LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain View Whisman School District
CDS Code: 43-69591-0000000
School Year: 2025-26
LEA contact information:
Cathy Baur
Chief Academic Officer
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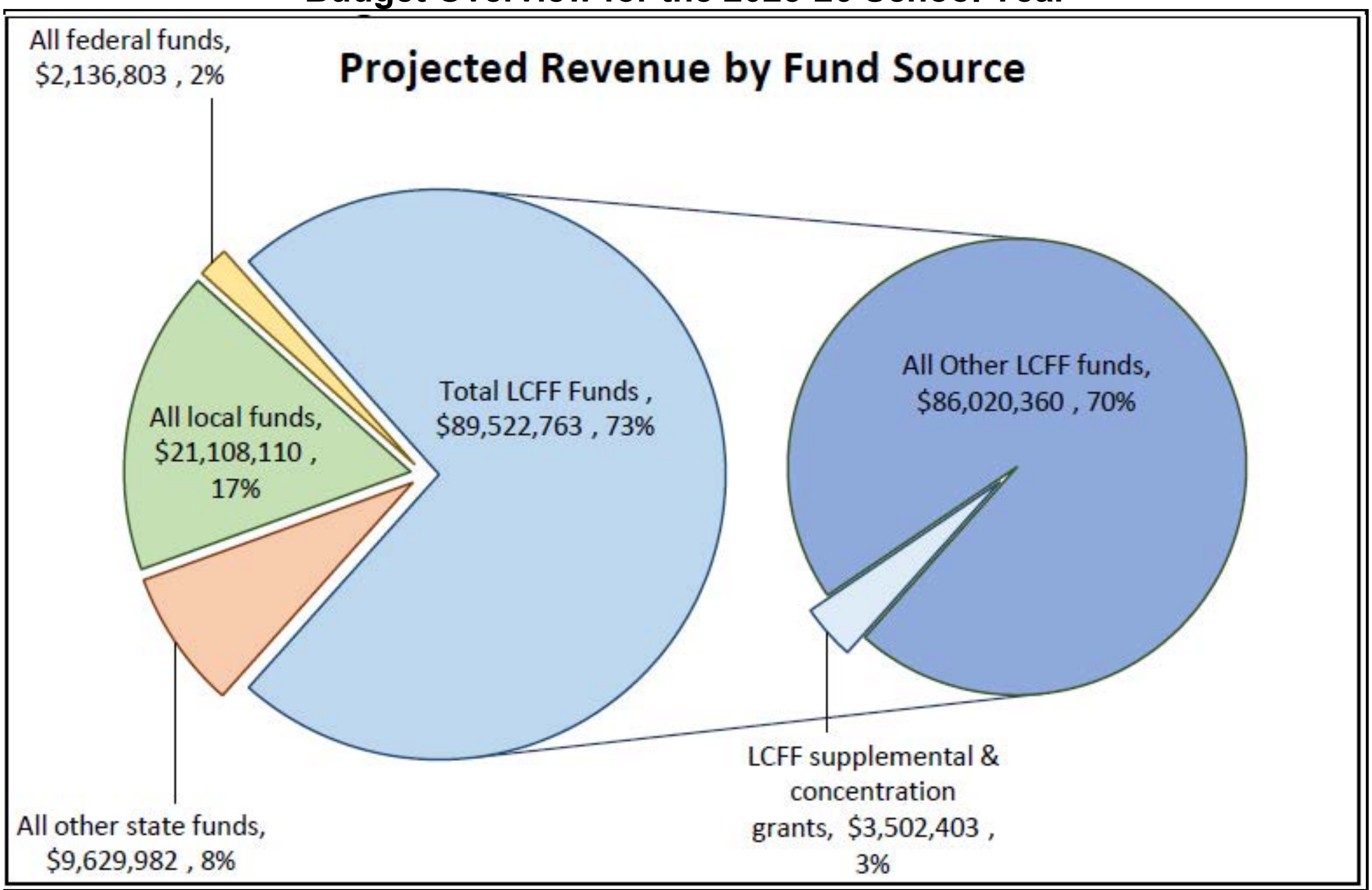
(650) 526-3500 ext. 1125

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

Budget Overview for the 2025-26 School Year

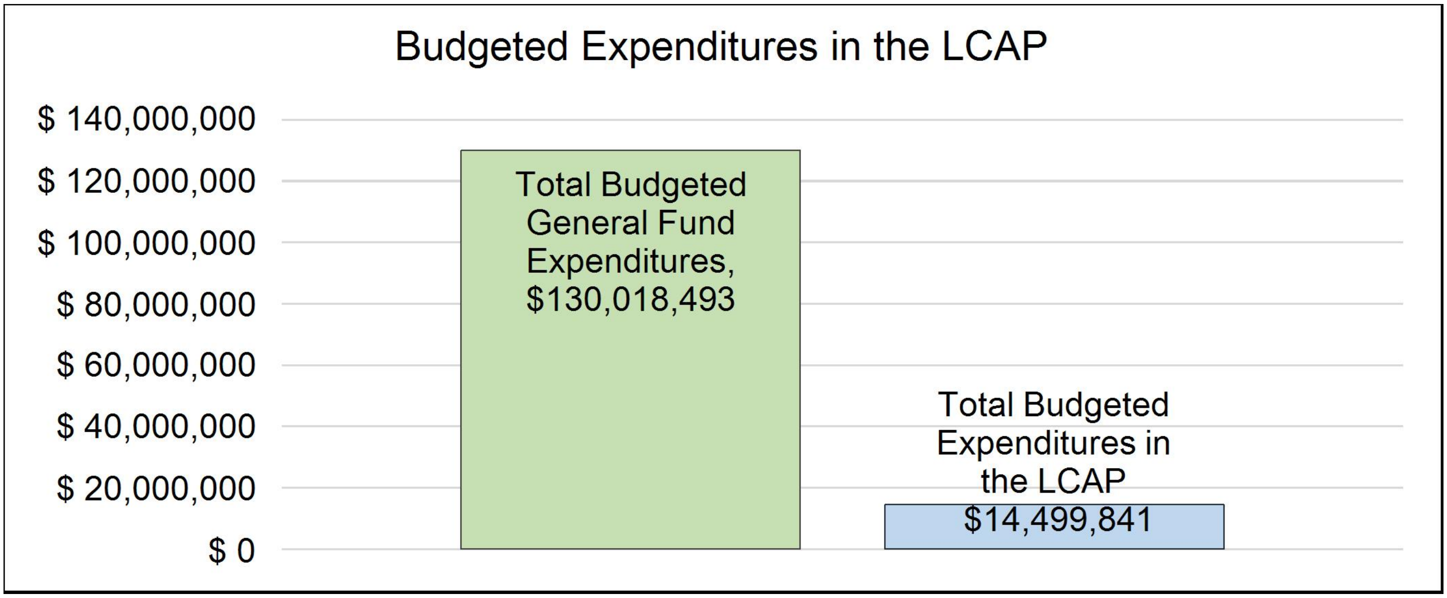


This chart shows the total general purpose revenue Mountain View Whisman School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain View Whisman School District is $122,397,658, of which $89,522,763 is Local Control Funding Formula (LCFF), $9,629,982 is other state funds, $21,108,110 is local funds, and $2,136,803 is federal funds. Of the $89,522,763 in LCFF Funds, $3,502,403 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mountain View Whisman School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mountain View Whisman School District plans to spend $130,018,493 for the 2025-26 school year. Of that amount, $14,499,841 is tied to actions/services in the LCAP and $115,518,652 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

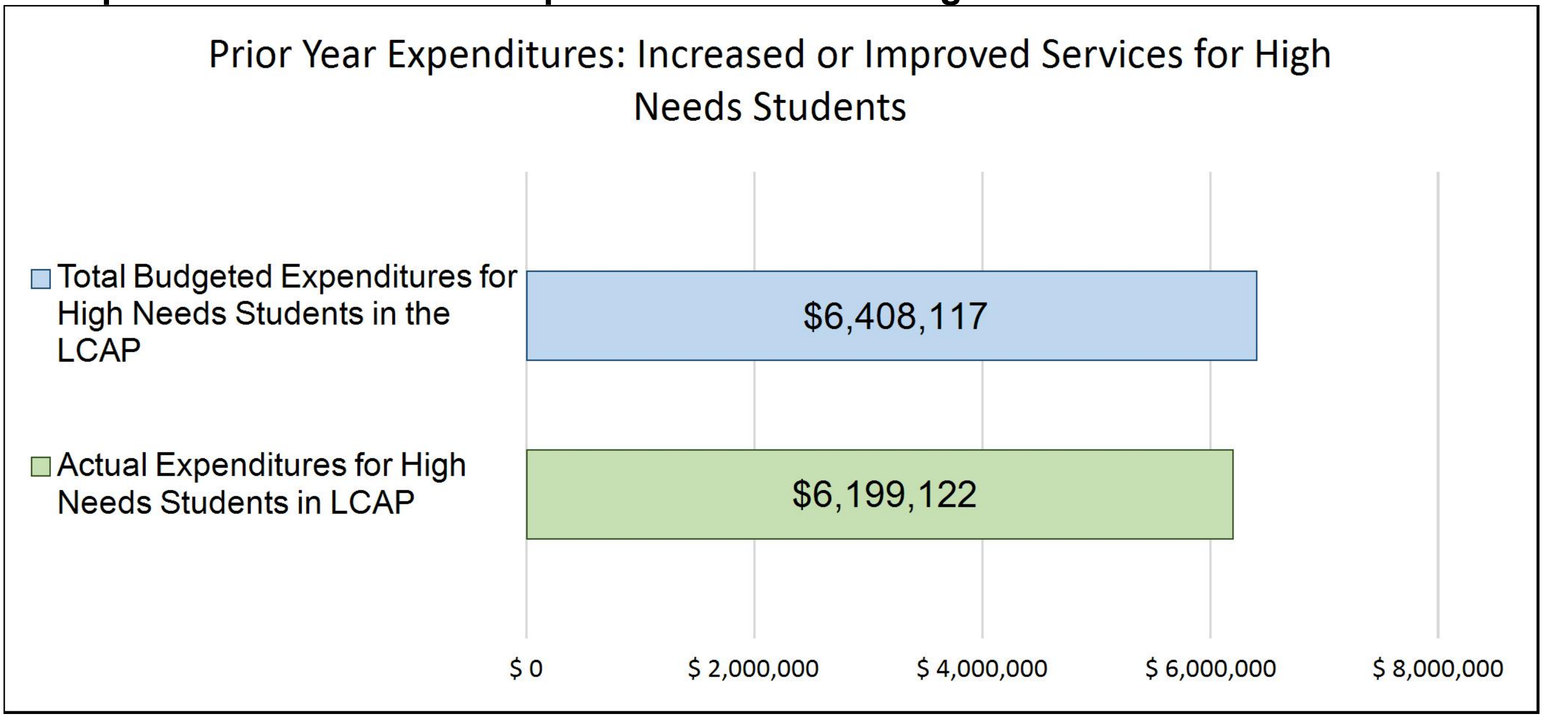
The most significant general fund expenditures not included in the LCAP are primarily related to the salaries of administrators, certificated staff, classified staff, and support staff and expenditures that are not funded through supplemental dollars and not specific to the goals, actions, and services in the LCAP. Additionally, these may include expenditures such as school facilities and maintenance that involve staffing, equipment, repair, and contracts. Other general fund expenditures are related to school programs, general overhead (gas, water, electricity), and other operational cost of the District.

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

In 2025-26, Mountain View Whisman School District is projecting it will receive $3,502,403 based on the enrollment of foster youth, English learner, and low-income students. Mountain View Whisman School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain View Whisman School District plans to spend $7,025,734 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Mountain View Whisman School District's LCAP budgeted $6,408,117 for planned actions to increase or improve services for high needs students. Mountain View Whisman School District actually spent $6,199,122 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $208,995 had the following impact on Mountain View Whisman School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual for year 2024-25 was due to a combination of unfilled vacancies, late hires, reassignment of the Equity director, and the site's inability to spend their allocation resulted in lower expenditures than projected. However, these had minimal impact on the District's ability to provide or improve services to unduplicated students and other supports were in place including Response to Instruction, Early Literacy instruction, MTSS, coaching for teachers, and integrated and designated ELD. Additionally, even though the Director of Equity was reassigned, she was still able to conduct equity work across the District.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

The Mountain View Whisman School District (MVWSD) serves a diverse group of students with the goal of having "Every student, family, staff, and community member engaged and committed to learning in a collaborative, diverse and innovative partnership." Our student population includes 23% English Language Learners (ELLs) and 69% of ELLs are classified as Socio-Economically Disadvantaged. Our Local Control Funding Formula unduplicated count (count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth) is 37%. Thirteen percent of students are considered Students with Disabilities. Seventy-five percent of our ELL students speak Spanish, but the District also has students who speak many other languages including Russian, Mandarin, and Japanese. Our student population is made up of many ethnicities with the majority of our students, 39% identifying as Hispanic/Latino, 23% White, 23% Asian, 1.0% African American, 2.0% Filipino, and 12.0% are listed as Multiple. MVWSD serves approximately 4,644 students Pre-K through 8th grade at 11 quality schools: 9 elementary schools (including two choice programs) and 2 middle schools. No schools in MVWSD receive Equity Multiplier Funding.

Reflections: Annual Performance

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

MVWSD continues to utilize both iReady and CAASPP as ways to measure student academic outcomes. I-Ready assessments are given three times per year in August, December and May. The District has also analyzed the results of the California Dashboard which was released in November 2024 as well as other internal data including attendance and suspension data as well as results of the District LCAP/Climate Survey which is given annually.

CAASPP 2024
The overall percentage of students meeting or exceeding standards on the California Assessment of Student Performance and Progress (CAASPP) in spring 2023 in English Language Arts was 62% and 58% in mathematics. Overall, the District continues to outperform the state and county of Santa Clara although scores dropped slightly from 2022 (-2 and 0 percentage points respectively). Students in grades three and five had higher levels of proficiency (63 and 68 percent proficient) than students in grades four six, and seven and eight (58 to 62 percent proficient) in English Language Arts. Grade four had an 8 percentage point decline in proficiency as compared to 2023 and students in grade 6 had a +5 percentage point increase. In mathematics students in grades three and four had the highest level of proficiency (62 percent proficient) while grade six had the lowest level of proficiency (54 percent proficient) in math although this represents an increase of five percentage points from 2023 results. Student performance varied with significant gaps between overall and some groups of students. Gaps increased more in English Language Arts as compared to mathematics. See proficiency percentages below for ELA and math.

English Language Arts
Reclassified Fluent English Proficient (RFEP) - 60% (-2 Percentage Points (PP) from 2023),
English Learner (EL) - 9% (same as 2023).
Socioeconomically Disadvantaged (SED) - 28% (-3 PP from 2023)
Students with Disabilities (SWD) - 24% (-3 PP from 2023)
Homeless - 26% (same as 2023)
Asian - 88% (-2 PP from 2023)
Hispanic/Latino - 31% (-2 from 2023)
White - 83% (-3 from 2023)

Mathematics
Reclassified Fluent English Proficient (RFEP) - 52% (same as 2023)
English Learner (EL) - 11% (same as 2023)
Socioeconomically Disadvantaged (SED) - 21% (-2 PP from 2023)
Students with Disabilities (SWD) - 24% (+1 PP from 2023)
Homeless - 16% (same as 2023)
Asian - 89% (same as 2023)
Hispanic/Latino - 22% (-1 PP from 2023)
White - 80% (+1 from 2023)

District iReady Assessments
Data from the District iReady Diagnostic 3 assessments for May 2025 will not be available in time for the approval of the Local Control Accountability plan.   A review of the results from i-Ready Diagnostic 2 given in December 2024 indicate that overall students are maintaining In both reading and mathematics. Fifty-nine percent of students were on or above grade level in December in Reading compared to 58% in 2023. Additionally, overall i-Ready Reading data from Diagnostic 2 in 2023 to Diagnostic 2 2024 overall proficiency for Students with Disabilities (+1 PP) and Reclassified students (+2 PP showed increases. Results for students identified as Socio-Economically

Disadvantaged (0 PP) and Hispanic/Latino (0 PP) were flat. Grades K (+1 PP) 1 (+9PP), 2 (+4 PP) , 3 (+2), and , 8 (+2 PP) also had increases in proficiency on i-Ready reading. Fifty-one percent of students were on or above grade level in December in mathematics which is (-1 PP) from 2024. Math scores were varied across student groups and grade levels with overall decreases by grade level student groups.

Annual Determination Letter
MVWSD is no longer considered Significantly Disproportionate for over-identifying Hispanic/Latino students for having a specific learning disability. MVWSD is considered Disproportionate (not Significantly Disproportionate) for the over identification of Hispanic/Latino students for suspensions (less than ten days in school). The Annual Determination letter pursuant to Individuals with Disabilities Act sent by the California Department of Education indicates that MVWSD met all other indicators including: Drop-out rate, Academic Performance, LRE school age, LRE preschool, Parent involvement, and Child Find.

California Dashboard
The District had the following overall ratings on the California Dashboard in November 2024:
English Language Arts (ELA) - Green/High
Math - Green/High
Science - No Performance Indicator
English Learner Progress - Orange/ Low
Chronic Absenteeism - Yellow/Medium
Suspensions - Orange/High
All local indicators were "met".
Overall ratings for all indicators were the same as the 2023 Dashboard.

Student groups had the following ratings in English Language Arts
Red/Very Low: Homeless, Long Term English Learners, and Students with Disabiliites
Orange/Low: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged and African American Students
Yellow/Medium: No Student Groups
Green/High: Filipino, Two or More Races, White
Blue/Very High: Asian

Student groups had the following ratings in mathematics:
Red/Very Low: Homeless and Long Term English Learners
Orange/Low: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Students with Disabilities and African American
Yellow/Medium:Filipino
Green/High: No Studnet Groups
Blue/Very High: Asian, Two or More Races and White

English Learner Progress
Overall the District has an Orange/Low rating for English Learner Progress which is similar to 2023.

In the area of Chronic Absenteeism the District's overall rating is Yellow/Medium.
Red/Very High: No Student Groups
Orange/High: African American and Long Term English Learners
Yellow/Medium: English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Homeless, and Students with Disabilities
Green/Low: Asian, Filipino, and White
Blue/Very Low: Two or More Races

Overall Chronic Absenteeism rates dropped 4 percentage points from 2023. No students groups are in the Red or Very High category. African American students and English Language Learners are in Orange with high rates of chronic absenteeism. English Language Learners, Hispanic/Latino, Socio-Economically Disadvantaged, Homeless continue to be rated in Yellow/Medium and Students with Disabilities moved from Orange/High to yellow Medium.

In the area of Suspensions, the District's overall rating was Orange/High
Red/VeryHigh: African American, Homeless and Students with Disabilities
Orange/High: English Language Learners, Hispanic/Latino, Long Term English Learners and Socially Disadvantaged students and White
Yellow/Medium: Asian, Two or More Races and White
Green/Low: Filipino
Blue/Very Low: No student groups
As anticipated the District saw an increase in suspension rates for most subgroups between 2023-24. The District's overall rating continues in Orange/High and several subgroups including African American, Homeless, and Students with Disabilities are in Red/Very High.

The District has identified the following metrics and action steps to address student groups with Red Ratings on the 2023 Dashboard.
Homeless - ELA/Math
Metrics:
1.1 - CAASPP ELA
1.2 - CAASPP Math
1.9 - I-Ready Reading
1.11 - I-Ready Math
1.18 - Addressing Academic Outcomes for Homeless Students - Differentiated Assistance
Actions
1.1 - Instructional Coaches
1.5 - Response to Intervention
1.13 - Multi Tiered System of Support
1.14 - Early Literacy Team
1.18 - Addressing Academic Outcomes for Homeless Students - Differentiated Assistance

Chronic Absenteeism: Students with Disabilities
Metric:
2.2 - Chronic Absenteeism Rates
Actions

2.3 - Addressing Chronic Absenteeism
2.6 - Additional Targeted Support and Improvement plans
2.10 - Counselors at all school sites

Suspensions: Homeless, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities
Metric:
2.4 - Suspension Rates
Actions
2.1 - At Risk Supervisors
2.4 - Suspension Rates
2.5 - Supporting Student Behavior
2.6 - Additional Targeted Support and Improvement plans
2.10 - Counselors

School Level Performance
MVWSD has a very diverse population and each of its eleven schools have different challenges and have reasons to celebrate.
The following schools have Blue/Very High ratings for English Language Arts performance: Landels, and Stevenson.   Landels and Stevenson also have Blue/Very High ratings for mathematics. Several schools also had Green/High ratings for English Language Arts including Imai, Bubb, Crittenden, Mistral, Graham and Vargas and mathematics including Bubb, Crittenden, Mistral, Graham, Vargas, and Monta Loma.
Castro Elementary school has a Red Ratings for English Language Arts and Suspensions. Multiple action steps in goals 1, 2 and 6 are designed to improve outcomes at Castro (See below).
Landels, Crittenden and Monta Loma have Blue/Very High ratings for English Learner Progress. Several schools have yellow/medium or orange/low ratings including Bubb and Vargas.   Vargas had a Red/Very Low rating for this indicator in 2023.

At a school level the District has seen a decrease in Chronic absenteeism rates between 2023 and 2024 overall and at all schools except Mistral who maintained rates from 2023. Castro (-8.7 PP), Monta Loma (-12.5 PP) and Theuerkauf (-10.6 PP) had the largest decreases. No schools had a red result on the Dashboard in this area.
Suspension rates did increase across the District overall and at seven schools including Imai, Castro, Landels, Mistral, Monta Loma, Stevenson, Theuerkauf, and Graham. Castro school has a red rating on this indicator.

The District has identified the following action steps and metrics to address student groups with Red Ratings on the 2023 Dashboard.

Castro Suspension Rate
Metrics
6.12
Actions
2.1 - At Risk Supervisors
2.4 - Addressing Suspension Rates
2.5 - Addressing Student Behavior

2.6 - Additional Targeted Support and Improvement
6.4 - Wellness Center
6.5 - Additional Counselor

Castro ELA
Metrics
6.1 - CAASPP - ELA
6.2 - CAASPP Math
6.6 - I-Ready Reading
6.8 - I-Ready Math
Actions
1.1 - Instructional Coaches/ELD Coach
1.5 - Response to Instruction
1.13 Multi Tiered System of Support
6.1 - Early Literacy Team
6.7 - Daily Schedule/Breakfast
6.8 - Centralized Data Team

Vargas El Progress
Metric
1.16
Actions
1.1 - Instructional Coach/English Language Development Coach
1.5 - Response to Instruction
1.8 - Designated English Language Development
1.10- Integrated English Language Development
1.11 - English Language Learners - Newcomer Students
1.13 - Multi Tiered System of Support
1.16 - ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners

School Student Groups with Red Indicators on the 2023 California Dashboard
Imai: Hispanic and Socio-Economically Disadvantaged - Chronic Absenteeism
Bubb: Hispanic, Socio-Economically Disadvantaged and Students with Disabilities - Chronic Absenteeism
Crittenden: White - Chronic Absenteeism
English Learners - English Language Arts
English Learners - Math
Hispanic and Socio-Economically Disadvantaged - Suspension Rate
Landels: English Learners and Students with Disabilities - Chronic Absenteeism
Students with Disabilities - Suspension Rate
Mistral: Students with Disabilities - Suspension Rate

Graham: Homeless - Chronic Absenteeism
English Learners and Hispanic - English Language Arts
English Learners, Hispanic, and Socio-Economically Disadvantaged-Math
Homeless - Suspension Rate
Vargas: Students with Disabilities - Suspension Rate
Castro: English Learners, Hispanic, and Socio-Economically Disadvantaged - English Language Arts
English Learners and Hispanic - Math
Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities - Suspension Rate
Monta Loma: Students with Disabilities and White - Chronic Absenteeism
Stevenson: Hispanic and Students with Disabilities - Chronic Absenteeism
Theuerkauf: Students with Disabilities - Chronic Absenteeism

This District has identified the following metrics and action steps to address these areas in the LCAP as identified below.

