellness Center) The counselors will play a critical role in addressing the varied needs of students at school sites and delivering Social Emotional Learning Lessons.</p> | <p>No</p> | <p>Ongoing Implementation</p> | <p>School Counselors are staffed at each school campus full-time. Graham middle school is assigned 2 full time counselors. Efforts to increase supports and services provided by School Counselors at the universal and targeted levels have begun with professional development in Check-In, Check-Out and counseling methodologies.</p> <p>Sown to Grow is in use at elementary schools and the survey has been given at the middle schools.</p> | | <p>\$1,822,542.00</p> | <p>\$672,511.56</p> |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>Additionally, the District anticipates that counseling support will lead to decreased chronic absenteeism and suspension rates over time as students become more connected to school. Currently the following schools and student groups have red indicators for suspension or chronic absenteeism on the dashboard:</p> <p>District Chronic Absenteeism Students with Disabilities</p> <p>Suspension Homeless, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities</p> <p>Schools Castro - Suspension Rates</p> <p>School Student Groups Chronic Absenteeism Imai: Hispanic and Socioeconomically Disadvantaged Bubb: Hispanic and Socioeconomically Disadvantaged, and Students with Disabilities Crittenden: White Landels: English Learners and Students with Disabilities Graham: Homeless Monta Loma: Students with Disabilities and White Stevenson: Students with Disabilities and Hispanic Students Theuerkauf: Students with Disabilities</p> <p>Suspension Rates Crittenden: Hispanic and Socio-Economically Disadvantaged</p> | | | | | | |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|----------------------|--|--|----------------------|-----------------------|
| | Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless Vargas: Students with Disabilities | | | | | | |
| 2.11 | <p>Significant Disproportionality In spring 2024 MVWSD was identified as being significantly disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08. The District has convened a team to develop a Comprehensive Coordinated Early Intervening Services Plan for approval no later than October 2024. In the interim, Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors) will support the District to begin to address this finding.</p> | No | Not Implementing | The District was informed in fall 2024 that we were not identified as significantly disproportionate and a Comprehensive Coordinated Early Intervening Services Plan was not required at this time. The district is actively monitoring suspension rates and working to support administrators to address suspension rates. See Actions 2.4, 2.5, 2.6 and 2.10 for more information. | | \$178,486.00 | \$100,231.40 |

