



LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

2024-2025 | 2025-2026 | 2026-2027

ONTARIO-MONTCLAIR SCHOOL DISTRICT



Board Adopted on June 20, 2024

Approved by San Bernardino County Superintendent of Schools on July 26, 2024

CDS CODE: 36-67819-0000000
ELEMENTARY DISTRICT



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ontario-Montclair School District

CDS Code: 36 67819 0000000

School Year: 2024-25

LEA contact information:

Robert F. Gallagher

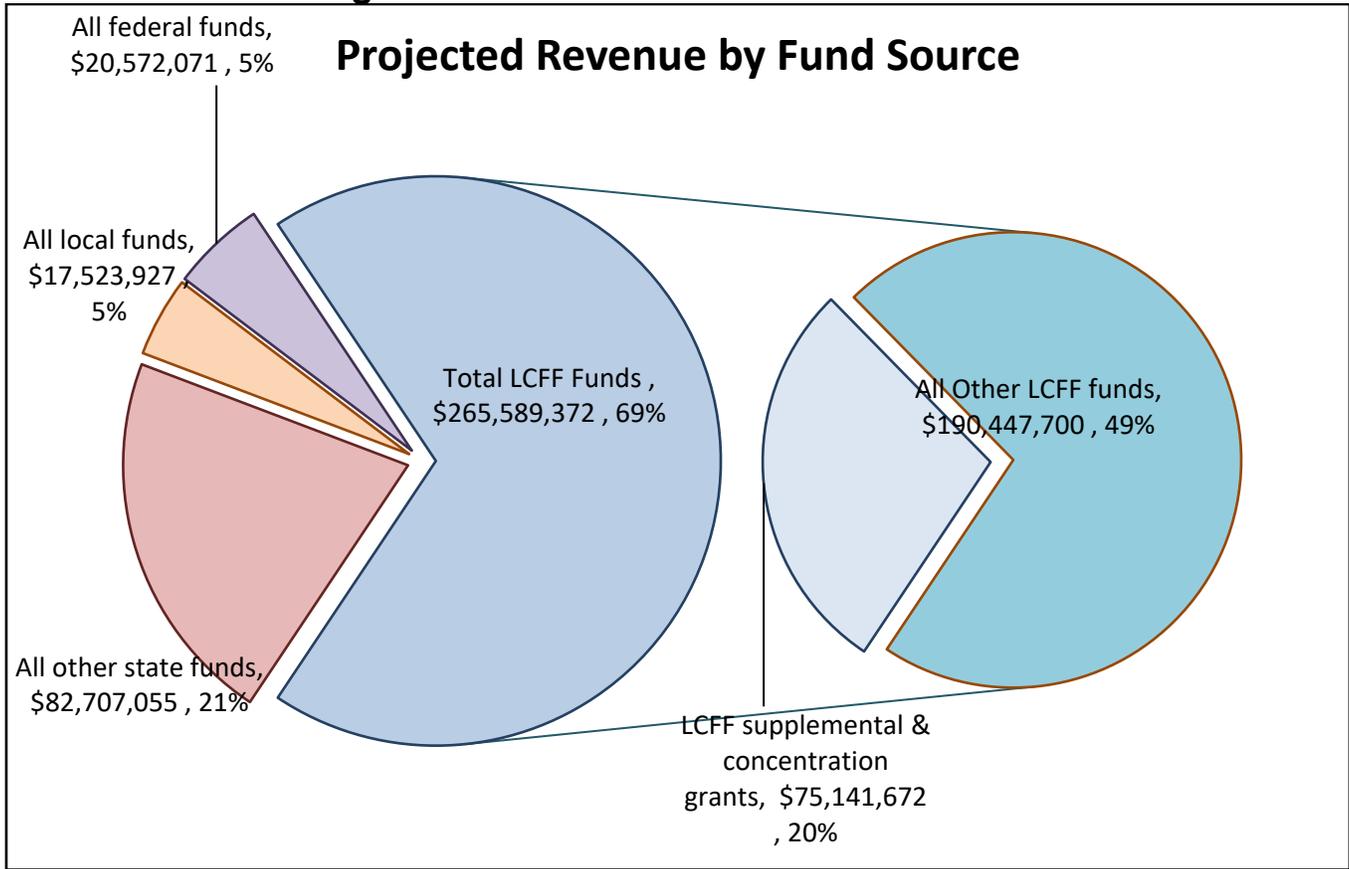
Assistant Superintendent, Learning & Teaching

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

Budget Overview for the 2024-25 School Year

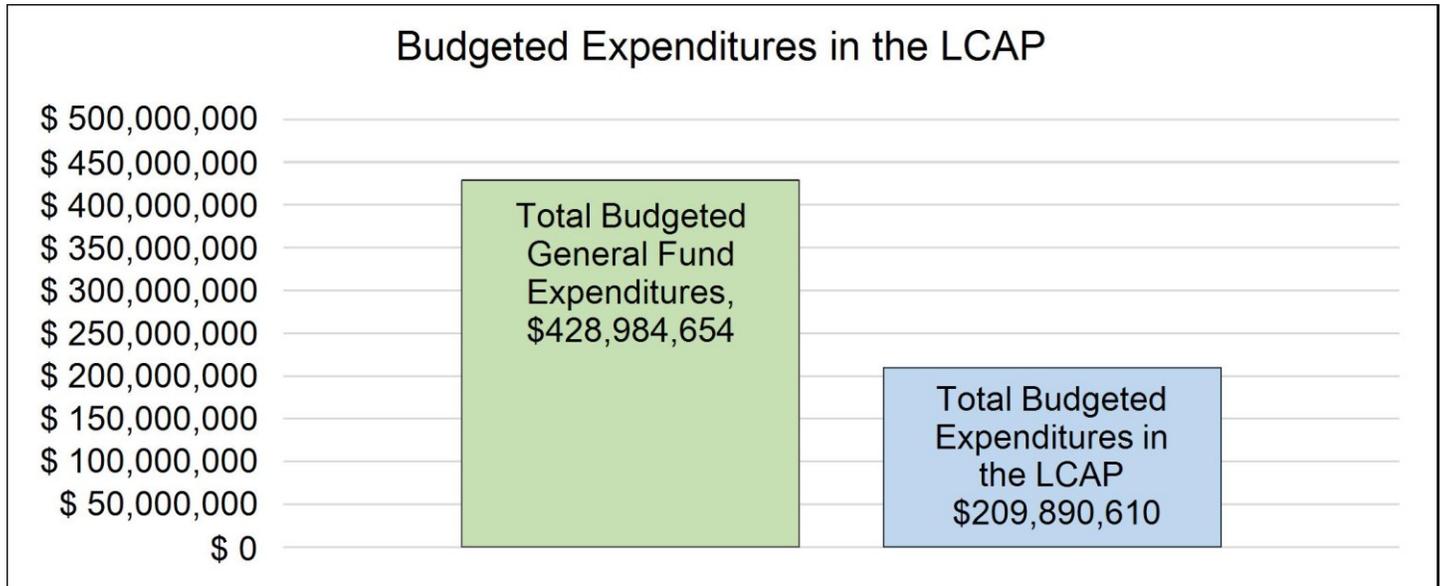


This chart shows the total general purpose revenue Ontario-Montclair School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ontario-Montclair School District is \$386,392,425, of which \$265,589,372 is Local Control Funding Formula (LCFF), \$82,707,055 is other state funds, \$17,523,927 is local funds, and \$20,572,071 is federal funds. Of the \$265,589,372 in LCFF Funds, \$75,141,672 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 Ontario-Montclair School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ontario-Montclair School District plans to spend \$428,984,654 for the 2024-25 school year. Of that amount, \$209,890,610 is tied to actions/services in the LCAP and \$219,094,044 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

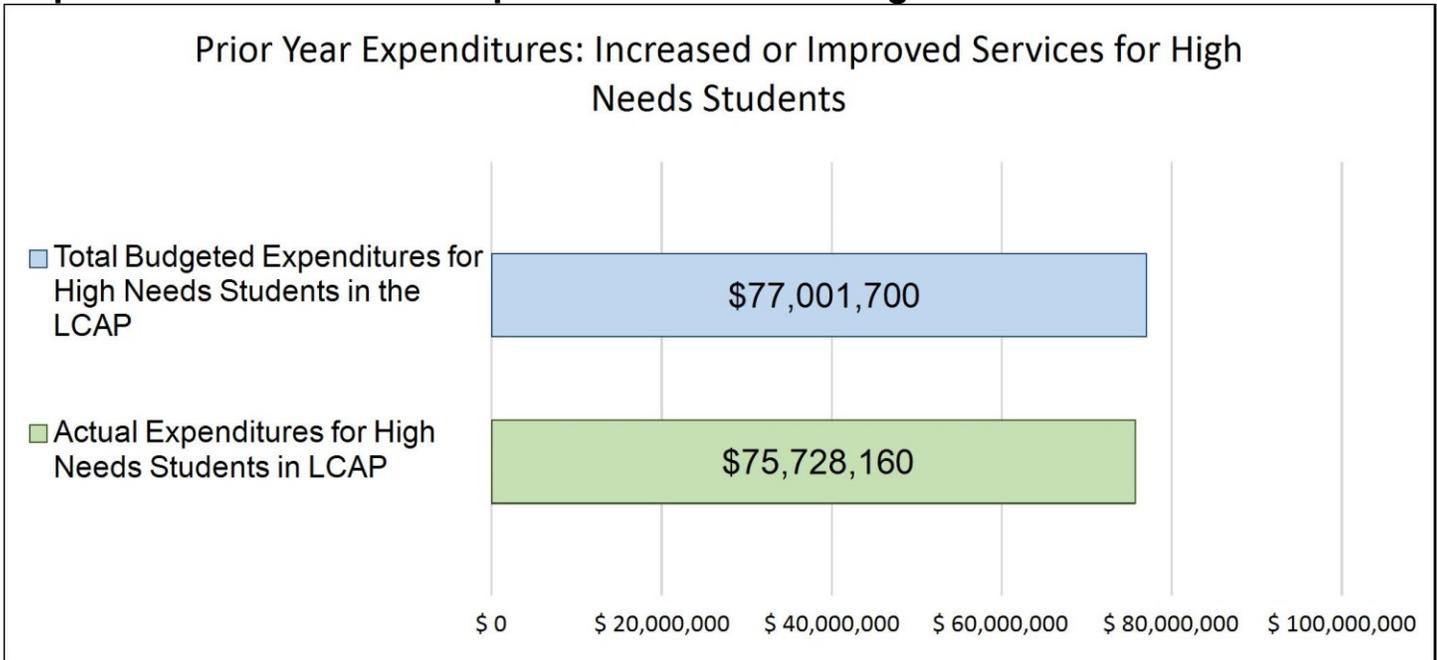
1. Salary and benefits for Certificated and Classified support staff, not included in the LCAP, to support operations, facilities, personnel, business, nutrition, health wellness, academic and social emotional support for students.
2. Facilities and Operations to enhance, repair and maintain school and District facilities to promote student learning, safe and secure schools and buildings, social emotional well-being, and instruction for learning that is not included in the LCAP.
3. Technology that is not included in the LCAP.
4. Electric, water, gas, and solar utility usage to maintain learning and work environment.
5. Educational Specialists, Certificated and Classified staff to engage students with special needs with academic and social-emotional supports that is not included in the LCAP.
6. Provide student access to standards based textbooks across content areas, intervention programs, and other supports that are not included in the LCAP.
7. COVID Federal and State funded expenditures, that are not included in the LCAP.

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

In 2024-25, Ontario-Montclair School District is projecting it will receive \$75,141,672 based on the enrollment of foster youth, English learner, and low-income students. Ontario-Montclair School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ontario-Montclair School District plans to spend \$77,014,511 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Ontario-Montclair School District's LCAP budgeted \$77,001,700 for planned actions to increase or improve services for high needs students. Ontario-Montclair School District actually spent \$75,728,160 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,273,540 had the following impact on Ontario-Montclair School District's ability to increase or improve services for high needs students:

The District has utilized the various restricted COVID Federal and State funds to support student learning achievement by supporting intervention programs, eliminating combo classes, providing targeted schools with Instructional Coaches based on student need, and providing outreach consultants who will manage and monitor all site level Health/SEL/Mental Health student supports.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ontario-Montclair School District	Robert F. Gallagher Assistant Superintendent, Learning & Teaching	robert.gallagher@omsd.net (909) 418-6436

Goals and Actions

Goal

Goal #	Description
1	All students access educational and social-emotional programs provided by appropriately credentialed teachers, highly qualified support staff, and administrators utilizing adopted instructional materials, resources, and technology, aligned to California State Standards in safe, clean, and well-maintained facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	0% Extreme Deficiency	2021-2022 0% Extreme Deficiency	2022-2023 0% Extreme Deficiency	23-24 0% Extreme Deficiencies	0% Extreme Deficiency
English Learner Teaching Authorizations	100% Teachers	2021-2022 100% Teachers	2022-2023 100% Teachers	23-24 99.9% Teachers	100% Teachers
Mis-Assign Report	0% Teachers Mis-Assigned	2021-2022 0% Teachers Mis-Assigned	2022-2023 0% Teachers Mis-Assigned	23-24 0.6% Teachers Mis-Assigned	0% Teachers Mis-Assigned
CAASPP ELA - ALL Students	2019 CA Dashboard 16.9 Points Below Standard	2021 CAASPP was not administered. Local i-Ready ELA Data: Fall 2021: 18% At or Above Grade Level Spring 2022: 41% At or Above Grade Level	2022 CA Dashboard Status: Low 27.2 Points Below Standard	2023 CA Dashboard Performance: Orange 26.6 Points DFS	20 Points above baseline
CAASPP Math - ALL Students	2019 CA Dashboard 39.2 Points Below Standard	2021 CAASPP was not administered.	2022 CA Dashboard Status: Low 64.3 Points Below Standard	2023 CA Dashboard Performance: Yellow 54.5 Points DFS	20 Points above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Local i-Ready Math Data: Fall 2021: 8% At or Above Grade Level Spring 2022: 34% At or Above Grade Level			
Textbook Student Access	100% Students Access Adopted Textbooks	2021-2022 100% Students Access Adopted Textbooks	2022-2023 100% Students Access Adopted Textbooks	2023-2024 100% Students Access Adopted Textbooks	100% Students Access Adopted Textbooks
Chronic Absence Rate	2019 CA Dashboard 9.0%	2022 Local Metric 24.3% Chronically Absent	2022 CA Dashboard Status: Very High 25.2%	2023 CA Dashboard Performance: Orange 23.1%	7.5%
MTSS Family Survey	2021 School Connectedness 82%	2022 School Connectedness 70% 2022 Caring Adults in School 69%	2023 School Connectedness 71% 2023 Caring Adults in School 75%	2024 School Connectedness 82% 2024 Caring Adults in School 86%	School Connectedness 90% Caring adults in school 93%
Attendance Rate	Local Metric 96.5%	2022 Local Metric 93.81%	2023 Local Metric 94%	2024 Local Metric 94.9%	97.7%
Middle School Drop Out	0.0%	2021-2022 0.0%	2022-2023 0.0%	2023-2024 0.0%	0.0%
Implementation of State Standards	2021 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability	2022 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability	2023 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability	2024 Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability	Local Performance Indicator: ELA/ELD: 5/Full implementation Sustainability Math- 5/Full implementation of Sustainability

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading 3rd Gr. End Of Year	2021 Local Metric 48%	2022 Local Metric 50%	2023 Local Metric 52%	2024 Local Metric 50%	5% increase annually
iReady Math 7th Gr. End Of Year	2021 Local Metric 33%	2022 Local Metric 34%	2023 Local Metric 31%	2024 Local Metric 31%	5% increase annually

Goal Analysis

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

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

Through a collaborative, continuous improvement-driven approach, all actions and programs in Goal 1 addressed the diverse instructional needs of all students by providing equitable resources, highly quality teaching and support staff to ensure students have full access to the state adopted curriculum, schools are safe and secure and transportation and technology needs are met.

Action 1.1, Transportation and Safety: The transportation department was successful in implementing this action. They were able to increase and improve services to OMSD students and their families. There was an investment in the fleet by purchasing additional school buses and passenger vans. The District took delivery of three electric school buses to replace three diesel buses awarded through South Coast Air Quality Management District. The District was also awarded a grant to replace three diesel buses with three additional electric school buses through the San Joaquin Valley Unified Air Pollution Control District Volkswagen Mitigation Trust Fund. Another phase of technology upgrade was completed by installing Tyler Drive Tablets in all the transportation vehicles. The tablets will improve communication with the team and provide advanced navigation for home to school routes. Additionally, three IA Learning Needs and Bus Aide positions were added and two were successfully filled to ensure compliance with bus riders Individualized Education Plan (IEP). Also three sub car drivers successfully complete the district's driver training program and become school bus drivers and a fourth dispatcher was added. The transportation department and shop are fully staffed and the only challenge is being able to fill bus driver vacancies which counts on continued recruitment. Aside from filling some vacancies, this action was fully implemented.

Action 1.2, Ancillary Program Staffing: The district was able to secure most of the additional program staffing to help accelerate student learning, provide tiered academic and social emotional learning which resulted in successful implementation of this action. The Ancillary

Program Staffing action is fully implemented, with the exception of few vacancies that were continuously being filled. The action was implemented with no substantive differences and the additional staffing helped support and supplement the base program staffing.

Action 1.3, Technology Infrastructure & Access: Information Services Department successfully and fully implemented this action by maintaining a 1:1 student to device ratio for all OMSD students in grades Tk-8. Information Services periodically replaced damaged and defective devices (chromebooks/iPads) as needed for student learning. Classroom technology for teachers such as projectors, document cameras and teacher laptops were upgraded. Investment in the infrastructure provided almost 99% of internet uptime for classroom digital learning systems. Information Services also replaced uninterrupted power supply (UPS) to provide a longer run time from 30 minutes to 2 hours during power outages.

Action 1.4, Base Program Staffing: The district successfully and fully implemented this action by securing increased staff to decrease the teacher to student ratio and support the academic and social-emotional wellbeing of students. In addition, Instructional Assistants were hired to expand Transitional Kinder.

Action 1.5, New Teacher Induction: The New Teacher Induction action was fully implemented. OMSD's Induction program was successful in serving 74 year one and year two candidates. A full-time coordinator and a full-time mentor are supporting candidates by providing professional development to teachers and meeting throughout the year on issues related to the requirements of Induction. A summer orientation took place for all candidates and mentors to provide PD options and to discuss the basic principles of induction. Trainings throughout the year included: using the GoReact platform, best first instruction, and the California Standards for the Teaching Profession. General education and special education candidates were provided opportunities to observe Spotlight teachers, while mentors were released to observe and support their candidates. The full-time Induction Teacher on Assignments supported all elements of the Induction program and provided training to mentors, while also supporting candidates with their goals and objectives.

Action 1.6, Staff Recruitment & Retention: The Human Resources Division was successful in recruiting highly qualified teachers and staff through outreach efforts designed to attract quality personnel for vacancies and hard-to-fill positions. Such efforts allowed for full implementation of this action which have included District presence at various job fairs, partnerships with local Universities, enhancing compensation packages through the negotiation process and developments of memorandum of understandings with the Associations, and continued job compensation studies among surrounding districts. The district also developed a resident teacher program with Claremont Graduate University and the University of Redlands with the goal of securing highly qualified teachers and to support in filling for retirement, promotions, and staff relocations.

Action 1.7, Core Instructional Materials: This action was fully and successfully implemented. Core instructional materials were utilized across 33 school sites. New to K-5 students this year was the adoption of Studies Weekly, the district adopted History-Social Science curriculum for grades K-5. Training was provided to teachers across various months by the publisher, as well as by the district Teacher on Assignment. Math and Science strategic planning sessions took place throughout the year to support school sites in their core adoption and to help with planning and data analysis. Materials were ordered throughout the year, including ELA books and workbooks per site requests such as, Eureka Edulastic licenses, Unique Learning Systems licenses for Mod-Severe Special Day Classes, Preschool "Ready to Advance" curriculum for our preschool classes, and an arts curriculum for teachers and students at the Arts Academy. To wrap up the year, materials

for the districtwide writing program, Write From the Beginning, as well as additional curriculum to support our World Language classes were purchased.

Action 1.8, Teacher Initiated Professional Development: OMTA members were successful in seeking funding through Teacher Initiated Funds for professional development to supplement the district's offerings. There was a challenge to obtain subs at the start of the year but a resident sub and district sub process was put in place that improved the ability to prioritize and obtain subs for professional development which resulted in increased opportunities for professional development and training during the day for instructional staff, resulting in full implementation of this action.

Action 1.9, Safe and Maintained Facilities: The Operations Department was successful in making improvements to school facilities to support the needs of students. HVAC upgrades were been completed at one of the elementary schools and 3 additional sites were actively under construction for replacement of their HVAC systems. Security improvements were also made and cameras were installed at 26 elementary school sites and 3 administration sites. For added safety and classroom security, window covering installation were made at 712 windows district wide and preparations are set for for phase 2 which include an additional 1200 windows to receive window coverings. Security panels were also replaced and upgraded at 9 of our school sites and an additional 4 are scheduled for completion by the end of the fiscal year. Overall, this action was fully implemented.