Imai - Hispanic and Socio-Economically Disadvantaged - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions:
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Bubb: Hispanic, Socio-Economically Disadvantaged and Students with Disabilities - Chronic Absenteeism
Metrics:
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.10 Counselors

Crittenden
White - Chronic Absenteeism
Metrics:
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.10 Counselors

Crittenden
English Learners - English Language Arts

Metrics
1.1 CAASPP ELA, and 1.9 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim ELPAC Assessments

Crittenden English Learners - Math
Metrics
1.2 CAASPP Math,1.11 I-Ready Math
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim Electives

Crittenden Hispanic and Socio-Economically Disadvantaged - Suspension Rate
Metrics
2.4 - Suspension Rates
Actions
2.1 At Risk Supervisors
2.4 Addressing Suspension Rates
2.5 Supporting Student Behavior
2.10 Counselor

Landels
English Learners and Students with Disabilities - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Landels Students with Disabilities - Suspension Rate
Metrics
2.4 Suspension Rates
2.12 Disproportionality Rate
Actions
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Mistral
Metrics
2.4 Suspension Rates
2.12 - Disproportionality
Actions
2.1 At Risk Supervisor
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Graham:
Homeless - Chronic Absenteeism
Metric 2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.10 Counselors

Graham
English Learners - English Language Arts
Metrics
1.1 CAASPP ELA, and 1.9 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development

1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim ELPAC Assessments

Graham
Hispanic - English Language Arts
Metrics
1.1 CAASPP ELA, and 1.9 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support

Graham
English Learners - Math
Metrics
1.2 CAASPP ELA, and 1.11 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.11 English Language Learners - Newcomers
1.13 Multi Tiered System of Support
1.16 ELPAC Interim ELPAC Assessments

Graham
Hispanic, and Socio-Economically Disadvantaged-Math
1.2 CAASPP ELA, and 1.11 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support

Graham
Homeless - Suspension Rate
Metric 2.4 Suspension Rates
Actions
2.1 At Risk Supervisors
2.4 Addressing Chronic Absenteeism

2.5 Supporting Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Vargas
Students with Disabilities - Suspension Rate
Metrics
2.4 Suspension Rates
2.12 - Disproportionality
Actions
2.1 At Risk Supervisor
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor

Castro
English Learners - English Language Arts
Metrics
6.1 CAASPP ELA, and 6.7 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.13 Multi Tiered System of Support
1.18 ELPAC Interim Assessments
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
Hispanic, and Socio-Economically Disadvantaged - English Language Arts
Metrics
6.1 CAASPP ELA, and 6.7 I-Ready Reading
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support
6.7 Daily Schedule/Breakfast

6.8 Centralized Data Team

Castro
English Learners - Math
Metrics
6.2 CAASPP Math, and 6.8 I-Ready Math
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.8 Designated English Language Development
1.10 Integrated English Language Development
1.13 Multi Tiered System of Support
1.18 ELPAC Interim Assessments
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
Hispanic - Math
Metrics
6.2 CAASPP Math, and 6.8 I-Ready Math
Actions
1.1 Instructional Coaches/English Language Development Coach
1.5 Response to Instruction
1.13 Multi Tiered System of Support
6.7 Daily Schedule/Breakfast
6.8 Centralized Data Team

Castro
Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilities - Suspension Rate
Metrics
6.12 Suspension Rates
Actions
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.10 Counselor
6.2 At Risk Supervisor
6.4 Wellness Center
6.5 Counselor

Castro
Students with Disabilities - Suspension Rate
Metrics
1.12 - Disproportionality
6.12 Suspension Rates
Actions
2.1 At Risk Supervisor
2.4 Addressing Suspension Rates
2.5 Addressing Student Behavior
2.6 Additional Targeted Support and Improvement
2.10 Counselor
6.2 At Risk Supervisor
6.4 Wellness Center
6.5 Counselor

Monta Loma
Students with Disabilities and White - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Stevenson
Hispanic and Students with Disabilities - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions:
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement
2.10 Counselors

Theuerkauf
Students with Disabilities - Chronic Absenteeism
Metrics
2.2 Chronic Absenteeism Rates
Actions:
2.3 Addressing Chronic Absenteeism
2.6 Additional Targeted Support and Improvement

2.10 Counselors

Additional Targeted Support and Assistance
Six Schools exited Additional Targeted Support and Improvement based on results of the November 2024 Dashboard. Three schools in MVWSD continue to be identified for Additional Support and Improvement (ATSI) and one school was identified for Targeted Support and Improvement (TSI) These four schools have one or more student group(s) that meet(s) some of the criteria used to identify Title 1 schools that need Comprehensive Support and Improvement.The Dashboard results are based on data collected in the 2023-24 school year.

Identified schools and areas needing improvement are as follows:
Bubb Elementary: Students with Disabilities and Social Economically Disadvantaged Students
Castro Elementary: Hispanic/Latino and Homeless Students
Landels Elementary: Students with Disabilities
Stevenson Elementary: Students with Disabilities

All sites will work with District administrators to develop actions to address areas needing Additional Targeted Support and Improvement or Targeted Support and Improvement. Each school will create an ATSI/TSI plan that will be locally approved and implemented and monitored during the 2025-26 school year.

Learning Recovery and Emergency Block Grant
MVWSD expects to have unexpended LREBG funds for the 2025-26 school year in the amount of $2,743,269. The District plans to spend $615,550 in 2025-26 (Goal 1.14 $279,448 and Goal 6.1 $336,102). The District will continue to have an Early Literacy Team in 2026-27 ($1,215,374) and 2027-28 ($906,177) and will utilize remaining LREBG funds for this purpose. Funds will be fully expended in 2027-28.

The District's needs assessment has identified early literacy as a need especially in some schools within the District. At the end of the 2022-23 school year 67% of 2nd graders were reading at grade level (26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf) and 14% of 2nd graders were reading at the Kindergarten level (44% at Castro, 23% at Monta Loma, 18% Mistral). Without strong foundational skills students are unable or struggle with the shift from learning to read to reading to learn from 2nd to 3rd grade. The District convened an Early Literacy Team (Action 1.14) which consists of 6 reading intervention teachers that support 4 school sites with the highest needs for intervention in foundational literacy skills. Additionally, the Literacy Team spends 40% of time working with students from Castro School, which has the highest needs in the District (Action 6.1). Teachers are trained in the Orton-Gillingham instructional approach and provide small group reading instruction over the course of the school year.. Student progress will be monitored closely and staff assigned to meet needs as they arise. At the end of the 2023-24 school year, i-Ready data showed that early literacy achievement increased across the four schools particularly for students who are ELs, SEDs, and Hispanic/Latino:
+9% Castro
+18% Monta Loma
+10% Theuerkauf

+2% Mistral (Students are learning to read in two languages)
-83% Castro Kindergarten students proficient by end of year

This data led the District to add one additional school, Vargas for the 2024-25 school year.   Actions 1.14 and 6.1 align with the allowable uses of funds in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as: Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff. Metrics 1.18 and 1.19 were added in 2025-26 to further monitor the progress of students receiving literacy intervention. The District will continue to utilize the Early Literacy Team in 2025-26 to provide reading intervention at five schools. The only change is that due to staffing changes, the program will not have a dedicated Director, instead the program will be overseen by the Director of Curriculum, Instruction, and Assessment who previously held the Early Literacy Director position.

Reflections: Technical Assistance

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

The district was identified as eligible for Differentiated Assistance based on the 2023 California Dashboard for outcomes for Homeless Students in academics and Suspension Rate. The District was also identified for Students with Disabilities for Suspension Rate and Chronic Absenteeism. The district was identified as eligible for Differentiated Assistance based on the 2024 California Dashboard for for Homeless Students for academics and Suspension Rate as well as for outcomes for Students with Disabilities in academics and suspension

These trends are also reflected in the results of the District's local academic assessments as well as in local suspension and chronic absenteeism data and academic data.
In partnership with the Santa Clara County Office of Education, MVWSD engaged in several improvement efforts to investigate and address areas of identified need including:
-Conducted an in depth analysis of quantitative and qualitative data to determine root causes of students' Chronic Absenteeism, Suspension and academic challenges.
-Identified several evidence-based practices/interventions to address identified challenges.
-"Tested" several practices/interventions to determine if they have a positive impact in 2024-25 and developed new/revised practices/interventions for 2025-26
-Developed an implementation and monitoring plan for 2025-26 as reflected in the LCAP
Actions intended to monitor and address academic challenges for Homeless Students are included in Goal 1 (Actions 1.1, 1.5, 1.13, 1.14, and 1.18) and for Students with Disabilities (Actions 1.1, 1.5, 1.12, 1.13, and 1.14). Actions to monitor and address attendance challenges and suspension rates for Homeless Students and Students with Disabilities are included in Goal 2 (Actions 2.1, 2.3, 2.4, 2.5, and 2.10) and Goal 3 (Action 1). The Santa Clara County Office of Education will assist MVWSD with implementation in 2025-26 and provide additional technical assistance as needed.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in MVWSD are eligible for comprehensive support and improvement.

Support for Identified Schools

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

No schools in MVWSD are eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

No schools in MVWSD are eligible for comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Engaging Educational Partners	In fall of 2020, MVWSD began the process of developing the 2021-2024 Local Control Accountability Plan (LCAP). The LCAP was developed in tandem with the District's Strategic Plan 2027 (SP2027). The new six-year SP2027, will align with two cycles of the District's LCAP to ensure that district initiatives and work is aligned, focused and targeted. Both SP2027 and the LCAP will build on and expand the former plans' successes and areas of need for students.
MVWSD Board of Trustees	On January 30, 2025 the District updated the Board of Trustees on the timeline for the completion of the 2024-25 LCAP and annual update. Additionally, District staff has provided updates to the Board on the following items related to the District's LCAP as they are large initiatives that are also aligned to the District's Strategic Plan 2027. The District's Strategic Plan was developed to align with 2 cycles of the District's LCAP and was informed by staff and stakeholders over the course of the 2020-21 school year. CAASPP Results: November 7, 2024 i-Ready Reading and Math Results : September 19, 2024 and January 16, 2025 California Dashboard: January 16, 2025 Literacy and Dyslexia Plan: October 17, 2024 and April 3, 2025 and April 24, 2025 Early Literacy: September 5, 2024 and March 20, 2025

Educational Partner(s)	Process for Engagement
	Equity Scorecard: September 19, 2024 LCAP Mid-Year Update: February 13, 2025 Social Emotional Learning Curriculum Adoption/Counselors: September 5, 2024, January 30, 2025, May 8, 20225 and May 29, 2025 Math Programming and Adoption Process: October 3, 2024 and May 29, 2025 Special Education Update: April 3, 2025 Update on English Language Learner Programs: April 3, 2025 MVWSD+ Update (Expanded Learning Opportunities Program): April 24, 2025 Reimagining Castro Update: May 8, 2025 The LCAP will be presented for Public Hearing at the May 29, 2025 meeting of the Board of Trustees and for final approval on June 12, 2025.
District English Learner Advisory Council (DELAC):	The District's English Language Advisory Committee was provided with information about the District's LCAP development on 01/27/25 At this meeting DELAC members were updated on the LCAP survey and how to access it when released. They provided input on the District LCAP on 5/19/25. Written responses to DELAC member questions and comments were provided to the group on May XX, 2025.
District Advisory Council	The District's Advisory Council was provided the opportunity to give input on the District's LCAP on May 21, 2025. Written responses to member questions and comments were provided on May XX,2025. One member of the District Advisory Committee is a parent of a Student with a Disability.
Site Staff and Students	The District shared LCAP timeline and survey information with site stakeholders including certificated and classified staff (including site administrators and principals), bargaining unit members and students in January and February 2025. Dedicated time was provided for these

Educational Partner(s)	Process for Engagement
	groups to take the Districts annual LCAP/Climate survey during the school day. California Dashboard results were also shared during this timeframe. Bubb Elementary School - LCAP and Survey Certificated Staff: 1/2925, Classified Staff: 1/29/25, Students: Week of 2/3/25 Results of the California Dashboard Staff: 1/15/25 Castro Elementary School - LCAP and Survey Certificated Staff: 2/12/25, Classified Staff: 2/6/25, Students: Week of 2/3/25 Results of the California Dashboard 1/30/25 Crittenden Middle School - LCAP and Survey Certificated and Classified Staff: 2/8/24 Students: 2/4/25 Results of the California Dashboard Staff: 1/30/25 Graham Middle School - LCAP and Survey Certificated and Classified Staff: 2/525 Students: 2/14/25 Results of the California Dashboard Staff: 2/5/25 Imai Elementary School - LCAP and Survey Certificated Staff: 1/29/25, Classified Staff: 1/29/25, Students: Week of 2/3/25 Results of the California Dashboard Staff: 1/29/25 Landels Elementary School - LCAP and Survey Certificated Staff 1/29/25, Classified Staff 1/30/25, Students: Week of 2/3/25 Results of the California Dashboard Staff: 1/9/25

Educational Partner(s)	Process for Engagement
	Mistral Elementary School - LCAP and Survey Certificated and Classified Staff: 1/29/25 Students: Week of 2/3/25 Results of the California Dashboard Staff: 3/5/25 Monta Loma Elementary School - LCAP and Survey Certificated Staff: 1/29/25 and Classified Staff: 1/93025, Students: Week of 2/3/25 Results of the California Dashboard Staff: 1/22/25 Stevenson Elementary School - LCAP and Survey Certificated 2/5/25, Classified Staff: 2/5/25, Students: 2/3/25 and 2/4/25 Results of the California Dashboard Staff: 1/15/25 Theuerkauf Elementary School - LCAP and Survey Certificated Staff: 2/5/25, Classified Staff: 1/29/25, and Students Week of 2/3/25 Results of the California Dashboard 1/22/25 Vargas Elementary School - LCAP and Survey Certificated 1/29/25, Classified Staff: 1/29/25, Students: Week of 2/3/25 Results of the California Dashboard Staff: 1/29/25
Students	In addition to having students take the LCAP/Climate survey during the school day, the District also solicited input from students enrolled in the Leadership Classes at each middle school. The Leadership classes serve as the District's student advisory body. Input was taken on May 22 at Crittenden and May 21 at Graham. These input sessions were posted in accorcance with the Green Act. Written responses were provided and posted on May XX for Crittenden and Graham.

Educational Partner(s)	Process for Engagement
Site Advisory Groups and Parents	The District shared LCAP timeline and survey information with site advisory groups and parents in January and February 2025. Support was provided to parents to take the District's annual LCAP/Climate Survey. California Dashboard results were also shared during this timeframe. Bubb Elementary School - LCAP and Survey ELAC: 2/10/25, SSC: 2/10/25 Results of the California Dashboard ELAC: 2/10/25 SSC: 1/23/25 Other: 1/24/25 Castro Elementary School - LCAP and Survey ELAC: 2/10/25, SSC: 2/10/25 Results of the California Dashboard ELAC: 1/23/25, SSC: 1/23/25 Other: Principal's Coffee 1/31/25 Crittenden Middle School - LCAP and Survey ELAC: 3/6/25, SSC: 3/6/25 Results of the California Dashboard SSC: 3/6/25 ELAC: 2/5/25 and 3/6/25 Other: PTA/Principal's Coffee: 2/7/25 Graham Middle School - LCAP and Survey ELAC: 3/6/25, SSC: 1/28/25 Results of the California Dashboard SSC: 1/28/25 ELAC: 3/6/25, Other: 2/7/25 Imai Elementary School - LCAP and Survey ELAC: 2/13/25 SSC:2/13/25 Results of the California Dashboard SSC: 1/23/25 ELAC: 2/13/25 Other: Principal's Coffee: 1/17/25 Landels Elementary School - LCAP and Survey ELAC: 1/29/25, SSC:1/27/25 Results of the California Dashboard SSC: 12/16/24 ELAC: 1/8/25 Other: Principal's Coffee: 1/8/25 Mistral Elementary School - LCAP and Survey

Educational Partner(s)	Process for Engagement
	ELAC: 2/12/25, SSC: 2/4/25 Results of the California Dashboard SSC: 3/4/25 ELAC: 2/12/25 Other: Principal's Cafecito: 3/5/25 Monta Loma Elementary School - LCAP and Survey ELAC: 2/3/25, SSC: 2/4/25 Results of the California Dashboard SSC: 3/4/25 ELAC: 2/3/25 Other: Principal’s Coffee: 1/31/25 Stevenson Elementary School - LCAP and Survey ELAC: 2/3/25, SSC: 2/4/25 Results of the California Dashboard SSC: 1/21/25 ELAC: 2/3/25 Theuerkauf Elementary School - LCAP and Survey ELAC: 1/31/25, SSC: 1/27/25 Results of the California Dashboard SSC:1/27/25 ELAC: 1/31/25 Vargas Elementary School - LCAP and Survey ELAC: 1/31/25, SSC: 2/3/25 Results of the California Dashboard SSC: 2/3/25 ELAC: 1/31/25 Other: Principal’s Coffee: 1/31/25
Annual LCAP/Climate Survey	The annual LCAP/Climate survey was open to stakeholders from January 27, 2025 through February 14, 2025. The Survey was sent out in English and Spanish. This year the District will continue to implement changes made in spring 2024 which resulted in higher response rates. Last year’s changes included:. Spring 2024 Parents and students received a unique link for the survey. One link per family and one link per student. Students took the survey during the school day. This allowed the District to encourage families that had not taken the survey to do so during the administration window and support sites with knowing which students still needed to complete the survey. Responses were confidential. This also

Educational Partner(s)	Process for Engagement
	eliminated more demographic questions that were able to pre-populate with District data. Parents with multiple children were asked to respond based on their experiences with their child with their birthday earliest in the calendar year. The District received 3,192 total responses to the survey which is a decrease from 3,752 from 2024. The breakdown is as follows: Parents: 1,222 in 2025 which was a decrease from 1,288 in 2024 Staff: 448 staff in 2025 which was a decrease of one respondent from 449 in 2024 Students grades 4 - 8: 1,522 in 2025 which was a decrease from 2,015 in 2024 Parent and student response rates were lower than in 2024. Staff rates were the same. One-hundred thirty-three parents of students with Disabilities and 386 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2025 compared to 127 parents of students with Disabilities and 392 parents of students who qualified for Free or reduced price lunch took the Survey in spring 2024. One-hundred forty-three parents of English Learners took the survey in spring 2025 as compared to 127 in spring 2024. MVWSD has been partnering with Hanover Research to conduct the survey each year since 2016. With only minor changes to the survey each year Hanover performs cross-tabulations of survey results across years (2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024 and 2025) and highlights statistically significant and meaningful differences across years. This is very important as the District creates the LCAP. On May 29, 2025 the District provided an overview of the LCAP survey results to the Board of Trustees.
District Bargaining Units	In addition to Bargaining unit members having time to complete the LCAP survey during the work day, the District meets weekly with unit

Educational Partner(s)	Process for Engagement
	representatives to discuss issues and concerns including those related to the LCAP and solicits input and feedback.
SELPA Review	The LCAP was reviewed by representatives from the SELPA on May 15, 2025. One-hundred thirty-three families of students with Disabilities responded to the Districts LCAP/Climate survey in spring 2025.
Posting for Public Comment on Website	Additionally, MVWSD posted the LCAP for public comment on the website with the supporting presentation to encourage additional feedback. Posting for public comment on District website: May 19, 2025 through May 24, 2025: XX members of the public commented on the LCAP. Written responses were provided and posted on the District's website on May XX, 2025.
Board of Trustees	On May 29, 2025 the LCAP was presented for public hearing and final feedback from the Board of Trustees and members of the public. The District responded in writing to the comments made during the public hearing and posted them to the District website on June XX, 2025. On June 12, 2025 the LCAP was presented for approval. The Board of Trustees approved the LCAP on June 12, 2025.

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

Feedback from Educational Partners is the foundation for the District's Strategic Plan 2027 and Local Control Accountability Plan. Feedback led directly to the following action/services in each goal area or the revision of actions/services as listed below.

Goal 1
LCAP/Climate survey data indicates that 87% (-1 Percentage Point (PP) from spring 2024) of parents and 53% (-9 PP from 2024) of staff report students are on track for the next academic year. One action for the 2024-25 school year was the continued development and implementation of the District's Multi Tiered System of Support (MTSS) (Goal 1, Action 13). Over the course of the 2024-25 school year a MTSS team was planning to launch MVWSD's MTSS website that was intended to include a data dashboard and protocols for Universal

Data Cycles (UDC), Coordination of Services Team (COST,) and Student Study Team (SST) to improve access and use of data to support the Whole Child. This action was delayed due to staffing changes and is currently being updated to be ready for 2025-26. This was frustrating for staff and led to inconsistencies in implementation of MTSS processes that were in place in 2023-24. Staff was able to Implement an updated version of MVWSD's Strategies and Interventions Matrix that included the addition of universal assessments available to teachers to assess specific areas of student learning and match specific strategies and interventions. A revised Universal Data Protocol Process was implemented. Coaches and site administrators identified data needs for grade levels and teams developed instructional plans. This will lessen the preparation time for teachers, allowing for more focused time on lessons and instruction. In 2025-26 the District will implement the updated website and will consider the feasibility of purchasing a new data platform that combines the ability to house the District's data as well as coordinate the District's COST, SST and Data Protocol Processes. The District anticipates that these steps will lead to improved student outcomes thus preparing students for the next academic year.

An essential component of the District's MTSS is the Response to Instruction (RTI) process (Goal 1, Action 5). RTI builds time into school schedules for students to receive intervention or enrichment as needed. At the elementary level, each site has dedicated STEAM teachers that provide instruction to students and allows classroom teachers to work with small groups of students. 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. Results from the District's LCAP/Climate survey over the past several years indicate that parents have been very or completely satisfied with the support their child receives in Response to Instruction: 2022 62%, 2023 67%, 2024 68%, and 2025 66% although the District will revisit the types of enrichment and extension offered during RTI as only 55% of parents are satisfied with the resources and support high performing students are receiving. RTI will continue in 2025-26 and daily schedules will continue to 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 support during math blocks.

The District is increasing the allocation of Instructional Coaches from 2024-2025 to support teachers in improving instructional practice (Goal 1, Action 1) and (Goal 1, Action 12 - SPED coach). Seventy-eight percent (+2 from spring 2024 of teachers agreed or strongly agreed that instructional coaches help them improve their practice. All elementary schools will have a 1.0 FTE coach and the two middle schools will share 4.0 FTE (1.0 English Language Arts, 1.0 Math, 1.0 Social Studies, and 1.0 Science). The English Language Development and newcomers coach will also be maintained in 2025-26 and The District will add a 1.0 FTE Special Education Coach. The Special Education Coach will focus on supporting teachers new to Special Education with instructional practices and the development of IEPs among other things (Goal 1, Action 12). This action has been put in place in part to address the fact that only 62% of parents reported feeling satisfied that their students receive the necessary resources and support. Site based coaches will continue working with their site principal(s) to disaggregate data and determine instructional groupings of kids in Response to Intervention (Goal 1, Action 5). This will allow teachers more time to plan lessons that can address gaps in knowledge. They also will be trained in Orton-Gillingham reading intervention strategies and spend up to 40% of their time working with small groups of students to address gaps in literacy. This change will ensure that students at all sites will have access to researched based reading intervention, which has been a concern across the MVWSD community.

The English Language Development Coach will continue to work directly with Castro, Crittenden and Vargas to address red indicators in English Learner Progress or in ELA and Math for English Language Learners. The coach will support teams to ensure that Designated and Integrated English Language Development is consistently and effectively delivered (Goal 1, Actions 8 and 10) and support sites with the use of the interim English Learner Proficiency Assessments for California (ELPAC) are administered, analyzed and results used to refine instruction (Goal 1, Action 16).

Sixty-four percent (+5 from spring 2024) of staff and 67% of parents (+1 from 2024) agree or strongly agree that underperforming students do not get the support they need. This coupled with the need to improve academic outcomes for students especially at our lower performing schools has led the District to continue to support an Early Literacy Team (Goal 1, Action 14). The purpose of the team is to provide resources and personnel to address the needs of students in foundational skills. For 2025-26 the team has been restructured to include 6 reading intervention teachers supporting Vargas, Monta Loma, Theuerkauf, Castro and Mistral. Teachers will conduct small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise. The program will no longer have a Director and will instead be overseen by the Director of Curriculum, Instruction and Assessment who will also ensure that the site based coaches are trained to provide reading intervention.

The District adopted new English Language Arts Curriculum that was implemented in 2024-25. The curriculum was based on the Science of Reading and was chosen as it will address many of the Districts needs, including providing strong foundational literacy skills so that by third grade students are reading to learn and not still learning to read. For 2025-26, the District will replace this action with a new action: Mathematics Programming and Curriculum Adoption. The District's math curriculum is outdated and it's assessments and middle school pathway placement criteria needs to be reviewed and possibly revised. Both of these actions were/are necessary as the District looks to improve outcomes for all students and address perceptions by parents and staff from the spring 2025 LCAP/Climate Survey that their school offers challenging classes (61% of parents agreed or strongly agreed) and staff perceptions that students are on track for the next academic year (53% agreed or strongly agreed).
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Goal 2
Parents who responded to the District's LCAP/Climate survey generally find their children have positive school environments, though improvements can still be made. Eighty-one percent (+1 from spring 2024) of parents and 76% (+3 from spring 2024) of staff agreed or strongly agreed that students receive the Social Emotional support they need. Lower percentages of students indicate their school focuses on student's character - 61% (+3 from spring 2024) and only 57% (+5 from spring 2024) of students agree or strongly agree that students get along with each other and respect their differences. The District will continue to expand and implement the plan of action for social emotional learning which was first developed during the 2021-22 school year as part of the District's Strategic Plan 2027. The District will be recommending a new Social Emotional Learning plan and curriculum in May 2025.(Goal 2, Action 9). The District will also continue to have School Counselors for all school sites and will add a Mental Health Specialist to support intensive student mental Health needs primarily at the district's middle schools as well as look to increase mental health services through contracted services and interns pending identified needs in fall 2025.
Each site will have one counselor except for Graham (2) and Castro (1 + 0.5 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 in 2025-26 (Goal 2, Action 10).