Goal 3

Goal Description

Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---------------------------------|--|
| 3.1 | <p>State Priority 3 Parental Involvement and Family Engagement</p> <p>The percentage of families that agreed or strongly agrees that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey.</p> | <p>Spring 2024 Percentage of families that agreed or strongly agreed overall and by site</p> <p>District 69% Bubb - 63% Castro - 79% Crittenden - 61% Graham - 61% Imai - 61% Landels - 77% Mistral - 87% Monta Loma - 68% Stevenson - 57% Theuerkauf - 79% Vargas - 73%</p> | | | Not available until Spring 2025 | <p>Spring 2024 Percentage of families that agreed or strongly agreed overall and by site</p> <p>District - 80% Bubb - 74% Castro - 85% Crittenden - 80% Graham - 80% Imai - 72% Landels - 87% Mistral - 90% Monta Loma - 77% Stevenson - 75% Theuerkauf - 85% Vargas - 80%</p> |
| 3.2 | <p>State Priority 3 Parental Involvement and Family Engagement</p> <p>The percentage of families that agreed or strongly agrees that the District is providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from an underrepresented groups (English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities) in the school community on the LCAP/Climate Survey.</p> | <p>Spring 2024 68% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.</p> | | | Not available until Spring 2025 | <p>Spring 2027 77% will agree or strongly agree on the District's LCAP/Climate Survey</p> |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---------------------------------|--|
| 3.3 | State Priority 3 Parent Involvement Self Reflection Tool | June 2024 The District had all 3's and 4's on the Parent Involvement Self Reflection Tool Rubric | | | Not available until Spring 2025 | June 2027 Obtain rubric scores of at least 4 on all areas of the Parent Involvement Self Reflection Tool Rubric |
| 3.4 | Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey. | Spring 2024 Overall 87% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 91% will agree or strongly agree on the District's LCAP/Climate Survey |
| 3.5 | The percentage of families that agree or strongly agree that they understand the academic and non-academic supports available to their students on the LCAP/Climate Survey. | Spring 2024 73% agreed or strongly agreed that they understand the academic supports available to their students. 65% agreed or strongly agreed that they understand the non academic supports available to their students. on the spring 2024 LCAP/Climate Survey | | | Not available until Spring 2025 | Spring 2027 81% will agreed or strongly agreed that they understand the academic supports available to their students. 76% will agreed or strongly agreed that they understand the non academic supports available to their students. on the spring 2024 LCAP/Climate Survey |
| 3.6 | The percentage of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey. | Spring 2024 78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until Spring 2025 | Spring 2027 84% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. |
| 3.7 | Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey. | Spring 2024 21% agreed or strongly agreed that what I want to know is mixed in with information that does | | | Not available until Spring 2025 | Spring 2027 Decrease the percentage to 12% that agree or strongly agree. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--------|--|----------------|----------------|-----------------------|-------------------------------|
| | | not apply to me on the spring 2024 LCAP/Climate Survey | | | | |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| 3.1 | <p>School and Community Engagement Facilitators (SCEF) Increase to 9.6 FTE (9 1.0 FTE and 1 0.6 FTE) School and Community Engagement Facilitators (SCEF). Due to the increasing needs and number of families identifying as homeless the District has added one additional SCEF specific to supporting this group of families across the District. The SCEF team will also specifically monitor attendance of Students with disabilities along with Homeless students.</p> <p>School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to, serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically</p> | Yes | Ongoing Implementation | SCEFs are active at all sites. The two McKinney-Vento Liaisons (SCEFs) have also opened an additional resource in the district: the School-Parent Activities & Resources Center, a hub for McKinney-Vento families to connect with community resources. Liaisons are also actively involved in tracking attendance and the district team monitors academic interventions and after school supports as well | | \$1,051,414.00 | \$380,911.71 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|-----------------------|--|--|----------------------|-----------------------|
| | Disadvantaged or Foster Youth (unduplicated count). | | | | | | |
| 3.2 | <p>Director of Equity The District will continue to have an Equity Director. The Equity Director is charged with assisting the Superintendent in the development and implementation of proactive diversity, equity, and inclusion initiatives to support the district plans. She is expected to engage classified and certificated staff, families, and students to build an inclusive environment in schools along with championing the importance and value of a diverse and inclusive environment for all who learn, work, and partner with the district. The Equity Director is also responsible for designing and implementing training initiatives on cultural competencies and other topics to increase awareness and to support the value of equity and inclusion and work collaboratively with District-level instructional leaders to support the use of culturally relevant pedagogy and practice.</p> <p>In 2024-25 the Director of Equity will continue to facilitate the Equity Committee, continue to develop and implement MVWSD's culture and climate program #BetterTogetherMVWSD, release the Equity Scorecard, monitor access to choice schools for</p> | Yes | Partially Implemented | <p>The district continued to implement its equity initiatives through the work of the Director of Equity. The Director of Equity provided guidance to the site leader of Castro on the Re-Imagining Castro plan and provided professional development on equity-related topics to site leads and teachers on an as needed basis.</p> <p>#BetterTogether, the district's culture/climate program will continue as well as the implementation of the weighted lottery for choice programs.</p> <p>In January 2024, the Director of Equity was named the interim Principal of Stevenson Elementary and she continues to consult with teachers, principals, and support staff on equity related issues.</p> <p>Some of her Equity duties will need to be</p> | | \$284,800.00 | \$128,904.43 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|-----------------------|--|--|----------------------|-----------------------|
| | underrepresented students and provide professional development to staff. | | | reduced or reassigned for the remainder of the school year. | | | |