Action 1.10, Classified Staff PD: The Classified Leadership Conference (CLC) served as the annual springboard for large-scale classified professional development which allowed for successful and full implementation of this action. This year, the conference was held in October 2023 and district employee participants were exposed to a variety of essential work-related training sessions to enhance their effectiveness and skills to directly or indirectly support the academic excellence and development of the whole child in OMSD.

Overall, the district's implementation of Goal 1 can be regarded as successful, with substantial achievements and full implementation of all actions. The improvements to transportation, safety upgrades to facilities, and increased base instructional staffing are significant to the safe learning environment and increased staff to student ratios. Although schools continued to be impacted, especially during the first half of the year, with attendance significant efforts were orchestrated via outreach supports and school teams working to support student attendance and engagement.

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: Transportation and Safety- Due to the District's inability to hire hard to fill bus driver positions, the amount expended was less than the budgeted amount. \$4,250,609 was spent from the \$4,811,763 that was originally budgeted for this action. An in-house training center for drivers has been established to support in filling these hard to fill driver position.

Action 1.2: Ancillary Program Staffing- Salaries of the additional personnel at school sites was below expected due to newer certificated and classified staff being hired for supplementary positions. This action was originally budgeted at \$30,004,754 and \$27,565,163 was actually spent.

Action 1.3: Technology Infrastructure & Access- In evaluating technology needs, additional technology and device upgrades were not needed considering the many upgrades and technology purchases done over the last 2 years. The technology budget will reflect an adjustment in the upcoming year showing a decrease in funding. This action was originally budgeted at \$3,926,292 and \$415,267 was spent.

Action 1.4: Base Program Staffing- This action originally budgeted \$27,885,994 was increased to \$30,295,486 due to the need to hire Licensed Vocational Nurses (LVNs) as health assistants retire or leave the school site. LVNs will allow school sites to better support students' medical and health needs. Additionally, the increase supported a 5% ongoing salary increase for base program staffing.

Action 1.5: New Teacher Induction- This action was originally budgeted at \$765,341 and \$592,009 was expended. A reduced amount of first and second year teacher inductees participated in the program compared to what was projected. Additionally, since there were a reduced amount of inductees, a reduced number of mentors were needed.

Action 1.7: Core Instructional Materials- This action was originally budgeted at \$1,987,897 and \$3,395,916 was actually spent due to the approval and purchase of a districtwide writing program for TK-8.

Action 1.9: Safe and Maintained Facilities- This action was originally budgeted at \$12,095,224 and \$10,684,510 was expended due to purchases and facilities work having to carry over in the new fiscal year.

Action 1.10: Classified Staff PD- A classified leadership conference was added to this action, increasing the budget to \$236,209. \$128,043 was originally budgeted for this action.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 1, which focuses on providing a high quality, structured, and safe learning environment, was consistent across different actions.

Ancillary Program Staffing and Technology Infrastructure and Access (Actions 1.2, and 1.3): In comparing the CA Dashboard data for ELA between 2019 and 2023, our students were 16.9 DFS in 2019 and 26.6 DFS in 2023 for ELA and 39.2 DFS in 2019 and 54.5 DFS in 2023 for Math. Despite not achieving our pre-pandemic levels for ELA and Math in the CA School Dashboard, these actions showed effectiveness in the steady progress that was made comparing the 2022 and 2023 CA Dashboard data for ELA with an increase from 27.2 DFS to 26.6 DFS and Math with an increase from 64.2 DFS to 54.5 DFS, respectively. Also, the use of the i-Ready local assessment that was implemented beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. This improvement indicates that providing

students with additional academic support from additional personnel, educational technology resources, and maintaining a 1:1 student to device ratio for all OMSD students in grades Tk-8, and keeping classroom technology properly upgraded and updated ensured that students did not miss vital instruction and were provided with more individualized support and resulted in effective progress towards the goal.

New Teacher Induction, Staff Recruitment and Retention, Teacher Initiated Professional Development, and Classified Staff PD (Actions 1.5, 1.6, 1.8, and 1.10): In comparing the CA Dashboard data for ELA between 2019 and 2023, our students were 16.9 DFS in 2019 and 26.6 DFS in 2023 for ELA and 39.2 DFS in 2019 and 54.5 DFS in 2023 for Math. Despite not achieving our pre-pandemic levels for ELA and Math in the CA School Dashboard, the implementation of these actions was effective in decreasing DFS in ELA and math between the 2022 and 2023 school year in the CA School Dashboard from 27.2 DFS to 26.6 DFS in ELA and an increase from 64.2 DFS to 54.5 DFS in Math. Also, the amount of students needing Tier 3 support in ELA and Math by comparing our 2021 and 2024 i-Ready data (i-Ready newly implemented in the 2020-2021 school year), showed a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. In the implementation of State Standards metric, our district showed full implementation between the 2021 to 2024 school years. Training for new teachers veteran teachers, and classified instructional staff was provided and the new resident teacher program with Claremont Graduate University and the University of Redlands supported in the recruitment and retention of highly qualified staff.

Transportation, Safety, and Base Program Staffing (Actions 1.1 and 1.4): In comparing the CA Dashboard data for Chronic Absenteeism between 2019 and 2023, our students showed 9% chronically absent in 2019 and 23.1% chronically absent in 2023. Although we were not able to achieve our pre-pandemic levels for chronic absenteeism, the implementation of these actions showed effectiveness in the steady progress that was made in lowering our chronic absenteeism rates between the 2022 CA Dashboard (25.2% chronically absent) and 2023 CA Dashboard (23.1% chronically absent) data. Our current local metric for the 2024 school year shows 15.6% of students being chronically absent. The MTSS family survey data show school connectedness maintained at 82% between 2021 and 2024 and the district maintained the dropout rate at 0% between 2021 and 2024. Providing improved transportation, safe environments and increased staffing to lower the teacher/paraeducator to student ratio created a conducive learning environment and ensured students access to the best first instructional and leveled intervention, which is an important aspect of Goal 1.

Core Instructional Materials (Action 1.7): This action showed effectiveness as all students in OMSD were provided with core adopted textbooks and materials to support access to the content standards and full implementation of state standards.

Safe and Maintained Facilities (Action 1.9): This action showed effectiveness by the input provided by our educational partners that share a notable difference in improvements made to facilities and the added security measures such as installment of cameras.

In summary, all actions under Goal 1 were effectively implemented, resulting in progress in ELA, Math, decreased chronic absenteeism, a 0% dropout rate, and full implementation of state standards.

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

In response to the analysis of data and feedback from educational partners, the district has made several adjustments to the actions and metrics under Goal 1. The metrics added to Goal 1 also target the school sites with student groups with the lowest performing outcomes in ELA, Math, and Chronic Absenteeism from the 2023 California School Dashboard to measure effectiveness of the actions. This goal aims to provide students with educational access and social-emotional programs provided by appropriately credential teachers, highly qualified support staff, adopted instructional materials, resources, and technology in safe and clean learning environments. The following changes are designed to enhance the effectiveness and accuracy of measuring progress towards the goal.

1. Transportation (Action 1.1): While the action itself remains unchanged, there is a shift in the metric used to assess its impact. This action previously included school connectedness and will now measure attendance and improved chronic absenteeism. This change aims to focus on eliminating barriers for students.
2. New Teacher Induction (Action 1.5): This action will be eliminated in Goal 1 and be integrated as part of Goal 2. Action 2.2 includes coaching and support for new and veteran instructional staff. By integrating this action as part of Goal 2, that focuses on academic programs and tiered supports, will ensure a targeted focus on preparing new and veteran teachers, ensuring student academic achievement. Action 2.2 in the 24-25 LCAP.
3. Safe and Maintained Facilities (Action 1.9): This action will remain unchanged but a change will be made in the metric used to assess effectiveness. This action will include the Facilities Inspection Tool (FIT) as reference to ensure sites are safe and in good repair.

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

Goals and Actions

Goal

Goal #	Description
2	All students access an academic program through a Multi-Tiered System of Supports aligned to the California State standards, which include ongoing professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning, specialized programs, and a broad course of study.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA ALL Students	2019 CA Dashboard 16.9 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready ELA Data: Fall 2021: 18% At or Above Grade Level Spring 2022: 41% At or Above Grade Level	2022 CA Dashboard Status: Low 27.2 Points Below Standard	2023 CA Dashboard Performance: Orange 26.6 Points Below Standard	20 points above baseline
CAASPP Math ALL Students	2019 CA Dashboard 39.2 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready Math Data: Fall 2021: 8% At or Above Grade Level Spring 2022: 34% At or Above Grade Level	2022 CA Dashboard Status: Low 64.3 Points Below Standard	2023 CA Dashboard Performance: Yellow 54.5 Points Below Standard	20 points above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Low-Income Students	2019 CA Dashboard 21.7 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready ELA Data: Fall 2021: 16% At or Above Grade Level Spring 2022: 38% At or Above Grade Level	2022 CA Dashboard Status: Low 31.9 Points Below Standard	2023 CA Dashboard Performance: Orange 32 Points Below Standard	20 points above baseline
CAASPP Math Low-Income Students	2019 CA Dashboard 43.6 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready Math Data: Fall 2021: 7% At or Above Grade Level Spring 2022: 33% At or Above Grade Level	2022 CA Dashboard Status: Low 69.3 Points Below Standard	2023 CA Dashboard Performance: Yellow 59.6 Points Below Standard	20 points above baseline
CAASPP ELA EL Group (EL + RFEP)	2019 CA Dashboard 43 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready ELA Data: Fall 2021: 4% At or Above Grade Level Spring 2022: 23% At or Above Grade Level	2022 CA Dashboard Status: Low 66.1 Points Below Standard	2023 CA Dashboard Performance: Orange 67.9 Points Below Standard	20 points above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math EL Group (EL + RFEP)	2019 CA Dashboard 61.4 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready Math Data: Fall 2021: 1% At or Above Grade Level Spring 2022: 18% At or Above Grade Level	2022 CA Dashboard Status: Low 93.8 Points Below Standard	2023 CA Dashboard Performance: Yellow 88.3 Points Below Standard	20 points above baseline
CAASPP ELA SPED Students	2019 CA Dashboard 90.9 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready ELA Data: Fall 2021: 6% At or Above Grade Level Spring 2022: 18% At or Above Grade Level	2022 CA Dashboard Status: Very Low 92.4 Points Below Standard	2023 CA Dashboard Performance: Red 94.3 Points Below Standard	20 points above baseline
CAASPP Math SPED Students	2019 CA Dashboard 43.6 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready Math Data: Fall 2021: 3% At or Above Grade Level Spring 2022: 14% At or Above Grade Level	2022 CA Dashboard Status: Very Low 126.4 Points Below Standard	2023 CA Dashboard Performance: Orange 122.8 Points Below Standard	20 points above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Foster Youth Students	2019 CA Dashboard 43.5 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready ELA Data: Fall 2021: 12% At or Above Grade Level Spring 2022: 34% At or Above Grade Level	2022 CA Dashboard Status: Low 63.2 Points Below Standard	2023 CA Dashboard Performance: Orange 63.1 Points Below Standard	20 points above baseline
CAASPP Math Foster Youth Students	2019 CA Dashboard 66.5 Points Below Standard	CAASPP was not administered in the 2021 school year. Local i-Ready Math Data: Fall 2021: 2% At or Above Grade Level Spring 2022: 19% At or Above Grade Level	2022 CA Dashboard Status: Very Low 99.3 Points Below Standard	2023 CA Dashboard Performance: Orange 79.7 Points Below Standard	20 points above baseline
iReady Reading 3rd Gr. End Of Year	2021 Local Metric 48%	2022 Local Metric 50%	2023 Local Metric 52%	2024 Local Metric Mid-Year Report 50%	5% increase annually
iReady Math 7th Gr. End Of Year	2021 Local Metric 33%	2022 Local Metric 34%	2023 Local Metric 31%	2024 Local Metric Mid-Year Report 31%	5% increase annually
ELPI English Language Progress Indicator	2019 CA Dashboard 40.3% Low	ELPI was not reported in the 2021-2022 CA School Dashboard	2022 CA Dashboard Status: Medium 47.6%	2023 CA Dashboard Performance: Green 50.5%	55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		ELPAC Level 1: 29% Level 2: 34% Level 3: 29% Level 4: 6%			
EL Reclassification Rate	2019-2020 CA Dataquest 15.8%	2020-2021 CA Dataquest 7.4%	2021-2022 CA Dataquest 18.3%	2022-2023 CA Dataquest 15%	15.9%
Student Access to Extracurricular Programs	100% Students Access Extracurricular Programs	2021-2022 100% Students Access Extracurricular Programs	2022-2023 100% Students Access Extracurricular Programs	2023-2024 100% Students Access Extracurricular Programs	100%
Access to a Broad Course of Study	100% Students have access to a Broad Course of Study	2021-2022 100% Students have access to a Broad Course of Study	2022-2023 100% Students have access to a Broad Course of Study	2023-2024 100% Students have access to a Broad Course of Study	100%
Chronic Absence Rate	2019 CA Dashboard 9.0%	2022 Local Metric 24.3%	2022 CA Dashboard 25.2%	2023 CA Dashboard 23.1%	7.5%
Student Access to Athletic Programs	100% Students Access Athletic Programs	2021-2022 100% Students Access Athletic Programs	2022-2023 100% Students Access Athletic Programs	2023-2024 100% Students Access Athletic Programs	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey (CHKS) - 5th Grade	2021 School Connectedness 69% 2021 Caring Adults in School 73%	2022 School Connectedness 70% 2022 Caring Adults in School 69%	2023 School Connectedness 70% 2023 Caring Adults in School 69%	2024 School Connectedness 70% 2024 Caring Adults in School 70%	School Connectedness 75% Caring Adults in School 80%
California Healthy Kids Survey (CHKS) - 7th Grade	2021 School Connectedness 62% 2021 Caring Adults in School 60%	2022 School Connectedness 57% 2022 Caring Adults in School 57%	2023 School Connectedness 55% 2023 Caring Adults in School 58%	2024 School Connectedness 54% 2023 Caring Adults in School 59%	School Connectedness 75% Caring Adults in School 70%

Goal Analysis

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

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

In Goal 2, the District strives to support and prepare students academically through the implementation of a Multi-tiered System of Supports aligned to the California State Standards which include professional development, coaching, instructional resources, technology integration, tiered supports, monitoring of learning, specialized programs, and a broad course of study.

Actions 2.1 and 2.2, Humanities and STEM PD and Resources: The Curriculum & Instruction department was successful in offering a range of trainings for staff across the district that supported full implementation of these actions. Training and PD included: Universal Design for Learning (UDL), core curriculum 101, technology, cooperative learning, strategic planning, History Social-Science, best first instruction, AVID principles, and Designated and Integrated English Language Development. The trainings were offered over Zoom and in-person, along with grade level specific focus as needed by sites. Although it could have been a challenge to offer PD due to the sub shortages we continued to encounter through the year, the Curriculum & Instruction department found creative and varied professional development offerings across the district that included after school time-carded sessions, self-paced Nearpod PD, self-paced English Learner PD through the Ellevation educational platform, and a district process to secure resident subs to allow for PD and training. A Selection and Pilot Committee was formed this year to evaluate new writing programs across all elementary and middle schools in the district. Participants included teachers and instruction coaches who were time-carded to participate in the meetings to recommend a new writing program. District TOAs were able to further enhance their expertise and coaching practice by attending various County, curriculum-based, and Language focused conferences throughout the year. A contract with Lesson Cast was developed and implemented in the area of Universal Design for

Learning (UDL) that offered two middle school sites with training and trainings for leadership development. Professional development in the area of STEM has been provided for teachers with respect to how to plan lessons in science and math. Designated teachers have been meeting with district TOAs to strategically plan these lessons, while also observing demonstrations of the planned lessons. In addition, curriculum 101 trainings took place in the summer in both math and science. Science Fair Lead teacher trainings were offered during the summer for interested staff that supported their students in developing Science Fair projects throughout the year. Other trainings were also offered in areas such as, the use of Desmos, Integrated Math planning, Eureka math support with Sync Eureka, Newcomer support, and Integrated and Designated ELD.

Action 2.3, Coaching and Support: The Curriculum & Instruction department successfully hired 18 Spotlight teachers to take part in the Spotlight program this year. Even though two of the spotlight teachers, due to unforeseen circumstances, asked to take a break from the responsibility, which resulted in 16 teachers being part of the program, this action had success in full implementation. During the year, over 305 site visits took place, 25 videos were created, 177 in-person lessons were delivered and 3 demo lessons. Site instructional coaches attended monthly Coaching Collaborative meetings where the topics focused on learning targets, gradual release, differentiation, and best first instruction. Over half of the site coaches also attended a summer bootcamp where coaches were provided with an opportunity to collaborate and review the basic principles of student-centered coaching.

Action 2.4, Technology Integration: This action boasted many successes throughout the year. The following helped attribute to full implementation of the action: A district wide Edcamp was held on October 9th for staff across the district. Over 100 participants attended this professional learning opportunity where participants brainstormed the topics that would be included in the breakout room sessions. Instructional staff was able to access the Nearpod platform which had 21 modules to engage in self-paced Nearpod lessons that were created by district TOAs. Other instructional technology platforms purchased included: Kami, Seesaw, Codesters, and Screencastify, as well as software and apps, such as We Video and Camtasia. All 13 Curriculum and Instruction TOAs, and the Director of the department, attended this year's CUE conference to learn the newest instructional strategies centered on technology.

Action 2.5, College & Career Programs: The district was successful in counting on a full-time district Advancement Via Individual Determination (AVID) TOA/coordinator who supported seven elementary sites and six middle schools. Monthly meetings with site AVID coordinators were facilitated by the district AVID TOA. In addition, sites attended the yearly AVID Summer Institute, along with County meetings and trainings. Site AVID PD was provided to sites that requested the support. In order to work around limited substitute coverage, sites received after-school trainings. AVID tutors received two trainings around the principles of AVID tutoring and how to best support students within this model. GATE-certification trainings were held for a cohort of teachers across the district. The activities, training, coaching and support supported full implementation of this action.

Action 2.6, Magnet and Specialty Programs: This action was fully and successful implemented. Student Outreach Academic Recovery (SOAR), an alternative classroom for middle school students, located at one of our middle schools provided individualized academic, behavioral and social emotional support for SOAR students. The International Baccalaureate (IB) Primary Years Programme (PYP) offered at Arroyo, Bon View and Hawthorne Elementary Schools had a successful year of training and professional development and Arroyo was also authorized to provide the IB Middle Years Programme (MYP) in January 2024. IB Coordinators met weekly with teachers to design unit planners and align CCSS. IB Librarians supported inquiry and research for students. A professional development plan was built for the Dual Language Immersion programs offered at Central Language Academy in Grades K-8, Euclid Elementary in Grades K-5, and Montera School

with grade K-5. The TOA Magnet Coordinators met monthly with the Director for English Learners to plan and build capacity around language and the Dual Immersion Principles. The High School Credit Program (HSCP) was expanded and offered at all middle school and K-8 school sites for the 2023-24 school year. Three courses were offered: Integrated Math I, Spanish I and Spanish 2S, with 645 enrollments across all three course titles. Collaboration and planning meetings were held with HSCP teachers and Spanish teachers met with Chaffey Joint Union High School District (CJUHSD) teachers and department leads. Spanish curriculum was adopted and the process to adopt Integrated Math I curriculum was implemented to align with CJUHSD. 22 of 33 OMSD schools hired a Prop 28 staff member, either certificated teacher or Classified Trainer. The remaining 11 school sites are in the hiring process and will have a Prop 28 instructor beginning in 2024-25. Bi-monthly Prop 28 'meet ups' were facilitated by Learning & Teaching to provide collaboration on lesson plans, schedules and resources. Sites have also engaged in educational partner surveys and input meetings to determine services of interest (music, art, theater, coding, robotics, etc).

Action 2.7, Early Literacy PD & Support: Trainings were provided in the following early literacy areas: Enhanced Core Reading Instruction (ECRI) initial foundational training, vocabulary and comprehension, and routine review. Coaching sessions with a trainer were also provided to school sites. 14 school sites received either full day or partial day trainings from a trainer that observed the teacher delivering the lesson and provided feedback to the teacher. TOAs offered professional development to all preschool teachers including education specialists. Additionally they provide weekly coaching support, specific feedback, and model lessons. They included the instructional aides in group meetings to review instructional strategies and strategies for supporting behaviors and strategies for language development and classroom engagement. Initial assessments of student progress was completed in October 2023 and an end of year assessment was administered in April and showed areas of growth as a direct result of the coaching support. As a result of training, coaching, and support, this action was successful and counted on full implementation.