The continued addition of counselors along with the work of the District's Differentiated Assistance/Behavior Team is also anticipated to support the District in efforts to decrease chronic absenteeism and suspension rates. Sixty-nine percent (+5 from spring 2024) of students agreed or strongly agreed that they feel safe at school and only 71% (+4 from spring 2024) agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school. Additionally, 80% of students agreed or strongly agreed that they have a trusted adult at school but only 60% of students feel that they are treated fairly at school. The Behavior Team is conducting 'Listening and Learning Tours in the 2024-25 school year to understand existing behavior support practices at school sites. The information gathered will help guide the shift towards alternatives to suspension and preventative measures for the 2025-26 school year (Goal 2, Action 5). The Differentiated

Assistance Team will continue work started in 2024-25 and also work to develop a plan for adopting a a comprehensive Restorative Practices approach districtwide (Goal 2, Action 4).

While not directly informed from feedback from community partners, the District is continuing to specifically address disproportionality. At the end of the 2023-24 school year MVWSD exited significant disproportionality for the over identification of Hispanic students with a specific learning disability. However, at the same time MVWSD was identified as being disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08. In 2024-25 the District continues to be disproportionate in these two categories with the following thresholds:
-Hispanic students with a specific learning disability - 3.12
-Suspensions of Hispanic students with Disabilities over 10 days - 4.88
Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors) as well as actions 1.1 (Instructional Coaches, 1.5 (Reponse to Instruction, 1.12 (Supports for Students with Disabilities, 1.13 (Multi-Tiered System of Support), and 1.14 (Early Literacy Team).

Goal 3
Stakeholder responses on the LCAP/Climate survey continue to support having School and Community Engagement Facilitators (Goal 3, Action 1). On the District's LCAP/Climate survey 86% (+5 from spring 2024) of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 90% of respondents who are parents/guardians of students who are English Learners agreed or strongly agreed that Community Engagement Facilitators have encouraged their involvement in school events and overall 79% (+1 from spring 2024) of parents agreed or strongly agreed that School and Community Engagement Facilitators encourage parent involvement in school. Additionally, the decrease in chronic absenteeism rates for homeless students by 7% can also be attributed to the outreach done by our SCEF team. In 2025-26 due to the increasing needs and number of families identifying as homeless the District will continue to have an additional SCEF specific to supporting this group of families across the District. The SCEF team will also continue to monitor attendance of Students with Disabilities along with Homeless students.

The District will continue its focus on Equity although Equity work will be facilitated by a District principal. For the 25-26 school year, Equity work will include
1. Development and implementation of the district's culture and climate program #BetterTogether. The annual theme will be One World: Many Voices and include a digital matrix of learning targets and activities along with supporting literature provided to sites.
2. Formation and facilitation of quarterly District Equity Advisory Committee meetings. These meetings will include participants from multiple stakeholder groups including Board members, parents, district leaders, teachers, and classified staff members. The advisory committee will provide feedback to the Superintendent and/or designee around issues of equity and inclusion in the district.
3. Continued consultation with Superintendent or designee on Equitable Access to Choice Programs in the district. This consultation will relate to the implementation and revision of the choice program lottery and/or supports provided to schools to ensure equitable access for families.
4. Professional development on issues related to healthy school culture and climate for both students and staff upon request. These may include training sessions about addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups.

Eighty-seven percent (-1 from spring 2024) of staff and 91% (same as spring 2024) of parents agreed or strongly agreed that students from different cultural backgrounds become friends. 80% (+4 from spring 2023) of parents, 70% (+1 from spring 2023) of staff and 57% (+5 from spring 2024) of students agreed or strongly agreed that students get along with each other and respect each other's differences indicating there is still work to be done.

Additionally, the District will continue to work to improve communication and increase parent engagement. The District wants to streamline and differentiate communication streams so parents get information that more closely matches their family attributes and communication preferences. Forty-seven percent of parents agreed or strongly agreed on the District's LCAP/Climate Survey that they get the information they need about their child's school/MVWSD. Twenty-three percent still indicated that what they want to know is mixed in with information that does not apply to them. In 2025-26 staff 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 exploring a new communications system, or hold with present vendor, SchoolMessenger. Seventy-Six percent of parents agreed or strongly agreed on the District's LCAP/Climate Survey that they are very or completely satisfied with Parent University (+7 from spring 2024) indicating a need to continue this program.

Goal 4
Staff who responded to the LCAP/Climate survey indicate there has been improvement when it comes to receiving and giving feedback in schools. Seventy-nine percent (+12 from spring 2024) of staff indicate administrators listen to their suggestions and recommendations and 77% (+6) from spring 2024. agreed or strongly agreed that they receive an appropriate amount of feedback on their work. However, lower percentages of staff feel they have a say in decision-making at their school (65% - +12 from spring 2024). Additionally, only 32% (+2 from spring 2024) agreed or strongly agreed that they were satisfied with the professional development provided by the District. The District collected data in spring 2024 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. Results were analyzed in summer 2024. (Goal 4, Action 2) and painted a different picture. Seventy-six percent of teachers surveyed felt that Collaboration after training was highly effective. This validates the District's current practice of providing teachers directed planning and collaboration time a part of dedicated professional development days. The survey will be given again at the end of the 2024-25 school year and the District will utilize the results to help inform the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression

Goal 5
Only 35% of students indicated their school is clean on the LCAP/Climate survey. In order to improve and maintain the cleanliness, safety, and functionality of all school sites by implementing bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). Inspections will be conducted at each school, reviewing all playgrounds and restrooms, along with a rotating sample of classrooms to ensure every room is inspected at least twice per year. These inspections will help proactively identify areas needing attention ahead of the annual FIT evaluations, ensuring our campuses remain safe, clean, and fully functional for students, staff, and the community Staff is also going to conduct focus groups with students to better understand their concerns with cleanliness and address them. (Goal 5, Action 1). While 86% of parents agree or strongly agree that their child has adequate access to technology at school, the District knows that not all students have reliable access to the internet at home. The District will continue to implement MVWSDConnect (Goal 5, Action 3). MVWSDConnect is the District's project to ensure all students have access to the Internet at home. The District is investing in Citizens Broadband Radio Service (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. In 2024-25, the department will continue to provide routers and Chromebooks to students who need Internet access at home that will allow them to access the CBRS network.

Goal 6
The actions in this goal are additional supports put in place to improve outcomes for students and Castro School. The actions implemented in 2024-25 are a part of the District's Reimagining Castro Plan which was developed in 2023-24 by a team of stakeholders in the District. This team solicited input from staff and community and also visited schools that had successful programs for students similar to those at Castro School. In 2025-26, Staff will focus on continuing to refine actions from year 1 of the plan and is placing actions in year 2 on hold. Castro will continue to implement a daily schedule. The 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 (Goal 6, Action 7). Based on input collected from students Castro will shift to Second Chance Breakfast and provide snacks for all classrooms for students if they come to school hungry in the morning or throughout the day. Castro will also continue to utilize a site-based data team which will include the Principal, instructional coach, reading intervention specialist, ELD TOSA, and dedicated Newcomer teacher (Goal 6, Action 9). 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. The District will also supplement the Wellness center counselor (Goal 6, Action 4) with a District hired counselor (Goal 6, Action 5) and partner with Playworks to provided onsite staffing and support for recess and lunch (Goal 6, Action 10). The District is adding a 0.5 FTE Assistant Principal at Castro in 2025-26 to allow the principal to focus on instructional leadership and support with the supervision of all the additional support staff on site.

SELPA Review and Input
The SELPA reviewed the District's LCAP on May 15, 2025 and provided feedback. The District incorporated the following SELPA suggestions into the LCAP:

General Information - Added 13% of students are identified as SWD

Action 6.3: Added SWD as group being served by this action.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Develop and Implement effective and consistent instructional practices that meet the needs of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

It is important to develop a districtwide program for effective instruction that defines high quality, culturally relevant teaching strategies. Through this responsive teaching we can stimulate students' cognitive development and create students that are flexible thinkers. When the tools and strategies developed blend together, they create the social, emotional, and cognitive conditions that accelerates learning for all students. Additionally, this program will ensure a coherent approach to instruction rather than introducing a series of unrelated new instructional initiatives.

This goal aligns to the District's SP2027 Goal 1 and State Priorities 2,4,7, and 8

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4 - Student Achievement CAASPP Results - ELA	2022-23 64% of students met or exceeded standards in ELA in spring 2023. The following are the percentages of students in each significant subgroup that met or	2023-24 62% of students met or exceeded standards in ELA in spring 2024. The following are the		Percentage of students who will meet or exceed standards in ELA in spring 2026 Overall 75% Socio Economically	Overall: -2 Percentage Points (PP) Socio Economically Disadvantaged (SED) -3 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Crittenden Middle School - Percent of students who met or exceeded standards in ELA in spring 2023 ELL: 7% 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%	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% Crittenden Middle School - Percent of students who met or exceeded		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% Crittenden Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL: 34.9% Graham Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026	English Language Learners (ELL) - 0 PP Reclassified Fluent English Proficient (RFEP) -2 PP Long-Term English Learners(LTEL) +1 PP Students With Disabilities (SWD) -3 PP Homeless +2 PP Hispanic/Latino -2 PP Asian -2 PP White -3 PP Crittenden Middle School: ELL: +1 PP Graham Middle School: ELL -1 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards in ELA in spring 2024 ELL: 8% 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%		ELL - 32% Homeless - 36% Socio-Economically Disadvantaged - 47% Hispanic - 47%	Homeless -0 PP Socio-Economically Disadvantaged -1 PP Hispanic - 0 PP
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%	2023-24 58% of students met or exceeded standards in math in spring 2024. The following are the percentages of students in each significant subgroup that met or exceeded standards in math in spring 2024:		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%	Overall: 0 Percentage Points (PP) Socio Economically Disadvantaged (SED) -2 PP English Language Learners (ELL) - 0 PP Reclassified Fluent English Proficient (RFEP) 0 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 exceeded standards in math in spring 2023 ELL: 4% 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%	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 math in spring 2024 ELL: 6% Graham Middle School - Percent of students who met or exceeded standards in math in spring 2024: ELL - 4%		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 met or exceeded standards in ELA in spring 2026 ELL: 33% Graham Middle School - Percent of students who will met or exceeded standards in ELA in spring 2026 ELL - 32% Homeless - 34% Socio-Economically	Long-Term English Learners(LTEL) 0 PP Students With Disabilities (SWD) +1 PP Homeless -1 PP Hispanic/Latino -1 PP Asian 0 PP White +2 PP Crittenden Middle School: ELL: +2 PP Graham Middle School: ELL +1 PP Homeless -3 PP Socio-Economically Disadvantaged 0 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless - 3% Socio-Economically Disadvantaged - 18% Hispanic - 17%		Disadvantaged - 41% Hispanic - 41%	Hispanic - 0 PP
1.3	Priority 4 - Student Achievement CAASPP Results - Science	2022-23 55% of students met or exceeded standards in Science in spring 2023. The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2023: 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%	2023-24 54% of students met or exceeded standards in Science in spring 2024. The following are the percentages of students in each significant student group that met or exceeded standards in Science in spring 2024: Socio Economically Disadvantaged (SED) -22% English Language Learners (ELL) - 6% Reclassified Fluent English Proficient (RFEP) - 45% Long-Term English Learners(LTEL) - 0%		Percentage of students who will meet or exceed standards in Science in spring 2026 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%	Overall: -1 Percentage Points (PP) Socio Economically Disadvantaged (SED) +1 PP English Language Learners (ELL) - +3 PP Reclassified Fluent English Proficient (RFEP) +1 PP Long-Term English Learners(LTEL) - 11 PP Students With Disabilities (SWD) +2 PP Hispanic/Latino 0 PP Asian -5 PP White -2 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students With Disabilities (SWD) - 23% Hispanic/Latino - 24% Asian - 78% 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.	California Dashboard 2024 District -2.2 Percentage Points (PP) Vargas +1.6 PP
1.5	Priority 4 - Student Achievement Reclassification Rate	October 2023 : 14.95%	October 2024: 11.8%		October 2026 20%	October 2024: -3.15 Percentage Points (PP)
1.6	Percentage of Long Term English Learners	Spring 2024: 2.8% of EL students are Long Term English Learners Initial Rate 2.8% of EL students are Long Term English Learners	Spring 2025: 6.6%% of EL students are Long Term English Learners		Spring 2027: Original Desired Outcome: 1.5% of EL students will be classified as Long	Spring 2025: +0.9 Percentage Points (PP) using corrected rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Spring 2024) Corrected Rate: 5.7% of EL students are Long Term English Learners (Spring 2024)			Term English Learners Adjusted Desired Outcome: 4.5% 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.	2024-25 The District had all 4's and 5's on the Self Reflection tool for implementation of state standards.		June 2027 Obtain rubric scores of at least 4 on all areas of the Academic Content Standards Self Reflection Tool Rubric	2024-25 No change from baseline. All ratings were the same as in 2023-24.
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 Language Learners and Students with Disabilities	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.	2024-25 0 Percentage Points (PP)
1.9	i-Ready Reading	Diagnostic 2 2023-24 58% of students met or exceeded standards in	Diagnostic 2 2024-25		Diagnostic 2 2026-27 Overall 70%	Overall: +1 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reading on iReady Diagnostic 2 The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2: Socio Economically Disadvantaged (SED) - 22% English Language Learners (ELL) 12% Reclassified Fluent English Proficient (RFEP) - 59% Long-Term English Learners(LTEL) - 3% Students With Disabilities (SWD) 26% Homeless - 8% Hispanic/Latino - 27% Asian - 82% White - 74 % Crittenden Middle School - Percent of who will met or exceeded standards in Reading on diagnostic 2 Reading: ELL - 0%	59% of students met or exceeded standards in reading on iReady Diagnostic The following are the percentages of students in each significant student group that met or exceeded standards in Reading on Diagnostic 2: Socio Economically Disadvantaged (SED) - 22% English Language Learners (ELL) - 16% Reclassified Fluent English Proficient (RFEP) - 61% Long-Term English Learners(LTEL) - 1% Students With Disabilities (SWD) - 27% Homeless - 8% Hispanic/Latino - 27% Asian - 84% White - 77%		Socio Economically Disadvantaged (SED) - 45% English Language Learners (ELL) - 38% Reclassified Fluent English Proficient (RFEP) - 71% Long-Term English Learners(LTEL) - 32% Students With Disabilities (SWD) - 48% Homeless - 36% Hispanic/Latino - 49% Asian - 86% White - 82% Crittenden Middle School - Percent of students who will met or exceeded standards in Reading on diagnostic 2 Reading: ELL - 30% Graham Middle School - Percent of students who will met or exceeded	Socio Economically Disadvantaged (SED) 0 PP English Language Learners (ELL) +4 PP Reclassified Fluent English Proficient (RFEP) +2 PP Long-Term English Learners(LTEL) -2 PP Students With Disabilities (SWD) +1 PP Homeless 0 PP Hispanic/Latino 0 PP Asian +2 PP White +3 PP Crittenden Middle School: ELL: +6 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Crittenden Middle School - Percent of who met or exceeded standards in Reading on diagnostic 2 Reading: ELL - 6% Graham Middle School - Percent of students who met or exceed standards in Reading on diagnostic 2: ELL - 3% Homeless - 9% Socio-Economically Disadvantaged - 17% Hispanic - 20%		standards in Reading on diagnostic 2 ELL - 31% Homeless - 32% Socio-Economically Disadvantaged - 44% Hispanic - 44%	Graham Middle School: ELL +2 PP Homeless +5 PP Socio-Economically Disadvantaged -3 PP Hispanic - 0 PP
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	Diagnostic 2 2024-25: 0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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% Students With Disabilities (SWD) 23% Homeless - 5% Hispanic/Latino - 18% Asian - 81% White - 70% Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2 ELL: 4%	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% Students With Disabilities (SWD) 21% Homeless - 4% Hispanic/Latino - 16% Asian - 81%		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 exceeded standards in math on diagnostic 2 ELL:33% Graham Middle School - Percent of students who met	Overall: -1 Percentage Points (PP) Socio Economically Disadvantaged (SED) -2 PP English Language Learners (ELL) 0 PP Reclassified Fluent English Proficient (RFEP) -1 PP Long-Term English Learners(LTEL) 0 PP Students With Disabilities (SWD) -2 PP Homeless -1 PP Hispanic/Latino -2 PP Asian 0 PP White -1 PP Crittenden Middle School : ELL: +3 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	White - 69% Crittenden Middle School - Percent of students who met or exceeded standards in math on diagnostic 2: ELL: 7% 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%		or exceeded standards in math on Diagnostic 2 ELL - 34% Homeless - 35% Socio-Economically Disadvantaged - 41% Hispanic - 42%	Graham Middle School: ELL 0 PP Homeless -3 PP Socio-Economically Disadvantaged -3 PP Hispanic - 4 PP
1.12	i-Ready math - percentage of students who made 1 year's growth	Diagnostic 2 2023-24 28% of students made one yea's growth in math as of Diagnostic 2	Diagnostic 2 2024-25 27% of students made one year's growth in math as of Diagnostic 2		Diagnostic 2 2026-27 100% of students will make 1 year's growth	Diagnostic 2 2024-25: -1 Percentage Point (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Designated English Language Development Schedules	Initial Metric: 2023-24: 100% of sites submitted master schedules for ELD Revised Metric: 2023-24 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction	2024-25: 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction		Initial Metric: 2026-27: 100% of sites submitted master schedules for ELD Revised Metric: 2026-27 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction	2024-25: 0 Percentage Points (PP)
1.14	Course Access: General Education Participation - Students with Disabilities	2023-24 78.1% of Students with Disabilities participate in general education 80-100% of the time 17.8% of Students with Disabilities participate in general education 0-39% of the time	2024-25 76.2% of Students with Disabilities participate in general education 80-100% of the time. 16.7% of Students with Disabilities participate in general education 0-39% of the time		2026-27 81% of Students with Disabilities are participate in general education 80-100% of the time 14% of Students with Disabilities are participate in general education 0-39% of the time	2024-25 80-100%: -1.9 Percentage Points (PP) 0-39%: -1.1% Percentage Points (PP)
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	82% of parents agreed or strongly agreed on the spring 2025 LCAP/Climate Survey that their		Spring 2027 88% of parents will agree or strongly agree	2025 LCAP/Climate Survey 0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		access to a broad course of study	child had access to a broad course of study			
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+)	2024-25 64% of Socio-Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)		2026-27 75% of Economically Disadvantaged Students, English Learners and Foster Youth participate in the Expanded Learning Opportunities Program (MVWSD+)	2024-25 -3 Percentage Points (PP)
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	Spring 2025 78% of teachers agreed or strongly agreed that instructional coaches help them improve their practice		Spring 2027 83% of teachers will agree or strongly agree that instructional coaches help them improve their practice	Spring 2025 +2 Percentage Points (PP)
1.18	Learning Recovery Emergency Block Grant Metric (LREBG) i-Ready Reading Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas	Diagnostic 2 2024-25 Monta Loma Kinder - 45% 1st - 53% 2nd - 45% 3rd - 54% Theuerkauf	No data as this is a new metric added for the 2025-26 LCAP.		Diagnostic 2 2026-27 Monta Loma Kinder - 56% 1st - 62% 2nd - 56% 3rd - 65% Theuerkauf	No data as this is a new metric added for the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kinder - 58% 1st - 63% 2nd - 54% 3rd - 43% Castro Kinder - 45% 1st - 11% 2nd - 9% 3rd - 22% Mistral Kinder - 38% 1st - 30% 2nd - 47% 3rd - 47% Vargas Kinder - 76% 1st - 65% 2nd - 61% 3rd - 67%			Kinder - 66% 1st - 72% 2nd - 63% 3rd - 52% Castro Kinder - 55% 1st - 44% 2nd - 28% 3rd - 38% Mistral Kinder - 50% 1st - 44% 2nd - 57% 3rd - 57% Vargas Kinder - 82% 1st - 72% 2nd - 68% 3rd - 73%	
1.19	Learning Recovery Emergency Block Grant Metric (LREBG) i-Ready Phonics Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas	Diagnostic 2 2024-25 Monta Loma Kinder - 55% 1st - 47% 2nd - 48 3rd - 70 Theuerkauf Kinder - 73% 1st - 63% 2nd - 67% 3rd - 67%	No data as this is a new metric added for the 2025-26 LCAP.		Diagnostic 2 2026-27 Monta Loma Kinder - 64% 1st - 57% 2nd - 58 3rd - 76 Theuerkauf Kinder - 80% 1st - 70% 2nd - 73%	No data as this is a new metric added for the 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Castro Kinder - 48% 1st - 18% 2nd - 12% 3rd - 32% Mistral Kinder - 52% 1st - 34% 2nd - 53% 3rd - 60% Vargas Kinder - 78% 1st - 63% 2nd - 67% 3rd - 69%			3rd - 73% Castro Kinder - 58% 1st - 35% 2nd - 30% 3rd - 46% Mistral Kinder - 62% 1st - 46% 2nd - 62% 3rd - 68% Vargas Kinder - 82% 1st - 70% 2nd - 73% 3rd - 75%	

Goal Analysis [2024-25]

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

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

The District was able to implement most actions as described in Goal 1 during the 2024-25 school year.

Successful Implementation
The District began the school year with a full instructional coaching team (Action 1.1). Each elementary school had a coach, the middle schools shared 4 content specific coaches, and a District coach for English Language Development was hired. Additionally, a technology coach (Action 1.2) was hired and worked to support staff with the use of District technology. The District continued to use SchoolCity as it's data platform to administer classroom assessments and monitor student achievement throughout and across school years (Action 1.3) and iReady was used as the District's diagnostic assessment for grades K-8 three times per year, August, December and May (Action 1.4). The District continued to provide Response to Instruction periods at elementary and middle schools to support student needs. Daily schedules at Castro and Mistral were implemented to allow for longer uninterrupted instructional blocks (Action 1.5). The District provided summer programs including MVWSD+ Summer Camp, Elevate Math, the Valdes Summer Math Institute and Peninsula Bridge Summer session

(Action 1.6)Targeted Student Support Program funds were allocated to all school sites to specifically support improved outcomes for unduplicated students (English Learners, Socio-Economically Disadvantaged and Foster Youth). Expenditures were outlined in School Plans for Student Achievement (Action 1.7).

School Schedules included blocks for Designated English Language Development.Students were regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in Elementary school or placed in level specific classes in middle school (Action 1.8) Every K-5 teacher had access to a subscription to Reading A-Z and access to Grammar Gallery to supplement Designated English Language Development lessons (Action 1.9). The District continued to train coaches and teachers on best practices for Integrated English Language Development through the Sheltered Instruction Observation Protocol (SIOP) (Action 1.10). The District's Newcomer Teacher Team continued in 2024-25 with four teachers. One teacher specifically supported Castro Elementary school and 3 others supported four other schools including Vargas elementary (Action 1.11) The English Language Development Coach supported this work through December 2024 (Actions 1,8, 1,9, 1,10, and 1.11).

Supports for Students with Disabilities continued with teachers being trained in the District intensive Reading Intervention Program. Co-teaching continued in middle school and in one TK classroom (Action 1.12). Work to continue to expand the District's Multi-Tiered System of Support continued with sites utilizing refined Universal Data Cycle Processes and instructional planning, Coordination of Services Team meetings and Student Success Team Meetings. MVWSDs Strategies and Interventions Matrix was updated (Action 1.13). The Early Literacy Team supported student at 5 sites. The Director of Early Literacy was reassigned as the Director of Curriculum, Instruction and Assessment in January 2025 and kept her oversight of the Early Literacy Team (Action 1.14).

District middle schools continued with an 8-period schedule which allows all students to have access to core subjects, at least one choice elective and Response to Instruction as needed (Action 1.15). All sites administered the Interim English Learner Proficiency Assessments for California (ELPAC) in January 2025 (Action 1.16). The District adopted new Structured Literacy Curriculum, Amplify Core Knowledge Language Arts. In 2024-25 the District trained all Elementary teachers in the use of the new program and provided ongoing Professional Learning Support and coaching (Action 1.17). All Homeless students were prioritized to attend after school programs in 2024-25. District staff conducted outreach to all families who did not respond to invitations multiple times. A monitoring tool was developed and principals did one round of monitoring this year. This will be developed more fully into a protocol for 25-26.