| 3.3 | <p>Equity Seminars The district is engaging all staff in a series of workshops designed to increase knowledge related to the topic of Equity.</p> <p>The Director of Equity will continue to meet with both principals and teachers to address equity-related issues. For the 2024-25 school year, the Director will engage principals, teachers, and staff in training sessions about addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups.</p> | No | Partially Implemented | <p>The district continues to implement the #BetterTogether culture and climate program with monthly themes and resources available for teachers.</p> <p>Additionally, the Director of Equity provides training decks to site administrators on the implementation of the program for teachers. The Director of Equity delivers professional development for teachers and administrators on equity-related issues in schools such as addressing hate speech, on an as-needed basis during Leadership Team meetings. If there are specific requests training can be provided.</p> <p>In January 2024, the Director of Equity was named the interim Principal of Stevenson Elementary. Some of her Equity duties will need to be reduced or</p> | | \$68,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| | | | | reassigned for the remainder of the school year. | | | |
| 3.4 | <p>Equity Advisory Committee To meaningfully engage multiple groups of educational partners on issues of Equity, the district will continue to convene a District Equity Advisory Committee (DEAC). The District Equity Advisory Committee will continue to hold meetings monthly to provide the Superintendent or designee with feedback on issues related to educational equity in the district specifically.</p> | No | Not Implementing | <p>The District Equity Advisory Committee has not met to date. In September recruitment communication measures were enacted Districtwide and there was a lack of interest in participation.</p> <p>The Director of Equity was named the interim Principal of Stevenson Elementary. Some her Equity duties will be reduced or reassigned for the remainder of the school year.</p> | | \$2,000.00 | \$0 |
| 3.5 | <p>Parent Engagement - Parent University In 2023-24 the District continued to implement a refined Parent University system. The was is to improve families knowledge of the public school system, to empower families to better support their children's development and increase participation and engagement by parents from the District's underrepresented groups including: English Learners, Foster Youth, SocioEconomically Disadvantaged, Hispanic/Latino and Students with Disabilities. These changes resulted in an</p> | No | Ongoing Implementation | Five out of seven planned district Parent University events have been completed with a total attendance of approximately 500. Site-based Parent University events have also been taking place and participation data will be gathered in the spring 2025. | | \$10,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>increase in attendance at Parent University events of 40% over 2022-23.</p> <p>In 2024-25 the District will Improve Parent University offerings based on feedback and topics suggested by staff and parents and improve methods by which feedback is gathered to increase the amount of input from parents.</p> | | | | | | |
| 3.6 | <p>Parent Communication In 2023-24 the District Communications Office piloted the Parent Square Platform at Theuerkauf School. In 2024-25 the Communications Office will engaged PowerSchool for testing of a secondary, new product called "My Powerschool" in late spring/summer 2024. The next phase of the project will be determined in Fall 2024 after testing and evaluation is complete.</p> <p>MVWSD is committed to improving communication with all families and ensuring that they get needed information in easily accessible ways. Accessible communication is important for families that may have English Learners or Students with Disabilities.</p> | No | Ongoing Implementation | <p>In Spring and Fall 2025, MVWSD will continue to pilot MyPowerhub by Powerschool, as Powerschool plans to create an app for access to MyPowerhub in Spring 2025.</p> <p>In 2025-26, MVWSD will continue to research two platforms, ParentSquare and My PowerHub and determine whether another school pilot is feasible. In Spring 2026, MVWSD will have made a decision on whether to continue to explore a new communications system, or hold with present vendor, SchoolMessenger.</p> <p>In 2026-27, MVWSD scale up with a new comms system vendor or</p> | | \$6,290.00 | \$6,290 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | | | | hold with present vendor, SchoolMessenger | | | |
| 3.7 | <p>Equity Scorecard The Equity Scorecard is the District's tool to ensure that all programs - old or new do not lead to disparities among student groups specifically Hispanic, Socio-Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners The Scorecard will be released August 2024 and will contain data on a variety of metrics that will measure District progress of goals related to equity. There will be one scorecard for the District and one for each school site. Feedback will be collected over the course of the 2024-25 school year to inform refinements for 2025-26.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | No | Partially Implemented | The Equity Scorecard has been completed for the 2024-25 school year. Sites used the Scorecard as a tool to develop goals and actions in site plans. This work has not yet been brought forward to the Board. | | \$0.00 | \$0 |
| 3.8 | <p>Equitable Access to Choice Schools Our district offers families access to two choice schools, where students can attend a school outside their attendance boundaries. In 2023-24 the District successfully modified the enrollment process for choice programs to increase access to choice schools for</p> | No | Ongoing Implementation | The weighted lottery continues as prescribed by the Board. The next lottery drawing will occur in February 2025. The results will be shared with the community beginning in March 2025. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|-----------------------|--|----------------------|-----------------------|
| | <p>underrepresented families. Overall in the first year of implementation of the weighted lottery, at Stevenson, Socio-Economically Disadvantaged students made up 9% of the applicant pool, and 12% of students offered seats, an improvement from last year when 8% of applicants and only 5% of students offered seats were SED. Amongst K applicants, all Socio-Economically Disadvantaged students who applied were offered seats at Stevenson (8 students, with one applicant removing their application).</p> <p>In 2024-25 the district will continue to monitor any changes to enrollment from year to year and will update the lottery weights given to student groups each year based on the previous year's enrollment and applicant pool in order to ensure equitable access for underrepresented groups.</p> <p>Ensuring equitable access to choice schools for all families is a priority for the district who concomitantly aims to ensure that every student has access to opportunities they need to succeed.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | | | | | | |

Goal 4

Goal Description

Develop and Implement policies and practices to support and retain effective and engaged employees.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---|---|
| 4.1 | Percentage of highly qualified teachers | 2023-24: 84% of teachers are highly qualified | | | December 2024 87% of teachers are highly qualified | 2026-27 90% of teachers will be highly qualified |
| 4.2 | State Priority 1: Basic Number/percentage of mis-assignments of teachers of English learners | 2023-23: 0 | | | December 2024: 0 | 2026-27 Maintain 0 mis-assignments of teachers of English Learners |
| 4.3 | State Priority 1: Basic Number of other teacher mis-assignments | 2023-24: 0 | | | December 2024: 0 | 2026-27 Maintain 0 teacher mis-assignments |
| 4.4 | State Priority 1: Basic Number of vacant teacher positions | 2023-23: 0 | | | December 2024: 0 | 2026-27 Maintain 0 vacant teacher positions. |
| 4.5 | Percentage of staff that agree or strongly agree that my school provides adequate support to teachers on the LCAP/Climate survey. | 2023-24: 60% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until Spring 2025 | 2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey |
| 4.6 | Percentage of staff that agree or strongly agree that trust exists between school leaders and staff on the LCAP/Climate survey. | 2023-24: 69% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until Spring 2025 | 2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey |
| 4.7 | Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving | 2023-24: 93% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until Spring 2025 | 2026-27 Maintain 95% agree or strongly agree on the District's |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---------------------------------|--|
| | opportunities for student learning on the LCAP/Climate survey. | | | | | annual LCAP/Climate Survey |
| 4.8 | Percentage of staff that agree or strongly agree that I have a say in the decision making process at my school LCAP/Climate survey. | 2023-24: 53% agreed or strongly agreed at the school level. | | | Not available until Spring 2025 | 2026-27 Increase to 70% agree or strongly agree on the District's annual LCAP/Climate Survey |
| 4.9 | Percentage of staff that agree or strongly agree that I am knowledgeable about the criteria, timeline, process, and procedures by which I will be evaluated on LCAP/Climate survey. | 2023-24: 88% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until Spring 2025 | 2026-27 Increase to 95% agree or strongly agree on the District's annual LCAP/Climate Survey |
| 4.10 | Percentage of staff that agree or strongly agree that administrators listen to my suggestions and recommendations on the LCAP/Climate survey. | 2023-24: 67% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until Spring 2025 | 2026-27 Increase to 75% agree or strongly agree on the District's annual LCAP/Climate Survey. |
| 4.11 | Staff Retention Rates | 2023-24 Overall Staff Retention - 93% Certificated Staff - 91% Classified Staff - 94% Teachers - 90% | | | Not available until Spring 2025 | 2026-27 Overall Staff Retention - 95% Certificated Staff - 95% Classified Staff - 97% Teachers - 93% |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| 4.1 | Teacher Induction The District will continue to partner with the Santa Cruz/Silicon Valley New Teacher Project to provide induction to teachers in years 1 and 2 of their careers. Having an | No | Ongoing Implementation | The District is partnering with the Santa Cruz/Silicon Valley New Teacher Project to provided induction to teachers in years 1 and 2 | | \$494,759.00 | \$205,856.72 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>induction program allows MVWSD to provide inexperienced teachers with the necessary models and tools for beginning their teaching careers, support them in becoming highly effective, and allow them to obtain a clear credential.</p> | | | <p>of their credential. Currently, the District is providing mentoring to 37 teachers with 2.5 FTE District Mentors.</p> | | | |
| 4.2 | <p>Employee Retention and Support In 2023-24 the District administered a professional development assessment survey to all staff. The District collected data on satisfaction with professional development provided in 2023-24 Districtwide and by site, how the District can better support staff professional development needs, professional goals staff have for advancement in the future and what support is needed for them to accomplish these goals.</p> <p>Results will be analyzed in summer 2024. In 2024-25 results will be shared with union leadership and be used to refine how the District delivers professional development. These results will be considered baseline data and the survey will be given every year.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | No | Ongoing Implementation | <p>The results of the staff development surveys were shared with union leadership as well as District leadership. Staff collaborated with union leaders in preparing professional development plans.</p> | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| 4.3 | <p>Hiring Process As a a part of the District's Strategic Plan 2027, staff has been working for several years to update practices for hiring so that the workforce mirrors the student population it serves. In 2023-24 staff reviewed hiring policies and procedures, updated recruitment materials and increased and standardized advertising processes. A comprehensive plan was then created.</p> <p>In 2024-25 the District's new hiring plan will be implemented. Feedback will be gathered and revisions made for 2026-27.</p> | No | Ongoing Implementation | Staff have continued updating recruiting and advertising practices. In 2024-2025, staff selected job fairs at universities who identify student demographics that match our District's desired outcomes. Hiring for 2025-26 beings in February | | \$5,000.00 | |