Actions 2.8 and 2.9, MTSS Training, Academic Implementation & Support: These actions were successfully implemented. MTSS Cohort 4 (final cohort to be trained in MTSS) completed their final year of cohort training. All four cohorts were offered ongoing monthly coaching sessions to support their progress in the design and implementation of their MTSS. MTSS Training for Teams and MTSS Overview Training for all staff was offered in the summer to support ongoing implementation of site MTSS for all schools. All four cohorts of OMSD's 33 schools continued with the process of the design and implementation of a multi-tiered system of support for our students to address academic, behavior, social emotional and mental health needs, with the principal benefit going to our unduplicated students. This included providing research and/or evidence based Tier I, Tier II and Tier III practices in all areas to ensure the individual needs of each child are addressed. For this action, the primary focus was on staff support of Tier I, II, III academic instructional strategies, including Gradual Release of Responsibility, Differentiated Instruction and Universal Design for Learning to meet the academic needs in English Language Arts and Math.

Action 2.10, Intervention Resources & Assessment: This action was fully implemented. All students successfully participated in reading and mathematics assessments to measure student progress, inform teachers and administrators, and identify and provide intervention to struggling students. Student progress reporting was monitored for all students, by grade and by student group. There was an increase in students scoring at Early on Grade Level and above across all student groups between the Summer and Spring reading and math i-Ready Diagnostic assessments. In addition to the i-Ready Diagnostics, implementation of a standards-based formative assessment system using Standards Mastery continues to inform instruction in real time to support continuous improvement of instruction through grade-level PLCs. All content teachers in grades one through eight receive two days of release time to perform data analysis, identify student learning objectives and plan universal instruction and differentiated support. Additionally, Next Gen Math was added as a math monitoring resource

to principally target our Special Education students. As a result, we were able to see an increase in basic math skills through procedural fluency at the sites with consistent usage and monitor overall student progress on essential and supporting math standard.

Actions 2.11 and 2.12, EL Academic and Language Programs & PD: These actions counted on full implementation and successfully had two English Learner Teachers on Assignment provide coaching and professional development in the areas of Designated and Integrated ELD strategies, Long Term English Learner Curriculum, and Newcomer supports. Professional development in the area of Designated and Integrated ELD, EL strategies, and Newcomer supports, and evidence based strategies for English learners were offered through video presentations, in-person, after school, and virtual platforms. The varied delivery approaches were offered to respond to the limited substitute coverage for instructional staff. Coaching support and English Learner Professional Learning Community (PLC) opportunities were embedded to support teachers, and classified instructional staff of English Learners and Newcomers. Middle school Inspire Literacy (iLIT) teachers, a curriculum for Long Term English learners were supported through coaching and PLC.

Actions 2.13 and 2.14, SPED Academic Programs, PD and Resources: OMSD Special Education Local Plan (SELPA) successfully provided a wide continuum of programs to meet the needs of students with disabilities, including specialized programs with a focus on supporting students on the Autism spectrum, students with need for behavior intervention, students with need for functional academics, students with Orthopedic Impairments, and students with speech and language needs, resulting in full implementation of these actions. OMSD SELPA also offers inclusion classrooms, and individualized literacy programs to support the individualized needs of learners. The OMSD SELPA provided professional development opportunities for classified and certificated employees as outlined in the OMSD SELPA Special Education Professional Development Catalog. Topics included Principles of Behavior Intervention Plan (BIP), IEP Note Taking, Equity, Job-specific job alike professional development; Understanding Students with Special Needs; and Crisis Prevention Institute (CPI) verbal de-escalation training.

Actions 2.15 and 2.16, Academic Enrichment and Extended Learning: MathCON Bootcamp successfully had over 50 students participating in Saturday sessions to help prepare them for the final MathCON assessment. The annual district Spelling Bee took place on Saturday, February 2nd with 31 school sites represented. The annual Science Technology Engineering Arts Math (STEAM) Symposium was held on Saturday, March 16th, with various events/competitions such as the Robot Rally, Math Mania, Drone Derby, Crazy Contraptions, and Science Fair. To boost the success of these actions, a consultant was hired to provide poetry support to students at various sites throughout the year which culminated in the inclusion of poetry and art in this year's Symposium where winning students' art and poetry were displayed for families to view. OMSD fully implemented the Expanded learning program for summer sessions with 9hr/ day for 30 days in June 2023 and July 2023. The total number of students who attend in June averaged 1200/day and in July the total number of students averaged 819 per day. The summer school program was build around 4 areas of focus and included enrichment opportunities provided by a variety of organizations such as YMCA, Ballet Folklorico, Maloof Foundation Artful living, 5 STAR pro athletics, and active stretching and fitness.

Action 2.17, Athletic and Expanded Learning Opportunities: This year 6 seasons of an after school sports program were successfully completed and included elementary and middle school basketball, flag football, and volleyball and Track and Field, resulting in full implementation of this action. In addition to these seasons all school sites offered after school athletics clubs that students could participate in to learn the fundamentals of each sport. Students also had the ability to sign up for after school camps and clinics with a focus on baseball, softball, and basketball. This year 3 club sports teams were supported in soccer, volleyball, and basketball. PE staff met 5 times this year

with PD focused on curriculum and student behavior. The behavioral trainings included Child Adult Relationship Enhancement (CARES), De-Escalation training, and Restorative practices/circles training.

Action 2.18, Administrative Leadership Development: Learning & Teaching Regional Directors had successful and full implementation of this action by their ability to meet regularly with school site leaders to analyze data, assist in planning of leadership team and staff meetings, walk classrooms and provide support with budgeting and staffing. Regional directors reviewed site progress on Superintendent's goals during each meeting and conducted state dashboard meetings with site leaders. The Regional Directors collaboratively facilitated administrator PLCs for middle school and K-8 leaders and for assistant principals. Additionally, 20 site administrators participated in a voluntary mentor/mentee program where administrators were paired and met together on a monthly basis to shadow one another and discuss instructional leadership topics. Learning & Teaching Division alongside the Curriculum & Instruction Director facilitated a Leadership Academy for certificated and classified staff members in the district with an interest in future administration and management. Participants had the opportunity to learn from and shadow current administrators. In order to further build capacity for site teams to engage in PLCs, Learning & Teaching offered PLC Facilitator training to school site teachers and leaders. Four school sites worked with consultant Dr. Luis Cruz to further enhance their PLC structures and three sites engaged in the CA Integrated Supports Project led by principals and site leadership teams.

Action 2.19, Universal Transitional Kinder: This action was fully and successfully implemented. Transitional Kindergarten teachers met four times this year with the purpose of learning from one another and also to receive training on the following topics: writing and math instruction, TK report card, and Kagan structures. TK teachers used this time to collaborate and receive professional development. PK and TK school sites received additional funding through the Universal Prekindergarten Planning & Implementation grants for the purposes of developmentally appropriate classroom furnishings. Funding was approved and monitored by a district committee of staff that evaluated the Universal Pre-Kindergarten (UPK) grant.

The district's implementation of Goal 2 showed positive outcomes in all actions. There were varied opportunities for instructional staff to receive training and professional development and students were offered many engagement and enrichment activities. Although schools continued to be impacted, especially during the first half of the year, with attendance, significant efforts were orchestrated via outreach supports and school teams working to support student attendance, engagement, and academic achievement.

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: Humanities PD & Resources- Instructional staff had varied opportunities for Professional Development (PD) such as self-paced, in-person, or beyond the bells paid PD. Fewer instructional staff opted for in-person PD and continued sub shortages also partially impacted this action, which affected and caused a decreased to the PD expense. Originally \$969,036 was budgeted on this action and \$752,229 was spent.

Action 2.8: MTSS Training & Support- This action was originally budgeted at \$303,396 and \$147,735 was expended due to less of a need for external training and support. Since all 33 sites completed MTSS training, many sites opted to do internal training and site support that did not require sub coverage.

Action 2.9: MTSS Academic Implementation- This action was originally budgeted at \$16,157,627 and \$16,699,798 was expended to support a 5% ongoing salary increase to personnel.

Action 2.10: Intervention Resources & Assessment- This action saw a decrease in funding due to one year of a 2 year contract with Curriculum Associates being paid out to the company. Additionally, the company providing 1 year of free product and money allocated to 33 school sites was not spent. Originally this action was budgeted at \$2,488,813 and \$1,288,678 was expended.

Action 2.13: SPED Academic Programs- This action saw an increase in funding to PD, programs, personnel, materials, and resources resulting in \$38,844,361 being spend. \$36,524,177 was originally budgeted on this action.

Action 2.16: Extended Learning- This action saw an increase in funding to implement a comprehensive 30 day summer school program, at 9 hours per day, resulting in the budget increasing to \$2,131,167. Originally, \$1,605,125 was budgeted in this action.

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

Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 2, which focuses on providing students academic programs through a multi-tiered system of supports, professional development for instructional staff, coaching, instructional resources, technology integration, monitoring of student learning, and specialized programs, was consistent across different actions.

Humanities and STEM PD, resources, and coaching, and Administrative Leadership Development (Actions 2.1, 2.2, and 2.3 and 2.18): In comparing the CA Dashboard data for ELA between 2019 and 2023, our students were 16.9 DFS in 2019 and 26.6 DFS in 2023 for ELA and 39.2 DFS in 2019 and 54.5 DFS in 2023 for Math. Despite not achieving our pre-pandemic levels for ELA and Math in the CA School Dashboard, these actions showed effectiveness in the steady progress that was made comparing the 2022 and 2023 CA Dashboard data for ELA with an increase from 27.2 DFS to 26.6 DFS and Math with an increase from 64.2 DFS to 54.5 DFS, respectively. Also, the use of the i-Ready local assessment that was implemented beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. This improvement indicates that providing instructional staff with professional learning, training, and coaching in the humanities and STEM will ensure student academic achievement in ELA and math and full implementation of the state standards (which was consistency implemented between 2021-2024). Additionally Regional Directors met regularly with site leaders to support them with various needs that included academics, social emotional learning, behavior needs, personnel, reviewing and supporting with monitoring data in the areas of student engagement, academics, i-Ready and state data. Sessions were customized to meet the needs of each site by Regional Directors walking through classrooms with principals to offer feedback and support on instructional needs and professional development plans.

Technology Integration (Action 2.4): This action was effective in making progress towards the goal as instructional staff was provided with various opportunities to engage in educational technology learning, as well as various education technology platforms were made available to all staff. In reviewing the CA Dashboard data for ELA between 2019 and 2023, our students were 16.9 DFS in 2019 and 26.6 DFS in 2023 for ELA and 39.2 DFS in 2019 and 54.5 DFS in 2023 for Math. Despite not achieving our pre-pandemic levels for ELA and Math in the CA School Dashboard, these actions showed effectiveness in the steady progress that was made comparing the 2022 and 2023 CA Dashboard data for ELA with an increase from 27.2 DFS to 26.6 DFS and Math with an increase from 64.2 DFS to 54.5 DFS, respectively. Also, the use of the i-Ready local assessment that was implemented beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. By preparing our staff to learn about and provide student access to the newest instructional strategies with a focus on technology will provide students with 21st century skills access and contribute to academic achievement in ELA and Math.

College and Career, Magnet and Specialty Programs, Academic Enrichment, and Athletic and Expanded Learning Opportunities (Actions 2.5, 2.6, 2.15, and 2.17): These actions were effective in making progress towards Goal 2. In comparing the local metrics data for Attendance, our district attendance rate was at 96.5%. By 2024 our local attendance, end of year rate was at 95.1%. Even though we were not able to reach the pre-pandemic rate for attendance, we have made great strides in improving attendance over the past 3 years. In 2022 our local attendance metric showed our attendance rate at 93.8% and 95.1% by the end of the 2024 school year. In relation to school connectedness, in the California Healthy Kids Survey (CHKS), school connectedness for 5th grade was at 69% in 2021 and increased to 70% in 2024 whereas 62% of our 7th graders in 2021 felt connected compared to 54% in 2024. Over the last two years we have added self efficacy as a way to measure the confidence of our students over the course of the year. Our K-8th graders reported a 4% increase in self efficacy from the fall of 2023 to the Spring of 2024. This improvement indicates the need to provide specialized programs, sports and activities for students to help increase connectedness and thereby increase attendance. By offering students with a variety of programs and special interests will help expand their awareness and possibilities in their path to college or career.

Early Literacy PD and Universal Transitional Kinder (Actions 2.7 and 2.19): These actions were effective in supporting young learners in grade TK- 2nd grade. Explicit phonics continued to be an area of focus across all elementary school sites in OMSD. Through the use of ECRI routines, 21 sites continued to be trained and supported throughout the year. The use of the i-Ready local assessment that was implemented beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. But in comparing i-Ready scores for our early learners in K-2, 2021 administration showed 9% at Tier 3 in ELA and 8% in Tier 3 in the 2024 administration. In i-Ready Math administration for K-3 in 2021, 13% were at Tier 3 and by 2024, 9% are in Tier 3. By providing coaching sessions, it allowed teachers, instructional aides, and intervention teachers the opportunity to receive support in best practices utilizing the ECRI routines. Additionally, TK teachers met throughout the year for job-alike training and collaboration opportunities facilitated by Learning & Teaching Directors.

MTSS Training, MTSS Academic Implementation, Intervention Resources & Assessment, Extended Learning & Intervention Support (Actions 2.8, 2.9, 2.10, and 2.16): These actions were effective in making progress towards Goal 2. In comparing the CA Dashboard data for ELA between 2019 and 2023, our students were 16.9 DFS in 2019 and 26.6 DFS in 2023 for ELA and 39.2 DFS in 2019 and 54.5 DFS in 2023 for Math. Despite not achieving our pre-pandemic levels for ELA and Math in the CA School Dashboard, these actions showed effectiveness in the steady progress that was made comparing the 2022 and 2023 CA Dashboard data for ELA with an increase from 27.2 DFS to 26.6 DFS and Math with an increase from 64.2 DFS to 54.5 DFS, respectively. Also, the use of the i-Ready local assessment that was implemented

beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. External Coaching in MTSS academic implementation occurred at 33 school sites. Intervention staff worked with site administrators to provide Tier II and Tier III academic support to students both during school as well as after school. As a result of designing and implementing tiered and individualized supports to students, not only between the bells but beyond the bells, our unduplicated students' academic growth increased between the 2021-2024 school years. Local i-Ready ELA for English Learners (ELs) was at 46% two or more grade levels below in 2021 and 45% two or more grade levels below in 2024. Local i-Ready Math for ELs in math, was 43% two or more grade levels below in 2021 and 38% two or more grade levels below in 2024. Local i-Ready ELA data for Low Income was at 31% two or more grade levels below in 2021 and 28% two or more grade levels below in 2024. Local i-Ready Math for Low Income students was 31% two or more grade levels below in 2021 and 25% two or more grade levels below in 2024. Finally, Local i-Ready ELA data for Students with Disabilities was at 62% two or more grade levels below in 2021 and 55% two or more grade levels below in 2024. Local i-Ready Math for Students with Disabilities was 61% two or more grade levels below in 2021 and 53% two or more grade levels below in 2024. By providing MTSS training, tiered academic implementation, intervention resources and assessments, and expanded learning and intervention supports to students, will support the academic achievement of students.

EL Academic Programs & PD, and EL Language Programs & PD (Action 2.11 and 2.12): In comparing our reclassification rates as reported in Dataquest, in 2019 was at 15.8% and 15% by 2023. Even if the data reflects a .8% decrease, our English Learner Progress Indicator (ELPI), as reported by the CA School Dashboard, shows our English learners making progress over three years with 40.3% making progress towards English Proficiency in 2019 and 50.5% making progress in 2023 and thereby reflecting effective progress towards Goal 2. By providing teacher with specialized professional development geared at language acquisition and programs to support our English Learners, Long Term English Learner, and Newcomer students, and engaging in shadowing and walkthroughs to strengthen the delivery of instructional strategies, will increase progress towards English proficiency and reclassification.

SPED Academic Programs and SPED PD and Resources (Actions 2.13 and 2.14) These actions were also effective in making progress towards Goal 2. Beginning in the 22-23 school year, as a result of the Learning Recovery grant, a program was developed to offer reading intensive services to 7th and 8th grade middle school Special Education students. The purpose of the program was to provide needed reading skills to students prior to transitioning to the high school district. Two teachers provided service to at-risk middle school students on a weekly basis. Students were identified with the use of district and state assessments as well as a target group of students who are reading three or more grade levels behind. Students received intensive small group support in English Language Arts, phonics skills, comprehension, and fluency. In addition, the teachers worked in collaboration with the general education classroom teacher to pre-teach, reteach, and give additional support with instruction. As a result of the support provided, we have seen an increase in student's instructional level as well as in their i-Ready local assessment scores. Local i-Ready ELA data for Students with Disabilities was at 62% two or more grade levels below in 2021 and 55% two or more grade levels below in 2024. Local i-Ready Math for Students with Disabilities was 61% two or more grade levels below in 2021 and 53% two or more grade levels below in 2024. By providing professional development in the best practices in assessment, implementation of tiered interventions to address student academic needs, monitoring of assessment plans districtwide, and consultation with teams to assist in the proper identification of students for special education eligibility, supported the access and academic achievement of student with disabilities.

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

In response to the analysis of data and feedback from educational partners, the district has made several adjustments to the actions and metrics under Goal 2. The metrics added to Goal 2 also target the school sites with student groups with the lowest performing outcomes in ELA and Math from the 2023 California School Dashboard to measure effectiveness of the actions. This goal aims to provide students with multitiered systems of academic support which includes professional development for instructional staff, coaching, instructional resources, integrated technology, monitoring of learning, specialized programs and a broad course of study. The following changes are designed to enhance the effectiveness and accuracy of measuring progress towards the goal.

1. Humanities PD & Resources and STEM PD & Resources (Actions 2.1 and 2.2): These two actions have been combined to create one action that is inclusive of PD, resources, and coaching across all the humanities and content areas, including STEM. This change aims to focus on integrating instructional practices and resources across all content areas and thereby ensuring equity in instruction and students' academic achievement. Action 2.1 in the 24-25 LCAP.
2. Coaching and Support (Action 2.3): Action 1.5, New Teacher Induction, was integrated with action 2.3 that focuses on coaching and support for all instructional staff and aligns best instructional practices and lessons targeted at improving student outcomes. Action 2.2 in the 24-25 LCAP.
3. College & Career Programs and Magnet & Specialty Programs (Actions 2.5 and 2.6): These actions were integrated to embed college and career programs to all magnet and specialty programs within the district. Our educational partners highlighted the need to prepare our students for college and/or career. By integrating college and career pathways curriculum into all programs, students will be provided with a broad course of study with high levels of learning that will support their college and/or career paths. Action 2.4 in the 24-25 LCAP.
4. MTSS Training and Support and MTSS Academic Implementation (Actions 2.8 and 2.9): These actions were combined to focus on ongoing MTSS training for new staff while targeting tiered academic implementation and support for MTSS at 33 sites. By focusing on students' tiered supports and strategies, we will ensure consistent research and evidence-based academic practices that improve academic outcomes for students. Action 2.6 in the 24-25 LCAP.
5. EL Academic and Language Programs and PD (Actions 2.11 and 2.12): These actions will remain unchanged but a change will be made in the metric used to assess effectiveness. These actions will include English Language Proficiency Indicator (ELPI) as a metric. By adding ELPI as a metric, we can also focus on students moving one English language proficiency level year to year and thereby monitoring reclassification attainment.
6. Academic Enrichment and Expanded Learning (Actions 2.15 and 2.16): These actions will be integrated to include expanded learning and enrichment opportunities for students before school, after school, and during spring and summer breaks to help extend academic learning and special interest opportunities for students that will support student engagement and accelerate achievement. Action 2.12 in the 24-25 LCAP.

7. Expanded Learning and Enrichment Opportunities (Action 2.17): This action was moved to Goal 3, student engagement. By moving this action to Goal 3, focus will be placed on on student interests that help enhance the academic instructional part of their day and help students connect with peers and their school. Students and educational partners highlighted the need to focus on extracurricular opportunities for students. Action 3.7 in the 24-25 LCAP.