Implementation Challenges
Staffing changes made in January 2025 affected the instructional Coaching team (Action 1.1). The District's EnglishLanguage Development Coach became an Interim Principal and the District's middle school math coach left the District. The District restructured the roles of existing staff to address the gaps instead of trying to hire for the remainder of the school year. The District's MTSS Coordinator was placed as an Interim Principal in December of 2024 which stalled work on the District's new MTSS website. Existing staff roles were restructured so to support MTSS implementation, specifically around Universal Data Cycles, instructional planning, Coordination of Services Team meetings and Student Success Team Meetings (Action 1.13).

Modified Implementation
The District restructure the roles of existing staff to address the gaps on the Instructional Coaching Team (Action 1.1) instead of trying to hire an English Language Development Coach and middle school math coach for the remainder of the school year. Additionally, the English Language Development Coach was only able to support teachers with Designated and Integrated English Language Development and the

Newcomer Team through December 2024 due to her placement as an interim principal in January 2025 (Action 1.8 1.10, and 1.11). She did however hold 10 after school professional development sessions for teachers between December and March. Full implementation of the District's MTSS website was not completed in 2024-25 due to staffing changes in December 2024. The website is being revised for rollout in 2025-26 (Action 1.13). The Director of Early Literacy was reassigned as the Director of Curriculum, Instruction and Assessment in January 2025 and kept her oversight of the Early Literacy Team (Action 1.14).
While all unhoused (homeless) students were prioritized for afterschool, the District piloted tutoring with 38 students from Landels and Vargas. Staff gathered input from principals in order to determine next steps. (Action 1.18).

Non-Implemented Actions:
All actions were implemented at least partially in 2024-25.

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

Action 1.1: The District's math coach left mid-year and the District ELD Coach was reassigned in January 2025. This decreased estimated actual expenditures for coaches for the 2024-25 school year.
Action 1.2: The salary and benefits costs were higher that planned for the Technology Coach.
Action 1.5: The salary and benefits costs for the Response to Instruction teachers was less than planned.
Action 1.7: Several schools did not spend their funds as they were learning the District's system so expenditures were lower than expected.
Action 1.8: Professional Development was done y District staff so there were no expenditures for this action.
Action 1.12: The District had materials left from the previous year and did not have to purchase as many in 2024-25.
Action 1.16: Training to deliver the interim ELPAC assessment was done by District staff and done on a staff development day so there were no expenditures for this action.
Action 1.17: The actual cost of the District's new English Language Arts Curriculum was less than planned.
Action 1.18: The Tutors that supported students afterschool were volunteers so there were no expenditures for this action.

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

Action steps in Goal 1 combined to support the District's goal of developing and Implementing effective and consistent instructional practices that meet the needs of all students.

All sites benefitted from having instructional coaches (Action 1) to directly work with teachers on improving instructional practices. The District believes that by investing in solid first teaching gains will be made in closing the achievement gaps that have been widened due to the pandemic and interrupted learning. Teachers agreed or strongly agreed on the District's LCAP/Climate Survey that instructional coaches help them improve their practice (+2 PP) in 2025 compared to 2024.

Math scores on i-Ready were flat although coaches focused on supporting teachers with the implementation of new English Language Arts (ELA) Curriculum - Amplify Core Knowledge. The District made the change to a structured Literacy Curriculum as opposed to a Balanced Literacy Curriculum (Action 1.17). In addition to daily support for teachers at sites, Coaches ran Professional Learning Community meetings every six weeks to support teachers with planning for ELA instruction. Having instructional coaches in combination with a new Structured Literacy Curriculum - Amplify Core Knowledge (Action 1.17), a dedicated Literacy Team (Action 1.14) who provides researched based reading intervention at six of the District's elementary schools and dedicated time for Response to Instruction at all school sites (Action 1.5) has been effective and led to improved i-Ready reading proficiency across grades K-3. Sixty-six percent of parents agreed or strongly agreed on the District's LCAP/Climate Survey that they are very or completed satisfied with the support their child received in Response to Instruction.

When comparing scores from Diagnostic 2 in 2023 to Diagnostic 2 in 2024 the District saw the following increases: Kindergarten +1 Percentage Points (PP), 1st Grade +9 PP, 2nd Grade +4 PP and 3rd Grade +2 PP. Building strong foundational literacy skills in primary grades should lead to overall improvement in reading at all grades over time. Overall proficiency in Reading increased by one percentage point and Reclassified students (+2) English Learners (+4) and Students with Disabilities (+1) students showed increases. Overall the percentage of students meeting their Annual Typical Growth (ATG) (1 year's growth) on i-Ready in Reading and math was flat when comparing results from Diagnostic 2 in 2023 to Diagnostic 2 in 2024 (Reading 39% - 0 gain/Math 27% -1 PP loss), ATG did improve in First Grade (+4 PP), Second Grade (+1 PP) and Third Grade (+1 PP). Data from the California Dashboard released in November 2024 shows that MVWSD maintained overall Green ratings in ELA and Math. The District anticipates that results of CAASPP assessments in spring of 2025 will also begin to show gains in Reading especially at lower grades. Based on results gained in 2024-25, the District will be adjusting the instructional coach job description to include up to 40% of time spent providing small group, research based reading intervention. Coaches will be trained similarly to the Literacy Team Teachers. This will allow the District to provide reading intervention at all school sites in 2025-26.

The District had a technology coach in 2024-25 (Action 1.2). The Technology Coach had a variety of responsibilities including developing and sending monthly newsletters and weekly tech tips, organizing the MVWSD Film Festival, meeting monthly with the site tech leads, reviewing educational technology programs that are used in the district, managing the student data agreements for educational software, meeting with teachers one-on-one to help them with implementing technology, presenting training on various tools at school staff meetings and developing digital citizenship lessons that we will implement next year. Without a Technology Coach, these tasks would fall to the Tech Department who is tasked with maintaining the District's infrastructure and devices for approximately 5,000 students and 700 staff and do not have an educational background. The work done by the Coach is needed to ensure that the use of technology in classrooms is effective and consistent.

The District has 2 actions that support data collection and analysis (Actions 1.3 and 1.4). The District used i-Ready for diagnostic assessments three times per year - August, December and May. The results were used by sites and District to monitor student progress and identify areas of strength and need across the District. District will also continue to use SchoolCity as the data platform for District assessments and reporting (Action 1.4). School City contains data from i-Ready and other assessments and allows the District to further disaggregate the data to pinpoint areas of need down to the individual student level which is necessary for teachers in order to adjust instruction to meet needs. These tools are also necessary for the Literacy Team as they monitor the progress of students receiving intervention.

The District served approximately 700 students in Summer 2023 (Action 1.6). Programming was provided using Expanded Learning Opportunity Program (ELOP) Funding and included multiple partners (Valdez Summer Math Institute, Elevate Math, Peninsula Bridge

Foundation, Right at School and the YMCA). Without these programs our most underserved students and families would not have access to needed intervention and enrichment or childcare.

Targeted Student Support Funds (Action 1.7) were given to each site to provide direct support and services to English Learners, Socio-Economically Disadvantaged students and Foster Youth (Unduplicated Students). Funding is based on the percentage of Unduplicated Students at each site. Sites spent their funds on items including instructional materials and personnel to address the unique needs of students in these groups and in conjunction with other actions, improve student outcomes. When comparing scores from Diagnostic 2 in 2023 to Diagnostic 2 in 2024 the District saw the following increases: Kindergarten +1 Percentage Points (PP), 1st Grade +9 PP, 2nd Grade +4 PP and 3rd Grade +2 PP. Building strong foundational literacy skills in primary grades should lead to overall improvement in reading at all grades over time. Overall proficiency in Reading increased by one percentage point and Reclassified students (+2) English Learners (+4 and Students with Disabilities (+1) students showed increases. Overall the percentage of students meeting their Annual Typical Growth (ATG) (1 year's growth) on i-Ready in Reading and math was flat when comparing results from Diagnostic 2 in 2023 to Diagnostic 2 in 2024 (Reading 39% - 0 gain/Math 27% -1 PP loss), ATG did improve in First Grade (+4 PP), Second Grade (+1 PP) and Third Grade (+1 PP). The District anticipates that results of CAASPP assessments will also begin to show gains in especially in Reading at lower grades.

Six actions in goal 1 were focused on supporting outcomes from English Language Learners. The District hired a Instructional Coach for English Language Development (ELD)(Action 1.1). The Tosa was responsible for supporting teachers with improving instruction for English Language Learners and newcomer students. The English Language Development coach also trained instructional coaches and provided professional development on the Sheltered Instruction Observation Protocol (SIOP) (Action 1.10) 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. This year the ELD TOSA, provided over 100 varied meetings with individuals and groups of teachers, other coaches, principals on the topic of improving ELD instruction from August to December. This includes several whole-staff PDs. ELD TOSA also planned and/or facilitated 10 after school professional development sessions for teachers between December and March. All English Learners were regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in Elementary school or be placed in level specific classes in middle school (Action 1.8). All elementary teachers were provided access to supplemental materials Grammar Gallery and Reading A to Z to better support instruction during ELD time (Action 1.9). The District will still provide subscriptions to supplemental materials in 2025-26 and will revisit what is provided as reduced usage and funding may require a change to programs offered. The District provided direct support for 135 newcomer students across 5 elementary schools in 2024-25 with 1.0 FTE being dedicated to support newcomers at Castro School which has the largest number across the District (52 students served). Weekly data collected showed that students gained in their ability to use one-word phrases to express needs or answer questions. Approximately 15 students were exited from this support over the course of the year. All sites administered the Interim ELPAC in January of 2025. Next year, the District will administer of the interim ELPAC once in fall and once in winter in order to make instructional adjustments. The combination of these actions are effective and results from i-Ready Reading show that Reclassified students increased (+2 PP) English Learners (+4 PP) on diagnostic 2 this year as compared to diagnostic 2 in 2023. Additionally, i-Ready reading proficiency for English Learners at target schools increased on diagnostic 2 this year as compared to diagnostic 2 in 2023: Crittenden (+6 PP), Castro (+3 PP) and Vargas (+6 PP). The District did see a decrease in Reclassification rate from 14.95% to 11.8% between October 2023 and October 2024. Additionally only 51.5% of students are making progress toward English Proficiency Districtwide as compared to 53.7% as indicated on the California Dashboard although target schools, Vargas (+1.6 PP), Crittenden (+4 PP) and Castro (+1.1 PP) all saw increases.

Action 1.12 is directly designed to support Students with Disabilities. The District provided intensive reading curriculum and trained Special Education teachers all schools to better support students with building foundational reading skills in addition to support provided through the Reading Intervention team (Action 1.14) The District continued to implement co-taught classes in English Language Arts and mathematics at both middle schools and at one elementary school. Overall i-Ready results were mixed for Students with Disabilities (Reading +1 PP and Math -2 PP). Six of 11 schools showed gains in reading proficiency for Students with Disabilities including Castro (+5 PP), Graham (+1 PP) MIstral (+5 PP) Stevenson (+12 PP) and Theuerkauf (+7 PP) while only Bubb showed gains in math (+5 PP). More time is needed to determine effectiveness of the current reading intervention curriculum and programming changes are being implemented in 2025-26 to allow more time for the use of this curriculum. In 2025-26 the District will be piloting Learning Center models at several school sites and will determine whether they are more effective than Co-Teaching. Learning Centers allow students to receive instruction alongside general education peers instead of in self contained classrooms. The District will also be adding Social Resource Programs at two schools to better support students in general education with Autism. A Special Education Coach is also going to be added in 2025-26 with the primary responsibility of mentoring new teachers in Special Education.

The District continued expanding and refining the Multi-Tiered System on Support (MTSS) (Action 1.13). Sites utilized refined processes for Universal Data Cycle Processes and instructional planning, Coordination of Services Team meetings and Student Success Team Meetings. MVWSDs Strategies and Interventions Matrix was updated. Work on the MTSS website was not completed and is in process to be ready for 2025-26. The MTSS Coordinator was assigned an Interim Principal Role in November 2024 and other staff was reassigned to support sites with MTSS processes and implementation. Work needs to continue to refine the District's MTSS to ensure students receive the necessary supports to ensure success academically, socially, and emotionally. While it was difficult to compile data in 2024-25 due to issues around the website development this action has proven to be effective in that the District was able to exit Significant Disproportionality for over identifying Hispanic/Latino students with a specific learning disability which is due in part to the systems put in place within the MTSS. The District will further analyze the MTSS data over the summer of 2025 and provide results as a part of the 2025-26 annual update.

The District continued to implement an 8-period day at both middle schools (Action 1.15). This schedule allows for all students to be enrolled in a Broad Course of Study and 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. The 8-period day 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 instructional support as needed. Eighty-eight percent of parent respondents at Crittenden and 86% at Graham agreed or strongly agreed that their child has access to a broad ranges of subjects at school on the District's spring 2025 LCAP/Climate Survey.

All unhoused (Homeless) students were prioritized to attend after school programs in 2024-25 (Action 1.18). District staff conducted outreach to all families who did not respond to invitations multiple times. A monitoring tool was developed and principals did one round of monitoring this year. This will be implemented in 2025-26.The District prioritized all unhoused (homeless) students for afterschool programs and tutoring in the 2024-25 school year. Staff also piloted tutoring with 38 students from Landels and Vargas. The feedback from principals was that there were many logistical hurdles and limitations for after school tutoring - tutors could only do certain times of the week, and often only 1-2 times a week, they didn't have the access to teachers that they needed (despite various efforts to try to do this) and the support/communication from the after school providers was spotty. Based on this feedback, the District didn't expand it to other schools this year. The District is unable to determine the effectiveness of this action after only one year of implementation. The District's Differentiated

Assistance Team has been focusing on addressing the chronic absenteeism rates for this group of students. In 2022 42.7% of unhoused students were chronically absent and that number has been reduced to 25% in 2024. Additionally, the number of students in this group has fluctuated over time. In 2023 the District had 325 unhoused students compared to 201 currently. The District will review spring 2025 CAASPP results although based on the tutoring feedback does not expect to see improved outcomes. Staff will be reconsidering how to take advantage of in school and after school time to shore up academics for unhoused students.

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

The District added Metrics 1.18 and 1.19 as additional measures of the effectiveness of the Literacy Team which is paid for out of the Learning Recovery Emergency Block Grant.

Metric 1.6: The percentage of Long Term English Learners was incorrectly reported for Spring 2024 as 2.8% of EL students are Long Term English Learners. The correct rate should have been 5.7% of EL students are Long Term English Learners (Spring 2024). This Metric was corrected. Additionally, due to the incorrect baseline, the Original Desired Outcome: 1.5% of EL students will be classified as Long Term English Learners
was amended. The Adjusted Desired Outcome: 4.5% of EL students will be classified as Long Term English Learners.

Corrected Rate: 5.7% of EL students are Long Term English Learners (Spring 2024)

Metric 1:13: Baseline metric was updated to provide more clarity on why the District collects Designated English Language Arts Schedules
Initial Metric: 2023-24: 100% of sites submitted master schedules for ELD
Revised Metric: 2023-24 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction

Metric 1.13: The Year 3 Outcome metric was updated to provide more clarity on why the District collects Designated English Language Arts Schedules
Initial Metric: 2026-27: 100% of sites submitted master schedules for ELD
Revised Metric: 2026-27 100% of sites submitted master schedules for ELD to ensure access to English Language Development Standards and Instruction

Metric 1.18: The District added the following metric - i-Ready Reading Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas to further measure progress of students receiving services from the early literacy team (Action 1.15) which is funded by the Learning Recovery and Emergency block Grant.

Metric 1.19: The District added the following metric - i-Ready Phonics Proficiency K-3 - Monta Loma, Theuerkauf, Castro, Mistral and Vargas to further measure progress of students receiving services from the early literacy team (Action 1.15) which is funded by the Learning Recovery and Emergency block Grant.

Action 1.1: Instructional Coaches - Based on results gained in 2024-25, the District will be adjusting the instructional coach job description to include up to 40% of time spent providing small group, research based reading intervention. Coaches will be trained similarly to the Literacy Team Teachers. This will allow the District to provide reading intervention at all school sites in 2025-26.

Action 1.9: All elementary teachers were provided access to supplemental materials Grammar Gallery and Reading A to Z to better support instruction during ELD time in 2025-26. The District will still provide subscriptions to supplemental materials in 2025-26 and will revisit what is provided as reduced usage and funding may require a change to programs offered.

Action 1.11: The District will hire three elementary newcomer teachers. Once will be dedicated to supporting students at Castro and the other two will be assigned based on the percentages of newcomers at each site at the beginning of the school year. Each middle school will have at least one transitional English Language Arts class to support newcomers. This action was reworded to be more clear for community partners.

Action 1.12: Supports for Students with Disabilities - While the District will continue to provide Co-Taught classes at the District's middle schools, staff will pilot a Learning Center Model at three sites. Learning Centers provide students with more independent and self-directed learning opportunities and focus on individual or small group work to address student needs. Additionally, the District will also be adding Social Resource Programs at two schools to better support students in general education with Autism. A Special Education Coach is also going to be added in 2025-26 with the primary responsibility of mentoring new teachers in Special Education.

Action 1.13: Multi-Tiered System of Support - The District will focus on the development, implementation and refinement of the MTSS website in 2025-26. This work was stalled in 2024-25 due to staffing adjustments. The MTSS Coordinator was placed in an Interim Principal role in November 2024 and not all of the coordinator responsibilities could be backfilled for the remainder of 2024-25.

Action 1.15: Early Literacy Team - In 2024-25 the Early Literacy Team was overseen by the Director of Early Literacy. In December 2024, the District made staff adjustments and the Director of Early Literacy assumed the role of Director of Curriculum, Instruction and Assessment and maintained oversight of the Early Literacy Team. The Director of Early Literacy position will be eliminated. Additionally, the action language will be clarified to be clear that the funds used for this program are from the Learning Recovery Emergency Block Grant.

Action 1.17: New Language Arts Curriculum - The District adopted new English Language Arts Curriculum - Amplify in May of 2025. The District will continue to implement and monitor student progress and this action will be removed since it is complete. The District will replace this action for 2025-26 as the District will be convening a committee to review, pilot and recommend new mathematics materials for adoption.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. in 2025-26 the coaches role has been adjusted and now in addition to coaching teachers to improve instruction, they will also spend up to 40% of their time conducting reading intervention. Coaches will be trained in research based strategies. The District will also continue to 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. Research indicates that coaching is an essential component of an effective professional development program. Coaching builds will, skill, knowledge, and capacity for all teachers. Instructional coaches is one action that will specifically support the following schools and student groups that had red indicators on the 2023 California Dashboard by supporting teachers to provide effective and data based instructional practices: District Homeless Students in ELA and Math Schools Castro English Language Arts School Student Groups Vargas English Learner Progress Crittenden English Language Learners in ELA and/or Math	$3,108,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Graham English Language Learners, Hispanic, Socio-Economically Disadvantaged and Homeless students in ELA and/or Math Castro English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
1.2	Technology Coach	This District will continue to hire 1.0 technology coach to support staff with the use of District technology platforms for instruction as well as daily tasks.	$178,423.00	No
1.3	Data Platform - SchoolCity	The District will continue to 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.	$38,100.00	No
1.4	iReady Assessment	Continue to utilize 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. Disaggregating results helps teachers and staff to adjust instruction to better support student needs, specifically students needing reteaching or enrichment and Students with Disabilities.	$0.00	No
1.5	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	$2,430,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Daily schedules will continue to 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. The District will revisit the enrichment/extension blocks that occur during Response to Instruction in an effort to better support high achieving students. The RTI process is one action that will specifically support the following schools and student groups that had red indicators on the 2023 California Dashboard: District Homeless Students in ELA and Math Schools Castro English Language Arts Vargas English Learner Progress 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 Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		

Action #	Title	Description	Total Funds	Contributing
1.6	Summer Programming	The District will provide a variety of summer programs through the Expanded Learning Opportunities Program. In Summer 2025 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	$257,000.00	No
1.7	Targeted Student Support Funding	The District will 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.	$354,538.00	Yes
1.8	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. In 2025-26 all students will continue to be regrouped across grade levels by ELPAC levels to receive the 150 minutes/week of instruction in Elementary school or be placed in level specific classes in middle school. 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 2023 Dashboard: Castro - ELA and Math English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Designated English Language Development instruction focuses on English Learners developing the language skills needed to learn content taught in English and develop academic proficiency.		
1.9	Designated English Language Development - English Learners and Long Term English Learners	Provide every K-5 teacher access to supplemental curriculum to support Designated English Language Development lessons. 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 District's English Language Arts Curriculum and strategies used through the Sheltered Instruction Observation Protocol (SIOP).	$25,000.00	No
1.10	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.. 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	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	English Language Learners - Newcomer Students	The District will continue to implement year 3 of its newcomer plan including the hiring of three elementary Newcomer teachers 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. One elementary newcomer teacher will be dedicated to supporting students at Castro School where English Learner Progress increased +1.1 (PP) based on results of the 2023 California Dashboard. Vargas school will also have support due to a red indicator for English Learner Progress on the 2023California Dashboard. The other two elementary newcomer teachers will be assigned to the other elementary sites with the highest number of newcomer students based on data collected at the beginning of the 2025-26 school year. In addition, the middle schools will offer sections of Transitional Language Arts classes especially tailored for the needs of middle school newcomer students. Funding for this is part of regular staff allocations at middle school and not reflected in this action's expenditures. 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.	$537,027.00	No
1.12	Supports for Students with Disabilities - Differentiated Assistance	Curriculum: The District will continue to provide a research based, intensive reading curriculum to all schools to better support the building of 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 2025 as needed.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Co-Teaching The District will continue to implement co-taught classes in English Language Arts and mathematics at both middle schools. Learning Centers In 2025-26 the District will be piloting Learning Center models at several school sites and will determine whether they are more effective than Co-Teaching. Learning Centers allow students to receive instruction alongside general education peers instead of in self contained classrooms. Social Resource Program The District will also be adding Social Resource Programs at two schools to better support students in general education with Autism. Special Education Coach The District will add a 1.0 FTE Special Education Coach whose primary role will be to support new teachers in Special Education, work with teachers on instructional practices and the development and implementation of Individualized Education Programs (IEPS) Dyslexia Clinic: In Summer 2025, the District will be providing small group reading intervention for approximately 40 students. Students will receive research-based intervention in groups of three, five hours per week by trained teachers.		
1.13	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 2025-26 the District will: 1. Re-launch MVWSD's MTSS website that will include protocols for data and information collection, Coordination of Services Team meetings (COST), and Student Success Team meetings to improve access and use of data to support the Whole Child.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Explore the feasibility of continuing to use a District generated website or purchasing a new data and MTSS management platform. This action is part of regular staff responsibilities - no expenditures. District Homeless Students in ELA and Math Schools Castro English Language Arts Vargas English Learner Progress 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 Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
1.14	Early Literacy Team	Learning Recovery Emergency Block Grant (LREBG) Action For the 2025-26 school year, the District is continuing to support early learners through the early literacy team. The team includes 6 reading intervention teachers with oversight by the Director of Curriculum, Instruction and Assessment as part of her regular duties. The team will continue to provide direct support to the students at Castro, Mistral, Monta Loma, Theuerkauf and Vargas. Teachers will conduct small group reading instruction over the course of the school year. Student progress will be monitored closely and staff assigned to meet needs as they arise.	$679,448.00	No