Goal 5

Goal Description

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

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---|--|
| 5.1 | State Priority 1 - Basic School facilities are maintained in good repair | 2023-24: Facilities in Good Repair: 11,460/11,550 = 99.22% | | | December 2024: 99.51% of all work orders have been resolved and 0.49% remain open or awaiting parts. Facilities in Good Repair: 18,103/18,192 = 99.51% | Maintain 99% of Facilities in Good repair or increase to 100% |
| 5.2 | Percentage of completed work orders in Service Now. | 2023-24: 109% completed. The percentage includes leftover work orders from summer plus the 23/24 school year | | | December 2024: 95.33% of work orders have been resolved and 4.67% remain open or awaiting parts. 1,510/1,584 = 95.33% | 95% of work orders submitted will be completed. |
| 5.3 | Percentage of students reporting that my school is clean on the LCAP/Climate Survey. | 33% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until spring 2025 | Increase to 60% agree or strongly agree on the District's annual LCAP/Climate survey |
| 5.4 | Percentage of staff reporting that my school is well-maintained on the LCAP/Climate Survey. | 78% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey. | | | Not available until spring 2025 | Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey |
| 5.5 | Percentage of staff reporting that the facilities at my school are up to date on the LCAP/Climate Survey. | 76% agreed or strongly agreed on the spring 2023 LCAP/Climate Survey. | | | Not available until spring 2025 | Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey |
| 5.6 | State Priority 1 - Basic | 100% of students had access to their own | | | 100% of students had access to their own | Maintain 100% of students having |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|--|---|
| | Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home. | copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks on September 7, 2023 | | | copies of standards aligned instructional materials for use at school and at home as approved during the the Public Hearing and Resolution on Sufficiency of Pupil Textbooks and Instructional Materials Aligned to the Academic Content Standards and Consistent with Content and Cycles of State Frameworks on September 5, 2024 | access to standards aligned instructional materials for use at school and at home |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| 5.1 | <p>School Cleanliness</p> <p>The site inspection tool created in 2023-24 will be implemented in 2024-25 and will gather data on cleanliness and facility work orders. The Director and Assistant Director of Maintenance will continue to walk sites monthly with principals. Additionally, a new site survey will be implemented to collect data on facility maintenance, grounds and overall site cleanliness. Information collected will be used to address issues.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | No | Ongoing Implementation | Based on feedback, plans are underway to revamp the inspection tool for the second part of the year, shifting focus to identify and address persistent problem areas more effectively. Bi-weekly meetings and site walks with the school principals have been established along with monthly check-in walks with the grounds team and site custodians. These measures offers consistency on cleanliness and provides opportunities to address issues proactively. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| 5.2 | <p>Technology Devices The District will issue new Chromebooks to students entering TK/K and 5th grade in 2024-25. The students that receive the Chromebook in TK/K will use the same device through the end of their 4th grade school year. Students that receive a Chromebook at 5th grade will use that device through the end of 8th grade. Issuing new devices at these specific grade levels will ensure that students have access to a fully supported Chromebook throughout their time in MVWSD and ensures a stable budget each year as the cost for the devices is similar year to year</p> | No | Fully Implemented | Chromebooks were purchased and assigned to all students in Kindergarten and fifth grade | | \$552,996.00 | \$0 |
| 5.3 | <p>MVWSDConnect In 2024-25, the department will continue to provide routers and Chromebooks to students who need Internet access at home ensuring internet access for all students.</p> <p>MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in CBRS equipment in order to extend the range of the District's network as much as 3/4 of a mile from the school site allowing students to access the Internet from their home</p> | No | Ongoing Implementation | Chromebooks purchased for 2024-25 include CBRS radios. The District still has two sites to deploy radios at in 2024-25 school year. One of those sites is waiting for the fiber construction to be completed | | \$150,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | | | | | | | |
| 5.4 | <p>Meals for Students In 2024-25 the District will ensure every child that needs food has the opportunity for nutritionally balanced daily meals. The Child Nutrition department will survey students regularly to understand student preferences and make adjustments to menus. Additionally, Child Nutrition will hold focus groups with parents, students, and staff to gather feedback. Child Nutrition will focus on making from-scratch meals and improving the quality of food offered. Staff will also work towards serving breakfast in the classroom at Castro.</p> <p>This action is part of regular staff responsibilities and the District participates in California's Universal Meals program - no expenditures.</p> | No | Ongoing Implementation | Child Nutrition has served 179,660 meals to date, with no charge to families. The focus group has had one planning meeting and the next meeting will be in January. The group will meet ten hours over the remaining school months, focusing on reducing lines during meal service and allowing more students to have a meal. | | \$0.00 | \$0 |
| 5.5 | <p>Flexible Learning Environments During the 2024-25 school year, District staff will continue to enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. This webpage is a one-stop shop for parents to visit to access resources for their students specifically Hispanic, Socio-</p> | No | Partially Implemented | With the adoption of the new ELA curriculum in 2024-25 school year, staff continues to implement and learn the Science of Reading based Amplify curriculum. The 24/7 platform reading dashboard will be updated after the end of | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|---|--|----------------------|-----------------------|
| | <p>Economically Disadvantaged, Homeless, Students with Disabilities and English Language Learners and Long Term English Language Learners . The math 24/7 dashboard will launch in Fall 2024 and the reading 24/7 dashboard will be launched by the end of 2024-25.</p> <p>This action is part of regular staff responsibilities - no expenditures.</p> | | | 2024-25. Work is currently underway for updating the front-facing math dashboard. | | | |
| 5.6 | <p>Assistant Director of Maintenance, Operations and Transportation The District will continue to have an Assistant Director of Maintenance, Operations and Transportation to support school cleanliness and facilities maintenance. The Assistant Director will develop a tool for monitoring and training custodial staff.</p> | No | Ongoing Implementation | <p>Cleaning schedules and routines have been implemented across district sites. These efforts aim to standardize practices and ensure consistent cleanliness levels district-wide. A custodial handbook has been drafted to consolidate these processes and serve as a training resource for custodial staff. This will foster alignment on best practices and aim to maintain high standards consistently.</p> <p>Recent staffing changes have impacted this action.</p> | | \$284,701.00 | \$125,566.01 |

Goal 6

Goal Description

Develop and Implement effective and consistent practices that meet the needs of students of Castro School.