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

Goals and Actions

Goal

Goal #	Description
3	All students access social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to foster individualized student behavioral, social-emotional health and engagement with peers, families, staff, and the community, which includes providing support, training, and professional development to staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Family Survey	2021 School Connectedness 82%	2022 School Connectedness 70%	2023 School Connectedness 71%	2024 School Connectedness 82%	2021 School Connectedness 90%
Suspension Rate All Student	2021 Local Metric 3% - Suspended At Least Once	2022 Local Metric 1.4% - Suspended At Least Once	2023 Local Metric 1.3% -Suspended At Least Once	2024 Local Metric End of Year (EOY) Rate: 1.0%	0.0%
Expulsion Rate	2021 Local Metric 0.0%	2022 Local Metric 0.0%	2023 Local Metric 0.0%	2024 Local Metric 0.0%	0.0%
Chronic Absenteeism	2019 CA Dashboard 9% Chronically Absent	2022 Local Metric 24.3% Chronically Absent	2022 CA Dashboard 25.2% Chronically Absent	2023 CA Dashboard (2022-2023): 23.1% Chronically Absent 2024 EOY Rate: 15.6%	7.5%
Attendance Rate	96.5%	2022 Local Metric 93.8%	2023 Local Metric 94%	2024 Local Metric 95.1%	97.7%
California Healthy Kids Survey (CHKS) - 5th Grade	2021 School Connectedness 69%	2022 School Connectedness 70%	2023 School Connectedness 70%	2024 School Connectedness 70%	School Connectedness 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021 Caring Adults in School 73%	2022 Caring Adults in School 69%	2023 Caring Adults in School 69%	2024 Caring Adults in School 70%	Caring Adults in School 80%
California Healthy Kids Survey (CHKS) - 7th Grade	2021 School Connectedness 62% 2021 Caring Adults in School 60%	2022 School Connectedness 57% 2022 Caring Adults in School 57%	2023 School Connectedness 55% 2023 Caring Adults in School 58%	2024 School Connectedness 54% 2024 Caring Adults in School 59%	School Connectedness 75% Caring Adults in School 70%

Goal Analysis

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

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

The Ontario-Montclair School District had success in implementing Goal 3. The students' social-emotional and behavioral needs took center stage and focus was placed on engaging our students. Teachers and support staff took on the added responsibility to support students' social emotional, behavioral, and engagement in the goal to increase attendance and reduce chronic absenteeism.

Action 3.1, SEL & Behavioral PD: Teachers and support staff were provided with preservice and school year professional development on Social-Emotional Learning, Tiered Behavior Support and Intervention, Suicide Prevention, Trauma-Informed Classroom Practices, Self-Care and Restorative Practices. In addition, over 125 staff attended the California Positive Behavior Intervention and Supports (PBIS) Conference to improve positive school culture and increase student access to academics and over 200 staff attended the Beyond Consequences Trauma-Informed training to better support students in the classroom in accessing academics. Site Outreach Consultants continued learning in how to engage staff in Behavior and Social-Emotional Learning instruction coaching cycles. A challenge experienced was with the majority of Outreach Consultants being fairly new to their positions, extra time was needed to provide training on how to best support the whole-child, but did not limit the action from being successful and fully implemented.

Action 3.2, Intervention Resources & Assessment: This action was successful as all 33 OMSD schools were trained in utilize the Panorama web-based platform for their intervention COST-SST process to better analyze data and provide appropriate interventions based on need. Next steps included providing classroom teacher training to those sites that needed extra support on tiered interventions and planning around students' academic needs, resulting in full implementation of this action.

Actions 3.3 and 3.4, MTSS Social Emotional Learning Implementation and Case Management: These actions were successfully and fully implemented and the district worked towards integrating community resources as part of the California Community School Partnership Program grant. School staff implemented dedicated Social-Emotional Learning (SEL) instructional minutes and learned how to provide integrated SEL throughout the school day and tiered supports based on need and function of behavior. The need for services continued to increase and the intensity of needs increased as well. Pre-COVID, case management clients experiencing homelessness estimated at 1 in 5 cases. Currently, over half of clients were experiencing homelessness. To better support families and students in their school community, the Health & Wellness Services team is in process of installing modular offices at 18 school sites that will serve as mini resource centers directly in their community.

Action 3.5, Mental Health & Crisis: In addition to another successful Red Ribbon Week in October, the Health and Wellness Department engaged students, families, and staff in a Suicide Prevention campaign in September. Sites were provided with materials, presentations, and lunch time activities support to help spread awareness. OMSD also planned a May Mental Health Awareness campaign to continue supporting and connecting with those that were in need of additional and intensified support. These planned activities attributed to full implementation of this action.

Action 3.6, Mental Health Support for Staff: Due to low numbers of staff accessing the clinical therapists for staff support, the district decreased the clinical therapist staff by 1 FTE but successfully and fully implemented this action by providing staff the services provided. Not only did the clinical therapist continue to meet the need for staff mental health services, they also included an ability to support staff, students, and families experiencing crisis. The District continues to offer the Employee Assistance Program (EAP) to all eligible contracted employees.

Action 3.7 and 3.8, School Climate & Student Engagement: Alternative Learning Class (ALC) teachers successfully collaborated on a monthly basis as a Professional Learning Community (PLC). ALC teachers shared strategies and collaborated on how to best support students with intensified behavior support needs in order to engage in learning. The Ontario-Montclair School District has made notable strides to increase student engagement, largely due to the introduction of Attendance+, a cutting-edge technology platform that transforms how schools analyze attendance data. This innovative tool, integral to our Multi-Tiered System of Supports (MTSS), enables a detailed examination of attendance trends, aiding in the development of tailored academic, behavioral, and social-emotional learning (SEL) supports. Complementing this technological leap, the district provided extensive training to attendance teams and revamped communication methods to be more inclusive and family-focused, aiming to build stronger partnerships with families to identify and overcome barriers to attendance. While these advancements marked substantial progress, the district remains dedicated to addressing the complex challenges faced by students experiencing trauma or homelessness, ensuring that our efforts are as inclusive and effective as possible, resulting in full implementation of these actions.

Action 3.9, SPED SEL PD: The OMSD SELPA successfully provided professional development opportunities for classified and certificated employees as outlined in the OMSD SELPA Special Education Professional Development Catalog, resulting in full implementation of this action. Topics included Principles of Behavior Intervention Plan (BIP), IEP Note Taking, Equity, Job-specific job alike professional development; Understanding Students with Special Needs; and Crisis Prevention Institute (CPI) verbal de-escalation training.

Action 3.10, Cultural Proficiency & Equity: For the 2023-2024 academic school year, the district took action and made great strides to successfully address equity within OMSD. Three OMSD schools engaged in training through the CA Integrated Supports Project (CA-ISP)

focusing on Culturally Relevant Practices with staff. The staff was provided PD on modules around Identity, culturally relevant and affirming practices, and using data to enhance equity. In addition to participating in CA-ISP, the district created an Equity Division. The Equity Division is responsible for monitoring the actionable items in the newly adopted equity framework that supports all district and school staff in the implementation of Culturally Responsive and Sustaining Practices to intentionally meet the needs of racially, linguistically, ethnically diverse, special education, at-risk, and Gifted and Talented students to insure inclusive MTSS practices, student advocacy, family engagement, and alignment with the equity framework, which includes three pillars: (1) Culture & Climate (2) Equitable Learning Environments and (3) Family & Community Engagement. In addition, the division has created an equity committee, developed a mission statement/vision, equity café, and a survey to develop baseline to drive the work ahead. In the upcoming year, modules will be created to include all sites in culturally relevant practices. As a result of these steps taken to build equity and culturally responsive and sustaining practices, this action was fully implemented.

Action 3.11, Security & Campus Wellbeing: In a significant stride towards bolstering campus security, the Ontario-Montclair School District successfully upgraded Campus Safety Officer (CSO) vehicles with laptops and Wi-Fi. This critical enhancement not only augmented field efficiency but also facilitated immediate communication and access to vital information. Complementing this technological advancement, our CSOs went through intensive training in de-escalation techniques, equipping them to manage challenging situations effectively and with minimal conflict. Another vital component of our strategy was the implementation of proactive home visits by CSOs, which have been instrumental in building trust and strengthening community relationships, thereby enhancing our approach to student safety. A key factor in ensuring full implementation of this action, is the district's progress in collaborating with the local police department. This partnership provided our CSOs with specialized training and support and significantly enhancing the overall security measures on our campuses. These concerted efforts reflect our commitment to creating a safe and supportive learning environment for all students.

Overall the district's implementation of Goal 3 has been very successful. Students' social-emotional and behavioral needs were a target and focus in building student engagement, decreasing chronic absenteeism, and increasing attendance. Additionally, one of the highlights of this action is the oversight of the new Equity Division that created an equity committee to support in the planning, development and implementation of the newly adopted equity framework.

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 3.3, MTSS Social-Emotional Learning: This action was originally budgeted at \$16,157,627 and \$16,699,798 was expended to support a 5% ongoing salary increase to personnel.

Action 3.11, Security & Campus Wellbeing: This action originally budgeted at \$992,873 and increased to \$1,235,573 to provide added security for an increase of after school events and to support a 5% ongoing salary increase.

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

The district focused on implementing a range of strategies found in Goal 3 to promote social emotional, behavioral, and campus wellbeing and safety. Over the three-year LCAP cycle, the effectiveness of the specific actions towards achieving Goal 3, which focuses on providing social emotional, behavioral, intervention, resources, safety, and student engagement, and enrichment opportunities, was consistently implemented across different actions.

Social Emotional Learning and Behavioral PD and Implementation, Mental Health & Case Management support for students (including specific SEL for SPED students) and staff (Actions 3.1, 3.3, 3.4, 3.5, and 3.6, and 3.9): In comparing the local metrics data for Attendance and chronic absenteeism in 2019, our district attendance rate was at 96.5% and chronic absenteeism rate at 9%. By 2024 our local attendance and chronic absenteeism end of year rate was at 95.1% and 15.6% respectively. Even though we were not able to reach the pre-pandemic rate for attendance and chronic absenteeism, we have made great strides in improving attendance and decreasing chronic absenteeism over the last three years. In 2022 our local attendance metric showed our attendance rate at 93.8% and 95.1% by the end of the 2024 school year. Our Chronic Absenteeism rate also been decreased over the last 3 years, with 24.3% chronically absent in 2022 and our local metric showing 15.6% chronically absent at the end of the 2024 school year. In relation to school connectedness, our MTSS Family Survey showed we maintained 82% school connectedness in 2021 and 2024. In the California Healthy Kids Survey (CHKS), school connectedness for 5th grade was at 69% in 2021 and increased to 70% in 2024 whereas 62% of our 7th graders in 2021 felt connected compared to 54% in 2024. Over the last two years we have added self efficacy as a way to measure the confidence of our students over the course of the year. Our K-8th graders reported a 4% increase in self efficacy from the fall of 2023 to the Spring of 2024. In 2023-2024 school year the district formed the OMSD Community School Council to provide oversight and guidance to our district-wide ongoing implementation of the California Community Schools strategy in supporting the academic, behavioral, and social-emotional needs of the whole-child at all 33 schools. Using the Community School strategy, staff, students and families receive in-district access to case management and mental health services in a comprehensive system of care, we were able to effectively make progress towards these specific actions. In addition to the professional development for all teachers, designated professional development was provided to SPED staff in the best practices in assessment, implementation of tiered interventions to address student behavior before referral.

Intervention Resources & Assessment (Action 3.2): This action was effective in making progress towards Goal 3. In comparing the CA Dashboard data for ELA between 2019 and 2023, our students were 16.9 DFS in 2019 and 26.6 DFS in 2023 for ELA and 39.2 DFS in 2019 and 54.5 DFS in 2023 for Math. Despite not achieving our pre-pandemic levels for ELA and Math in the CA School Dashboard, these actions showed effectiveness in the steady progress that was made comparing the 2022 and 2023 CA Dashboard data for ELA with an increase from 27.2 DFS to 26.6 DFS and Math with an increase from 64.2 DFS to 54.5 DFS, respectively. Also, the use of the i-Ready local assessment that was implemented beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. External Coaching in MTSS academic implementation occurred at 33 school sites. Intervention staff worked with site administrators to provide Tier II and Tier III academic support to students both during school as well as after school. As a result of designing and implementing tiered and individualized supports to students, not only between the bells but beyond the bells, our unduplicated students' academic growth increased between the 2021-2024 school years. Local i-Ready ELA for English Learners (ELs) was at 46% two or more grade levels below in 2021 and 45% two or more grade levels below in 2024. Local i-Ready Math for ELs in math, was 43% two or more grade levels below in 2021 and 38% two or more grade levels below in 2024. Local i-Ready ELA data for Low Income was at 31% two or more grade levels below in 2021 and 28% two or more grade levels below in 2024. Local i-Ready Math for Low Income students was 31% two or more grade levels below in 2021 and 25%

two or more grade levels below in 2024. Finally, Local i-Ready ELA data for Students with Disabilities was at 62% two or more grade levels below in 2021 and 55% two or more grade levels below in 2024. Local i-Ready Math for Students with Disabilities was 61% two or more grade levels below in 2021 and 53% two or more grade levels below in 2024. By providing intervention and resources centered around student social-emotional learning and behavioral needs, the district was able to increase equity in services and support academic achievement for students.

School Climate & Student Engagement, Cultural Proficiency & Equity, and Security & Campus Wellbeing (Actions 3.7, 3.8, 3.10 and 3.11): In comparing the local metrics data for Attendance and chronic absenteeism in 2019, our district attendance rate was at 96.5% and chronic absenteeism rate at 9%. By 2024 our local attendance and chronic absenteeism end of year rate was at 95.1% and 15.6% respectively. Even though we were not able to reach the pre-pandemic rate for attendance and chronic absenteeism, we have made great strides in improving attendance and decreasing chronic absenteeism over the last three years. In 2022 our local attendance metric showed our attendance rate at 93.8% and 95.1% by the end of the 2024 school year. Our Chronic Absenteeism rate also been decreased over the last 3 years, with 24.3% chronically absent in 2022 and our local metric showing 15.6% chronically absent at the end of the 2024 school year. In relation to school connectedness, our MTSS Family Survey showed we maintained 82% school connectedness in 2021 and 2024. In the California Healthy Kids Survey (CHKS), school connectedness for 5th grade was at 69% in 2021 and increased to 70% in 2024 whereas 62% of our 7th graders in 2021 felt connected compared to 54% in 2024. Over the last two years we have added self efficacy as a way measure the confidence of our students over the course of the year. Our K-8th graders reported a 3% increase in self efficacy from the fall of 2023 to the Spring of 2024. Our efforts to decrease suspension rates were successful over the last 3 years. In 2021 our local metric for suspensions showed our students at 3% suspensions. By the end of the year 2024 our local showed a 1% suspension rate. School teams at 21 sites and 6 district departments were trained in trauma-informed practices for school-wide implementation on how to support students demonstrating dysregulated behaviors to provide intervention strategies and tools to increase student access to the learning environment. The Middle School Alternative Learning Classroom (ALC) continued to support students as another option for other means of correction and alternative to suspension. Each ALC teacher attended monthly Professional Learning Communities (PLC) to collaborate and receive training for their unique role. Additionally, teachers used restorative practices to re-engage student(s) to the classroom. In addition to an alternative to suspension, the students attending ALC have improved attendance and in some cases avoided becoming chronically absent and also during the 2023-2024 academic school year, the district took action and made great strides to address equity within OMSD. In addition to participating in CA-ISP, the district created an Equity Division to support in the monitoring of districtwide practices, data, programming, and systems which further supported effective progress of these actions.

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

In response to the analysis of data and feedback from educational partners, the district has made several adjustments to the actions and metrics under Goal 3. The metrics added to Goal 3 also target the school sites with student groups with the lowest performing outcomes in Chronic Absenteeism, and Suspensions from the 2023 California School Dashboard to measure effectiveness of the actions. This goal aims to provide students with access to social-emotional programs through multi-tiered system of supports designed to focus on social-emotional

health, engagement with peers, family, and community, and develop staff to support students in these areas. The following changes are designed to enhance the effectiveness and accuracy of measuring progress towards the goal.

SEL & Behavioral PD and MTSS Social Emotional Learning Implementation (Actions 3.1 and 3.3): These actions were combined to focus on ongoing MTSS training for new staff while targeting tiered social-emotional and behavioral implementation and support for MTSS at 33 sites. By focusing on students tiered supports and strategies, we will ensure consistent research and evidence based social emotional and behavioral practices that improve students' self efficacy, an added metric to this action. Action 3.1 in the 24-25 LCAP.

School Climate & Engagement and Student Engagement (Actions 3.7 and 3.8) These actions were integrated as part of the integrated supports that include school climate and engagement. By combining these actions, we aim to decrease chronic absenteeism which continues to be an area of growth for our district. By including personnel, PD, and resources that promote positive relationships for students who need social-emotional and/or behavioral support, we will also continue to maintain or decrease our suspension rate, currently at 1%. Action 3.6 in the 24-25 LCAP.

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

Goals and Actions

Goal

Goal #	Description
4	All families and community members support student learning and well-being through engagement efforts to seek consultation into the decision-making process, promote meaningful participation in their child’s learning, promote college and career access, and enhance community partnerships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS Family Survey	2021 School Connectedness 82%	2022 School Connectedness 70%	2023 School Connectedness 71%	2024 School Connectedness 82%	Connectedness 90%
Site Parent Involvement Goals and Actions at all schools	SPSA Parent Goal:100% of schools EL Parent Involvement Action:100% of schools SPED Parent Involvement Action:100% of schools GATE Parent Involvement Action:100% of schools	2021-2022 SPSA Parent Goal:100% of schools 2021-2022 EL Parent Involvement Action:100% of schools 2021-2022 SPED Parent Involvement Action:100% of schools 2021-2022 GATE Parent Involvement Action:100% of schools	2022-2023 SPSA Parent Goal:100% of schools 2022-2023 EL Parent Involvement Action:100% of schools 2022-2023 SPED Parent Involvement Action:100% of schools 2022-2023 GATE Parent Involvement Action:100% of schools	2023-2024 SPSA Parent Goal:100% of schools 2023-2024 EL Parent Involvement Action:100% of schools 2023-2024 SPED Parent Involvement Action:100% of schools 2023-2024 GATE Parent Involvement Action:100% of schools	SPSA Parent Goal:100% of schools EL Parent Involvement Action:100% of schools SPED Parent Involvement Action:100% of schools GATE Parent Involvement Action:100% of schools

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Parent Involvement LCAP Thoughtexchange	2150 Family Members	2022 1586 Family Members	2023 2076 Family Members	2024 2388 Family Members	20% Increase above baseline
EL Reclassification Rate	2019-2020 CA Dataquest 15.8%	2020-2021 CA Dataquest 7.4%	2021-2022 CA Dataquest 18.3%	2022-2023 CA Dataquest 15%	15.9%

Goal Analysis

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

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

The Ontario-Montclair School District had success in implementing Goal 4. Student learning and family engagement was a priority, as was providing parents with academic capacity, resources, and tools to support the social emotional needs of students.

Action 4.1, Family and Community Engagement: This action was fully implemented. The Parent Education Center (PEC) had a successful opening of the school year with with three full time Teachers on Assignment (TOA's) and one PEC Technician, who served as a classroom facilitator and office support. Additionally, the center was staffed with two Proctors who support the center with childcare, center and school activities. The PEC offered two semesters with class offerings such as GED Preparation (English/Spanish) ESL Level 1 & 2, Conversational English, Plazas Primarias (Mexican Consulate curriculum), Technology and Love & Logic. To support school sites with family engagement, the PEC TOAs offered 1-day presentations which included: Social Media Awareness, Self-Efficacy, Social Emotional Learning at Home, English Learner Programs, ELPAC Assessment, Parent Roles & Student Success. Additionally, PEC TOAs offer 6-10-week workshops which included: Love & Logic, Technology & School Communication for Parents, Eureka Math Strategies. The PEC also built relationships with local community partners to offer educational workshops at no cost to families: SBCSSS – Tobacco Use Prevention Education (San Bernardino County Superintendent of Schools), Health & Nutrition Awareness and CPR with Certification (San Antonio Regional Hospital), Financial Literacy (SCE Credit Union), and Career Technical Education Awareness (Chaffey College).

Action 4.2, Annual Parent Leadership Conference: Family & Community Engagement (FCE) department's focus is to build a bridge between families, the district and the community and create a partnership attributed to the successful and full implementation of this action. The FCE department delivered three District-wide community events which brought the community together. The beginning of the school year kicked off with a Multicultural Family Festival, celebrating students' talents and diversity. District departments and community partners hosted informational tables to promote all the resources available to families and community members such as the District Human Resources, Risk Management, State Pre-School, Health & Wellness, Transportation, Promise Scholars, Our Community Partners included resources from

San Antonio Regional Hospital, Ontario-Montclair Rotary, Ontario-Montclair Kiwanis, and Chaffey Community College. The second event, welcomed the new year with the Parent Leadership Summit in January. Parents had the opportunity to learn from our District leaders about how they can contribute and become positive role models in their school and community. The day was filled with topics of interest and keynote speakers; Connecting Better with your Teen, Equity Through Unity, How to Access Health & Wellness Family Resources and Mindfulness. Families were encouraged to bring their children as learning activities were also part of the day. Informational tables from OMSD Departments and community partners were available with resources for families.

Action 4.3, Shared Family Engagement: This action was successfully and fully implemented. FCE contracted with IMPACTtruth, Roy Juarez to offer a 10-week Parent Seminar, which covered hot topics that families/children are currently facing. District English Learner Advisory Committee (DELAC) and District Parent Advisory Committee (DPAC) parents received capacity training on their roles and responsibilities for working with their school site SELPAC and School Site Council groups. Additionally they informed and provided input for LCAP, District Parent Involvement Policy, Master Plan for English Learners, and other district-wide initiatives and plans. All parents were invited to provide input on the LCAP, and other programs established as part of the 2023 State Budget through the Fall Community Survey, Thought Exchange Platform, focus groups, parent advisory groups, and other community surveys.