Action #	Title	Description	Total Funds	Contributing
		The District's needs assessment has identified early literacy as a need especially in some schools within the District. At the end of the 2022-23 school year 67% of 2nd graders were reading at grade level (26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf) and 14% of 2nd graders were reading at the Kindergarten level (44% at Castro, 23% at Monta Loma, 18% Mistral). The need is also substantiated through results from the 2024 Dashboard where student groups (Hispanic/Latino, English Leaners and Socio-economically disadvantaged students at these schools have low or very low ratings in English Language Arts. Without strong foundational skills students are unable or struggle with the shift from learning to read to reading to learn from 2nd to 3rd grade. Metrics 1.18 and 1.19 The District plans to spend $615,550 in 2025-26 (Goal 1.14 $279,448 and Goal 6.1 $336,102). The District will continue to have an Early Literacy Team in 2026-27 ($1,215,374) and 2027-28 ($906,177) and will utilize remaining LREBG funds for this purpose. Funds will be fully expended in 2027-28. Additionally, training will be provided to all coaches in research based early literacy strategies and provide up to 40% of their day doing small group reading intervention effectively expanding early literacy support to all sites (See Goal 1 Action 1). 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.		
1.15	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. This action is part of regular staff responsibilities and staffing - no expenditures.		
1.16	ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	In 2025-26 teachers and site staff will administer the ELPAC interim assessment. Sites will give the assessment once in fall and once in winter and analyze the results and make instructional adjustments to English Language Development instruction. 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 2023 Dashboard: Castro - ELA and Math for English Learners Vargas - English Learner Progress Crittenden - ELA and Math for English Learners	$5,000.00	No
1.17	Mathematics Programming and Curriculum Adoption	The District will be convening a Mathematics Adoption Committed in fall 2025 to begin the process to review, pilot and recommend new math materials for grades K-8. The committee will also review overall mathematics programming, middle school pathways, placement criteria and assessments. This process will continue in 2026-27.	$4,920.00	No
1.18	Addressing Academic Outcomes	In 2025-26 Homeless students will continue to be prioritized to attend after school programs.. The District will implement the progress monitoring	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
	for Homeless Students in ELA/Math - Differentiated Assistance	system developed in 2024-25 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. In 2025-26 Staff will be reconsidering how to take advantage of in school and after school time to shore up academics for unhoused students and develop options for 2026-27. 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.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Collaborative for Academic and Social Emotional Learning meta-analysis of 2011 indicates that Social-Emotional Learning instruction with fidelity has demonstrated an average of 11 percentage-point increase in student achievement as measured on standardized assessments. Data from the Coalition on Positive Behavior Intervention and Supports, National Center for School Mental Health, and National Center for Safe and Supportive Schools indicates school districts implementing equitable practices and processes for social-emotional and behavioral health have seen out of school and out of classroom disciplinary actions drop up to 25% of year 1 of a 5 year implementation process. Social emotional learning increases self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Research shows that the health of students is linked to their academic achievement. By working together, the various sectors can ensure that every young person in every school in every community is healthy, safe, engaged, supported, and challenged. Additionally, evidence shows suspension isn't effective in changing a student's behavior and can affect their wellbeing. A growing body of research shows suspension increases the likelihood of failing school and dropping out as well as contact with the criminal justice system
This goal is aligned to SP 2027 Goal Area 2 and State Priorities 5 and 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	Spring 2025 District – 94.9% Bubb Elementary – 95.8% Castro Elementary – 93.2% Crittenden Middle – 94.6%		Spring 2027 Increase to 97% average daily attendance overall and for all schools	Spring 2025 District -.1 Percentage Points (PP) Bubb Elementary +.2 PP Castro Elementary -.1 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Graham Middle - 93.9% Imai Elementary - 95.9% Landels Elementary - 94.7% Mistral Elementary - 95.4% Monta Loma Elementary - 94.3% Stevenson Elementary - 96.0% Theuerkauf Elementary - 95.2% Vargas Elementary - 95.8%			Crittenden Middle -.1 PP Graham Middle - 1.2 PP Imai Elementary - .1PP Landels Elementary +.2PP Mistral Elementary +.7PP Monta Loma Elem -0.5PP Stevenson Elementary -0.3 PP Theuerkauf Elementary +.7PP Vargas Elementary +.5PP
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% Students with Disabilities - 28.6% African American - 18.3%	2023-24 California Dashboard Chronic Absenteeism rates were published in December 2024. Overall - 11.6% English Learners - 17.4% Homeless - 24.8% Socioeconomically Disadvantaged - 20.8% Students with Disabilities - 19.9%		2025-26 California Dashboard Chronic Absenteeism rates published in Fall 2026 Overall - 6.6% English Learners - 9.3% Homeless - 12.8% Socioeconomically Disadvantaged - 10.6% Students with Disabilities - 11.8%	2023-24 California Dashboard Overall -4 Percentage Points (PP) English Learners - 5.7 PP Homeless - 7.2 PP Socioeconomically Disadvantaged - 4.8 PP Students with Disabilities - 8.7 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian - 6.4% Filipino - 13.5% Hispanic/Latino - 24.7% Two or More Races - 8.9% White - 11.9% Pacific Islander - No Performance Rating Graham Middle School Homeless - 34.7% Landels Elementary English Learners - 25.5% Students with Disabilities - 33.3%	African American - 19.6% Asian - 4.1% Filipino - 7.1% Hispanic/Latino - 19.3% Two or More Races - 5% White - 8.4% Pacific Islander - No Performance Rating Graham Middle School Homeless - 27.8% Landels Elementary English Learners - 17% Students with Disabilities - 33.3%		African American - 7.5% Asian - 3.4% Filipino - 5.7% Hispanic/Latino - 10.3% Two or More Races - White - 5.3% Pacific Islander - No Performance Rating Graham Middle School Homeless - 14.3% Landels Elementary English Learners - 13% Students with Disabilities - 13.5%	African American +1.3 PP Asian - 2.3 PP Filipino - 6.4 PP Hispanic/Latino - 5.3 PP Two or More Races - 3.9PP White - 3.5 PP Pacific Islander - No Performance Rating Graham Middle School Homeless - 6.9 PP Landels Elementary English Learners - 8.5 PP Students with Disabilities 0 PP
2.3	State Priority 5 Middle School Dropout Rate	0% in 2023-24	0% in 2024-25		2026-27 Maintain 0% middle school dropout rate	2024-25: 0 Percentage Points (PP)
2.4	State Priority 6 Suspension Rates	2022-23 California Dashboard suspension rates published in December 2023. Overall - 2.9% English Learners - 3.9%	2023-24 California Dashboard suspension rates published in November 2024. Overall - 3.2%		2025-26 California Dashboard suspension rates published in Fall 2026 Overall - 1.7%	2023-24 California Dashboard suspension rates published in November 2024.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless - 7.2% Socioeconomically Disadvantaged - 5.4% Students with Disabilities - 5.9% African American - 4.8% Asian - 0.8% Filipino - 1.9% Hispanic/Latino - 4.9% Two or More Races - 1.5% White - 1.9% Crittenden Middle School Hispanic/Latino - 11.2% Socio-Economically Disadvantaged - 12.9% Graham Middle School Homeless - 15.3% Landels Elementary Students with Disabilities - 7.5% Mistral Elementary Students with Disabilities - 7.7% Vargas Elementary Students with Disabilities - 11.8%	English Learners - 5.2% Homeless - 7.7% Socioeconomically Disadvantaged - 5.9% Students with Disabilities - 6.5% African American - 7.3% Asian - 1.3% Filipino - 1.0% Hispanic/Latino - 4.9% Two or More Races - 1.7% White - 1.7% Crittenden Middle School Hispanic/Latino - 12% Socio-Economically Disadvantaged - 13.7% Graham Middle School Homeless - 10.7% Landels Elementary Students with Disabilities - 5% Mistral Elementary		English Learners - 2.3% Homeless - 3.5% Socioeconomically Disadvantaged - 2.2% Students with Disabilities - 2.4% African American - 1.9% Asian - 0.5% Filipino - 0.9% Hispanic/Latino - 1.9% Two or More Races - 0,8 White - 0.9% Crittenden Middle School Hispanic/Latino - 4.48% Socio-Economically Disadvantaged - 5.16% Graham Middle School Homeless - 6.3% Landels Elementary Students with Disabilities - 3.0% Mistral Elementary	Overall - +0.3 Percentage Points (PP) English Learners +1.3 PP Homeless - +0.5 PP Socioeconomically Disadvantaged +.5 PP Students with Disabilities +0.6 PP African American +2.5 PP Asian +0.5 PP Filipino - 0.9 PP Hispanic/Latino - 0 PP Two or More Races +0.2 PP White -0.2 PP Crittenden Middle School Hispanic/Latino +0.8 PP Socio-Economically Disadvantaged +0.8 PP Graham Middle School Homeless - 4.6 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities - 5.7% Vargas Elementary Students with Disabilities - 3.3%		Students with Disabilities - 3.08% Vargas Elementary Students with Disabilities - 4.8%	Landels Elementary Students with Disab. -2.5 PP Mistral Elementary Students with Disabilities -2 PP Vargas Elementary Students with Disab. -8.5 PP
2.5	State Priority 6 Expulsion Rate	0% for 2023-24	.02% for 2024-25		2026-27 Maintain 0% expulsion rate	2024-25; +.02 Percentage Points (PP)
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	69% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 75% of students will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2025: +5 Percentage Points (PP)
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	89% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 90% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2025: +7 Percentage Points (PP)
2.8	State Priority 6 The percentage of Parents who agreed or	85% agreed or strongly agreed on the spring	91% agreed or strongly agreed on the spring 2025		Spring 2027 90% of parents will agree or strongly	Spring 2025: +6 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	strongly agreed that their child is safe at school on the LCAP/Climate Survey	2024 LCAP/Climate Survey	LCAP/Climate Survey		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	79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 87% of students will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2025: +2 Percentage Points (PP)
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	76% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 84% of staff will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2025: +3 Percentage Points (PP)
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	81% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 96% of parents will agree or strongly agree on the spring 2027 LCAP/Climate Survey	Spring 2025: +1 Percentage Points (PP)
2.12	Disproportionality	2023: The District was identified as disproportionate for over identifying Hispanic students for suspensions less than 10 days. The District	2024: The District continues to be disproportionate for over identifying Hispanic students for suspensions less than 10 days.		New Outcome Spring 2027 The District will have a threshold under 3.0 and exit Disproportionality	2024: -0.2 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		had a threshold of 5.08 which is over the target of 3.0	The District had a threshold of 4.88 which is over the target of 3.00		Old Outcome Spring 2027 The District will have a threshold under 3.0 and exit Significant Disproportionality	

Goal Analysis [2024-25]

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

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

The District was able to implement most actions as described in Goal 2 during the 2024-25 school year.

Successful Implementation
At Risk Supervisors were assigned to all sites as planned with two changes (Action 2.1). Student needs required that Vargas Elementary was assigned a 1.0 FTE At Risk instead of a 0.5. Bubb was assigned a 0.5 FTE.

The District has been working to address challenges with Chronic Absenteeism and attendance. To help improve attendance District staff reviews attendance and chronic absenteeism data with site principals monthly at Leadership Team meetings and send communication about the importance of regular attendance in District and school newsletters. SART training was done with school secretaries as well as with site principals and SART communication and interventions data is monitored and reviewed with site principals from Administrative Services Department (Action 2.2). The District expanded the attendance monitoring and staff communication system developed for Homeless students in 2024-25 to include Students with Disabilities and has hired a second McKInney-Vento Liaison to support unhoused students and families (Action 2.3).

The District continues work to address suspension rates. Discipline and suspension data is reviewed 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.On-going training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool has happened over the course of the school year. In January, principals and teachers had initial training on supporting students to regulate their behavior (Action 2.4) District staff has provided 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. Two trainings on alternatives to suspension and restorative practices has been held (Action 2.5).

The nine schools identified for Additional Targeted Support and Improvement completed plans to address outcomes for identified student groups and priority areas (Action 2.6). The plans have been monitored by District Staff.

The District did convene the Health and Wellness Committee. The focus of the work was on the triennial review of the District's Health and Wellness Policy (Action2.7).

MVWSD continued to benefit from the partnership with School Linked Services (Action 2.8) Funding offsets the cost of School and Community Engagement Facilitators at three sites, allows for family engagement programs and activities and provides access to counseling services for 4 schools - Castro, Mistral, Theuerkauf and Graham. Fifty students were referred for counseling support over the course of the school year.

A Committee was convened to review, pilot and recommend Social Emotional Learning Curriculum for adoption. The recommendation will be presented to the Board of Trustees in May/June of 2025. The Sown to Grow social emotional measurement tool was utilized at elementary and middle schools (Action 2.9). Counselors were hired and placed at all school sites. Graham had two counselors due to the size of the school and Castro had one counselor and an additional one in there Wellness Center which is in partnership with the Santa Clara County Office of Education (Action 2.10).

Implementation Challenges
Mid-year staffing changes created some challenges with updating the Districts Behavior Intervention Matrix, which was part of Action 2.4.

Modified Implementation
Based on data and student needs the District increased the number of At Risk Supervisors in fall 2024. Instead of a 0.5 FTE, Vargas was assigned a 1.0FTE. Instead of not having an At Risk, Bubb was assigned a 0.5.
The District participated in the Digital Promise Center for Inclusive Innovation's Chronic Absenteeism Cohort for one third of the school year. Staff opted to drop out of the cohort as the work the District was doing with the Santa Clara County Office of Education through Differentiated Assistance was similar and more effective than that of the cohort (Action 2.3).
While Action 2.4 is contributing to addressing the finding that MVWSD is disproportionate in suspending Hispanic students with Disabilities under 10 days, the District is not considered Significantly Disproportionate so a Comprehensive Coordinated Early Intervening Services Plan was not required.

Non-Implemented Actions
In November 2024, the Districts MTSS Coordinator was reassigned as an Interim Principal. Many of the Coordinator roles were filled by current staff but the expansion of the Districts Behavior intervention matrix to include specific strategies for Students with Disabilities and Homeless students was not completed (Action 2.4).

Action 2.11 - Significant Disproportionality - In spring 2024 MVWSD was identified as being disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08 but not Significantly Disproportionate. A Comprehensive Coordinated Early Intervening Services Plan was not required. This action will be removed and work to address disproportionality will be incorporated into the following actions - Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors).

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

Action 2.1: The salary and benefits costs for the At Risk Supervisors was higher than planned.
Action 2.9: The cost of the Sown to Grow Platform was less than planned.
Action 2.11: The District was found disproportionate, not significantly disproportionate so a Comprehensive Coordinated Early Intervening Plan and budget was not required.

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

Action steps in Goal 2 combined to support the District's goal of developing and implementing programs and processes to equitably and effectively support students' social-emotional health and behavior.

The District continued to have At Risk Supervisors across all sites in the District (Action 2.1). Beginning of the year data led the District to increase the FTE allocation to allow for a 0.5 FTE at Bubb Elementary and for Vargas to have a 1.0 FTE instead of a 0.5. The District's Differentiated Team has been reviewing discipline data monthly with principals at Leadership Team meetings as well as at monthly meetings with School Community Engagement Facilitators and At-Risk Supervisors. Behavior trends have been analyzed and action steps implemented at sites shared in order to improve outcomes for students with a focus on suspension rates for Homeless students and Students and Disabilities. On-going training for site administrators and support staff to accurately enter office referrals and discipline data into PowerSchool has happened over the course of the school year. In January, principals and teachers had initial training on supporting students to regulate their behavior. District staff has provided 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. Two trainings on alternatives to suspension and restorative practices has been held (Actions 2.4 and 2.5).

The work of At Risk Supervisors in conjunction with that done by the Differentiated Assistance team (Action 2.4) and District staff to address student behavior (Action 2.5) have led to a decrease in suspension rates based on District data which makes this actions initially effective and necessary to continue. The District suspension rate at the end of 2023-24 was 3.2% and as of March 30, 2025 is 2.0%. The Overall suspension rate for Unhoused (Homeless) students was 5.2% as of March 30, 2025 a decrease of 2.5 percentage points. Additionally, Seven of the District's 11 schools have decreased rates of suspension as of April 30, 2025 with Castro (-4.96 percentage points) and Graham (-1.9 percentage points). For 2025-26 the District will be adding a 0.5 FTE Assistant Principal at Castro school and reducing from 2.0 FTE At Risks to 1.5 FTE.

Two actions in goal 2 are dedicated to improving student attendance and decreasing chronic absenteeism rates. Similar to the process to review suspensions rates, the District reviews attendance and chronic absenteeism data with site principals monthly at Leadership Team meetings and School Attendance Review Team training was done with school secretaries as well as with site principals. School Attendance and Review Team communication and intervention data is monitored and reviewed with site principals from Administrative Services Department (Action 2.2). The District expanded the attendance monitoring and staff communication system developed for Homeless students in 2024-25 to include Students with Disabilities and has hired a second McKInney-Vento Liaison to support unhoused students and families (Action 2.3). Additionally, District staff has been connecting individually with all Students with Disabilities who are considered

Chronically absent or at risk of becoming chronically absent to learn more about their situations and how the District can support them. The District ended it's participation in the Digital Promise Center for Inclusive Innovation's Chronic Absenteeism Cohort and will instead participate in the Attendance Collaborative through the Santa Clara County Office of Education. District data as of March 30, 2025 indicates that overall chronic absenteeism rates are similar to 2024-25. It is difficult to predict whether the District will see decreases in chronic absenteeism rates by the end of 2024-25 as these rates change daily based on student attendance. The actions implemented have supported decreases in chronic absenteeism over the past several years - At the end of the 2021-22 school year, the District had a chronic absenteeism rate of 16.9% and at the end of the 2023-24 school year the rate had decreased to 11.6%.

The District had nine schools identified for Additional Targeted Support (ATSI) and Improvement (Action 2.6) The District used the same process as in the 2023-24 school year to work with site principals to develop plans to improve student group performance and monitor the implementation of these plans over the course of the school year. Six schools were exited from ATSI based on results from the 2023-24 Dashboard deeming this process effective. The District has 3 schools left in ATSI and one school identified for Targeted Support and Intervention (TSI).

The Health and Wellness Committee (Action 2.7) met 4 times this year to examine the District's Health and Wellness Policy as part of the three year review. The committee examined model policies, reviewed district data, and made suggestions for policy language for Board of Trustees consideration. The team also discussed and made recommendations for annual goals as part of the local wellness policy. The District will continue to convene this committee to help ensure the implementation of the policy.

The District continued to partner with School Linked Services (SLS) during the 2024-25 school year (Action 2.8). The partnership provided funding to offset the cost of three School and Community Engagement Facilitators as well as funding for family engagement events at all school sites. School and Community Engagement Facilitators are seen as critical liaisons between families and Schools helping to remove barriers for families and thus improve student outcomes (See Goal 3, Action 1). Schools are on track to expend their family engagement money and to date over 80 family engagement events have been held across the District because of this funding. in addition, seventy-five percent of parent respondents on the District's LCAP/Climate survey agreed or strongly agreed that MVWSD encourages families to work with staff and faculty on family engagement activities. Four sites received additional access to counseling services. The District anticipates that supplemental counseling services will be reduced and only be offered to Graham and Castro Schools in 2025-26. The District will be adding a mental health specialist to help support this loss. MVWSD will continue this effective partnership.

Two actions in Goal two were directed at improving students social emotional health. The district convened 9 Social Emotional Learning (SEL) Curriculum Committee meetings and will recommend new SEL curriculum for adoption in May/June of 2025 (Action 2.9). This curriculum will then be implemented in 2025-26. Additionally the Sown to Grow SEL Survey was utilized at the elementary and middle school levels. Schools saw SEL competencies maintain from end of 2023-24 to start of 2024-25. End of year 24-25 survey has not yet been administered. Sown to Grow student reflections were utilized in all elementary schools. Average student reflections across the district was 3.9 out of 5. 90% of students were engaged in student reflections across the district, while 74% of responses were read by teachers and 48% of reflections were provided feedback. This is an improvement in read and response rate from 2023-24. Sown to Grow is under consideration this year to be replaced by a different data tool as part of the Curriculum Adoption Committee recommendations.

Every school in MVWSD had a full time counselor, with Graham Middle School having 2 full time counselors and Castro having 2 counselors (1 as a part of a partnership for a Wellness Center through the Santa Clara County Office of Education). Each school has a comprehensive school counseling program identified to support student needs informed by local data and at the elementary sites, counselors will play a large role in the implementation of the new SEL curriculum (Action 2.10). Overall 270 students have been seen for either small group or individual counseling. This is approximately 48 students less than 2023-2024 cases. We attribute this drop to the consistent supports on campus provided by School Counselors including alternative recess activities, calming drop-in spaces, and classroom push-in supports. Data from the District's LCAP/Climate survey indicate that 76% of staff agreed or strongly agreed that students received the social emotional support they need (+1 percentage point (PP). Eighty-one percent agreed or strongly agreed that students had access to non-academic counseling and guidance (+6 PP). Actions 2.9 and 2.10 have been effective to begin to address the social emotional needs to students and will continue in 2025-26.

In spring 2024 MVWSD was identified as being disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08 but not Significantly Disproportionate. A Comprehensive Coordinated Early Intervening Services Plan was not required. This action will be removed and work to address disproportionality will be incorporated into the following actions - Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors).

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

Metric 2.12: The 2027 Outcome for Metric 2.12 has been revised to not include the word significant. The District was only identified as Disproportionate for over identifying Hispanic students for suspensions less than 10 days.

Action 2.1: At Risk Supervisors - For 2025-26 the District will be adding a 0.5 FTE Assistant Principal at Castro school and reducing from 2.0 FTE At Risks to 1.5 FTE.

Action 2.4: Addressing Chronic Absenteeism Differentiated Assistance - The District will not participate in this Digital Promise Chronic Absenteeism Cohort and instead participate in the Attendance Collaborative through the Santa Clara County Office of Education. This action has been revised to reflect this change. This action step has also been changed to better reflect the work of the Differentiated Assistance Team in 2024-25 and 2025-26.

Action 2.5: Supporting Student Behavior - This action step was revised to focus on the work done to support student behavior through the District's Multi-Tiered System of Support.

Action 2.8: The District anticipates that supplemental counseling services through School Linked Services will be reduced and only offered at Castro and Graham so this action was updated.

Action 2.11 - Significant Disproportionality - In spring 2024 MVWSD was identified as being disproportionate for suspensions of Hispanic students with Disabilities over 10 days with a threshold of 5.08 but not Significantly Disproportionate. A Comprehensive Coordinated Early Intervening Services Plan was not required. This action will be removed and work to address disproportionality will be incorporated into the following actions - Actions 2.4 (Suspension Rates), 2.5 (Supporting Student Behavior), and 2.10 (Counselors).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. Imai - 0.5 Stevenson - 0.5 Landels - 0.5 Bubb - 0.5 Crittenden - 1.0 Graham - 2.0 Mistral - 1.0 Monta Loma - 1.0 Theuerkauf - 1.0 Vargas - 1.0 Castro - 1.5 (See Goal 6, Action 2) 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. District Students with Disabilities Homeless Students Schools Castro Elementary School Groups Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities	$1,420,553.00	No

Action #	Title	Description	Total Funds	Contributing
		Graham: Homeless and Students with Disabilities Vargas: Students with Disabilities Castro: Hispanic, Homeless, Socio-Economically Disadvantaged and Students with Disabilties		
2.2	Improving Attendance Rates	To improve attendance and decrease truancy and chronic absenteeism the district will continue to do the following: 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. This action is part of regular staff responsibilities - no expenditures.	$0.00	No
2.3	Addressing Chronic Absenteeism Differentiated Assistance	MVWSD has been identified for Differentiated Assistance due to high levels of chronic absenteeism for Students with Disabilities and continues to also focus on students identifying as Homeless. 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 2025-26 school year the District will: 1. Continue the attendance monitoring and staff communication system developed for Homeless students and 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 and an additional decrease of 7.2% from 2022-23 to 2023-24. This process resulted in a decrease of 8.7% in chronic absenteeism for Students with Disabilities between 2022-23 to 2023-24. Final chronic absenteeism rates are unavailable for 2024-25.	$133,416.00	No

Action #	Title	Description	Total Funds	Contributing
		2. The District will participate in the Attendance Collaborative through the Santa Clara County Office of Education. The Student Services team will utilize systems and strategies presented through this collaborative process to support sites with interventions for students in order to reduce chronic absenteeism and increase school engagement. These systems and strategies will be shared at Leadership Team meetings, Secretary trainings, meetings with School Community Engagement Facilitators and the Special Education Department. 3. Continue to provide two McKinney-Vento Liaisons who will : 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. 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. Crittenden Middle School: White Students Landels: English Learners Graham: Homeless - Chronic Absenteeism and Students with Disabilities Imai: Hispanic Bubb: Students with Disabilities, Hispanic, and Socio-Economically Disadvantaged Students Monta Loma: White		

Action #	Title	Description	Total Funds	Contributing
2.4	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 2025-26 school year the District will: 1.Continue to 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 and consistently enter office referrals and discipline data into PowerSchool 3.Continue training Administrators and At-Risk Intervention Supervisors on behavior interventions and alternatives to suspension. 5. Develop a plan for adopting a comprehensive Restorative Practices approach districtwide. 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. Crittenden: Hispanic and Socio-Economically Disadvantaged Students Graham: Homeless Students This action step will also contribute to addressing the finding that MVWSD was identified as disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action is part of regular staff responsibilities - no expenditures.		
2.5	Supporting Student Behavior	The Behavior Team is conducting ‘Listening and Learning Tours in the 2024-25 school year to understand existing behavior support practices at school sites. The information gathered as a part of the Listening and Learning Tours will help guide the shift towards alternatives to suspension and preventative measures for the 2025-26 school year. In 2025-26, the District will: 1. Continue to provide Professional development to site leaders and staff on utilizing the Coordination of Services Team (COST) process (part of the District's Multi-Tiered System of Support - MTSS) to develop plans to support individual student behavior. 2. Align behavior intervention strategies with tiered whole-child supports using our Multi-Tiered System of Support IMTSS) framework, helping sites to avoid a punitive approach to behavior intervention. This action will also support the District's work with reducing suspension rates for student groups with high rates of suspension: District Homeless and Students with Disabilities - Differentiated Assistance Hispanic, Socio-Economically Disadvantaged Schools Castro - Suspension Rates School Student Groups Suspension Rates Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless Vargas: Students with Disabilities	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		This action step will also contribute to addressing the finding that MVWSD was identified as disproportionate for the suspension rates for Hispanic students with Disabilities under 10 days. This action is part of regular staff responsibilities - no expenditures.		
2.6	Additional Targeted Support and Improvement/Targeted Support and Improvement	Three MVWSD schools were identified for Additional Targeted Intervention and Support (ATSI) and one school for Targeted Support and Improvement. These schools are all creating plans to address identified areas for implementation in the 2025-26 school year in addition to the other actions that the District is taking to address needs in Chronic Absenteeism and Suspension Rates. The District's Director of Curriculum, instructions and Assessment is 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 27th ensuring implementation in 2025-26. The following schools are creating plans: Additional Targeted Support and Improvement (ATSI) Landels: Students with Disabilities Castro: Homeless Students and Hispanic/Latino Students Stevenson: Students with Disabilities Targeted Support and Improvement (TSI) Bubb: Students with Disabilities and Socio-Economically Disadvantaged Students 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. This action is part of regular staff responsibilities - no expenditures.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Health and Wellness Committee	The District will continue to convene a Health and Wellness Committee to align efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In 2025-26 will continue its work to implement the Wellness Policy.	$2,000.00	No
2.8	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. 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, and Graham. The partnership also provides funding for parent engagement activities at all school sites.	$193,522.00	No
2.9	Student Social Emotional Health - Curriculum	In 2025-26 the District will anticipates implementing new Social Emotional Learning Curriculum and a Social Emotional measurement tool that will be recommended for adoption by the Board of Trustees in May 2025.	$66,000.00	No
2.10	Student Social Emotional Health - Counselors	Whole School, Whole, Community, Whole Child Model (WSCC) 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	$1,859,366.00	No

Action #	Title	Description	Total Funds	Contributing
		The District will continue to employ 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 - See Goal 6) counselors will play a critical role in addressing the varied needs of students at school sites. The District will add a Mental Health Specialist to support intensive student mental Health needs primarily at the district’s middle schools. The District is also looking to increase mental health services through contracted services and interns pending identified needs in fall 2025. 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 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: District Chronic Absenteeism Students with Disabilities Suspension Homeless, Hispanic, Socio-Economically Disadvantaged and Students with Disabilities Schools Castro - Suspension Rates School Student Groups Chronic Absenteeism Imai: Hispanic and Socioeconomically Disadvantaged Bubb: Hispanic and Socioeconomically Disadvantaged, and Students with Disabilities		

Action #	Title	Description	Total Funds	Contributing
		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 Suspension Rates Crittenden: Hispanic and Socio-Economically Disadvantaged Landels: Students with Disabilities Mistral: Students with Disabilities Graham: Homeless Vargas: Students with Disabilities		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Research has shown that an active partnership between staff and families leads to better student outcomes academically, socially, and emotionally. Like any partnership, the relationship between staff and families is built on trust. Ensuring that all individuals feel included and welcomed builds the trust required to establish and maintain a virtuous cycle of student support. Metrics developed for this goal are designed to help us understand the District's strengths and opportunities to improve our culture for our stakeholders.