Expected Annual Measurable Objectives

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|----------------|----------------|---|--|
| 6.1 | State Priority 4 Student Achievement CAASPP Results - ELA | Spring 2023 ELA Results (percentage of students who met or exceeded standard): Overall - 22% Students with Disabilities - 5% English Learners - 5% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 18% English Only - 44% RFEP - 75% | | | Spring 2024 ELA Results (percentage of students who met or exceeded standard): Overall - 21% Students with Disabilities - 4% English Learners - 6% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 15% English Only - 42% RFEP - 38% | Spring 2026 ELA Results (percentage of students who met or exceeded standard): Overall - 45% Students with Disabilities - 33% English Learners - 33% Hispanic/Latino - 40% Socioeconomically Disadvantaged - 41% English Only - 60% RFEP - 82% |
| 6.2 | State Priority 4 Student Achievement CAASPP Results - math | Spring 2023 math Results (percentage of students who met or exceeded standard): Overall - 16% Students with Disabilities - 5% English Learners - 6% Hispanic/Latino - 11% Socioeconomically Disadvantaged - 13% English Only - 39% RFEP - 44% | | | Spring 2024 math Results (percentage of students who met or exceeded standard): Overall - 14% Students with Disabilities - 8% English Learners - 2% Hispanic/Latino - 9% Socioeconomically Disadvantaged - 11% English Only - 32% RFEP - 38% | Spring 2026 math Results (percentage of students who met or exceeded standard): Overall - 41% Students with Disabilities - 33% English Learners - 34% Hispanic/Latino - 38% Socioeconomically Disadvantaged - 39% English Only - 57% RFEP - 82% |
| 6.3 | State Priority 4 English Learner Progress - California Dashboard | 2022-23: 43.2% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC | | | 2023-24 California Dashboard: 44.3% of English Language Learners maintained level 4 or gained at | 2025-26: 51% of English Language Learners maintained level 4 or gained at least 1 level on the ELPAC |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|--|--|----------------|----------------|---|--|
| | | | | | least 1 level on the ELPAC | |
| 6.4 | State Priority 4 Reclassification Rate | October 2023 The reclassification rate was 5.85% | | | December 2024 The reclassification rate was 6.70% | October 2026 The reclassification rate will be 34% |
| 6.5 | Long Term English Learners | November 2023: 9.3% of EL students are At Risk of becoming Long Term English Learners | | | December 2024 1.2% of EL students (2 students) are At Risk of becoming Long Term English Learners | November 2026: 4% of EL students will be At Risk of becoming Long Term English Learners |
| 6.6 | I-Ready Reading Proficiency | Diagnostic 2 2023 - 24 Results (percentage of student who met or exceeded standard) Overall - 16% Students with Disabilities - 0% English Learners - 6% Hispanic - 10% Homeless - Not available SocioEconomically Disadvantaged - 11% English Only - 46% RFEP 27% | | | Diagnostic 2 2024-25 Results (percentage of student who met or exceeded standard) Overall - 17% Students with Disabilities - 5% English Learners - 9% Hispanic - 13% Homeless - 5% SocioEconomically Disadvantaged - 14% English Only - 52% RFEP - 17% | Diagnostic 2 2026-27 Results (percentage of student who met or exceeded standard) Overall - 31% Students with Disabilities - 30% English Learners - 34% Hispanic - 37% Homeless - Not available SocioEconomically Disadvantaged - 38% English Only - 62% RFEP 49% |
| 6.7 | I-Ready Reading One year's growth | Diagnostic 2 Results 2023-24 24% of students made 1 year's growth in Reading | | | Diagnostic 2 Results 2024-25 26% of students made 1 year's growth in Reading | Diagnostic 2 Results 2026-27 100% of students will make 1 year's growth in Reading |
| 6.8 | I-Ready math Proficiency | Diagnostic 2 Results 2023-24 (percentage of student who met or exceeded standard) Overall - 10% | | | Diagnostic 2 Results 2024-25 (percentage of student who met or exceeded standard) Overall - 8% | Diagnostic 2 Results 2026-27 (percentage of student who met or exceeded standard) Overall - 37% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---------------------------------------|---|----------------|----------------|---|---|
| | | Students with Disabilities - 3% English Learners - 4% Hispanic - 5% Homeless - Not available SocioEconomically Disadvantaged - 6% English Only - 27% RFEP 33% | | | Students with Disabilities - 3% English Learners - 4% Hispanic - 4% Homeless - 2% SocioEconomically Disadvantaged - 6% English Only - 24% RFEP - 6% | Students with Disabilities - 32% English Learners - 34% Hispanic - 35% Homeless - Not available SocioEconomically Disadvantaged - 36% English Only - 62% RFEP 53% |
| 6.9 | I-Ready math One year's growth | Diagnostic 2 Results 2023-24 19% of students made 1 year's growth in math | | | Diagnostic 2 Results 2024-25 26% of students made 1 year's growth in math | Diagnostic 2 Results 2026-27 100% of students will make 1 year's growth in math |
| 6.10 | Priority 5 School Attendance Rates | Spring 2024 93.3% | | | December 2024: 93.99% | Increase to 97% overall |
| 6.11 | Priority 5 Chronic Absenteeism | 2022-23 Dashboard Results The overall rating for chronic absenteeism is 29.4% Students with Disabilities - 39% English Learners - 27.2% Hispanic - 28.8% Homeless - 23.2% SocioEconomically Disadvantaged - 30.2% | | | 2023-24 Dashboard Results The overall rating for chronic absenteeism is 20.7% Students with Disabilities - 27.3% English Learners - 18% Hispanic - 21.5% Homeless - 15.6% SocioEconomically Disadvantaged - 21.7% | 2025-26 Dashboard Results The overall rating for chronic absenteeism will be 13% Students with Disabilities - 15% English Learners - 12% Hispanic - 12% Homeless - 9.4% SocioEconomically Disadvantaged - 12.2% |
| 6.12 | Priority 6 Suspension Rate | 2022-23 Dashboard Results | | | 2023-24 Dashboard Results | 2025-26 Dashboard Results |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|---|----------------|----------------|---|--|
| | | The overall suspension rate is 6.1% Students with Disabilities - 14.6% English Learners - 6% Hispanic - 6.4% Homeless - 10.1% SocioEconomically Disadvantaged - 6.4% | | | The overall suspension rate is 6.4% Students with Disabilities - 13.3% English Learners - 6.8% Hispanic - 6.8% Homeless - 10.1% SocioEconomically Disadvantaged - 6.6% | The overall suspension rate will be 2.4% Students with Disabilities - 6.2% English Learners - 2.1% Hispanic - 2.1% Homeless - 4.6% SocioEconomically Disadvantaged - 2.1% |
| 6.13 | Number of parents who respond to the District's LCAP/Climate Survey | Spring 2024 84 parents responded to the District's LCAP/Climate survey from Castro School | | | Not Available until spring 2025 | Spring 2027 125 parents will respond to the District's LCAP/Climate survey from Castro School |
| 6.14 | The percentage of staff who agree or strongly agree that students social emotional needs were met on the LCAP/Climate Survey. | 73% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 81% will agree or strongly agree |
| 6.15 | The percentage of parents who agreed or strongly agree that students social emotional needs were met on the LCAP/Climate Survey. | 89% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 92% will agree or strongly agree |
| 6.16 | The percentage of families that agree or strongly agree that they understand the academic supports available to their students on the LCAP/Climate Survey | 87% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 96% will agree or strongly agree |
| 6.17 | Percentage of families reporting that they agree or strongly agree that MVWSD creates a welcoming environment for families on the LCAP/Climate Survey. | 90% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 93% will agree or strongly agree |
| 6.18 | Percentage of students reporting that my school is clean on the LCAP/Climate Survey. | 37% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 60% will agree or strongly agree |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Mid-Year Outcome Data | Desired Outcome for 2026-2027 |
|----------|---|--|----------------|----------------|---------------------------------|---|
| 6.19 | Percentage of students reporting that I feel safe at my school my on the LCAP/Climate Survey. | 60% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 68% will agree or strongly agree |
| 6.20 | Percentage of staff reporting that I feel safe at my school my on the LCAP/Climate Survey. | 74% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey | | | Not Available until spring 2025 | Spring 2027 84% will agree or strongly agree |