Action 4.4, SPED Family Capacity: OMSD SELPA successfully engaged parents through offering ongoing site-based support with understanding their child's IEP via the student's case manager, resulting in full implementation of this action. The OMSD SELPA also offered a workshop series to parents and community partners to assist parents in supporting their child at home and strengthening the home-school connection. Workshop topics included: Understanding the IEP Process, Behavior Matrix, Understanding the 13 Eligibilities, and the Special Education Continuum of Services. A 10-week intensive parent training course is offered to parents to focus on strengthening the parenting skills of parents with children who have challenging behaviors, children with specialized learning needs, students on the Autism spectrum, and students with social/emotional and executive functioning concerns. The Special Education Parent Advisory Council (SEPAC) received ongoing training to support their child's academic and social-emotional learning through offering specialized presentations on selected topics at the scheduled SEPAC meetings. Specialized resources were made available to families on the OMSD SELPA website, to offer additional evidence-based resources to support academic and social-emotional learning.

Action 4.5 and 4.6, EL Family Capacity and MTSS Family & Community Engagement: Family and Community Engagement and English Learner TOAs offered a variety of workshops to support English Learner families such as Literacy in the Home, English Learner Programs, reclassification, and ELPAC Assessment, attributing to the success and full implementation of this action. Additionally, FCE collaborated with Health & Wellness and Promise Scholars to ensure presentations and workshops were aligned with the work at school sites and classrooms. FCE TOAs offered and taught the Love & Logic curriculum, Social Media Awareness and Self Efficacy and a presentation on Bullying.

Action 4.7, Promise Scholars: Promise Scholars successfully ran student program with three full-time program supervisors and four AmeriCorps ambassadors. Business and higher education partnerships allowed for expanded programming. All curriculum, information and programming were presented in English and Spanish and OMSD teachers were able to embed college and career curriculum at the K-4th grade level. Promise Scholars returned to in-person field trips to partner colleges. All OMSD 5th graders experienced a day at a local community college, 8th grade students attended a local four-year institution to have an on-campus experience and learn more about college access, and 6th grade students were provided college and career presentations from multiple local Business Leaders who shared their personal, educational and professional experiences. Careers shared with student were public and private sector jobs as well as small

businesses and entrepreneurial ventures. College and career presentations were offered at all elementary and middle school sites. In person and virtual Financial Aid workshops for high school families were provided throughout the school year as well as presentations on promise scholars and the path to college. Social media presence allows for dissemination of scholarships, registration deadlines and college and career resources.

Action 4.8, Multilingual Communication: Three general education translators successfully provided translation and interpretation services to English Learner families at the school sites, Parent Education Center and district level throughout the year, including evenings, and Saturday, resulting in full implementation of this action.

The district was able to expand opportunities for community engagement through the offering of Multicultural Family Festival in the fall and a Parent Leadership Summit in the winter. Collaboration between the English Learner and Special Education departments connected learning and supports to the families of our English Learners and Special Education students. In addition, the Health and Wellness department and Promise Scholars supported with social emotional, wellness, health, college, and career resources to our families. The collaboration of these various departments supported the successful implementation of Goal 4.

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 4.1, Family and Community Engagement: This action originally had \$627,798 budgeted and expended \$820,187 due to a 5% ongoing salary increase for 5 certificated staff members.

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

The district implemented a range of strategies found in Goal 4 to increase opportunities for parent engagement and building of parent capacity. Over the three-year LCAP cycle, the effectiveness of these specific actions towards achieving Goal 4, were consistently implemented across different actions.

Family and Community Engagement, Family Capacity Building, Promise Scholars, and Multilingual Communication (Actions 4.1, 4.2 4.3, 4.7, and 4.8): These actions were effective in making progress towards Goal 4. Each school established a site parent involvement goal to ensure that parents were involved in each decision-making advisory group for School Plan Actions around English Learners, Special Education, Gifted and Talented Education. Each of 33 sites counted on 100% participation in Actions designed for these student groups with multilingual interpretation and translation services as needed. In addition, parent involvement in our Districts LCAP Though Exchange increased each year with 2150 family members in 2019 and 2388 family members in the 2023-2024 school year. In relation to school connectedness, our MTSS Family Survey showed we maintained 82% school connectedness in 2021 and 2024. In the California Healthy Kids Survey (CHKS), school connectedness for 5th grade was at 69% in 2021 and increased to 70% in 2024 whereas 62% of our 7th graders in 2021 felt connected compared to 54% in 2024. Over the last two years we have added self efficacy as a way to measure the confidence of

our students over the course of the year. Our K-8th graders reported a 4% increase in self efficacy from the fall of 2023 to the Spring of 2024. To support in this increase of student self efficacy our Parent Education Center (PEC) successfully built parent capacity by offering a wide range of classes and hosting stand-alone parent workshops, 6-10 weeks in length at school sites throughout the district. The Family & Community Engagement Department was also successful in building community partnerships and parent leadership through three District-wide community events that brought the community together and further supported the implementation of these actions.

Special Education (SPED) Family Capacity, English Learner Family Capacity, and MTSS Family & Community Engagement (Actions 4.4, 4.5, and 4.6): In comparing parent involvement, connectedness and reclassification data over three years, improvement was noted. Each school established a site parent involvement goal to ensure that parents were involved in each decision-making advisory group for School Plan Actions around English Learners, Special Education, Gifted and Talented Education. Each of 33 sites counted on 100% participation in Actions designed for these student groups. In addition, parent involvement in our Districts LCAP Though Exchange increased each year with 2150 family members in 2019 and 2388 family members in the 2023-2024 school year. In relation to school connectedness, our MTSS Family Survey showed we maintained 82% school connectedness in 2021 and 2024. In the California Healthy Kids Survey (CHKS), school connectedness for 5th grade was at 69% in 2021 and increased to 70% in 2024 whereas 62% of our 7th graders in 2021 felt connected compared to 54% in 2024. Over the last two years we have added self efficacy as a way to measure the confidence of our students over the course of the year. Our K-8th graders reported a 4% increase in self efficacy from the fall of 2023 to the Spring of 2024. Our reclassification rates as reported in Dataquest, in 2019 was at 15.8% and 15% by 2023. Even if the data reflects a .8% decrease, our English Learner Progress Indicator (ELPI), as reported by the CA School Dashboard, shows our English learners making progress over three years with 40.3% making progress towards English Proficiency in 2019 and 50.5% making progress in 2023. By ensuring that our Family, including SPED and English learner are provided with opportunities to engage and connect with schools and the school community, we will support the increase in family involvement, engagement, school connectedness, and increased progress towards English proficiency.

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

The district has made several adjustments to the actions and metrics under Goal 4, which aims to build the partnership between families and the community for the purpose of supporting student learning. The following changes are designed to enhance the effectiveness and accuracy of measuring progress towards the goal.

Building Family Capacity and EL Family Capacity (Actions 4.1 and 4.5): These actions will be combined to provide an integrated effort of building family capacity at both the district and site level. Specific workshops for English Learner families will be offered that include math and literacy support, reclassification, language acquisition, and resources. Our English Learner proficiency has been on an upward trend in the English Learner Progress Indicator (ELPI) with 50.5% making progress towards English Proficiency compared to 40.3% in 2019. Action 4.1 in the 24-25 LCAP.

Annual Leadership Conference and MTSS Family and Community Engagement (Actions 4.2 and 4.6): The Annual Leadership Conference was an isolated event and the Family and Community engagement action will include more than a yearly Annual Parent Leadership

Conference. The opportunities for our families and community to engaged have expanded to include capacity building, workshops, and cultural community building events to create connections, collaboration, and engagement in learning. By combining these actions, a more holistic focus on parent and community partnerships will be built. Action 4.2 in the 24-25 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ontario-Montclair School District	Robert F. Gallagher Assistant Superintendent, Learning & Teaching	robert.gallagher@omsd.net (909) 418-6436

Plan Summary [2024-25]

General Information

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

The Ontario-Montclair School District (OMSD), founded in 1884, serves a 26 square-mile area which covers most of the city of Ontario, Montclair, portions of Upland, and unincorporated areas of San Bernardino County. The District is the third largest elementary district in California. OMSD and its community of families, students, and staff work to promote high academic expectations and student social-emotional health, wellbeing and diversity. In 2023-2024, the Ontario-Montclair School District student population of 18,471 students was made up of 88.7% Hispanic or Latino, English learner 29%, 3.4% African American, 3.1% White, 2.4% Asian, .8% Indian, .5% Filipino, .3% Pacific Islander, and .9% Two or More Races. Students who fall into the district's unduplicated student count include those who are socio-economically disadvantaged, English Learners, and Foster Youth. Of the 29% of English learners, 71.6% are Spanish speakers and the rest speak other languages. OMSD is a single-district SELPA with 13.4% of our students who have Special Needs. The Ontario-Montclair School District's Gifted and Talented Education program serves 16.4% of OMSD students districtwide. In 2023-2024 the District supported .6% students in the foster care system and 6.1% experiencing homelessness. Over the last two years the district has experienced a 2.3% decline in enrollment.

OMSD is proud to highlight three California Distinguished Schools, eleven Gold Ribbon Schools, International Baccalaureate (IB) Schools, nineteen Pivotal Practice Awardees, a GATE Magnet, a Science Magnet, Dual Language Academies in Spanish and Mandarin, Arts integrated Magnets at elementary and middle school, an Online Academy and AVID at elementary, and middle schools. The District offers courses and extra-curricular opportunities, in music and the arts at all grade levels, including orchestra at elementary and middle schools. The District offers a wide variety of expanded learning opportunities and sporting activities for students as well. Many of our schools are magnet and academy programs, each of which is uniquely designed to provide students with opportunities to immerse in a course of study matched to individual talents and interests.

The District employs dedicated certificated and classified staff to provide exemplary and innovative programs to prepare students for college and career. The District is committed to working collaboratively as educators, parents and community members to ensure our mission statement is realized. The Ontario-Montclair School District (OMSD) is committed to providing a world-class education to all students in safe, respectful, culturally responsive and welcoming environments that value and empower students, staff, and families to be successful in a dynamic global society by cultivating college, career, and community partnerships. Our LCAP goals, actions and aligned resources are informed through a very effective community engagement process designed to support our rich and diverse student groups. The diversity of our students, staff and community strengthen our commitment to providing high quality instruction that ensures equity and access to California Common Core State Standards, which promote students' critical thinking, discourse, collaboration, reading and writing to prepare students for their future. Teachers, staff, parents, administrators and the community are committed to mutual collaboration and support of data-driven, student-centered instruction guided by California's Multi-Tiered System of Support (MTSS) framework. The MTSS framework ensures tiered support, responsive to individual needs in academic, behavioral, and social-emotional learning are available to benefit all students.

OMSD has designed and implemented a comprehensive Expanded Learning Opportunities Program (ELOP) that includes Transitional Kinder (TK)-6th grade. Comprehensive planning for Universal Transitional Kindergarten (UTK) has allowed for TK age-eligibility expansion in 2023-2024. Instructional Assistants were hired to support TK classes to meet the student to staff ratios for UTK and to provide support for TK and Kindergarten students in the Expanded Learning Opportunities Program (ELOP). Expansion of TK will continue in the 2024-2025 school year with additional Instructional Assistants to support the TK student to staff ratio.

Online Academy has been identified as an Equity Multiplier site. In the 2024-2025 school year, Online Academy, our newest school serving student online will receive Equity Multiplier funding for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate.

Reflections: Annual Performance

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

The 2023 California School Dashboard show that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Indicator:

English Language Arts (ELA): Students with Disabilities

Student Engagement: Chronic Absenteeism (Foster Youth, Homeless, and Pacific Islander)

School Sites-All Student Group showing lowest performance levels

Berlyn

Student Engagement: Chronic Absenteeism

Bon View

Student Engagement: Chronic Absenteeism

Edison

Student Engagement: Chronic Absenteeism

Elderberry

Student Engagement: Chronic Absenteeism

Lehigh

Student Engagement: Chronic Absenteeism

Lincoln

Student Engagement: Chronic Absenteeism

Montera

Student Engagement: Chronic Absenteeism

Ramona

Student Engagement: Chronic Absenteeism

Vineyard

Student Engagement: Chronic Absenteeism

Ray Wiltsey

Student Engagement: Chronic Absenteeism

Serrano

Student Engagement: Chronic Absenteeism

Vernon

Student Engagement: Chronic Absenteeism

Any student group within any school with lowest performance outcomes

Arroyo

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (English Learners, Students with Disabilities)

School Climate: Suspension Rate (Homeless)

Student Engagement: Chronic Absenteeism (English Learners, Homeless)

Berlyn

Academic Indicator: English Language Arts (English Learners)

Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Bon View

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)

Student Engagement: Chronic Absenteeism (Homeless, Students with Disabilities)

Central Language Academy

Academic Indicator: Math (English Learners)

Del Norte

Academic Indicator: English Language Arts (Students with Disabilities) and Math (Students with Disabilities)

School Climate: Suspension Rate (African American)

Student Engagement: Chronic Absenteeism (Students with Disabilities)

Edison

Student Engagement: Chronic Absenteeism (Homeless, Socioeconomically Disadvantaged, Hispanic)

El Camino

Academic Indicator: English Language Arts (English Learners, Students with Disabilities)

Elderberry

Academic Indicator: English Language Arts (Students with Disabilities)

Student Engagement: Chronic Absenteeism (Homeless, Socioeconomically Disadvantaged, Students with Disabilities, English Learners, African American)

Euclid

Academic Indicator: English Language Arts (English Learners) and Math (English Learners)

Student Engagement: Chronic Absenteeism (Homeless)

Hawthorne

Academic Indicator: English Language Arts (English Learners)

Lehigh

Academic Indicator: English Language Arts (English Learners, Students with Disabilities)

Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Hispanic)

Lincoln

Academic Indicator: English Language Arts (Students with Disabilities)

Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Mariposa

Academic Indicator: English Language Arts (Homeless)

Mission

Academic Indicator: English Language Arts (Students with Disabilities)

Montera

Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged)

Ramona

Student Engagement: Chronic Absenteeism (Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Richard Haynes

Student Engagement: Chronic Absenteeism (Homeless)

Vineyard

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)

Student Engagement: Chronic Absenteeism (English Learners, Socioeconomically Disadvantaged, Homeless, Students with Disabilities, Hispanic)

De Anza Middle

Academic Indicator: English Language Arts (Students with Disabilities)

Oaks Middle

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)

Ray Wiltsey Middle

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (English Learners, Homeless, Students with Disabilities)

School Climate: Suspension (African American)

Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic)

Serrano Middle

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)

Student Engagement: Chronic Absenteeism (English Learners, Socioeconomically Disadvantaged, Hispanic)

Vernon Middle

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Students with Disabilities)

Student Engagement: Chronic Absenteeism (English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic)

Vina Danks Middle

Academic Indicator: English Language Arts (English Learners, Students with Disabilities) and Math (Homeless, Socioeconomically Disadvantaged)

Areas that we have experienced success and shown improvement on the 2023 California School Dashboard outcomes as well as with local data include a decrease in suspension rates for All students, Pacific Islander, and Students with Disabilities from 2022 to 2023 resulting in no longer qualifying for differentiated assistance. In 2022 our All student group was at 1.7% suspensions, Pacific Islanders at 6.4% suspensions, and Students with Disabilities at 1.9% suspensions. In 2023 our All student group decreased to 1.6% suspension, Pacific Islanders to 5.3% suspensions, and Students with Disabilities at 1.9% suspensions. In addition, our Chronic Absenteeism rates have decreased across our All student group and Students with Disabilities post pandemic. In 2022 our All student group was at 25.2% chronically absent and Students with Disabilities at 34.7% chronically absent. In 2023 our All student group decreased to 23.1% chronically absent and Students with Disabilities decreased to 31.6% chronically absent. Our attendance rates have also increased post pandemic, in 2022 our local metric showed 93.1% attendance rate and in 2024 our local metric shows a 94.9% attendance rate. This success is attributed to the increase of site staff such as the Outreach Consultants, Site Outreach Assistants, Student mentors, and district counselors. The additional and targeted staff have engaged with students and parents, identified reasons for absenteeism, and implemented individual plans and behavioral supports to address the needs of struggling students (Goal 3, Actions 3.6)

Our local i-Ready data that was implemented beginning in the 2020-2021 school year shows a decrease from 31% in 2021 to 27% in 2024 for students needing Tier 3 support in ELA and a decrease from 30% in 2021 to 24% in 2024 for students needing Tier 3 support in Math. Local i-Ready ELA for English Learners (ELs) was at 46% two or more grade levels below in 2021 and 45% two or more grade levels below in 2024. Local i-Ready Math for ELs in math, was 43% two or more grade levels below in 2021 and 38% two or more grade levels below in 2024. Local i-Ready ELA data for Low Income was at 31% two or more grade levels below in 2021 and 28% two or more grade levels below in 2024. Local i-Ready Math for Low Income students was 31% two or more grade levels below in 2021 and 25% two or more grade levels below in 2024. Finally, Local i-Ready ELA data for Students with Disabilities was at 62% two or more grade levels below in 2021 and 55% two or more grade levels below in 2024. Local i-Ready Math for Students with Disabilities was 61% two or more grade levels below in 2021 and 53% two or more grade levels below in 2024. By continuing to provide additional staff, MTSS training, tiered academic implementation, intervention resources and assessments, and expanded learning and intervention supports to students, will support the academic achievement of students (Goal 2, Actions 2.6, 2.7, and 2.12).

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All Educational Partners	The district reached out to our community of educational partners to share student successes and challenges and to gather input to assist with the development of the 2024-2025 LCAP development meeting dates through public communication methods, including the districtwide calling system, Superintendent's Constant Contact, emails, flyers (placed throughout the community), electronic surveys, social media, District website, videos and OMSD Board public hearings.
All Educational Partners	Two LCAP surveys that opened from October 2, 2023-November 17, 2023 and January 22, 2024-February 26, 2024 was provided for educational partners via social media, Superintendent's Constant Contact, the district website, videos, and emails. Additionally, the districtwide calling system was used to send an invitation to parents to complete the survey and information was provided how to access the survey. The survey gathered community input regarding views on school culture, school climate, school to home communication, quality of instruction, interventions provides for students, parent opportunities for input and decision making, and open opportunities to share on what to prioritize for their students' success.
Parents representing schools throughout the district: English Learners, Low-Income, Students with Disabilities, Foster Youth, Homeless, African American, and GATE	LCAP Development meetings took place on January 23 (DELAC and DPAC), January 25 (GATE), February 9 (AAPAC), March 19 (SPED) and April 9 (DELAC and DPAC), bringing together educational partners from the community. These sessions were conducted in person and some meetings were also facilitated through Zoom to

	<p>accommodate participants unable to attend in person. The agenda covered various aspects, including the district's mission and vision, LCFF funding, available resources, LCAP goals, planned actions, and the progress towards achieving these goals through metrics embedded within the LCAP. An overview of the 2023 California School Dashboard was presented to assist parents in navigating the site and interpreting the student outcomes on state indicators. Additionally, outcomes for English Language Arts and Math were provided and data pertaining to suspensions, expulsions, and chronic absenteeism were all made available to educational partner in attendance. Discussions took place to gather input as to what goals and actions should be maintained in the 2024-2025 LCAP as well as listening to our educational partners' concerns regarding the needs of their children and how the district can provide support.</p>
<p>Principals, teachers, support staff, classified staff, union Representatives, district administrators</p>	<p>LCAP Development meetings aimed to inform and gather input were conducted for site and district personnel through the month of January and February. During these meetings, a comprehensive review of the LCAP data metrics, CAASPP scores, and local data relevant to the 2023-2024 school year to include suspensions, expulsions, attendance, and chronic absenteeism were shared. Additionally, data pertaining to each school site was provided. Predictive data pertaining to possible student outcomes on the spring administration of the CAASPP were provided. Discussion groups were formed to determine which goals and actions should be retained, added, or deleted in the 2024-2025 LCAP. Additionally, educational partners were provided an opportunity to express the successes and challenges they observed while working with students at the site they represented.</p>
<p>Students</p>	<p>Students were administered a survey on October 2-November 17, 2023 to gather input regarding school connectiveness, safety, climate, areas of concern, and areas of success.</p> <p>A 7th and 8th grade group of representatives from each of the 11 Comprehensive and 4 K-8 Middle Schools, came together as part of the Middle School Congress LCAP Advisory group, to review LCAP goals and actions and to provide LCAP input and ideas around goals and actions that are important to them, at a meeting that was held on January 26, 2024. A student LCAP survey was opened to 7th and 8th</p>

	<p>graders on January 26, 2024-February 26, 2024 to gather input regarding their needs and priorities for their success.</p>
<p>Parents, teachers, site administrators, district administrators, site staff, School Site Council members, students</p>	<p>Equity Multiplier School</p> <p>Based on data regarding the non-stability rate (>25%) and percent of socioeconomically disadvantaged students (>70%), Online Academy was identified as Equity Multiplier school. As a result, this school will be provided funding to address the needs of the lowest performing student groups on the 2023 CA School Dashboard. Meetings for Online Academy were held on January 22, January 24, January 29, January 30, and January 31.</p> <p>A needs assessment was conducted to determine strengths and weaknesses at the site and to assess if any resource inequalities were present. Educational partners at Online Academy were provided with data regarding areas of lowest performance for students. Funding and possible evidence-based resources were discussed. Input was gathered as to what goal(s) should be included in the School Plan for Student Achievement (SPSA) and LCAP for the school site as it pertained to utilizing Equity Multiplier funding.</p> <p>The school Site Council at Online Academy School approved SPSA actions for utilizing Equity Multiplier funding on May 15, 2024. Through this process, Goal 5 and actions specific to this school have been added to the 2024-2025 LCAP to support student learning and promote a healthy school climate.</p>
<p>SELPA Consultation</p>	<p>The 2024-2025 LCAP draft was presented to the area SELPA Administrator on May 24, 2024.</p>
<p>District Parent Advisory Committee (PAC)</p> <p>District English Learner Advisory Committee (DELAC)</p>	<p>The 2024-2025 LCAP draft was presented to the DPAC and DELAC on May 13, 2024. As no comments were submitted from the PAC or DELAC, there was not a written response from the superintendent.</p>
<p>Governing Board</p> <p>Community Members</p>	<p>The 2024-2025 LCAP draft was posted publicly on the district website on May 31, 2024.</p>

	The 2024-2025 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 6, 2024.
Governing Board	Mid-Year Report was presented to the Governing Board at a regularly scheduled meeting on February 15, 2024.
Governing Board Community Members	The 2024-2025 LCAP was adopted at a regularly scheduled Board of Education meeting on June 20, 2024.