This goal is aligned to the District's SP2027 Goal Area 3 and State Priority 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 3 Parental Involvement and Family Engagement The percentage of families that agreed or strongly agreed that the District is building the capacity of and supporting family members to effectively engage in advisory groups and decision	Spring 2024 Percentage of families that agreed or strongly agreed overall and by site District 69% Bubb - 63% Castro - 79% Crittenden - 61% Graham - 61% Imai - 61% Landels - 77%	Spring 2025 Percentage of families that agreed or strongly agreed overall and by site District 70% Bubb - 68% Castro - 75% Crittenden - 62% Graham - 65% Imai - 78%		Spring 2024 Percentage of families that agreed or strongly agreed overall and by site District - 80% Bubb - 74% Castro - 85% Crittenden - 80% Graham - 80% Imai - 72%	Spring 2025 District +1 Percentage Point (PP) Bubb +5 PP Castro -4 PP Crittenden +1 PP Graham +4 PP Imai +17 PP Landels -7 PP Mistral -10 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	making on the LCAP/Climate Survey.	Mistral - 87% Monta Loma - 68% Stevenson - 57% Theuerkauf - 79% Vargas - 73%	Landels - 70% Mistral - 77% Monta Loma - 80% Stevenson - 63% Theuerkauf - 71% Vargas - 71%		Landels - 87% Mistral - 90% Monta Loma - 77% Stevenson - 75% Theuerkauf - 85% Vargas - 80%	Monta Loma +22 PP Stevenson +6 PP Theuerkauf - 8 PP Vargas -2 PP
3.2	State Priority 3 Parental Involvement and Family Engagement 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.	Spring 2024 68% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Spring 2025 70% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		Spring 2027 77% will agree or strongly agree on the District's LCAP/Climate Survey	Spring 2025 +2 Percentage Points (PP)
3.3	State Priority 3 Parent Involvement Self Reflection Tool	June 2024 The District had all 3's and 4's on the Parent	June 2025 The District had all 3's and 4's on the Parent		June 2027 Obtain rubric scores of at least 4 on all areas of the	June 2025 The District continued to have all 3's and 4's The

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Involvement Self Reflection Tool Rubric	Involvement Self Reflection Tool Rubric		Parent Involvement Self Reflection Tool Rubric	District had all 3's and 4's on the Parent Involvement Self Reflection Tool Rubric Of the 12 areas: 8 4's (+1 from 2024) 4 3's (-1 from 2024)
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	Spring 2025 Overall 86% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 91% will agree or strongly agree on the District's LCAP/Climate Survey	Spring 2025: -1 Percentage Point (PP)
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 Initial rate 73% (2022-23) Corrected Rate 75% (2022-23) (adjustment made due to a reporting error) agreed or strongly agreed that they understand the academic supports available to their students. 65% agreed or strongly agreed that they	Spring 2025 75% agreed or strongly agreed that they understand the academic supports available to their students. 66% agreed or strongly agreed that they understand the non academic supports available to their students.		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.	Spring 2025 Academic Supports 0 Percentage Points (PP) Non-Academic Supports +1 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		understand the non academic supports available to their students. on the spring 2024 LCAP/Climate Survey	on the spring 2025 LCAP/Climate Survey		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.	Spring 2025 Overall 78% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 84% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	Spring 2025 0 Percentage Points (PP)
3.7	Reduce the most common obstacle to parents receiving the information they need on the LCAP/Climate Survey.	Spring 2024 Initial rate 21% (2022-23) Corrected Rate 20% (2022-23) (adjustment made due to a reporting error) agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2024 LCAP/Climate Survey	Spring 2025 23% agreed or strongly agreed that what I want to know is mixed in with information that does not apply to me on the spring 2024 LCAP/Climate Survey		Spring 2027 Decrease the percentage to 12% that agree or strongly agree.	Spring 2025 +3 Percentage Points (PP)

Goal Analysis [2024-25]

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

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

The District was able to implement some actions as described in Goal 3 during the 2024-25 school year.

Successful Implementation
School and Community Engagement Facilitators (SCEF) are hired and active at all sites (Action 3.1). The two SCEFs that are assigned as McKinney-Vento Liaisons have each been assigned a portfolio of school sites and are actively supporting the needs of unhoused students at their sites. Liaisons are also actively involved in tracking attendance, making reminder phone calls, connecting families with information about summer programs and next year's after school programs.   SCEFs worked with families identifying as unhoused (homeless) and families of students with disabilities to remove barriers so students can attend school regularly.

Feedback gathered in 2023-24 led to the District holding 7 District wide Parent University events Additionally each site held parent university events based on the interest/needs of their communities (Action 3.6).

In fall 2024 the District decided to continue to pilot MyPowerhub by Powerschool. This decision was made as Powerschool plans to create an app for access to MyPowerhub in Spring 2025 and the District wants to gather further data on this application (Action 3.6).

Implementation Challenges
The Director of Equity was reassigned as an interim principal in January 2025 (Action 3.2. The Director of Equity was able to maintain oversight over some of her initiatives throughout the year including #Better Together and Weighted Lottery (Action 3.8) The Director of Equity was unable to convene the Equity Committee in the Fall of 2024 due to a decline in interest and lack of capacity in spring of 2025 (Action 3.4). Equity seminars were held on an as needed basis (Action 3.3) and the Equity Score Card while completed was not put forward to the Board and public in 2024-25 (Action 3.7)

Modified Implementation
The work of the Equity Director was modified as she was reassigned as an interim principal in January 2025 (Action 3.1). Work on the Equity Scorecard was completed, but not released and feedback was not gathered (Action 3.7). Equity seminars were only held on an as needed basis (Action 3.3).

Not Implemented
The Equity Committee was not convened in the Fall of 2024 due to a decline in interest and lack of capacity in spring of 2025 (Action 3.4) as the Director of Equity was reassigned as an interim principal (Action 3.1).

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

Action 3.2: The Director of Equity was appointed as an interim principal in January 2025 and the position was not backfilled. Salary and benefits costs for this position were lower than planned.
Action 3.3: The Director of Equity was appointed as an interim principal in January 2025 and the position was not backfilled. Equity seminars were not held and no funds were expended.

Action 3.4: The Director of Equity was appointed as an interim principal in January 2025 and the position was not backfilled, The Equity Committee was not convened due to this as well as a lack of interest in the fall and a lack of staff capacity in the spring. No funds were expended.
Action 3.5: Funds were set aside for District Parent University events. All events were planned and run by District staff so no funds were expended. =

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

School and Community Engagement Facilitators continue to play a critical role in our school communities and are effective as liaisons between students, staff, and parents to remove barriers to improve student learning and achievement (Action 3.1). Data from the District's spring 2025 LCAP survey is supportive of the continuation of these staff. Seventy percent 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 (+1 Percentage Point (PP) from spring 2024 and 70% also 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 (+2 PP from spring 2024). Similar to last year 78% of families that agree or strongly agree that they are encouraged to be involved in school events on the LCAP/Climate Survey. Additionally, As of March 30 Chronic absenteeism rates for Students with Disabilities is down from the end of 2024 by 7 Percentage Points based on District data.

The District's Director of Equity was reassigned as an interim principal in January 2025 (Action 3.2). She continued to implement MVWSD's culture and climate program #BetterTogetherMVWSD, completed the Equity Scorecard although it was not released to the public (Action 3.7), monitored access to choice schools for underrepresented students (Action 3.8) and provided professional development to staff as needed (Action 3.3). The Director of Equity was unable to convene the Equity Advisory Committee in fall as due to decreased interest and lack of capacity in spring 2025 (Action 3.4). A review of the metrics designated for Action 3.2 (Director of Equity) are influenced by a variety of factors including work done by the Differentiated Assistance Team (Actions 2.3 and 2.4.) and District staff working to address chronic absenteeism and suspension rates (Actions 2.2 and 2.5) as well as work by sites to address student group performance needs identified for Additional Targeted Support and Assistance (Action 2.6). The District suspension rate at the end of 2023-24 was 3.2% and as of March 30, 2025 is is 2.0%. The Overall suspension rate for Unhoused (Homeless) students was 5.2% as of March 30, 2025 a decrease of 2.5 percentage points. Additionally, Seven of the District's 11 schools have decreased rates of suspension as of April 30, 2025 with Castro (-4.96 percentage points) and Graham (-1.9 percentage points). It is difficult to predict whether the District will see decreases in chronic absenteeism rates by the end of 2024-25 as these rates change daily based on student attendance. The actions implemented have supported decreases in chronic absenteeism over the past several years - At the end of the 2021-22 school year, the District had a chronic absenteeism rate of 16.9% and at the end of the 2023-24 school year the rate had decreased to 11.6%. Additionally, when considering academic outcomes for students Metrics for Action 3.2 are also influenced by the District Instructional Coaches (Action 1.1), Response to Instruction (Action 1.5) The Multi-Tiered System of Support (Action 1.13), the Literacy Team (1.14) and the District's new English Language Arts Curriculum. When comparing scores from Diagnostic 2 in 2023 to Diagnostic 2 in 2024 the District saw the following increases: Kindergarten +1 Percentage Points (PP), 1st Grade +9 PP, 2nd Grade +4 PP and 3rd Grade +2 PP. Building strong foundational literacy skills in primary grades should lead to overall improvement in reading at all grades over time. Overall proficiency in Reading increased by one percentage point and Reclassified students (+2) English Learners (+4) and Students with Disabilities (+1) students showed increases.

Overall the percentage of students meeting their Annual Typical Growth (ATG) (1 year's growth) on i-Ready in Reading and math was flat when comparing results from Diagnostic 2 in 2023 to Diagnostic 2 in 2024 (Reading 39% - 0 gain/Math 27% -1 PP loss), ATG did improve in First Grade (+4 PP), Second Grade (+1 PP) and Third Grade (+1 PP). Data from the California Dashboard released in November 2024 shows that MVWSD maintained overall Green ratings in ELA and Math. The District anticipates that results of CAASPP assessments in spring of 2025 will also begin to show gains in Reading.

The Equity Director has been a dedicated position in the District for the past four years and played a role in a variety of initiatives Districtwide. Based on a review of data and staffing changes made mid-year, the District will not be backfilling this position. Instead, the critical components of the position: #HashTag Better Together, the District culture and climate program, the District Equity Committee (Action 3.4), Professional Development on equity related issues (i.e Equity Seminars,Action 3.3) and work to ensure equitable access to choice schools will continue to be facilitated by a principal in the District. The Director of Equity action (3.2) will be removed as will Equity Seminars (Action 3.3), Equity Committee (Action 3.4), Equity Scorecard (Action 3.7) and Equitable Access to Choice Schools (Action 3.8) will be removed and the new Equity work will be outlined in one new action step (Action 3.2).

The District continues to run an effective and successful Parent University Program (Action 3.5). Seventy-six percent of families indicated that they are completely or very satisfied with Parent University which is an increase of 7 percentage points (PP) from the spring 2024 survey. Additionally, this year approximately 650 families have attended District Parent University Events and approximately 1650 people have attended Site-based Parent University events. This program will continue in 2025-26.

The District 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. Based on data reviewed in fall 2024, the District will continue to pilot MyPowerhub by Powerschool, as Powerschool plans to create an app for access to My Powerhub in Spring 2025. Results from the pilot that will last into fall of 2026 will be reviewed and a decision on a new platform will be made by the end of the 2025-26 school year. This action will continue.

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

Metric 3.5: The Baseline percentage for metric 3.5 was reported incorrectly. The correct percentage is 75%.
Metric 3.7: The Baseline percentage for metric 3.7 was reported incorrectly. The correct percentage is 20%

Actions 3.2, 3.3, 3.4, 3.7 and 3.8: The Equity Director has been a dedicated position in the District for the past four years and played a role in a variety of initiatives Districtwide. Based on a review of data and staffing changes made mid-year, the District will not be backfilling this position. Instead, the critical components of the position: #HashTag Better Together, the District culture and climate program, the District Equity Committee (Action 3.4), Professional Development on equity related issues (i.e Equity Seminars,Action 3.3) and work to ensure equitable access to choice schools will continue to be facilitated by a principal in the District. The Director of Equity action (3.2) will be removed as will Equity Seminars (Action 3.3), Equity Committee (Action 3.4), Equity Scorecard (Action 3.7) and Equitable Access to Choice Schools (Action 3.8) will be removed and the new Equity work will be outlined in one new action step (Action 3.2).

Action 3.6 - Parent Communication: This action has been updated to reflect the continued pilot of MyPowerhub by Powerschool, because Powerschool plans to create an app for access to MyPowerhub in Spring 2025. 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 exploring a new communications system, or hold with present vendor, SchoolMessenger.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School and Community Engagement Facilitators (SCEF)	Increase to 9.75 FTE School and Community Engagement Facilitators (SCEF). The SCEF team will also specifically monitor attendance of Students with disabilities along with Homeless students. 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 Disadvantaged or Foster Youth (unduplicated count).	$1,200,309.00	Yes
3.2	Equity	MVWSD has had a dedicated Director of Equity for the last 4 years and has developed programs and initiatives that have become a part of district routine. Moving forward many of these programs will continue to run, but don't require as much direct oversight or support. Continuing the programs does not necessitate employing a full-time Director of Equity. The programs will be supported instead by a school principal leader. In 2025-26, Equity work will include:	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Development and implementation of the district's culture and climate program #BetterTogether. The annual theme will be One World: Many Voices and include a digital matrix of learning targets and activities along with supporting literature provided to sites. 2. Formation and facilitation of quarterly District Equity Advisory Committee meetings. These meetings will include participants from multiple stakeholder groups including Board members, parents, district leaders, teachers, and classified staff members. The advisory committee will provide feedback to the Superintendent and/or designee around issues of equity and inclusion in the district. 3. Continued consultation with Superintendent or designee on Equitable Access to Choice Programs in the district. This consultation will relate to the implementation and revision of the choice program lottery and/or supports provided to schools to ensure equitable access for families. 4. Professional development on issues related to healthy school culture and climate for both students and staff upon request. These may include training sessions about addressing equity in data conversations, bias in the discipline process and creating welcoming environments for special groups.		
3.3	Parent Engagement - Parent University	In 2023-24 the District continued to implement a refined Parent University system. The system is designed 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 increase in attendance at Parent University events of 40% over 2022-23. In 2025-26 the District continue to offer both District sponsored and site sponsored Parent University events.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Parent Communication	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. 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 exploring a new communications system, or hold with present vendor, SchoolMessenger. 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.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Develop and Implement policies and practices to support and retain effective and engaged employees.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Research indicates that employees that are engaged and supported at work are more likely to stay. They feel a stronger bond to their organization's mission and purpose and this reduces turnover that can be costly. Actions and metrics outlined in this goal are designed to support the District in these areas.
This goal is aligned to SP2027 Goal Area 4 and State Priority 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of highly qualified teachers	2023-24: 84% of teachers are highly qualified	2024-25: 87% of teachers are highly qualified		2026-27 90% of teachers will be highly qualified	+3 Percentage Points (PP)
4.2	State Priority 1: Basic Number/percentage of mis-assignments of teachers of English learners	2023-23: 0	2024-25: 1		2026-27 Maintain 0 mis-assignments of teachers of English Learners	mis-assignments: +1
4.3	State Priority 1: Basic Number of other teacher mis-assignments	2023-24: 0	2024-25: 0		2026-27 Maintain 0 teacher mis-assignments	0 mis-assinments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	State Priority 1: Basic Number of vacant teacher positions	2023-23: 0	2024-25: 0		2026-27 Maintain 0 vacant teacher positions.	0 vacant teacher positionsDon
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.	2024-25: 77% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey	2024-25 +17 Percentage Points (PP)
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.	2024-25: 82% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		2026-27 Increase to 80% agree or strongly agree on the District's annual LCAP/Climate Survey	2024-25 +13 Percentage Points (PP)
4.7	Percentage of staff that agree or strongly agree that teachers at my school are committed to continuously improving opportunities for student learning on the LCAP/Climate survey.	2023-24: 93% agreed or strongly agreed on the spring 2024 LCAP/Climate Survey.	2024-25: 93% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		2026-27 Maintain 95% agree or strongly agree on the District's annualLCAP/Climate Survey	2024-25 0 Percentage Points (PP)
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.	2024-25: 65% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		2026-27 Increase to 70% agree or strongly agree on the District's annual LCAP/Climate Survey	2024=25 +12 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2024-25: 87% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		2026-27 Increase to 95% agree or strongly agree on the District's annual LCAP/Climate Survey	2024-25: - 1 Percentage Points (PP)
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.	2024-25: 79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		2026-27 Increase to 75% agree or strongly agree on the District's annual LCAP/Climate Survey.	2024=25 +12 Percentage Points (PP)
4.11	Staff Retention Rates	2023-24 Overall Staff Retention - 93% Certificated Staff - 91% Classified Staff - 94% Teachers - 90%	2024-25 Overall Staff Retention - 94% Certificated Staff - 92% Classified Staff - 96% Teachers - 91%		2026-27 Overall Staff Retention - 95% Certificated Staff - 95% Classified Staff - 97% Teachers - 93%	2024-25 Overall Staff Retention - +1 Percentage Point (PP) Certificated Staff - 92% - +1 Percentage Point (PP) Classified Staff - 96% - +2 Percentage Points (PP) Teachers - 91% - +1 Percentage Points (PP)

Goal Analysis [2024-25]

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

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

The District was able to implement all actions as described in Goal 4 during the 2024-25 school year.

Successful Implementation
The District partnered with the Santa Cruz Silicon Valley New Teacher Project to provide an induction program. The District supported 37 teachers with 2.5 FTE District mentors (Action 4.1)
Results of the District's Professional Development Survey were reviewed over the summer and then shared with union leadership and District staff in charge of professional Development (4.2). No substantive changes were made to professional development practices based on survey results although only 32% teachers agree or strongly agreed on the District's LCAP/Climate survey that they are very or completely satisfied with the professional development the District offers and only 44% are very or completely satisfied with the professional development offered by their school site. The District implemented the revised hiring plan that included new onboarding procedures for newly hired staff. Feedback was collected to inform changes to the process.

Implementation Challenges
There were no implementation challenges with actions in this goal.

Modified Implementation
No actions were modified in this goal.

Not Implemented
All actions were fully implemented.

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

4.3 Hiring Process: The District's onboarding process costs were less than planned.

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

All of the actions in Goal 4 were effective in contributing to the District's goal of developing and Implementing policies and practices to support and retain effective and engaged employees. The District partnered with the New Teacher Project to provide induction for 37 teachers and had 2.5 support providers (Action 1). Data collected from the mid-year survey of teachers participating in the program was very positive. Thirty-five of 37 participating teachers agreed that their mentor is effective in using their Individual Learning Plan to support their just in time needs. Thirty-three of 37 teachers agreed that they were satisfied with their induction experience. Additionally it is anticipated that all year 2 teachers will successfully clear their credentials by the end of the 2024-25 school year.   This partnership is an effective practice to attract and retain employees.

Results of the District's annual Professional Development Survey were reviewed with union leadership and District staff in order to ensure alignment in the delivery of professional development. (Action 4.2) The results of the survey show alignment between staff expectations and needs and the District's process for providing Professional Development. Seventy-six percent of teachers surveyed felt that Collaboration after training was highly effective. This validates the District's current practice of providing teachers directed planning and collaboration time a part of dedicated professional development days.   Results of the District's LCAP/Climate survey tell a different story. Only 32% teachers agree or strongly agreed on the District's LCAP/Climate survey that they are very or completely satisfied with the professional development the District offers and only 44% are very or completely satisfied with the professional development offered by their school site. The District will continue to survey staff at the end of each school year in order to improve professional development opportunities.   The District will utilize the results of the survey to help inform the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression

The new hiring plan was implemented with revised onboarding procedures (Action 4.3).   Feedback collected from staff this year has informed changes for 2025-26.   Staff participating in onboarding indicated that having all onboarding occur in August before school starts was overwhelming. In 2025-26, the District will do Human Resources onboarding in June and July and focus on site and instructional onboarding in August. The Hiring Plan is complete and will be refined each year as needed, This action will be removed from the LCAP in 2025-26.

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

Action 4.2: - Employee Retention and Support - This action has been revised to include the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression.
Action 4.3: Hiring Process - The Hiring Plan is complete and will be refined each year as needed, This action will be removed from the LCAP in 2025-26. A new action related to have effective and engaged employees will be added. This new action will focus on building leadership skills in current employees to support future District needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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	$621,147.00	No

Action #	Title	Description	Total Funds	Contributing
		careers. Having an 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.		
4.2	Employee Retention and Support	In 2024-25 the District administered a professional development assessment survey to all staff. The District collected data on satisfaction with professional development provided in 2024-25 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. The District will continue to administer the Professional Development Survey each year, share results with union leadership and utilize results to help inform the development of a Professional Development Framework that will outline the District's approach to enhance employees individual's skills, knowledge, and career progression This action is part of regular staff responsibilities - no expenditures.	$0.00	No
4.3	Hiring Process	As a a part of the District's Strategic Plan 2027, staff is beginning work on developing a system that promotes opportunities for growth, leadership and career advancement for all staff. In 2025-26 the District will conduct an assessment of the leadership opportunities for staff and engage stakeholder groups in order to gain insight and begin to develop leadership pathways.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Develop and implement plans and protocols to ensure the equitable distribution of resources that support student success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Students' access to various resources such as technology, facilities, and nutrition positively correlates to their ability to fully take advantage of educational opportunities. The District has eleven school sites that were remodeled and or built at different points over the years. To ensure that all schools have equitable technology, facilities, and access to materials, standardized rubrics and systems for evaluation to meet site needs will be put into place.
This goal is aligned to the District's SP 2027 Goal Area 5 and State Priority 1.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024-25 Facilities in Good Repair: 18,103/18,192 = 99.51%		Maintain 99% of Facilities in Good repair or increase to 100%	2024-25: +0.29 Percentage Points (PP)
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	2024-25: 95.33% of work orders have been resolved and 4.67% remain open or awaiting parts.		95% of work orders submitted will be completed.	2024-25: -13.67 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	35% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		Increase to 60% agree or strongly agree on the District's annual LCAP/Climate survey	2024-25: +2 Percentage Points (PP)
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.	81% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey	2024-25: +3 Percentage Points (PP)
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 20234LCAP/Climate Survey.	74% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey.		Increase to 90% agree or strongly agree on the District's annual LCAP/Climate survey	2024-25: - 2 Percentage Points (PP)
5.6	State Priority 1 - Basic Number/percentage of students with access to their own copies of standards aligned instructional materials for use at school and at home.	100% of students had access to their own 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	100% of students had access to their own 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		Maintain 100% of students having access to standards aligned instructional materials for use at school and at home	2024-25: 0 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Cycles of State Frameworks on September 5, 2024			

Goal Analysis [2024-25]

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

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

Of the 6 actions in Goal 5, 6 were implemented fully and two were modified All work contributed to the District's goal of developing and implementing plans and protocols to ensure the equitable distribution of resources that support student success.