Actions & Measuring and Reporting Results

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| 6.1 | <p>Early Literacy Team The Early Literacy Team will dedicate 40% of it's time to supporting students at Castro school in 2024-25. In collaboration with the site team, the master schedule will be adjusted to have common intervention and tier 1 teaching blocks.</p> <p>The Early Literacy Team will specifically support Castro school overall and with student groups that had red indicators on the California Dashboard as well as for Students with Disabilities.</p> <p>Castro English Language Arts Castro English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math</p> | No | Ongoing Implementation | <p>The master schedule at Castro has been adjusted for common intervention and Tier 1 teaching blocks.</p> <p>Early literacy teachers and Castro staff provide targeted reading intervention for all students K-5.</p> | | \$512,955.00 | \$249,933.10 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| 6.2 | <p>At Risk Supervisor The District will continue to have one additional At Risk Supervisor at Castro School in 2024-25. Castro has 2x the number of incidents responded to this year than the average of all other elementary schools indicating the need to continue this action. The funds for this position are listed in Goal 2, Action 1.</p> <p>This action will specifically support Castro school address the red indicator on the California Dashboard for suspension rates.</p> | No | Ongoing Implementation | Castro is fully staffed, with two At-Risk Intervention Supervisors who are proactively working with students and also responding to behavior incidents when they occur. | | \$0.00 | \$0 |
| 6.3 | <p>School and Community Engagement Facilitator Provide an additional 0.5 FTE School and Community Engagement Facilitator. Castro School already has 1.0 FTE School and Community Engagement Facilitator (Goal 3, Action 1). The District will provide additional 0.5 FTE support for 2023-24. Funding for the additional 0.5 FTE is listed in Goal 3, Action 1 so no funding is listed here.</p> <p>School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning and achievement. The responsibilities will include, but are not limited to,</p> | No | Ongoing Implementation | Castro is fully staffed, with 1.5 total School and Community Engagement Facilitators who are critical staff members who act as liaisons between parents, staff, and students for a variety of needs related to school. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>serving as a resource to students and parents regarding district and community agencies, resources, parent education, and other events and activities that are linked to strong, positive student outcomes. School and Community Engagement Facilitators are assigned based on a school sites percentage of students who English Learners, Socio-Economically Disadvantaged or Foster Youth (unduplicated count).</p> | | | | | | |
| 6.4 | <p>Wellness Center Through a partnership with the Santa Clara County Office of Education, Castro School has a Wellness Center staffed with a trained counselor to support student and staff mental health needs.</p> <p>This partnership will continue in the 2024-25 school year. This service is of no direct cost to the District.</p> <p>This action will specifically support Castro school address the red indicators on the California Dashboard :</p> <p>Castro English Language Arts English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates</p> | No | Ongoing Implementation | Castro elementary school's Wellness Center is operational during school hours. A licensed social worker and a mental health liaison are staffed full-time. The Wellness Center is grant funded by the Santa Clara County Office of Education | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| 6.5 | <p>Additional Counselor Provide an additional 1.0 FTE counselor. Castro School already has 1.0 FTE Counselor through the Wellness Center (Goal 6, Action 4) The District will provide additional 1.0 FTE support for 2024-25. Funding for the additional 1.0 FTE is listed in Goal 2, Action 10 so no funding is listed here.</p> <p>This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates</p> | No | Ongoing Implementation | The District has provided an additional 1.0 FTE counselor for Castro School in 2024-25. | | \$0.00 | \$0 |
| 6.6 | <p>Transitional Kindergarten The District will continue to have a Transitional Kindergarten class at Castro to provide more consistent programming for families in the Castro neighborhood (Preschool is also located on this campus). in past years, with no Transitional Class available at Castro, families may not have chosen to enroll students due to lack of transportation to another site, thus reducing student's access to critical schooling. Based on enrollment for</p> | No | Ongoing Implementation | Castro continues to have one Transitional Kindergarten Class. The enrollment as of January 2025 is 24 students. | | \$121,749.00 | \$47,769.88 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|---|--|----------------------|-----------------------|
| | 2024-25 there are already 23 students registered. | | | | | | |