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

The process of engaging with our educational partners in the development of the LCAP provided the district with input regarding the needs of our students. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in the adjustment of specific goals and actions.

The goals and actions in the LCAP were highly influenced by the feedback from our educational partners. The input suggested a wide range of priorities for the upcoming school year to ensure student success. These include focusing on student outcomes, particularly for those with academic and social-emotional needs. The importance of extracurricular clubs, foundational skills in English Language Arts and Math were highlighted. Input also suggested prioritizing students who are struggling the most, particularly in English Language Arts and Math, and ensuring high academic standards, reducing class sizes, mental and social emotional health support (student wellbeing), and extra help for struggling readers. The need for a safe and equitable learning environment, new programs and strategies, and more engaging programs, and a call for more parent and community involvement were also emphasized.

Based on educational partner input, the following goals were adjusted and will be included in the 2024-2025 LCAP:

Goal 1: Appropriately credentialed teachers, highly qualified support staff and administrators, utilizing adopted instructional materials, equitable resources, and technology aligned to California State Standards, in safe, clean, and well-maintained facilities will be provided to ensure all students access educational and social-emotional programs.

Goal 2: All students will demonstrate growth towards meeting standards in English Language Arts (ELA) and Math, and English learners (ELs) demonstrate progress in developing English language proficiency by accessing an academic program that includes intervention and/or acceleration through a Multi-Tiered System of Supports aligned to the California State standards.

Goal 3: All students are provided equitable access to social-emotional and behavioral supports through the implementation of a Multi-Tiered System of Supports, including student social, emotional, and behavioral health and engagement with peers, families, staff, and the community, to increase instructional time through improved attendance and access to grade level instruction.

Goal 4: All schools will work together with educational partners to support student learning and well-being and nurture meaningful participation in student learning, promote college and career access, and enhance community partnerships.

LCAP Goal 1 focuses on providing students access to safe learning environment, educational and technology resources, materials, and implementation of State Standards. Educational partner feedback influenced the actions in this goal. Input was provided by students and adult educational partners to focus on high academic standards, reduce class sizes, provide equitable safe and welcoming learning environments, and personnel that can support the academic and social-emotional wellbeing of students. Therefore, the District will continue to remove barriers such as transportation (Goal 1, Action 1.1), provide base and additional program staffing such as Intervention Teachers to reduce the student to teacher ratios and help increase student performance in ELA, Math, and language development (Goal 1, Actions 1.2 and 1.4). In addition, providing sites with needed facility upgrades and visitor security management systems will ensure the continued health and safety of students, staff, and community (Goal 1, Action 1.8). Ensuring that teachers and students have the technology needed to impact students achievement (Goal 1, Action 1.3) and offering professional development for certificated and classified staff (Goal 1, Action 1.7 and 1.9) and hiring and retaining high quality staff (Goal 1, Action 1.5) to support implementation of high academic standards.

LCAP Goal 2 is focused on student achievement through a Multi-Tiered System of Supports which includes professional development, coaching and resources (instructional and technology based) for instructional staff, monitoring of learning, specialized programs and courses that accelerate student learning. As a result from the input received from educational partners during LCAP development meetings and an analysis of the 2023 CA School Dashboard, interim benchmark and English Language Proficiency Assessment (ELPAC) data, several actions under Goal 2 contribute to the identified need. Input highlighted the importance of focusing on foundational skills in English Language Arts and Math and Goal 2 Action 2.7 focuses on early literacy PD and support. As well as providing targeted professional development and training to faculty and instructional staff around best-first instruction (research and evidence-based) will further support early literacy and support to struggling readers (Goal 2, Actions 2.1 and 2.3). Actions that focus on student outcomes with a focus on academic and social-emotional needs are included in Goal 2, Actions 2.6, 2.7, and 2.12. These actions will address students' individualized academic and tiered needs through intervention and extended learning opportunities. In prioritizing students who are struggling in English Language Arts and Math, Goal 2, Actions 2.8, 2.9 provide resources and targeted supports designed for English learner and Newcomer students and Goal 2, Action 2.3 focus on technology integration across content areas to support an increase in ELA and Math achievement. By providing students with programs based on individual interests address the need to provide equitable environments and engaging programs. Goal 2, Actions 2.4 provides access to a broad course of study such as AVID, GATE, STEM, Performing Arts, Language Programs, International Baccalaureate, and college readiness.

LCAP Goal 3 is focused on student engagement and access to social-emotional and behavioral programs through a Multi-Tiered System of Supports designed to support the individual needs of students. Addressing and responding to student engagement and the social-emotional needs of students and staff influence the need of designing actions in Goal 3. Input provided by adult educational partners and students expressed the need to offer extracurricular clubs for student engagement, mental and social emotional health support (student wellbeing), and equitable learning environments. Offering support programs such as interventions tied to social-emotional learning and behavior support, small groups student mentoring support are part of Goal 3, Action 3.2. By continuing professional development on Social-Emotional Learning, implementation of tiered behavioral practices and procedures, and monitoring of student social-emotional and basic needs to increase engagement, attendance and school connectedness will further prepare school staff to respond to students' social-emotional and behavioral needs and is part of Goal 3, Action 3.1, 3.2, and 3.3, 3.4, 3.5, and 3.6. Additionally, ensuring that schools provide positive, caring, safe, and welcoming environments are part of Goal 3, action 3.10. Creating a focus around cultural proficiency and training around diversity and inclusion will target the expressed need for equitable learning environments (Goal 3, Action 3.9).

LCAP Goal 4 focuses on meaningful parent participation, decision making, supports to student learning and wellbeing, and college and career access. As a result of the input received from educational partners during LCAP development meetings and surveys, a call for more parent engagement was prioritized. The actions in Goal 4 aim to include parents as partners for improved student outcomes. Goal 4, Actions 4.1, 4.2, and 4.4 will offer parent workshops and trainings pertaining to English Learners and Special Education students such as ELA and Math academic workshops, and training around social emotional wellbeing, and opportunities to engage in district wide events to build capacity and community, and strategic partnerships for a college going culture (Action 4.5). Additionally, an increase in district communication and engaging families as partners and decision making is addressed in Goal 4, Action 4.3 and 4.6. Action 4.5.

Online Academy has been identified as an Equity Multiplier school. Educational partners met to develop a goal that has been included in the LCAP. The feedback highlighted a need to support the academic, social emotional needs of students, and attention to any socio-economic barriers that may impede the academic success of students. Additionally, academic support for students through tutoring, intervention in reading and math, and individualized help was also emphasized. Although no performance color was assigned to Online Academy on the California School's Dashboard, some student groups scored lower than the all student group in different areas. In ELA, the All student group scored 1.5 points above the standard, English Learners 25.5 points Distance from Standard (DFS), Hispanic 4 points DFS, and Socioeconomically Disadvantaged students 1 point DFS. In Math the All student group scored 35.7 points DFS, English Learners 67.6 points DFS, and Hispanic 46.7 points DFS. Students showed lowest performance in Academic Engagement for Chronic Absenteeism with All students 25% chronically absent compared to, African American 40%, Homeless 28.3%, and Socioeconomically Disadvantaged students with 25.5% chronically absent. To address these needs, an additional intervention teacher will provide tiered supports to support the academic growth of students in ELA and Math. As well as additional intervention staff to provide integrated supports such as mental health and for the social emotional wellbeing of students to help increase positive relationships for students, school engagement, and connectedness (Goal 5, Actions 5.1 and 5.2).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Appropriately credentialed teachers, highly qualified support staff and administrators, utilizing adopted instructional materials, equitable resources, and technology aligned to California State Standards, in safe, clean, and well-maintained facilities will be provided to ensure all students access educational and social-emotional programs.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through our educational partner engagement and data collection, the Ontario-Montclair School District identified the need of developing this Broad Goal to build upon the district’s achievements in providing a high quality learning environment and equitable programs that ensure students' educational and social emotional needs are being met. Ensuring that every student benefits from qualified instruction, appropriate resources, and a safe environment conducive to learning is central to our commitment to equity and excellence in education. Safe and clean facilities ensure students are able to access the learning environment. Highly-qualified and trained teachers, utilizing state adopted standards and curricular materials are necessary to improve student outcomes.

By aligning actions with measurable outcomes, the district aims to adhere to the high standards expected by educational partners and the district as a whole. By monitoring teacher assignments, instructional materials, and school facilities, the district commits to providing a secure and healthy atmosphere conducive to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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M 1.1	Facilities Inspection Tool (FIT)	2023 FIT Tool 0% Extreme Deficiencies			Facilities Inspection Tool (FIT) 0% Extreme Deficiencies	
M 1.2	Mis-Assign Report	2024 Mis-Assignment Report 0.6% Teachers Mis-Assigned			Mis-Assign Report 0% Teachers Mis-Assigned	
M 1.3	CAASPP ELA- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS LTEL (Baseline est. in yr.1) FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS			CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL FY -48.1 DFS SWD -70 DFS HY -34.1DFS	
M 1.4	CAASPP Math- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -32 DFS EL -88.3 DFS LTEL (Baseline est. in yr.1) FY -79.7 DFS SWD -59.6 DFS HY -71.5 DFS			CA School Dashboard All -45.5 Points DFS SED -17 DFS EL -73.3 DFS LTEL FY -74.7 DFS SWD -44.6 DFS HY -56.5 DFS	
M 1.5	Textbook Student Access Source: Local Inventory	2023-2024 100% Students Access Adopted Textbooks			100% Students Access Adopted Textbooks	

M 1.6	i-Ready Local Assessment August to May Grade Level Grade: 3rd	2024 Local i-Ready Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +24% EL +20% FY +14% SWD 13% HY +14%			Local i-Ready Assessment Continue to increase Early, Mid, Above Grade level +20%(Beginning to End of Year) Reading Diagnostic All +15% SED +20% EL +20% FY +20% SWD + 20% HY +20%	
M 1.7	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%			CA School Dashboard All 21.6% SED 22.8% EL 20.1% FY 20.9% SWD 28.6% HY 26.3%	
M 1.8	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%			Student Information System (SIS) All 97.7% EL 97.7% SED 97.7% FY 97.7%	
M 1.9	Middle School Drop Out Source: CALPADS	2023 CALPADS 0%			CALPADS 0%	

M 1.10	<p>Implementation of State Standards</p> <p>Source: CA School Dashboard</p>	<p>2023 Local Performance Indicator:</p> <p>ELA/ELD: 5/Full Implementation of Sustainability</p> <p>Math: 5/Full Implementation of Sustainability</p>			<p>Local Performance Indicator:</p> <p>ELA/ELD: 5/Full Implementation of Sustainability</p> <p>Math: 5/Full Implementation of Sustainability</p>	
M 1.11	<p>CAASPP ELA- School And Student Group (Elementary and K-8) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Elementary and K-8</p> <p>Arroyo All -45.3 DFS EL -83.3 DFS SWD -116.2 DFS</p> <p>Berlyn All -44.7 DFS EL -71.1 DFS</p> <p>Bon View All -58.9 DFS EL -88.1 DFS SWD -116.4 DFS</p> <p>Del Norte All -51.9 DFS SWD -125.3 DFS</p> <p>El Camino All 38.9 DFS EL -78.5 DFS SWD -79 DFS</p> <p>Elderberry All -41 DFS</p>			<p>CA School Dashboard Elementary and K-8</p> <p>Arroyo All -36.3 DFS EL -68.3 DFS SWD -70 DFS</p> <p>Berlyn All -35.7 DFS EL -56.1 DFS</p> <p>Bon View All -49.9 DFS EL -70 DFS SWD -70 DFS</p> <p>Del Norte All -42.9 DFS SWD -70 DFS</p> <p>El Camino All -29.9 DFS EL -63.5 DFS SWD -64 DFS</p> <p>Elderberry</p>	

		<p>SWD -90.4 DFS</p> <p>Euclid All -47.8 DFS EL -87 DFS</p> <p>Hawthorne All-46.8 DFS EL -78.8 DFS</p> <p>Lehigh All -53.4 DFS EL -89.5 DFS SWD -148.1 DFS</p> <p>Lincoln All 32.7 DFS SWD -91.1 DFS</p> <p>Mariposa All 61.1 DFS HY -77.7 DFS</p> <p>Mission All -29.5 DFS SWD -89.9 DFS</p> <p>Vineyard All -31.9 DFS EL -79.6 DFS SWD -100.4 DFS</p>			<p>All -32 DFS SWD -70 DFS</p> <p>Euclid All -38.8 DFS EL -63.8 DFS</p> <p>Hawthorne All -37.8 DFS EL -63.8 DFS</p> <p>Lehigh All -44.4 DFS EL -70 DFS SWD -70 DFS</p> <p>Lincoln All -23.7 DFS SWD -70 DFS</p> <p>Mariposa All -52.1 DFS HY -62.7 DFS</p> <p>Mission All -20.5 DFS SWD -70 DFS</p> <p>Vineyard All -22.9 DFS EL -64.6 DFS SWD -70 DFS</p>	
M 1.12	CAASPP ELA- School And Student Group (Middle School) Distance from Standard (DFS)	<p>2023 CA School Dashboard Middle School</p> <p>De Anza All -24.4 DFS</p>			<p>CA School Dashboard Middle School</p> <p>De Anza All -15.4 DFS</p>	

	Source: CA School Dashboard	<p>SWD -113.5 DFS</p> <p>Oaks All -10.3 DFS EL -77 DFS SWD -103.4 DFS</p> <p>Wiltsey All -31.7 DFS EL -76.1 DFS SWD -115.5 DFS</p> <p>Serrano All -10.5 DFS EL -72.6 DFS SWD -97.7 DFS</p> <p>Vernon All -25.7 DFS EL -91.2 DFS SWD -107.6 DFS</p> <p>Vina Danks All -42.7 DFS EL -95.9 DFS SWD -84.7 DFS</p>			<p>SWD -70 DFS</p> <p>Oaks All -12 DFS EL -62 DFS SWD -70 DFS</p> <p>Wiltsey All -22.7 DFS EL -61.1 DFS SWD -70 DFS</p> <p>Serrano All -1.5 DFS EL -57.6 DFS SWD -70 DFS</p> <p>Vernon All -16.7 DFS EL -70 DFS SWD -70 DFS</p> <p>Vina Danks All -33.7 DFS EL -70 DFS SWD -69.7 DFS</p>	
M 1.13	<p>CAASPP Math- School And Student Group (Elementary and K-8) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Elementary and K-8</p> <p>Arroyo All 79.2 DFS EL -106.6 DFS SWD -168.2 DFS</p> <p>Bon View All -63.7 DFS SWD -133 DFS</p>			<p>CA School Dashboard Elementary and K-8</p> <p>Arroyo All -70.2 DFS EL -91.6 DFS SWD -95 DFS</p> <p>Bon View All -54.7 DFS</p>	

		<p>Central All -57.4 DFS EL -95.2 DFS</p> <p>Del Norte All -72 DFS SWD -157.4 DFS</p> <p>Euclid All -75.9 DFS EL -100.8 DFS</p> <p>Vineyard All -44.5 DFS SWD -120.8 DFS</p>			<p>SWD -95 DFS</p> <p>Central All -48.4 DFS EL -86.2 DFS</p> <p>Del Norte All -63 SWD -95 DFS</p> <p>Euclid All -66.9 DFS EL -91.8 DFS</p> <p>Vineyard All -35.5 DFS SWD -95 DFS</p>	
M 1.14	<p>CAASPP Math- School And Student Group (Middle School) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Middle School</p> <p>Oaks All -64 DFS SWD -156.4 DFS</p> <p>Wiltsey All -86.1 DFS EL -136.3 DFS HY -124.1 DFS SWD -167.8 DFS</p> <p>Serrano All -40.3 DFS SWD -138.8 DFS</p> <p>Vernon All -79.8 DFS SWD -161.4 DFS</p>			<p>CA School Dashboard Middle School</p> <p>Oaks All -55 SWD -95 DFS</p> <p>Wiltsey All -77.1 DFS EL -95 DFS HY -95 DFS SWD -95 DFS</p> <p>Serrano All 31.3 DFS SWD -95 DFS</p> <p>Vernon All 70.8 DFS SWD -95 DFS</p>	

		Vina Danks All -97.4 DFS HY -110.1 DFS SED -101.5 DFS			Vina Danks All -88.4 DFS HY -95 DFS SED -86.5 DFS	
M 1.15	Chronic Absenteeism- School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8% Bon View ALL 27.3% HY 32% SWD 32.5% Del Norte All 30.5% SWD 36% Edison ALL 15.1% HY 25% SED 17.8% HI 15.9% Elderberry			CA School Dashboard Elementary and K- 8 Arroyo All 26.8% EL 27.5% HY 44.4% Berlyn ALL 21.2% EL 16.5% HY 24.7% SED 22.5% SWD 32.5% HI 20.3% Bon View ALL 25.8% HY 30.5% SWD 31% Del Norte All 30% SWD 34.5% Edison ALL 13.6% HY 22% SED 16.3% HI 14.4%	

	<p>ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5%</p> <p>Euclid All 18.4% HY 23.4%</p> <p>Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18%</p> <p>Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2%</p> <p>Montera ALL 28.8% EL 28% HY 25.9% SED 29.8%</p> <p>Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31%</p> <p>Haynes</p>			<p>Elderberry ALL 25.6% EL 21.5% HY 27.2% SED 27.2% SWD 28.7% AA 44.5%</p> <p>Euclid All 16.9% HY 21.9%</p> <p>Lehigh ALL 15.9% EL 15.7% HY 20.1% SED 16.4% HI 16.5%</p> <p>Lincoln ALL 27% EL 20.4% HY 33% SED 26% SWD 48.5% HI 23.7%</p> <p>Montera ALL 27.3% EL 26.5% HY 24.4% SED 28.3%</p> <p>Ramona ALL 28.9% SED 29.9% SWD 35.5% HI 29.5%</p>	
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		<p>All 26.9% HY 29.4%</p> <p>Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%</p>			<p>Haynes All 35.4% HY 27.9%</p> <p>Vineyard ALL 12.4% EL 10.4% HY 19.8% SED 13.1% SWD 22.4% HI 11.1%</p>	
M 1.16	<p>Chronic Absenteeism-School and Student Group (Middle School) Percentage</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Middle School</p> <p>Wiltsey ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7%</p> <p>Serrano ALL 21.5% EL 26.7% SED 22% HI 21.6%</p> <p>Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%</p>			<p>CA School Dashboard Middle School</p> <p>Wiltsey ALL 25.2% EL 24.6% HY 32.1% SED 26.6% SWD 33.1% AA 28.4% HI 26.2%</p> <p>Serrano ALL 20% EL 25.2% SED 20.5% HI 20.1%</p> <p>Vernon ALL 15.8% EL 20.2% HY 20.5% SED 16.2% SWD 22.7% HI 15.9%</p>	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Transportation & Safety	The Business Services Division will provide bus transportation to and from school to students who live 3.5 miles away from their school principally directed to meet our low income and foster youth to promote daily student academic and social emotional learning engagement as measured by M1.7 and M1.8.	\$4,982,888.00	Yes
1.2	Additional Student Support	The District will provide paraprofessionals, Teachers on Assignments (TOAs), and Intervention teachers in the elementary and middle schools principally directed to meet low income, foster youth, and English learners, to identify, support and close learning gaps for students by providing direct	\$33,190,785.00	Yes

		academic services as measured by M1.3, M1.4, M1.9, M1.11, M1.12, M1.13, and M1.14.		
1.3	Technology Infrastructure & Access	The Division of Business Services will improve infrastructure systems and technology devices, principally directed to low income, foster youth, and English learners, to address academic learning gaps and collaborative learning opportunities, as measured by M1.3 and M1.4.	\$1,473,300.00	Yes
1.4	Base Program Staffing	The District will provide base school and district staff for all students to meet basic students' academic achievement in Language Arts and Math, and social-emotional learning, as measured by M1.3 and M1.4.	\$30,039,281.00	No
1.5	Staff Recruitment & Retention	The Human Resources Division will recruit and retain highly qualified school and district personnel for all students, to maintain rigorous academic learning environments, social-emotional and mental health services, as measured by M1.3, M1.4, and M1.10.	\$150,207.00	No
1.6	Core Instructional Materials	The Learning & Teaching Division will provide core adopted textbooks and materials for all students to support them in accessing the California Content Standards in all content areas as measured by M1.10.	\$1,564,086.00	No
1.7	Teacher Initiated Professional Development	The Human Resources Division will provide unit members self-initiated professional growth opportunities, principally directed to low income, foster, youth, and English learners to improve engagement and instruction as measured by M1.3, M1.4, and M1.10.	\$69,782.00	Yes
1.8	Safe & Maintained Facilities	The Business Services Division will implement modifications and upgrades on security systems, HVAC systems, ventilation filtration, water and gas lines, seismic retrofitting for all students and staff to ensure a safe and effective learning environments, as measured by M1.1.	\$11,344,309.00	No

1.9	Classified Staff PD	The Human Resources Division will provide quality and intentional classified staff professional learning and development, principally designated to low income, foster youth and English learner students to support students in increasing performance in ELA, Math, Social Sciences, Physical Education, and Social Emotional Skill/Behavior, as measure by M1.3, M1.4, and M1.10.	\$232,868.00	Yes
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting standards in English Language Arts (ELA) and Math, and English learners (ELs) demonstrate progress in developing English language proficiency by accessing an academic program that includes intervention and/or acceleration through a Multi-Tiered System of Supports aligned to the California State standards.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal to improve English Language Arts (ELA), Math, and English learner proficiency was developed in response to an analysis of academic performance data, which highlighted disparities in achievement among various student groups. This goal aims to address these disparities, with a focus on supporting underperforming groups, while also maintaining and improving the achievement of those performing at or above standard levels.