Successful Implementation
The site inspection tool created in 2023-24 was implemented in 2024-25 and is continually being refined in order to address issues proactively. The Director of Maintenance will continue to walk sites monthly with principals (Action 5.1) MVWSD is a 1:1 technology device District.Chromebooks were purchased and assigned to all students in Kindergarten and fifth grade (Action 5.2). Chromebooks purchased for 2024-25 include CBRS radios (Action 5.3) As of March Child Nutrition has served meals at no charge to families throughout the course of the school year. The focus group has met and breakfast has been served to all students in the morning at Castro (Action 5.4)

Implementation Challenges
The The Assistant Director of Maintenance Operations and Transportation was promoted to Interim Director of Maintenance in Spring 2024 and the Assistant Position was not backfilled (Action 5.6).

Modified Implementation
The District still has two sites to deploy CBRS radios at in 2024-25 school year. One of those sites is waiting for the fiber construction to be completed (Action 5.3).The District still have two sites to install SRS radios. The goal is to have them installed by the end of 2024-25 or in the summer of 2025 before school starts. The Assistant Director of Maintenance Operations and Transportation was promoted to Interim Director of Maintenance in Spring 2024 and the Assistant Position was not backfilled (Action 5.6)

Not Implemented
District staff did not update the 24/7 Dashboard in 2024-25 for English Language Arts or math (Action 5.7). With a new English Language Arts Adoption and an anticipated new mathematics adoptions in 2026-27 it was not feasible to update the dashboard at this time. Additionally, staff capacity to complete this project was diminished due to staffing changes in January 2025. The District will not be updating the dashboard in 2025-26 but instead revisiting the effectiveness of this project and making decisions on next steps. This action step is being removed from the LCAP for 2025-26.

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

Action 5.3: MVWSD Connect - The two remaining sites to deploy CBRS to in 2024-25 are Whisman School and the staff housing.. The radios and antennas for those installations were purchased in a previous school year so no additional equipment was needed.
Action 5.6: Assistant Director of Maintenance Operations and Transportation - The Assistant Director of Maintenance Operations and Transportation was promoted to Interim Director of Maintenance in Spring 2024 and the Assistant Position was not backfilled thus lowering expenditures for this action.

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

All of the actions in Goal 4 were effective in contributing to the District's goal of developing and implementing plans and protocols to ensure the equitable distribution of resources that support student success.

The site inspection tool is part of a continuous improvement process often being refined to provide solutions to cleanliness and facility issues. This tool provides points of conversation for the principals and custodians, supporting proactive issue resolution and strengthening cross-function alignment between school leadership and site operations.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 and more effectively. (Action 5.1).

MVWSD is a 1:1 technology device District. Each year the District issues new Chromebooks to students entering TK/K and 5th grade. Students use these devices through their end of their 4th grade or 8th grade year (Action 5.2) This practice continued in 2023-24 and will continue into 2024-25. The new chromebooks purchased have the capability of connecting to the District-wide CBRS network (MVWSDConnect). MVWSD Connect (Action 5.3) is the District's initiative to ensure all students have access to the internet at home. The District has installed CBRS radios at all 11 school sites which extends the range of the District's network by up to 3/4 of a mile from the school site.. CBRS routers and chromebooks are provided to students who need them at home. The District has two sites left to install CBRS radios - MVWSD staff housing and Whisman School. The staff housing the District is waiting on the dark fiber to be completed and for Whisman, staff needs to determine the best location and then order the mount for it. The goal is to have both sites completed this school year or at least before next school year starts.

As of March Child Nutrition has served 340,276 Breakfast, 350,914 Lunches and 5837 Suppers, for a total of 700,285 meals at no charge to families. The focus Group has met and sampled school grown produce at two school sites, sampled lunch at Crittenden and focused on ways to assist in funding local produce next school year. This year breakfast has been served to all students in the morning at Castro.

District staff was planning to continue to enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. District staff did not update the 24/7 Dashboard in 2024-25 for English Language Arts or math. With a new English Language Arts Adoption and an anticipated new mathematics adoptions in 2026-27 it was not feasible to update the dashboard at this time. Additionally, staff capacity to complete this project was diminished due to staffing changes in January 2025. The District will not be updating the dashboard in 2025-26 but instead revisiting the effectiveness of this project and making and decisions on next steps. This action step is being removed from the LCAP for 2025-26.

The Assistant Director of Maintenance Operations and Transportation was promoted to Interim Director of Maintenance in Spring 2024. This position will not be refilled as The District will be looking at ways to reorganize the department. This action will be removed for 2025-26.

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

Action 5.1: School Cleanliness - This year in order to improve and maintain the cleanliness, safety, and functionality of all school sites staff will be implementing bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). The District will also conduct focus groups with students to try to better understand their concerns regarding cleanliness and address them.
Action 5.2: Chromebooks - In 2025-26, the District will no longer be issuing Chromebooks to kindergarten students that are only used at home. Kindergarten students will continue to have access to Chromebooks in the classroom and the District will provide a Chromebook for any kindergarten family that requests one to have at home.
Action 5.4: Meals for Students - The District will continue to ensure every child that needs food has the opportunity for nutritionally balanced daily meals. The focus for 2025-26 will shift to serving local produce by partnering with small, local farms, researching and identifying products that eliminate artificial dyes, and replace items where practical, Visit and sample produce from each school garden when available and holding a minimum of four Child Nutrition Focus Group meetings per year to discuss and address current issues.
Action 5.5: Assistant Director of Maintenance Operations and Transportation - This position will not be filled for 2025-26. The District will be looking at ways to reorganize the department. This action step will be removed.
Action 5.6: Flexible Learning Environments - District staff was planning to continue to enhance the 24/7 dashboard that gives access to standards aligned reading and math instructional materials to students and families from home. District staff did not update the 24/7 Dashboard in 2024-25 for English Language Arts or math. With a new English Language Arts Adoption and an anticipated new mathematics adoptions in 2026-27 it was not feasible to update the dashboard at this time. Additionally, staff capacity to complete this project was diminished due to staffing changes in January 2025. The District will not be updating the dashboard in 2025-26 but instead revisiting the effectiveness of this project and making and decisions on next steps. This action step is being removed from the LCAP for 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School Cleanliness	Improve and maintain the cleanliness, safety, and functionality of all school sites by implementing bi-monthly inspections using methods aligned with the State of California Facility Inspection Tool (FIT). Inspections will be conducted at each school, reviewing all playgrounds and restrooms, along	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		with a rotating sample of classrooms to ensure every room is inspected at least twice per year. These inspections will help proactively identify areas needing attention ahead of the annual FIT evaluations, ensuring our campuses remain safe, clean, and fully functional for students, staff, and the community. The District will also conduct focus groups with students across all sites in the District in order to better understand their concerns regarding cleanliness and address them. This action is part of regular staff responsibilities - no expenditures.		
5.2	Technology Devices	The District will issue new Chromebooks to students entering 5th grade in 2025-26. 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. In 2025-26, the District will no longer be issuing Chromebooks to kindergarten students that are only used at home. Kindergarten students will continue to have access to Chromebooks in the classroom and the District will provide a Chromebook for any kindergarten family that requests one to have at home. The change will better allocate resources as it will reduce the Chromebook to student ratio from 2 to 1 to 1 to 1.	$552,996.00	No
5.3	MVWSDConnect	In 2025-26, the department will continue to provide routers and Chromebooks to students who need Internet access at home ensuring internet access for all students. 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		from the school site allowing students to access the Internet from their home		
5.4	Meals for Students	In 2025-26 the District will ensure every child that needs food has the opportunity for nutritionally balanced daily meals. The District will continue to support small, local farms and businesses by serving fresh, local produce. Progress will be measured by comparing the percentage of local spending from last year to this year. The goal is to maintain current purchasing levels even without federal assistance. Additionally, staff will research and identify products that eliminate artificial dyes, and replace items where practical, visit and sample produce from each school garden when available, as coordinated by Living Classroom and hold a minimum of four Child Nutrition Focus Group meetings per year to discuss and address current issues.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Develop and Implement effective and consistent practices that meet the needs of students of Castro School.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As the only Title 1 school and lowest performing school, the District has always identified specific actions to improve outcomes for students at Castro School. Eighty-nine percent of students who attend are identified as unduplicated (Socio-Economically Disadvantaged, English Learner, or Foster Youth). The actions in this goal are additional supports put in place to improve outcomes for students and Castro School and come directly from work done this year by a committee of District staff, teachers, administrators and Board members on Reimagining Castro School. The team met regularly to understand the needs of Castro and visited effective schools in California and New Jersey.

This goal aligns to the District's SP2027 Goals 1, 2, 3 and 5 and State Priorities 2,3 4, 5, 6 and 8

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	Spring 2024 ELA Results (percentage of students who met or exceeded standard): Overall - 21%		Spring 2026 ELA Results (percentage of students who met or exceeded standard): Overall - 45%	Spring 2024 ELA Overall - 1 Percentage Point (PP) Students with Disabilities -1 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - 5% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 18% English Only - 44% RFEP - 75%	Students with Disabilities - 4% English Learners - 6% Hispanic/Latino - 15% Socioeconomically Disadvantaged - 15% English Only - 42% RFEP - 38%		Students with Disabilities - 33% English Learners - 33% Hispanic/Latino - 40% Socioeconomically Disadvantaged - 41% English Only - 60% RFEP - 82%	English Learners +1 PP Hispanic/Latino - 0 PP Socioeconomically Disadvantaged -3 PP English Only -2 PP RFEP - 37 PP
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%	Spring 2024 Math Overall - 2 Percentage Point (PP) Students with Disabilities +3 PP English Learners - 4 PP Hispanic/Latino -2 PP Socioeconomically Disadvantaged -2 PP English Only -7 PP RFEP - 6 PP
6.3	State Priority 4 English Learner Progress - California Dashboard	2022-23: 43.2% of English Language Learners maintained level 4 or gained at	2023-24: 44.3% of English Language Learners maintained level 4 or gained at least 1		2025-26: 51% of English Language Learners maintained level 4 or gained at least 1	2023-24 +1.1 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		least 1 level on the ELPAC	level on the ELPAC		level on the ELPAC	
6.4	State Priority 4 Reclassification Rate	October 2023 The reclassification rate was 5.85%	October 2024 The reclassification rate was 6.70%		October 2026 The reclassification rate will be 34%	2024 +.85 Percentage Points (PP)
6.5	Long Term English Learners	November 2023: 9.3% of EL students are At Risk of becoming Long Term English Learners	November 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	2024: -8.1 Percentage Points (PP)
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%	2024-25 Diagnostic 2 Overall +1 Percentage Point (PP) Students with Disabilities +5 PP English Learners +3 PP Hispanic - +3 PP Homeless +5 PP SocioEconomically Disadvantaged +3 PP English Only +6 PP RFEP - 10 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024-25 Diagnostic 2 +2 Percentage Points (PP)
6.8	I-Ready math Proficiency	Diagnostic 2 Results 2023-24 (percentage of student who met or exceeded standard) Overall - 10% Students with Disabilities - 3% English Learners - 4% Hispanic - 5% Homeless - Not available SocioEconomically Disadvantaged - 6% English Only - 27% RFEP 33%	Diagnostic 2 Results 2024-25 (percentage of student who met or exceeded standard) Overall - 8% Students with Disabilities - 3% English Learners - 4% Hispanic - 4% Homeless - 2% SocioEconomically Disadvantaged - 6% English Only - 24% RFEP - 6%		Diagnostic 2 Results 2026-27 (percentage of student who met or exceeded standard) Overall - 37% Students with Disabilities - 32% English Learners - 34% Hispanic - 35% Homeless - Not available SocioEconomically Disadvantaged - 36% English Only - 62% RFEP 53%	2024-25 Diagnostic 2 Overall -2 Percentage Point (PP) Students with Disabilities 0 PP English Learners 0 PP Hispanic -1 PP Homeless +2 PP SocioEconomically Disadvantaged 0 PP English Only -3 PP RFEP - 27 PP
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	2024-25 Diagnostic 2 +7 Percentage Points (PP)
6.10	Priority 5	Spring 2024 93.3%	Spring 2025 93.2%		Increase to 97% overall	Spring 2025: - 0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	School Attendance Rates					Percentage Point (PP)
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%	2023-24 Dashboard Overall -8.7 Percentage Point (PP) Students with Disabilities -11.7 PP English Learners - 9.2 PP Hispanic -7.3 PP Homeless -7.6 PP SocioEconomically Disadvantaged - 8.5 PP
6.12	Priority 6 Suspension Rate	2022-23 Dashboard Results 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%	2023-24 Dashboard Results The overall rating for suspensions 6.4% Students with Disabilities - -1.3% English Learners - 6.8% Hispanic - 6.8% Homeless - 10.1% SocioEconomically Disadvantaged - 6.6%		2025-26 Dashboard Results 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%	2023-24 Dashboard Overall +0.3 Percentage Point (PP) Students with Disabilities (Minus) -1.3 PP English Learners +0.8 PP Hispanic +0.4 PP Homeless 0 PP SocioEconomically Disadvantaged +0.2 PP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	Spring 2025 63 parents responded to the District's LCAP/Climate survey from Castro School		Spring 2027 125 parents will respond to the District's LCAP/Climate survey from Castro School	Spring 2025: -21 Parent Respondents
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	61% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 81% will agree or strongly agree	Spring 2025: -12 Percentage Points (PP)
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	79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 92% will agree or strongly agree	Spring 2025: -10 Percentage Points (PP)
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	79% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 96% will agree or strongly agree	Spring 2025: -8 Percentage Points (PP)
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	86% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 93% will agree or strongly agree	Spring 2025: -4 Percentage Points (PP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	39% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 60% will agree or strongly agree	Spring 2025 +2 Percentage Points (PP)
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	74% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 68% will agree or strongly agree	Spring 2025 +14 Percentage Points (PP)
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	94% agreed or strongly agreed on the spring 2025 LCAP/Climate Survey		Spring 2027 84% will agree or strongly agree	Spring 2025 +20 Percentage Points (PP)

Goal Analysis [2024-25]

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

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

Goal 6 contained 5 actions developed to support Castro in addition to other action items in other goals. All 10 actions were implemented as designed and have contributed to the goal of developing and Implementing effective and consistent practices that meet the needs of students of Castro School.

Successful Implementation
The Early Literacy Team worked with site teachers to provide reading intervention to all students who were flagged for reading difficulty on the District's i-Ready Universal Screener (Action 6.1). The team provided reading intervention to 56 K-2 students at Castro over the course of the school year.

The District did hire additional support personnel for Castro in 2024-25. Castro had 2 At Risk Supervisors (Action 6.2) to support students with behavior in 2024-25 similar to 2023-24. Castro had a suspension rate of 6.1% which was an increase of of 1.5% from 2022-23. The District provided an additional 0.5 FTE Community Engagement Facilitator for a total of 1.5 in 2024-25. A main focus of the School and Community Engagement Facilitators was to follow up with families of students with attendance issues. Castro continued to benefit from having a Wellness Center on site staffed with a A licensed social worker and a mental health liaison full-time (Action 6.4).

The District continued to partner with the Santa Clara County Office of Education to provide a Wellness Center at Castro. (Action 6.4). The Wellness Center was staffed with a full time Social Worker and liaison during school hours to support students mental health and social emotional needs. As of March 30, 2025, the Castro Wellness Center has seen 166 students, 76 of whom were first time visitors. In addition to the Wellness Center, Castro has an additional full time counselor (Action 6.5). The counselor, provided 1:1, small group and whole group sessions with students in 2024-25.

The District continued to have a transitional Kindergarten class at Castro (Action 6.6) to provide more consistent programming for families in the Castro neighborhood (Preschool is also located on this campus). In past years, families in the Castro neighborhood did not enroll in TK at other sites due to the logistics of drop off and pick up. Twenty-three students are currently enrolled in the Castro TK.

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 (Action 6.7).

Castro had a centralized data team that worked to analyze assessment data to adjust Response to Instruction, Reading Intervention, and English Language Development groups at the end of each trimester (Action 6.8). the team met monthly and included the principal, coach, School and Community Engagement Facilitator, At Risk Supervisor, classroom teacher, newcomer teacher, district administrator (Action 6.8).

The District hired a 1.0FTE Newcomer teacher for Castro School (Action 6.9). Fifty-two students received instruction in 2024-25.

Playworks provided support and structure to recess and lunch and improve safety, engagement and leadership skills for students at Castro in 2024-25 (Action 6.10). Playworks wanted to have each class at Castro participate in a classroom game time once each week. This was adjusted to occur only two times per month in order to try to limit impacts to the master schedule.

Implementation Challenges
Castro did implement a master schedule which 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. Even with uninterrupted blocks for ELA, math and designated ELD, instructional minutes were still impacted by other scheduling constraints (Art, Music, Library, Playworks - Class Game Time, SEL Lessons, Field Trips, Living Classroom).

Modified Implementation
The Playworks classroom game time schedule was adjusted from one time per week to 2 times per month (Action 6.10).

Not Implemented
All actions were implemented.

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

6.10: Playworks - the cost of the Playworks contract was more than estimated as Castro had a full-time coach instead of part time in 2024-25.

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

As the only Title 1 school and lowest performing school, the District has always identified specific actions to improve outcomes for students at Castro School. Eighty-nine percent of students who attend are identified as unduplicated (Socio-Economically Disadvantaged, English Learner, or Foster Youth). Students and families from Castro were disproportionately impacted by the pandemic and gaps in academics and social-emotional health widened greatly and will take time to reduce.

The Early Literacy Team (Action 6.1) worked with site teachers to provide reading intervention to all students who were flagged for reading difficulty on the District's i-Ready Universal Screener (Action 6.1). The team provided reading intervention to 56 K-2 students at Castro to date. While overall I-Ready reading results from Diagnostic 2 in December 2024 are flat there were gains in compared to Diagnostic 2 in December 2023 across early grade levels indicating effectiveness of the Literacy Team - Kindergarten: +1 Percentage Points (PP), First Grade: +9 (PP) and Second Grade: +4 (PP). As students build foundational skills and have access to early intervention overall reading scores will continue to improve.

Castro had 2 At Risk Supervisors in 2024-25 (Action 6.2). A second At Risk was hired due to increasing suspension rates and behavior incidents over the past few years. Castro's suspension rate was 6.1% in 2023-24. As of March 30, 2025 Castro's suspension rate is 1.6%. Two At Risk Supervisors have been able to support students an intervene effectively before incidents escalate. In 2025-26 the District will add a 0.5 FTE Assistant Principal at Castro and will reduce from 2.0 FTE At Risks to 1.5.

The District provided an additional 0.5 FTE Community Engagement Facilitator for a total of 1.5 in 2024-25. Eighty-two percent of parents agreed or strongly agreed on the spring 2025 LCAP/Climate Survey that School and Community Engagement Facilitators have encouraged their involvement in school (+7 Percentage Points from 2024) and 69% agreed or strongly agreed that School and Community Engagement Facilitators have reached out to me (+2 PP from 2024).

Castro elementary school's Wellness Center (Action 6.4) is operational during school hours. A licensed social worker and a mental health liaison are staffed full-time by a grant funded by the Santa Clara County Office of Education. As of March 30, 2025, the Castro Wellness Center has seen 166 students, 76 of whom were first time visitors. Overall, there have been 2404 check-ins to the Wellness Center. User data shows that following a Wellness Center visit 96% of students express positive feelings upon exit. Upon further examination of this data, students expressed feeling calm, happy, and feeling cared for or heard upon exit.

In additional to the Wellness Center, Castro has an additional full time counselor (Action 6.5). The counselor, provided 1:1, small group sessions with students as well as monthly social emotional lessons. The Castro School Counselor has seen 23 students this school year in either group or individual counseling sessions. This is 9 more students than in the 2023-2024 school year. This position will be even more important in 2025-26 as the District anticipates a reduction in staffing in the Wellness Center from a 1.0 FTE Social Worker to a 0.5 FTE.

The District will continue to have a Transitional Kindergarten class at Castro School (Action 6.6). Based on enrollment data for 2025-26, 22 families from the Castro neighborhood have registered for TK and have been assigned there next year.

Castro will continue to implement 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 with a school-wide breakfast period (Action 6.7). The schedule is effective in that School-wide RTI and D-ELD blocks increase teacher collaboration and focus on core instruction and academic intervention. Even with uninterrupted blocks for ELA, math and designated ELD, instructional minutes were still impacted by other scheduling constraints (Art, Music, Library, Playworks - Class Game Time, SEL Lessons, Field Trips, Living Classroom). Staff will work with in District and out of District partners to try to find a way to maximize instructional time and still provide students access to an array of extra curricular activities and experiences. Breakfast was provided during the first 15 minutes of the school day in 2024-25. Data collected indicates that students prefer having access to Second Chance Breakfast at Recess. The District will shift back to this process and provide snacks in the classroom for students that may arrive at school without having eaten (Action 6.7).

Castro had a centralized data team that worked to analyze assessment data to adjust Response to Instruction, Reading Intervention, and English Language Development groups at the end of each trimester (Action 6.8). the team met monthly and included the principal, coach, SCEF, ARIS, classroom teacher, newcomer teacher, district administrator (Action 6.8). The team used a focused data protocol to review academic, behavior, and attendance data. This process was effective in that the streamlined approach allowed teachers to focus on planning differentiated and targeted instruction for their student groups and the centralized process allowed for increased frequency of data collection and quicker adjustments.

The District hired a 1.0 FTE Newcomer teacher for Castro School (Action 2.9). Fifty-two students received instruction in 2024-25 and 3 exited. In addition to building necessary communication skills, this dedicated time effectively creates a safe space for students new to Castro and the country to ask questions and receive support.

Playworks provided support and structure to recess and and lunch and improve safety, engagement and leadership skills for students at Castro in 2024-25 (Action 6.10). Having a Playworks Coach was effective in supporting student behavior and social interactions during recess. The Coach also provided leadership opportunities for older students to be Junior Coaches and learn conflict management and communication skills
The only draw back is that classroom game times take away from instructional time and instead of weekly they needed to be adjusted to 2 times per month. For 2025-26 the Castro and Mistral School will share a Playworks coach. Both Castro and Mistral had Playworks in 2024-25. Mistral also has scheduling contraints as they are a Spanish Dual Immersion School. Since Castro and Mistral share a campus it makes sense for them to have one Playworks coach.

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

Action 6.3: School and Community Engagement Facilitator - In 2025-26 the District will add a 0.5 FTE Assistant Principal at Castro and will reduce from 1.5 FTE to 1.0 FTE School and Engagement Facilitator. Staff will be reassigned to other sites.