| 6.7 | <p>New Daily Schedule/Breakfast In 2024-25 Castro will implement a new daily schedule which will include designated time for breakfast during the first part of the school day. The new schedule will have 50 minute blocks for instruction, common breaks for grades 1-5 and allow for cross grade level Response to Instruction each day. The new schedule will also allow for team teaching in math.</p> <p>This action has no funding as it is part of regular staff responsibilities and the District is part of California's Universal Meals Program so breakfast is not cost.</p> <p>Visits to effective schools like Castro both in California and in New Jersey uncovered the need for Castro to offer school-wide breakfast during the school day. Sites visited were successful in using this time to build community by incorporating breakfast into morning meeting and thus access to food/resources was destigmatized. Additionally, visits showed the need for Castro to have a consistent daily schedule that will prioritize longer instructional blocks to prioritize tier 1 instruction and provide for common intervention</p> | No | Ongoing Implementation | Castro has fully implemented a master schedule which includes common grade level instructional blocks for math and ELA, multi-grade level Response to Instruction/Reading Intervention blocks, and team teaching in math. The daily schedule also begins with a school-wide breakfast period. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>blocks so teams can work together to share students.</p> <p>This action will specifically support Castro school address the red indicators on the California Dashboard :</p> <p>Castro English Language Arts English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates</p> | | | | | | |
| 6.8 | <p>Centralized Data Team In 2024-25 Castro will implement a site-based data team which will include the Principal, instructional coach, reading intervention, specialist, ELD TOSA, and Newcomer teacher. This team will analyze data and develop student groupings for Response to Instruction and English Language Development so that teachers can focus on planning and providing instruction. This process will support academic outcomes specifically for Hispanic, Socio-Economically Disadvantaged, Homeless, English Learners, Long Term English Learners and Students with Disabilities.</p> <p>This action has no funding as it is part of regular staff responsibilities.</p> <p>Visits to effective schools like Castro both in California and in</p> | No | Ongoing Implementation | The Castro data team analyzed mid year assessment data to adjust Response to Instruction, Reading Intervention, and English Language Development groups. | | \$0.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|--|--------------|------------------------|--|--|----------------------|-----------------------|
| | <p>New Jersey uncovered the need for effective practices including having data management by a site-based team which will take the burden of grouping students off of teachers and allow them to focus on instruction. Having data managed by a central team will promoted school-wide data transparency and ownership.</p> <p>This action will specifically support Castro school address the red indicators on the California Dashboard: Castro English Language Arts English Learners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates</p> | | | | | | |
| 6.9 | <p>Dedicated Newcomer Teacher The District will add a dedicated newcomer teacher to Castro for 2024-25. Castro has the highest number of newcomer students in the District. Funding for the additional 1.0 FTE is listed in Goal 1, Action 11 so no funding is listed here.</p> | No | Ongoing Implementation | Castro has 1.0 FTE newcomer teacher to provide direct instruction to students. | | \$0.00 | \$0 |
| 6.10 | <p>Playworks Partner with Playworks to bring support and structure to recess and</p> | No | Ongoing Implementation | At Castro Elementary, Playworks supports students' social- | | \$38,000.00 | \$0 |

| Goal # Action # | Action Title and Description | Contributing | Implementation Level | Mid-year Outcome Data | Other Data/Evidence (qualitative, quantitative, artifacts) | Total Funds Budgeted | Mid-Year Expenditures |
|--------------------|---|--------------|----------------------|--|--|----------------------|-----------------------|
| | <p>and lunch and improve safety, engagement and leadership skills for students.</p> <p>Schools can and should create play environments that help kids be their best. Studies show that recess matters: a thoughtful approach to recess improves children’s physical health and social and emotional learning.</p> | | | <p>emotional and behavioral needs through structured games during recess and lunch, as well as through specific lessons with each classroom 1x per month. Students are learning conflict resolution, turn taking, and sportsmanship which helps support their growth and development during other unstructured times during the day. Playworks also runs a Junior Coach program that develops the leadership skills of students. Students apply to be junior coaches and meet with the Playworks leader weekly to plan and learn necessary skills.</p> | | | |

Impact to the Budget Overview for Parents

| Item | As adopted in Budget Overview for Parents | Mid-Year Update |
|--|---|-----------------|
| Total LCFF Funds | 16,394,375 | 7,645,546.55 |
| LCFF Supplemental/Concentration Grants | 3,569,072 | 2,481,295 |