The data used to develop the goal provided a clear view of ELA and Math proficiency across the district, indicating an average Distance from Standard (DFS) of -26.6 in ELA, -54.5 in Math. This data was compared to student groups and demonstrated that some groups faced more challenges than others: In ELA, socioeconomically disadvantaged (SED) were -32 DFS, English learners (EL) -88.3 DFS, foster youth (FY) -63.1 DFS, students with disabilities (SWD) -59.6 DFS, and homeless youth (HY) -49.1 DFS. In Math, EL -88.3 DFS, FY -79.7 DFS, SWD -59.6 DFS, and HY -71.5 DFS. Conversely, some groups, such as Filipino and Asian outperformed the standard in ELA and Filipino, White, and Asian outperformed the standard in Math. This data showed a need for identifying areas for tiered intervention and support, professional development on evidence based strategies, coaching, instructional resources, and technology integration to meet the diverse needs of the student population. Input from educational partners aligns with this need. Our educational partners, including teachers, school administrators, parents, community, and students, emphasized the importance of ELA and Math proficiency and the need for targeted support for our underperforming student groups that includes professional development for instructional staff, and strategic allocation of resources.

By aligning actions with measurable outcomes, the district aims to create a specific plan for improving ELA and Math outcomes. By using data alongside our educational partner input, we can ensure that All students have an opportunity to be successful in ELA and Math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 2.1	CAASPP ELA Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -26.6 Points DFS SED -32 DFS EL -67.9 DFS LTEL (Baseline est. in yr.1) FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS			CA School Dashboard All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL FY -48.1 DFS SWD -70 DFS HY -34.1DFS	
M 2.2	CAASPP Math - Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -32 DFS EL -88.3 DFS LTEL (Baseline est. in yr.1) FY -79.7 DFS SWD -59.6 DFS HY -71.5 DFS			CA School Dashboard All -45.5 Points DFS SED -17 DFS EL -73.3 DFS LTEL FY -74.7 DFS SWD -44.6 DFS HY -56.5 DFS	
M 2.3	i-Ready Local Assessment % Meet or Exceeds Grade Level Grades K-2	2024 i-Ready Local Assessment Increase Early, Mid, Above Grade level +20% (Beginning to End of Year) Reading Diagnostic All +21% SED +24%			i-Ready Local Assessment Continue to increase early mid or above grade level +20%(Beginning to End of Year) Reading Diagnostic	

		EL +20% FY +14% SWD 13%% HY +14%			All +15% SED +20% EL +20% FY +20% SWD + 20% HY +20%	
M 2.4	ELPI English Language Progress Indicator Source: CA School Dashboard	2023 CA Dashboard 50.5%			CA School Dashboard 56.5%	
M 2.5	EL Reclassification Rate Source: Dataquest	2023 CA Dataquest 15%			CA Dataquest 15%	
M 2.6	Student Access to Extracurricular Programs Source: Local Metric	2024 Local Metric 100% Students Access Extracurricular Programs			Local Metric 100% Students Access Extracurricular Programs	
M 2.7	Access to a Broad Course of Study Source: CA School Dashboard	2023 CA School Dashboard 100% Students have access to a Broad Course of Study			CA School Dashboard 100% Students have access to a Broad Course of Study	
M 2.8	California Healthy Kids Survey (CHKS) 5th Grade Source: CA Healthy Kids Survey (CHKS)	2024 CHKS Survey School Connectedness 70%			CA Healthy Kids Survey (CHKS) School Connectedness 73%	

M 2.9	<p>California Healthy Kids Survey (CHKS) 7th Grade</p> <p>Source: CA Healthy Kids Survey (CHKS)</p>	<p>2024 CHKS Survey School Connectedness 54%</p>			<p>CA Healthy Kids Survey (CHKS)</p> <p>School Connectedness 57%</p>	
M 2.10	<p>CAASPP ELA- School And Student Group (Elementary and K-8) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Elementary and K-8</p> <p>Arroyo All -45.3 DFS EL -83.3 DFS SWD -116.2 DFS</p> <p>Berlyn All -44.7 DFS EL -71.1 DFS</p> <p>Bon View All -58.9 DFS EL -88.1 DFS SWD -116.4 DFS</p> <p>Del Norte All -51.9 DFS SWD -125.3 DFS</p> <p>El Camino All 38.9 DFS EL -78.5 DFS SWD -79 DFS</p> <p>Elderberry All -41 DFS SWD -90.4 DFS</p> <p>Euclid</p>			<p>CA School Dashboard Elementary and K-8</p> <p>Arroyo All -36.3 DFS EL -68.3 DFS SWD -70 DFS</p> <p>Berlyn All -35.7 DFS EL -56.1 DFS</p> <p>Bon View All -49.9 DFS EL -70 DFS SWD -70 DFS</p> <p>Del Norte All -42.9 DFS SWD -70 DFS</p> <p>El Camino All -29.9 DFS EL -63.5 DFS SWD -64 DFS</p> <p>Elderberry All -32 DFS SWD -70 DFS</p>	

		<p>All -47.8 DFS EL -87 DFS</p> <p>Hawthorne All-46.8 DFS EL -78.8 DFS</p> <p>Lehigh All -53.4 DFS EL -89.5 DFS SWD -148.1 DFS</p> <p>Lincoln All 32.7 DFS SWD -91.1 DFS</p> <p>Mariposa All 61.1 DFS HY -77.7 DFS</p> <p>Mission All -29.5 DFS SWD -89.9 DFS</p> <p>Vineyard All -31.9 DFS EL -79.6 DFS SWD -100.4 DFS</p>			<p>Euclid All -38.8 DFS EL -63.8 DFS</p> <p>Hawthorne All -37.8 DFS EL -63.8 DFS</p> <p>Lehigh All -44.4 DFS EL -70 DFS SWD -70 DFS</p> <p>Lincoln All -23.7 DFS SWD -70 DFS</p> <p>Mariposa All -52.1 DFS HY -62.7 DFS</p> <p>Mission All -20.5 DFS SWD -70 DFS</p> <p>Vineyard All -22.9 DFS EL -64.6 DFS SWD -70 DFS</p>	
M 2.11	<p>CAASPP ELA- School And Student Group (Middle School) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Middle School</p> <p>De Anza All -24.4 DFS SWD -113.5 DFS</p> <p>Oaks</p>			<p>CA School Dashboard Middle School</p> <p>De Anza All -15.4 DFS SWD -70 DFS</p> <p>Oaks</p>	

		<p>All -10.3 DFS EL -77 DFS SWD -103.4 DFS</p> <p>Wiltsey All -31.7 DFS EL -76.1 DFS SWD -115.5 DFS</p> <p>Serrano All -10.5 DFS EL -72.6 DFS SWD -97.7 DFS</p> <p>Vernon All -25.7 DFS EL -91.2 DFS SWD -107.6 DFS</p> <p>Vina Danks All -42.7 DFS EL -95.9 DFS SWD -84.7 DFS</p>			<p>All -12 DFS EL -62 DFS SWD -70 DFS</p> <p>Wiltsey All -22.7 DFS EL -61.1 DFS SWD -70 DFS</p> <p>Serrano All -1.5 DFS EL -57.6 DFS SWD -70 DFS</p> <p>Vernon All -16.7 DFS EL -70 DFS SWD -70 DFS</p> <p>Vina Danks All -33.7 DFS EL -70 DFS SWD -69.7 DFS</p>	
M 2.12	<p>CAASPP Math- School And Student Group (Elementary and K-8) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Elementary and K-8</p> <p>Arroyo All 79.2 DFS EL -106.6 DFS SWD -168.2 DFS</p> <p>Bon View All -63.7 DFS SWD -133 DFS</p> <p>Central All -57.4 DFS</p>			<p>CA School Dashboard Elementary and K-8</p> <p>Arroyo All -70.2 DFS EL -91.6 DFS SWD -95 DFS</p> <p>Bon View All -54.7 DFS SWD -95 DFS</p> <p>Central</p>	

		<p>EL -95.2 DFS</p> <p>Del Norte All -72 DFS SWD -157.4 DFS</p> <p>Euclid All -75.9 DFS EL -100.8 DFS</p> <p>Vineyard All -44.5 DFS SWD -120.8 DFS</p>			<p>All -48.4 DFS EL -86.2 DFS</p> <p>Del Norte All -63 SWD -95 DFS</p> <p>Euclid All -66.9 DFS EL -91.8 DFS</p> <p>Vineyard All -35.5 DFS SWD -95 DFS</p>	
M 2.13	<p>CAASPP Math- School And Student Group (Middle School) Distance from Standard (DFS)</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Middle School</p> <p>Oaks All -64 DFS SWD -156.4 DFS</p> <p>Wiltsey All -86.1 DFS EL -136.3 DFS HY -124.1 DFS SWD -167.8 DFS</p> <p>Serrano All -40.3 DFS SWD -138.8 DFS</p> <p>Vernon All -79.8 DFS SWD -161.4 DFS</p> <p>Vina Danks All -97.4 DFS</p>			<p>CA School Dashboard Middle School</p> <p>Oaks All -55 SWD -95 DFS</p> <p>Wiltsey All -77.1 DFS EL -95 DFS HY -95 DFS SWD -95 DFS</p> <p>Serrano All 31.3 DFS SWD -95 DFS</p> <p>Vernon All 70.8 DFS SWD -95 DFS</p> <p>Vina Danks All -88.4 DFS</p>	

		HY -110.1 DFS SED -101.5 DFS			HY -95 DFS SED -86.5 DFS	
M 2.14	Summative ELPAC CA Assessment Website Number of Long-Term English Learner (LTEL) Students Source: CAASPP/LTEL	2023 Summative ELPAC Number of LTELs: 1177			Summative ELPAC Number of LTELs: 1118	
M 2.15	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%			CA Dashboard All 21.6% SED 22.8% EL 20.1% FY 20.9% SWD 28.6% HY 26.3%	
M 2.16	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%			Student Information System (SIS) All 97.7% EL 97.7% SED 97.7% FY 97.7%	
M 2.17	Chronic Absenteeism- School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4%			CA School Dashboard Elementary and K- 8 Arroyo All 26.8% EL 27.5% HY 44.4%	

	<p>Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8%</p> <p>Bon View ALL 27.3% HY 32% SWD 32.5%</p> <p>Del Norte All 30.5% SWD 36%</p> <p>Edison ALL 15.1% HY 25% SED 17.8% HI 15.9%</p> <p>Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5%</p> <p>Euclid All 18.4% HY 23.4%</p> <p>Lehigh ALL 17.4% EL 17.2% HY 21.6%</p>				<p>Berlyn ALL 21.2% EL 16.5% HY 24.7% SED 22.5% SWD 32.5% HI 20.3%</p> <p>Bon View ALL 25.8% HY 30.5% SWD 31%</p> <p>Del Norte All 30% SWD 34.5%</p> <p>Edison ALL 13.6% HY 22% SED 16.3% HI 14.4%</p> <p>Elderberry ALL 25.6% EL 21.5% HY 27.2% SED 27.2% SWD 28.7% AA 44.5%</p> <p>Euclid All 16.9% HY 21.9%</p> <p>Lehigh ALL 15.9% EL 15.7%</p>	
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		<p>SED 17.9% HI 18%</p> <p>Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5% HI 25.2%</p> <p>Montera ALL 28.8% EL 28% HY 25.9% SED 29.8%</p> <p>Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31%</p> <p>Haynes All 26.9% HY 29.4%</p> <p>Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%</p>			<p>HY 20.1% SED 16.4% HI 16.5%</p> <p>Lincoln ALL 27% EL 20.4% HY 33% SED 26% SWD 48.5% HI 23.7%</p> <p>Montera ALL 27.3% EL 26.5% HY 24.4% SED 28.3%</p> <p>Ramona ALL 28.9% SED 29.9% SWD 35.5% HI 29.5%</p> <p>Haynes All 35.4% HY 27.9%</p> <p>Vineyard ALL 12.4% EL 10.4% HY 19.8% SED 13.1% SWD 22.4% HI 11.1%</p>	
M 2.18	Chronic Absenteeism-School and Student Group (Middle School)	2023 CA School Dashboard Middle School			CA School Dashboard Middle School	

	<p>Percentage</p> <p>Source: CA School Dashboard</p>	<p>Wiltsey</p> <p>ALL 27.7%</p> <p>EL 26.1%</p> <p>HY 33.6%</p> <p>SED 28.1%</p> <p>SWD 36.1%</p> <p>AA 29.9%</p> <p>HI 27.7%</p> <p>Serrano</p> <p>ALL 21.5%</p> <p>EL 26.7%</p> <p>SED 22%</p> <p>HI 21.6%</p> <p>Vernon</p> <p>ALL 17.3%</p> <p>EL 21.7%</p> <p>HY 22%</p> <p>SED 17.7%</p> <p>SWD 25.7%</p> <p>HI 17.4%</p>			<p>Wiltsey</p> <p>ALL 25.2%</p> <p>EL 24.6%</p> <p>HY 32.1%</p> <p>SED 26.6%</p> <p>SWD 33.1%</p> <p>AA 28.4%</p> <p>HI 26.2%</p> <p>Serrano</p> <p>ALL 20%</p> <p>EL 25.2%</p> <p>SED 20.5%</p> <p>HI 20.1%</p> <p>Vernon</p> <p>ALL 15.8%</p> <p>EL 20.2%</p> <p>HY 20.5%</p> <p>SED 16.2%</p> <p>SWD 22.7%</p> <p>HI 15.9%</p>	
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Humanities and STEM PD & Resources	The Learning & Teaching Division will provide professional development, instructional strategies, coaching, and support in the area of Language Arts, Social Studies, Science, Technology, and Engineering, and Math (STEM), principally directed low income, foster youth, and English learners, to ensure high levels of learning, as measured by M2.1, M2.2, M2.10, M2.11, M2.12, and M2.13.	\$1,177,641.00	Yes
2.2	Coaching & Support	The Learning & Teaching Division will provide professional learning through job-embedded coaching, mentoring and demonstration classes, principally directed for low income, foster youth and English learners to support teachers, including a teacher Induction program for multiple subject and single subject teachers, as measured by M2.1 and M2.2.	\$653,552.00	Yes
2.3	Technology Integration	The Learning & Teaching Division will provide professional development, digital licenses, educational technology resources, and platforms for staff and students, principally directed to low income, foster youth, and English learners to support educators in offering students access to technology integration across content areas, including, delivering instruction in the computer sciences, coding, and robotics, as measured by M2.1 and M2.2.	\$611,019.00	Yes

2.4	Magnet, College and Career, & Specialty Programs	The Learning & Teaching Division will provide specialty programs and support to students in areas such as VAPA, STEM, AVID, GATE, Dual Immersion, Sports, High School Credit Courses, Technology and Music, principally directed to low income, foster youth, and English learners to address their specific talents and needs in order to provide equitable access to core instruction and ensure high levels of learning, and increase college and career readiness, as measured by M2.7, M2.8, M2.9, M2.15, M2.16, M2.17, M2.18.	\$2,908,749.00	Yes
2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	The Learning & Teaching Division will provide professional development, resources, coaching and support to Transitional Kinder (TK) - 2nd Grade educators, principally designed to low income, foster youth, and English learners to ensure high levels of early literacy, as measured by M2.3.	\$3,127,434.00	Yes
2.6	MTSS Academic Implementation	The District will support all 33 schools with their ongoing implementation of a comprehensive District supported Multi-Tiered System of Support (MTSS) designed for school leadership teams to embed research and evidence-based academic (SEL/behavior addressed in Goal 3) practices, consistent procedures, student tiered supports and strategies, principally designed for low income, foster youth, and English learners to increase and improve equity and access as measured by M2.1, M2.2, M2.3, M2.10, M2.11, M2.12, and M2.13.	\$18,207,596.00	Yes
2.7	Intervention Resources & Assessment	The Learning & Teaching Division will provide educational software programs such as i-Ready Teacher Toolkit, Accelerated Reader, Early Progress Monitoring Programs, Next Gen Math, and Illuminate Education to monitor student progress through summative and formative assessments and to identify supports and interventions, principally directed to low income, foster youth, and English learners to address the academic needs of students as measured by M2.1, M2.2, M2.3, M2.10, M2.11, M2.12, and M2.13.	\$1,174,352.00	Yes
2.8	EL Academic Programs & PD	The Learning & Teaching Division will provide academic and multilingual programs designed for English learners and Long Term English Learners	\$845,024.00	Yes

		(LTELs) to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities, principally directed to English Learners to ensure students are monitored and make progress towards reclassification, as measured by M2.4 and M2.5.		
2.9	EL Language Programs & PD	The Learning & Teaching Division will provide ELs and LTELs language programs designed to promote linguistic and multilingual achievement by providing educators high quality professional development, coaching, monitor student linguistic interactions and progress, and ongoing and sustainable professional development in evidence-based strategies, principally directed to English Learners to support designated and integrated English Language Development in the classroom, as measured by M2.4 and M2.5.	\$305,213.00	Yes
2.10	Professional Development in EL and LTEL Strategies	The Learning & Teaching Division will provide ongoing professional development for teacher on EL instructional strategies to increase language proficiency to support ELs and LTELs, as measured by M2.4, M2.5, and M2.14	\$38,500.00	Yes
2.11	SPED Academic Programs	OMSD SELPA will provide programs, principally directed to low income students with disabilities to meet individually identified instructional and learning needs in the areas of autism, orthopedic impairment, functional academics, speech and language, behavioral intervention, inclusion and individualized literacy programs.	\$41,742,291.00	No
2.12	SPED PD & Resources	OMSD SELPA will provide teachers and support staff professional development on inclusive practices, increased student access to core curriculum and monitoring student progress towards IEP goals, to accelerate achievement for students with disabilities.	\$10,911.00	No

2.13	Expanded Learning	The Learning & Teaching Division will coordinate learning and enrichment programs to ensure students have opportunities to extend their learning and special interests through before-school, after-school, spring and summer school instructional programs, principally directed to low income, foster youth, and English Learners, to bridge and accelerate learning across all content areas, as measured by M2.1, M2.2, M2.3, M2.6, M2.10, M2.11, M2.12, and M2.13.	\$19,052,376.00	Yes
2.14	Administrative Leadership Development	The District will promote a system of support to develop the leadership capacity of certificated management aligned to Multi-Tiered System of Supports, Local Control and Accountability Plan, Federal LCAP Addendum and the District Five-Year Action Plan, principally directed to low income, foster youth, and English learners students to improve ELA and Math performance, as measured by M2.1 and M2.2.	\$428,178.00	No
2.15	Universal Transitional Kinder	The Learning & Teaching Division will provide Transitional Kindergarten staff professional development, resources, coaching, and support for research and evidence-based practices for curriculum implementation for all students to support core subject areas, as measured by M2.3.	\$287,764.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will be provided equitable access to social-emotional and behavioral supports through the implementation of a Multi-Tiered System of Supports, including student social, emotional, and behavioral health and engagement with peers, families, staff, and the community, to increase instructional time through improved attendance and access to grade level instruction.	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This Broad Goal will sustain the progress the District has been moving towards to ensure all students' social-emotional and behavioral needs are met through a multi-tiered system of support. The goal to decrease chronic absenteeism, decrease suspensions and increase student connectedness and feeling of safety was developed in response to an analysis of engagement. Climate, and student California Healthy Kids (CHKS) data, which highlighted disparities among various student groups. This goal aims to address these disparities, with a focus on supporting identified student groups that may need more support while also maintaining and improving the social emotional and behavioral wellbeing of the groups performing at or above the standard levels. Improving attendance and decreasing chronic absenteeism are evidence-based practices that will improve student learning outcomes.