Action 6.4: Wellness Center - The District plans to continue it's partnership with the Santa Clara County Office of Education although has been informed that due to funding reductions the Castro Wellness Center staffing will be reduced. It is anticipated that there will be a full time liaison and a Social Worker available 50% of the time. Action 6.7: New Daily Schedule/Breakfast - Breakfast was provided during the first 15 minutes of the school day in 2024-25. Data collected indicates that students prefer having access to Second Chance Breakfast at Recess. The District will shift back to this process and provide snacks in the classroom for students that may arrive at school without having eaten (Action 6.7). Action 6.10: Playworks - For 2025-26 the Castro will share a Playworks coach with Mistral School. Both Castro and Mistral had Playworks in 2024-25. Mistral also has scheduling constraints as they are a Spanish Dual Immersion School. Since Castro and Mistral share a campus it makes sense for them to have one Playworks coach to support both sites.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Early Literacy Team	Learning Recovery Emergency Block Grant Action (LREBG) The Early Literacy Team (See also Action 1.14) will dedicate 40% of it's time to supporting students at Castro school in 2025-26. In collaboration with the site team, the master schedule will be adjusted to have common intervention and tier 1 teaching blocks. The Early Literacy Team will specifically support Castro school overall and with student groups that had red indicators on the California Dashboard (English Learners, Hispanic/Latino students, and Socio-Economically Disadvantaged students) as well as for Students with Disabilities. Learning Recovery Emergency Block Grant Action The District's needs assessment has identified early literacy as a need especially in some schools within the District (See Action 1.14). At the end of the 2022-23 school year 67% of 2nd graders were reading at grade level (26% at Castro, 51% Monta Loma, 56% Mistral, 58% Theuerkauf) and 14% of 2nd graders were reading at the Kindergarten level (44% at Castro, 23% at Monta Loma, 18% Mistral). The need is also substantiated through results from the 2024 Dashboard where student groups (Hispanic/Latino, English Leaners and Socio-economically disadvantaged students at these schools have low or very low ratings in English Language Arts. Without strong	$452,965.00	No

Action #	Title	Description	Total Funds	Contributing
		foundational skills students are unable or struggle with the shift from learning to read to reading to learn from 2nd to 3rd grade. Metrics 1.18 and 1.19 The District plans to spend $615,550 in 2025-26 (Goal 1.14 $279,448 and Goal 6.1 $336,102). The District will continue to have an Early Literacy Team in 2026-27 ($1,215,374) and 2027-28 ($906,177) and will utilize remaining LREBG funds for this purpose. Funds will be fully expended in 2027-28. Castro English Language Arts Castro English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math		
6.2	At Risk Supervisor	The District will continue to have 1.0 additional At Risk Supervisor at Castro School in 2025-26 The funds for this position are listed in Goal 2, Action 1. This action will specifically support Castro school address the red indicator on the California Dashboard for suspension rates.	$0.00	No
6.3	School and Community Engagement Facilitator	In 2024-25 Castro School had 1.5 FTE School and Community Engagement Facilitators (Goal 3, Action 1). The District will add an Assistant Principal for 2025-26 and will reduce by 0.5 FTE to 1.0 FTE. Funding for this action is included in Goal 3, Action 1 so no expenditures are listed for this action. School and Community Engagement Facilitators act as the liaison between students, staff, and parents to remove barriers to improve student learning	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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 Disadvantaged or Foster Youth (unduplicated count).		
6.4	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. This partnership will continue in the 2025-26 school year although the District anticipates that staffing will be reduced due to funding reductions. It is anticipated that there will be a full time liaison and a Social Worker available 50% of the time. This service is of no direct cost to the District. This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates	$0.00	No
6.5	Additional Counselor	Continue to provide an additional 1.0 FTE counselor. Funding for the additional 1.0 FTE is listed in Goal 2, Action 10 so no funding is listed here. Castro School will also have a 0.5 FTE Social Worker through the Wellness Center (Goal 6, Action 4) This action will specifically support Castro school address the red indicators on the California Dashboard : Castro	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		English Language Arts English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates		
6.6	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 2025-26 there are already 23 students registered.	$130,495.00	No
6.7	New Daily Schedule/Breakfast	In 2025-26 Castro will continue to implement the new daily schedule. 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. Based on data collected in 2024-25 Castro will shift to providing second chance breakfast at recess time for all students and will also provide snacks in the classrooms for students to have if they arrive at school without having eaten. 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. 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 blocks so teams can work together to share students.	$6,200.00	No

Action #	Title	Description	Total Funds	Contributing
		This action will specifically support Castro school address the red indicators on the California Dashboard : Castro English Language Arts English Lerners, Hispanic and Socio-Economically Disadvantaged students in ELA and/or math Suspension Rates		
6.8	Centralized Data Team	In 2025-26 Castro will continue to 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. This action has no funding as it is part of regular staff responsibilities. Visits to effective schools like Castro both in California and in 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. 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	$0.00	No

Action #	Title	Description	Total Funds	Contributing
6.9	Dedicated Newcomer Teacher	The District will continue to have a dedicated newcomer teacher to Castro for 2025-26. 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.	$0.00	No
6.10	Playworks	The District will continue to partner with Playworks to bring support and structure to recess and and lunch and improve safety, engagement and leadership skills for students. In 2025-26 Castro will share a Playworks coach with Mistral School. 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.	$38,000.00	No
6.11	Additional Administrative Support - Assistant Principal	In 2025-26, the District will add a 0.5 FTE Assistant Principal at Castro School. This will allow the principal to focus on instructional leadership and support with the supervision of all the additional support staff on site.	$135,947.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3,502,403	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.621%	0.000%	$0.00	6.621%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Coaches **Need:** While the District had overall ratings of High in ELA and Math, the Low ratings for English Learners and Socio-Economically Disadvantaged students in English Language Arts and math for these student groups indicate a need to continue to provide programs to target support to these groups.	To address the performance gap in ELA and Math for English Learners, Foster Youth, and Socio-Economically Disadvantaged students MVWSD is investing in an instructional coaching team, in conjunction with other programs and initiatives, to support teachers in improving their instructional practices with a focus on closing the achievement gap for students including SocioEconomically Disadvantaged students, English Learners, Foster Youth and other identified subgroups. The District will have a 1.0 FTE instructional coach at each	The District is using several metrics to measure this goal including: 1.1: CAASPP Results - ELA 1.2; CAASPP Results - math 1.3: CAASPP Results - Science 1.9: I-Ready Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	District I-Ready data from Diagnostic 2 in 2024-25 also verifies the need for improved instructional practices for teachers to address learning gaps. Only 22% of Socio Economically Disadvantaged (SED) students and 16% of English Language Learners (ELL) were proficient on Diagnostic 2. **Scope:** LEA-wide	elementary school, the middle schools will share 4.0 FTE (1.0 math, 1.0 science, and 1.0 ELA and 1.0 Social Studies), and the 1.0 English Language Development coach dedicated to the needs to English Learners and newcomers. The District will add a 1.0 FTE Special Education Coach. These coaches will provide training, model lessons, disaggregate data by student group, and coach teachers to ensure that teachers practice is responsive to the needs of these students. Research is clear that teachers are the single most important school based factor affecting student achievement. Students, especially Socio-Economically Disadvantaged, English Learners and Foster Youth need to have access to highly effective teachers. We believe that investing in improved teacher practice is critical to improved outcomes in reading and math for our unduplicated students. This action continues to be prioritized this year and we have determined this action to be effective because 78% (+2 Percentage Points PP) of teachers agreed or strongly agreed on the District's annual LCAP/Climate survey that "the instructional coach helps me improve my practice.'	1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth 1.17: District Climate/LCAP Survey - Instructional Coaches
1.5	**Action:** Response to Instruction **Need:** While the District had overall ratings of High in ELA and Math, the Low ratings for English Learners and Socio-Economically Disadvantaged students in English Language Arts and math for these student groups	The District's Response to Instruction Initiative was developed as a strategy for closing the achievement gap that exists by having additional teachers push in at grade levels. This allows sites to lower the teacher to student ratios through small groups supporting our most challenged learners which are our English Learners and Socio-Economically Disadvantaged students at all schools. The orange ratings for English Learners	The District is using several metrics to measure this goal including: 1.1: CAASPP Results - ELA 1.2; CAASPP Results - math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	indicate a need to continue to provide programs to target support to these groups. District iReady assessment results from December 2024 indicate that these same students continue to be significantly behind in academic achievement. Results varied from those of December 2023. See results below: On or Above Grade Level in Reading English Learners 2024 - 16% (+4 from 2023) Socio-Economically Disadvantaged 22% (0 gain from 2023) English Only - 75% (+1 from 2023) Reclassified Fluent English Proficient 2023 - 61% (+2 from 2023) On or Above Grade Level in Math English Learners 2024- 11% (same as 2023) Socio-Economically Disadvantaged 2024 - 13% (-2 from 2023) English Only 2024 - 64% (-1 from 2023) Reclassified Fluent English Proficient - 2024 - 53% (-1 from 2023) **Scope:** LEA-wide	and SocioEconomically Disadvantaged students in English Language and mathematics on the California Dashboard indicate a need to continue to provide this program in conjunction with other programs to target support to these student groups. Lowering student to teacher ratios and targeting the needs of students is expected to result in improved outcomes in reading and math for students. This action continues to be prioritized this year in conjunction with other programs and initiatives because 66% of parent respondents on the District's LCAP/Climate survey indicated that parents agreed or strongly agreed that they were satisfied with the support their child receives in Response to Instruction. Additionally, 65% of respondents who are parents/guardians of students learning English indicated that English Learners receive the resources and support they need in Response to Instruction and 73% of respondents who are parents/guardians of students receiving free or reduced lunch indicated that receive the resources and support they need in Response to Instruction.	1.3: CAASPP Results - Science 1.9: I-Ready Reading 1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth 1.17: District Climate/LCAP Survey - Response to Intervention
3.1	**Action:** School and Community Engagement Facilitators (SCEF)	MVWSD will continue this action and expects it to be effective because by investing in School and Community Engagement Facilitators we will strengthen the home to school connection and	3.1 The percentage of families that agreed or strongly agrees that the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: MVWSD will continue to invest in School and Community Engagement Facilitators with increased allocation to sites with higher populations of English Learners, Foster Youth, and Low-income students. School and Community Engagement Facilitators work directly with families to connect them to needed resources for student and family success. Many of our families, primarily English Learners, Socio-Economically Disadvantaged students and Foster Youth struggle with attendance and engagement in school and have low levels of academic achievement. This is due to a variety of reasons including food or housing insecurities, lack of space appropriate for learning, and mental health issues among other things. Many of these problems were here before the pandemic and have remained even now that we are several years beyond. SCEFs also played a key role in the District's plan to decrease in Chronic Absenteeism rates for our Homeless students in 2023-23 and 2023-24. California Dashboard results showed a decrease of 10.7 percentage points from the 2021-22 school year for these students (32%). Results of the 2024 Dashboard show another 7.2 percentage point decline in Chronic Absenteeism rates (24.8%) for 2023-24 for homeless students. Chronic Absenteeism rates for Students with disabilities declined 8.7 percentage points in 2023-24 to 19.9%. The District will continue to monitor chronic absenteeism rates for	increase engagement as measured through survey data resulting in improved educational and personal outcomes for students and families. On the District's LCAP/Climate survey 86% (+7 Percentage Points from 2024) of staff agree or strongly agree that School and Community Engagement Facilitators are effective in encouraging parent/guardian involvement at my school. Additionally, 80% (+2 Percentage Points from 2024) of respondents who are parents/guardians of students who are English Learners agreed or strongly agreed that Community Engagement Facilitators have reached out to them and 90% (+3 Percentage Points from 2024) agreed or strongly agreed that School and Community Engagement Facilitators encouraged parent involvement in school The increase in participation at Parent University by 40% this year over 2022-23 can also be attributed to the outreach done by our SCEF team.	District is building the capacity of and supporting family members to effectively engage in advisory groups and decision making on the LCAP/Climate Survey. 3.2 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students with Disabilities and Homeless Students by SCEFs 2025-26. Additionally, the District has seen an increase in the percentage of families identifying as homeless across the District. In 2021-22 - 5% (236 families) 2023-24 7% (301 families). As of March 30, 2025 the District has 252 students identified as Homeless - the District will continue to have an additional SCEF specifically focused on McKinney-Vento (Homeless) students for 2024-25. **Scope:** LEA-wide		2.2 Chronic Absenteeism rates specifically for Homeless Students and Students with Disabilities

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Targeted Student Support Funding **Need:** All schools in MVWSD have English Learners and Socio-Economically Disadvantaged Students and a few have students identified as Foster Youth. Additionally, each school site in our District is unique and their unduplicated	Through stakeholder feedback we learned that it is important that the decision making around meeting these needs also be part of site based planning. All sites will be allocated additional funding based on their unduplicated count to provide site based supplemental services and support for English Learners, Socio-Economically Disadvantaged students, and Foster Youth. Additional funding allows sites to target these needs in a variety of	The District is using several metrics to measure this goal including: 1.1: CAASPP Results - ELA 1.2; CAASPP Results - math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students have different needs.The percentages of these students at each site are different and the gaps in achievement between all students and these student groups are high. Each site needs dedicated funding to address the needs of these student groups. **Scope:** Limited to Unduplicated Student Group(s)	ways including the hiring of additional certificated staff to provide before, during and after school intervention and purchasing supplemental programs to target specific gaps or skills. Theses services are in addition to the district wide supports that are already in place. This action continues to be prioritized this year and we have determined this action to be effective because providing these additional funds at the site level in conjunction with other site and District programs should improve academic outcomes for students through targeted supports unique to the school's unduplicated students.	1.3: CAASPP Results - Science 1.9: I-Ready Reading 1.10: I-Ready Reading - one year's growth 1.11: I-Ready math 1.12: I-Ready math - One year's Growth

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

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	52,902,364	3,502,403	6.621%	0.000%	6.621%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,025,734.00	$1,389,413.00	$5,513,744.00	$570,950.00	$14,499,841.00	$12,895,785.00	$1,604,056.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-Going	$3,108,241.00	$0.00	$3,108,241.00				$3,108,241.00	
1	1.2	Technology Coach	All	No			All Schools	On-going	$178,423.00	$0.00			$178,423.00		$178,423.00	
1	1.3	Data Platform - SchoolCity	All	No			All Schools	On-going	$0.00	$38,100.00			$38,100.00		$38,100.00	
1	1.4	iReady Assessment	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.5	Response to Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$2,430,228.00	$0.00	$2,430,228.00				$2,430,228.00	
1	1.6	Summer Programming	Students with Disabilities English Learners, Socio-Economically Disadvantaged Students, Foster Youth	No			All Schools	Summer 2024	$0.00	$257,000.00		$257,000.00			$257,000.00	
1	1.7	Targeted Student Support Funding	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$354,538.00	$354,538.00				$354,538.00	
1	1.8	Designated English Language Development - English Learners and	English Language Learners and Long Term English	No			All Schools	On-going	$0.00	$25,000.00				$25,000.00	$25,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Long Term English Learners	Language Learners													
1	1.9	Designated English Language Development - English Learners and Long Term English Learners	English Language Learners and Long Term English Language Learners	No			All Schools	On-going	$0.00	$25,000.00				$25,000.00	$25,000.00	
1	1.10	Integrated English Language Development - English Learners and Long Term English Learners	English Learners and Long Term English Learners	No			All Schools	On-going	$0.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	$25,000.00	
1	1.11	English Language Learners - Newcomer Students	English Language Learners - Newcomer studnets	No			Specific Schools: Graham Middle School, Crittenden Middle School, Vargas Elementary (Other Elementary Schools will be determined in summer 2024 based on enrollment for 2024-25).	On-going	$537,027.00	$0.00			$348,775.00	$188,252.00	$537,027.00	
1	1.12	Supports for Students with Disabilities - Differentiated Assistance	Students with Disabilities	No			All Schools	On-going	$0.00	$4,000.00			$4,000.00		$4,000.00	
1	1.13	Multi Tiered System of Support	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.14	Early Literacy Team	Students with Disabilities Students identified as	No			Specific Schools: Castro,	On-going	$679,448.00	$0.00		$679,448.00			$679,448.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			having reading difficulties through the District's universal screener and diagnostic assessments.				Mistral, Monta Loma, Theuerkauf and Vargas Elementary Schools.									
1	1.15	Course Access	All	No			Specific Schools: Crittenden Middle School and Graham Middle School	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.16	ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	English Language Learners/Long Term English Learners	No			All Schools	On-going	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	$0.00	$5,000.00	
1	1.17	Mathematics Programming and Curriculum Adoption	All	No			Specific Schools: All Elementary Schools K-5	On-going	$4,920.00	$0.00	$0.00	$0.00	$4,920.00	$0.00	$4,920.00	
1	1.18	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	Homeless Students	No			All Schools	On-going	$0.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	$10,000.00	
2	2.1	At Risk Supervisors	All	No			Specific Schools: Imai, Stevenson, Landels, Vargas, Crittenden, Graham, Mistral, Monta Loma, Theuerkauf and Castro	On-going	$1,420,553.00	$0.00			$1,420,553.00		$1,420,553.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Improving Attendance Rates	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.3	Addressing Chronic Absenteeism Differentiated Assistance	Students with Disabilities Homeless Students	No			All Schools	On-going	$133,416.00	$0.00				$133,416.00	$133,416.00	
2	2.4	Addressing Suspension Rates - Differentiated Assistance	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.5	Supporting Student Behavior	All Students with Disabilities	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.6	Additional Targeted Support and Improvement/Targeted Support and Improvement	Students with Disabilities, Homeless Students, Hispanic Students	No			Specific Schools: Imai, Landels, Mistral, Graham, Vargas, Castro, Stevenson, Monta Loma, and Theuerkauf	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.7	Health and Wellness Committee	All	No			All Schools	On-going	$2,000.00	$0.00			$2,000.00		$2,000.00	
2	2.8	Partnership with School Linked Services	All	No			All Schools	On-going	$93,000.00	$100,522.00			$193,522.00		$193,522.00	
2	2.9	Student Social Emotional Health - Curriculum	All	No			All Schools	On-going	$0.00	$66,000.00			$66,000.00		$66,000.00	
2	2.10	Student Social Emotional Health - Counselors	All	No			All Schools	On-going	$1,859,366.00	$0.00			$1,859,366.00		$1,859,366.00	
3	3.1	School and Community Engagement Facilitators (SCEF)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$1,200,309.00	$0.00	$1,132,727.00			$67,582.00	$1,200,309.00	
3	3.2	Equity	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.3	Parent Engagement - Parent University	All	No			All Schools	On-going	$0.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	$5,000.00	
3	3.4	Parent Communication	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.1	Teacher Induction	All	No			All Schools	On-going	$529,447.00	$91,700.00			$529,447.00	$91,700.00	$621,147.00	
4	4.2	Employee Retention and Support	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Hiring Process	All	No			All Schools	On-Going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.1	School Cleanliness	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.2	Technology Devices	All	No			All Schools	On-going	$0.00	$552,996.00			$552,996.00		$552,996.00	
5	5.3	MVWSDConnect	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.4	Meals for Students	All	No			All Schools	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.1	Early Literacy Team	All	No			Specific Schools: Castro Elementary	On-going	$452,965.00	$0.00		$452,965.00			$452,965.00	
6	6.2	At Risk Supervisor	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.3	School and Community Engagement Facilitator	All Students with Disabilities	No			Specific Schools: Castro School	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.4	Wellness Center	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.5	Additional Counselor	All	No			Specific Schools: Castro Elementary	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	6.6	Transitional Kindergarten	All	No			Specific Schools: Castro Elementa	On-going	$130,495.00	$0.00			$130,495.00		$130,495.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ry									
6	**6.7**	New Daily Schedule/Breakfast	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$6,200.00	$0.00	$0.00	$6,200.00	$0.00	$6,200.00	
6	**6.8**	Centralized Data Team	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.9**	Dedicated Newcomer Teacher	All	No			Specific Schools: Castro Elementary	On-going	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
6	**6.10**	Playworks	All	No			Specific Schools: Castro School	On-going	$0.00	$38,000.00			$38,000.00		$38,000.00	
6	**6.11**	Additional Administrative Support - Assistant Principal	All	No			Specific Schools: Castro Elementary School	On-going	$135,947.00	$0.00			$135,947.00		$135,947.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
52,902,364	3,502,403	6.621%	0.000%	6.621%	$7,025,734.00	0.000%	13.281 %	**Total:**	$7,025,734.00
								LEA-wide Total:	$6,671,196.00
								Limited Total:	$354,538.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,108,241.00	
1	**1.5**	Response to Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,430,228.00	
1	**1.7**	Targeted Student Support Funding	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$354,538.00	
3	**3.1**	School and Community Engagement Facilitators (SCEF)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,132,727.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$16,394,375.00	$15,148,333.80

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Coaches	Yes	$2,469,160.00	2,374,683
1	**1.2**	Technology Coach	No	$140,532.00	163,594
1	**1.3**	Data Platform - SchoolCity	No	$37,000.00	36,824.25
1	**1.4**	iReady Assessment	No	$144,493.00	144,493.10
1	**1.5**	Response to Instruction	Yes	$2,328,654.00	2,279,954
1	**1.6**	Summer Programming	No	$225,000.00	225,000
1	**1.7**	Targeted Student Support Funding	Yes	$334,600.00	300,000
1	**1.8**	Designated English Language Development - English Learners and Long Term English Learners	No	$25,000.00	0
1	**1.9**	Designated English Language Development - English Learners and Long Term English Learners	No	$75,000.00	75,908

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.10**	Integrated English Language Development - English Learners and Long Term English Learners	No	$25,000.00	23,211.16
1	**1.11**	English Language Learners - Newcomer Students	No	$469,359.00	484,888
1	**1.12**	Supports for Students with Disabilities	No	$31,428.00	4,000
1	**1.13**	Multi Tiered System of Support	No	$0.00	0
1	**1.14**	Early Literacy Team	No	$769,433.00	794,690
1	**1.15**	Course Access	No	$0.00	0
1	**1.16**	ELPAC Interim Assessments - English Language Learners and Long Term English Language Learners	No	$10,000.00	0
1	**1.17**	English Language Arts Curriculum	No	$2,300,000.00	1,790,876.29
1	**1.18**	Addressing Academic Outcomes for Homeless Students in ELA/Math - Differentiated Assistance	No	$10,000.00	0
2	**2.1**	At Risk Supervisors	No	$1,056,073.00	1,154,285
2	**2.2**	Improving Attendance Rates	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Addressing Chronic Absenteeism Differentiated Assistance	No	$121,429.00	126,344
2	2.4	Addressing Suspension Rates - Differentiated Assistance	No	$0.00	0
2	2.5	Supporting Student Behavior	No	$0.00	0
2	2.6	Additional Targeted Support and Improvement	No	$0.00	0
2	2.7	Health and Wellness Committee	No	$2,000.00	1,980
2	2.8	Partnership with School Linked Services	No	$193,522.00	193,522
2	2.9	Student Social Emotional Health - Curriculum	No	$43,000.00	31,625
2	2.10	Student Social Emotional Health - Counselors	No	$1,822,542.00	1,714,122
2	2.11	Significant Disproportionality	No	$178,486.00	0
3	3.1	School and Community Engagement Facilitators (SCEF)	Yes	$1,051,414.00	1,068,611
3	3.2	Director of Equity	Yes	$284,800.00	175,874
3	3.3	Equity Seminars	No	$68,000.00	0
3	3.4	Equity Advisory Committee	No	$2,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	Parent Engagement - Parent University	No	$10,000.00	0
3	**3.6**	Parent Communication	No	$6,290.00	6,290
3	**3.7**	Equity Scorecard	No	$0.00	0
3	**3.8**	Equitable Access to Choice Schools	No	$0.00	0
4	**4.1**	Teacher Induction	No	$494,759.00	496,996
4	**4.2**	Employee Retention and Support	No	$0.00	0
4	**4.3**	Hiring Process	No	$5,000.00	1,079
5	**5.1**	School Cleanliness	No	$0.00	0
5	**5.2**	Technology Devices	No	$552,996.00	552,996
5	**5.3**	MVWSDConnect	No	$150,000.00	0
5	**5.4**	Meals for Students	No	$0.00	0
5	**5.5**	Flexible Learning Environments	No	$0.00	0
5	**5.6**	Assistant Director of Maintenance, Operations and Transportation	No	$284,701.00	213,437

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	**6.1**	Early Literacy Team	No	$512,955.00	529,793
6	**6.2**	At Risk Supervisor	No	$0.00	0
6	**6.3**	School and Community Engagement Facilitator	No	$0.00	0
6	**6.4**	Wellness Center	No	$0.00	0
6	**6.5**	Additional Counselor	No	$0.00	0
6	**6.6**	Transitional Kindergarten	No	$121,749.00	121,258
6	**6.7**	New Daily Schedule/Breakfast	No	$0.00	0
6	**6.8**	Centralized Data Team	No	$0.00	0
6	**6.9**	Dedicated Newcomer Teacher	No	$0.00	0
6	**6.10**	Playworks	No	$38,000.00	62,000

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,430,479	$6,408,117.00	$6,199,122.00	$208,995.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	Instructional Coaches	Yes	$2,469,160.00	2,374,683		
1	**1.5**	Response to Instruction	Yes	$2,328,654.00	2,279,954		
1	**1.7**	Targeted Student Support Funding	Yes	$334,600.00	300,000		
3	**3.1**	School and Community Engagement Facilitators (SCEF)	Yes	$990,903.00	1,068,611		
3	**3.2**	Director of Equity	Yes	$284,800.00	175,874		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
51,518,791	3,430,479	0	6.659%	$6,199,122.00	0.000%	12.033%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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