The data used to develop the goal provided insight on student engagement and school climate across the district, indicating an average percentage of 23.1% chronically absent, 1.6% Suspension rate, 5th grade at 70% school connectedness and 73% feeling safe at school, and 7th grade 54% connectedness and 54% feeling safe at school. Engagement and climate data was compared to student groups and demonstrated that some groups faced more challenges than others: In chronic absenteeism, socioeconomically disadvantaged (SED) were 24.3%, students with disabilities (SWD) 31.6%, and homeless youth (HY) 27.8%. In Suspension rates, socioeconomically disadvantaged were 1.7%, FY 2.7%, SWD 1.9%, and HY 1.7%. Conversely, some groups had a lower chronic absenteeism rate (Filipino and Asian) and some groups had a lower suspension rate (American Indian, English learners, Filipino, Foster Youth, Hispanic, and Two or More Races). This data showed a need for identifying priority areas for tiered social-emotional learning and behavioral intervention, practices, strategies, and consistent procedures,

The development of the goal was influenced by our educational partners, including teachers, school administrators, parents, community, and students. Our educational partners emphasized the importance of supporting the social emotional wellbeing of students and supporting students with behavioral needs and strategic allocation of resources.

By aligning actions with measurable outcomes, the district aims to create a specific plan for decreasing chronic absenteeism, maintaining a low suspension rate and supporting students' social-emotional wellbeing. By using data alongside our educational partner input, we can ensure a focus on the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 3.1	Chronic Absenteeism Percentage Source: CA School Dashboard	2023 CA Dashboard All 23.1% SED 24.3% EL 21.6% FY 22.4% SWD 31.6% HY 27.8%			CA Dashboard All 21.6% SED 22.8% EL 20.1% FY 20.9% SWD 28.6% HY 26.3%	
M 3.2	Attendance Rate (Local Metric) Source: Student Information System (SIS)	2024 Student Information System (SIS) All 94.9% EL 95.4% SED 95% FY 95.4%			Student Information System (SIS) All 97.7% EL 97.7% SED 97.7% FY 97.7%	
M 3.3	Suspension Rate Source: CA School Dashboard	2023 CA School Dashboard All 1.6% SED 1.7% EL 1.3% FY 2.7% SWD 1.9% HY 1.7%			CA School Dashboard All .7% SED .8% EL .4% FY 1.8% SWD 1% HY .8%	

M 3.4	California Healthy Kids Survey (CHKS) 5th Grade Source: CA Healthy Kids Survey	2024 CHKS Survey School Connectedness 70% Feel Safe at School 73%			CHKS Survey School Connectedness 73% Feel Safe at School 76%	
M 3.5	California Healthy Kids Survey (CHKS) 7th Grade Source: CA Healthy Kids Survey	2024 CHKS Survey School Connectedness 54% Feel Safe at School 54%			CHKS Survey School Connectedness 57% Feel Safe at School 57%	
M 3.6	California School Staff Survey Source: CA School Staff Survey	2024 CA School Staff Survey Supportive/Inviting place to work 93%			CA School Staff Survey Supportive/Inviting place to work 94%	
M 3.7	Chronic Absenteeism-School and Student Group (Elementary and K-8) Percentage Source: CA School Dashboard	2023 CA School Dashboard Elementary and K-8 Arroyo All 28.3% EL 29% HY 47.4% Berlyn ALL 22.7% EL 18% HY 27.7% SED 24% SWD 35.5% HI 21.8% Bon View			CA School Dashboard Elementary and K-8 Arroyo All 26.8% EL 27.5% HY 44.4% Berlyn ALL 21.2% EL 16.5% HY 24.7% SED 22.5% SWD 32.5% HI 20.3%	

	<p>ALL 27.3% HY 32% SWD 32.5%</p> <p>Del Norte All 30.5% SWD 36%</p> <p>Edison ALL 15.1% HY 25% SED 17.8% HI 15.9%</p> <p>Elderberry ALL 27.1% EL 23% HY 28.7% SED 28.7% SWD 31.7% AA 47.5%</p> <p>Euclid All 18.4% HY 23.4%</p> <p>Lehigh ALL 17.4% EL 17.2% HY 21.6% SED 17.9% HI 18%</p> <p>Lincoln ALL 28.5% EL 21.9% HY 34.5% SED 27.5% SWD 51.5%</p>			<p>Bon View ALL 25.8% HY 30.5% SWD 31%</p> <p>Del Norte All 30% SWD 34.5%</p> <p>Edison ALL 13.6% HY 22% SED 16.3% HI 14.4%</p> <p>Elderberry ALL 25.6% EL 21.5% HY 27.2% SED 27.2% SWD 28.7% AA 44.5%</p> <p>Euclid All 16.9% HY 21.9%</p> <p>Lehigh ALL 15.9% EL 15.7% HY 20.1% SED 16.4% HI 16.5%</p> <p>Lincoln ALL 27% EL 20.4% HY 33% SED 26%</p>	
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		<p>HI 25.2%</p> <p>Montera ALL 28.8% EL 28% HY 25.9% SED 29.8%</p> <p>Ramona ALL 30.4% SED 31.4% SWD 38.5% HI 31%</p> <p>Haynes All 26.9% HY 29.4%</p> <p>Vineyard ALL 13.9% EL 11.9% HY 22.8% SED 14.6% SWD 25.4% HI 12.6%</p>			<p>SWD 48.5% HI 23.7%</p> <p>Montera ALL 27.3% EL 26.5% HY 24.4% SED 28.3%</p> <p>Ramona ALL 28.9% SED 29.9% SWD 35.5% HI 29.5%</p> <p>Haynes All 35.4% HY 27.9%</p> <p>Vineyard ALL 12.4% EL 10.4% HY 19.8% SED 13.1% SWD 22.4% HI 11.1%</p>	
M 3.8	<p>Chronic Absenteeism-School and Student Group (Middle School) Percentage</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Middle School</p> <p>Wiltsey ALL 27.7% EL 26.1% HY 33.6% SED 28.1% SWD 36.1% AA 29.9% HI 27.7%</p>			<p>CA School Dashboard Middle School</p> <p>Wiltsey ALL 25.2% EL 24.6% HY 32.1% SED 26.6% SWD 33.1% AA 28.4% HI 26.2%</p>	

		<p>Serrano ALL 21.5% EL 26.7% SED 22% HI 21.6%</p> <p>Vernon ALL 17.3% EL 21.7% HY 22% SED 17.7% SWD 25.7% HI 17.4%</p>			<p>Serrano ALL 20% EL 25.2% SED 20.5% HI 20.1%</p> <p>Vernon ALL 15.8% EL 20.2% HY 20.5% SED 16.2% SWD 22.7% HI 15.9%</p>	
M 3.9	<p>Suspension Rate- School and Student Group (Elementary and K-8) Percentage</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Elementary and K-8</p> <p>Arroyo All 2.5% HOM 6.8%</p> <p>Del Norte All 1.9% AA 7%</p>			<p>CA School Dashboard Elementary and K- 8</p> <p>Arroyo All 1.6% HOM 5.6%</p> <p>Del Norte All 1% AA 5.8%</p>	
M 3.10	<p>Suspension Rate- School and Student Group (Middle School) Percentage</p> <p>Source: CA School Dashboard</p>	<p>2023 CA School Dashboard Middle School</p> <p>Wiltsey All 1.9% AA 19.1%</p>			<p>CA School Dashboard Middle School</p> <p>Wiltsey All 1% AA 17.3%</p>	
M 3.11	CAASPP ELA- District	2023 CA School Dashboard			CA School Dashboard	

	Distance from Standard (DFS) Source: CA School Dashboard	All -26.6 Points DFS SED -32 DFS EL -67.9 DFS LTEL (Baseline est. in yr.1) FY -63.1 DFS SWD -94.3 DFS HY -49.1 DFS			All -17.6 Points DFS SED -17 DFS EL -52.9 DFS LTEL FY -48.1 DFS SWD -70 DFS HY -34.1DFS	
M 3.12	CAASPP Math- District Distance from Standard (DFS) Source: CA School Dashboard	2023 CA School Dashboard All -54.5 Points DFS SED -32 DFS EL -88.3 DFS LTEL (Baseline est. in yr.1) FY -79.7 DFS SWD -59.6 DFS HY -71.5 DFS			CA School Dashboard All -45.5 Points DFS SED -17 DFS EL -73.3 DFS LTEL FY -74.7 DFS SWD -44.6 DFS HY -56.5 DFS	
M 3.13	Expulsion Rate Source: Dataquest	2022-2023 Dataquest All 0% EL 0% SED 0% FY 0%			Dataquest All 0% EL 0% SED 0% FY 0%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	MTSS SEL & Behavioral PD Implementation	The District will support all 33 schools with their ongoing implementation of a comprehensive District supported Multi-Tiered System of Support (MTSS) designed for school leadership teams, principally directed to low income, foster youth, and English learners, to embed evidence-based social-emotional/behavioral (academic addressed in Goal 2) practices, consistent procedures, student tiered supports and strategies, as measured by M3.1, M3.2, M3.4, M3.5, M3.7, and M3.8.	\$18,291,840.00	Yes
3.2	Social-emotional Intervention Resources & Assessment	The Health & Wellness Department will support school and district staff in monitoring student academic, social-emotional and behavioral needs to identify appropriate tiered supports and interventions through the implementation of platforms such as Panorama Educational Platform and School-Wide Information System (SWIS) principally directed to English learners, low income and foster youth to increase student engagement, as measured by M3.3, M3.4, M3.5, M3.9, M3.10, M3.13.	\$247,337.00	Yes
3.3	Case Management Integrated Supports	The Health & Wellness Department aims to develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income and to provide access to health care, principally directed to low income, foster youth, and English learners to improve and increase social-emotional wellbeing, as measured by M3.1, M3.2, M3.7, and M3.8.	\$60,617.00	Yes

3.4	Mental Health & Crisis Integrated Supports	The Health & Wellness Department will provide students and families with coordinated trauma-informed mental health services to achieve psychological, social, and emotional well-being, allowing them to function at their full potential. In collaboration with school staff, needs are identified and linked to appropriate services and supports, including individual, school-wide and districtwide crisis response, principally directed to Low Income, Foster Youth, and English Learners, as measured by M3.1, 3.2, 3.7 and 3.8.	\$70,617.00	Yes
3.5	Mental Health Support for Staff	The District will provide school and district staff access to mental health and de-escalating crisis response to support a safe and healthy workplace environment for all students as measured by M3.6.	\$79,594.00	No
3.6	School Climate & Student Engagement	The District will provide student Mentors, Outreach Consultants, Site Outreach Assistants, Alternative Learning staff and support at all school sites, principally directed to English learners, low income, and foster youth to promote positive relationships for students who need social-emotional and/or behavioral support to promote meaningful tiered response and support for families, as measured by M3.1, M3.2, M3.4, M3.5, 3.6, M3.7, and M3.8.	\$12,660,586.00	Yes
3.7	Expanded Learning-Enrichment Opportunities	The Learning & Teaching Division will offer a wide variety of clubs and activities and enriching opportunities, principally directed to low income, foster youth, and English learner students to support students' physical, athletic, and social emotional wellbeing throughout the school year and summer, as measured by M3.1, M3.2, M3.4, M3.5, M3.7, and M3.8.	\$1,563,410.00	Yes
3.8	SPED SEL PD	OMSD SELPA will provide teachers and support staff professional development on developing function-based behavior goals and intervention plans, data collection, measuring progress towards behavior goals and strategies, principally directed to students with disabilities, to manage behavior, increase classroom engagement and promote the development of social skills.	\$192,865.00	No

3.9	Cultural Proficiency & Equity	The SELPA and Equity Division will implement the actionable items in the adopted equity framework that supports all district and school staff in the implementation of Culturally Responsive and Sustaining Practices to intentionally meet the needs of racially, linguistically, ethnically diverse, special education, at-risk, and Gifted and Talented students to insure inclusive MTSS practices, student advocacy, and family engagement, as measured by M3.4 and M3.5.	\$208,000.00	No
3.10	Security & Campus Wellbeing	The Human Resources Division will provide dedicated staff and resources for all students to ensure digital, online and in-person campus security and safety, safe routes to schools, anti-bullying practices and equitable access, as measured by M3.4 and M3.5.	\$1,011,439.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All schools will work together with educational partners to support student learning and well-being and nurture meaningful participation in student learning, promote college and career access, and enhance community partnerships.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This Broad Goal will sustain the progress the District has been moving towards to ensure all families have the support needed for their student’s success. Families will engage at the school and district level to support their engagement in the MTSS initiative to understand how it works to accelerate their child's learning and ensure all students are successful and access tiered systems of support to address academic and enrichment learning. Collaboration will foster coordination of services, foster supportive relationships, and result in decisions that are widely accepted, implemented, and support sustainability of our collective effort. Educational partner feedback has included providing increased academic support to students. Providing increased academic support will improve EL academic progress and Reclassification rate. School climate also depends on the positive connection between the home and school. Families of specific student groups need support so they can ensure their student's unique needs are met. Community partners can support the families in OMSD to access resources and tools to support their children and the broader community they live in.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 4.1	Parent Involvement- Thought Exchange Surveys Source: Thought Exchange Surveys	2023-2024 Surveys 2388 Family Members			Surveys 2626 Family Members	
M 4.2	EL Reclassification	2022-2023			CA Dataquest	

	Rate Source: CA Dataquest	CA Dataquest 15%			15%	
M 4.3	Site Parent Involvement on Goals and Actions at all schools	2023-2024 SPSA Parent Involvement Goal: 100% of School EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools			SPSA Parent Involvement Goal: 100% of School EL Parent Involvement Action: 100% of Schools SPED Parent Involvement Action: 100% of schools GATE Parent Involvement Action: 100% of schools	
M 4.4	Parent Involvement-Annual Community Survey Source: Annual Community Survey	2023-2024 Annual Community Survey Attended Family Workshops All 5.6% EL 7% SED 6.5% FY 4%			Annual Community Survey Attended Family Workshops All 10% EL 10% SED 10% FY 10%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Building Family Capacity	The District will provide families resources and workshops, principally directed to low income, foster youth, and English learner students to develop family capacity to support their students' academic language, academics, and social-emotional well-being, as measured by M4.2 and M4.3, M4.4.	\$799,662.00	Yes
4.2	Family & Community Engagement	The District will promote family and community engagement at the district and site levels by providing various events and educational opportunities for community partners and families to engage in meaningful collaboration throughout the year, as measured by M4.3.	\$116,359.00	No
4.3	Shared Family Engagement	The District will engage families and the community in all aspects of district and site decisions making, principally directed to low income, foster youth, and English learner students, to ensure students access appropriate tiered supports designed for them to meet their full potential, as measured by M4.1 and M4.3.	\$47,000.00	Yes

4.4	SPED Family Capacity	OMSD SELPA recognizes the importance of including families of students with special needs to support their students' academic and social-emotional learning by offering capacity building workshops and family networks designed to expand their support group and nurture their ability to support their child.	\$80,000.00	No
4.5	Promise Scholars	The District will provide families and students with access to college and career pathways by ensuring a districtwide Promise Scholars program that provides supports to students, to plan for higher education and a place in college through strategic partnerships with the community and institutions of higher education with the Ontario-Montclair Schools Foundation, as measured by M4.3.	\$237,441.00	No
4.6	Multilingual Communication	The Learning & Teaching Division will ensure families of English learners and students with a home language other than English have interpretation and translation services principally directed to English Learners, to allow access of language and communication, as measured by M4.2.	\$316,269.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the course of the next three years, Online Academy will increase ELA, Math, and reduce chronic absenteeism to include the following student groups in ELA: All students, English Learners, Hispanic, and Socioeconomically Disadvantaged; the following student groups in Math: All students, English Learner, and Hispanic; and the following student groups for chronic absenteeism: All students, African American, Homeless, and Socioeconomically Disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal applies to Online Academy. Online Academy has been identified as an Equity Multiplier site. In the 2024-2025 school year, Online Academy, our newest school serving student online will receive Equity Multiplier funding for having greater than 70% Socioeconomically Disadvantaged population and having a greater than 25% Mobility Rate.

The district’s goal to increase ELA, Math, and reduce chronic absenteeism at the identified school is driven by the data. ELA for All students is at -26.6 DFS at Online Academy. Compared to the All student group, English Learners at -25.5 DFS, Hispanics at -4 DFS, and Socioeconomically Disadvantaged at -1 DFS at Online Academy. Math for All student is at -35.7 DFS at Online Academy. Compared to the All student group, English Learners are at -67.6 DFS, and Hispanic at -25.5 DFS at Online Academy. Chronic absenteeism is 25% All students, 40% African American, 28.3% Homeless, and 25.5% Socioeconomically Disadvantaged. These figures are indicative of systemic challenges that these groups face. According to educational partner feedback from Online Academy, reasons include but are not limited to socio-economic barriers, academic needs, and mental health support. The districts’ focus on these groups suggest a recognition of the need for targeted interventions to address the unique barriers these students face.

Educational partner feedback has also highlighted the correlation between regular attendance and academic success, as well as the importance of reengaging students who are chronically absent. Reengagement efforts are essential not only to support the decrease of chronic absenteeism, but also to support the academic and social-emotional development of students. Chronic absenteeism can have long-term negative effects on a student’s academic achievement. By prioritizing these student groups, the district demonstrates a commitment to equity, aiming to provide all student with an equal opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M 5.1	CAASPP ELA-Online Academy Distance from Standard (DFS)	2023 CA Dashboard All -26.6 DFS EL -25.5 DFS Hispanic -4 DFS SED -1 DFS			CA Dashboard All -17.6 DFS EL -11.5 DFS Hispanic +5 DFS SED +8 DFS	
M 5.2	CAASPP Math-Online Academy Distance from Standard (DFS)	2023 CA Dashboard All -35.7 DFS EL -67.6 DFS Hispanic -25.5 DFS			CA Dashboard All -26.7 DFS EL -53.6 DFS Hispanic -11.5 DFS	
M 5.3	Chronic Absenteeism Percentage	2023 CA Dashboard All 25% AA 40% HY 28.3% SED 25.5%			CA Dashboard All 18.5% AA 33.5% HY 21.8% SED 19%	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	ELA and Math Targeted Intervention Programs	Online Academy will provide an additional Intervention teacher to meet the academic needs of students by providing tiered supports and strategies in ELA and Math to support the academic achievement of all student groups, as measured by M5.1 and M5.2.	\$153,821.00	No
5.2	Integrated Supports and Resources	Online academy will provide students and families additional intervention staff that can provide mental health, social, emotional well-being support to help students feel connected and engaged, as measured by M5.3.	\$135,647.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$75,141,672	\$9,643,104

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
40.325%	0.974%	\$1,872,199.27	41.299%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Transportation & Safety</p> <p>Need: The need for this action was determined by the need to decrease the chronic absenteeism rate and increase attendance of our foster youth and low income students by removing</p>	<p>The district provides transportation to and from school for students. This action is designed to provide equal access for our Foster Youth and Low Income students. The district is situated in a large geographical area and many of our families do not have the means to bring children to school. Low Income and Foster Youth families would have an added barrier of not being able to attend school</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>barriers and increasing student engagement. During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 22.4% of foster youth and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, foster youth 1% higher and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for foster youth and .1% higher for low income students. Between the 2022-2023 school year and the 2023-2024 attendance has improved for All students school year, attendance for All students increased 0.2%, with an increase of 1% for low income students and an increase of 1.9% for foster youth. These data points demonstrate the need to provide transportation for our low income and foster youth student groups to support decreasing chronic absenteeism and increasing attendance. Additionally, our educational partners expressed a need for student safety and providing support to our neediest students. Families have also expressed difficulty in getting children to school and the safety concerns that arise when walking far distances.</p> <p>Scope: LEA-wide</p>	<p>without transportation, causing inequity for these unduplicated students and creating the possibility that they will become disengaged. This action is designed to increase attendance and lower chronic absenteeism by ensuring they have a way to get to and from school, while also allowing them to be connected to the school community on a daily basis.</p> <p>This action is being provided to all students on an LEA-wide basis to ensure access, equity, and consistency in student safety by providing transportation for our low income and foster youth student groups who may live at far distances. This action further supports by promoting student engagement and attendance.</p>	<p>transportation needs being met.</p>
<p>1.2</p>	<p>Action: Additional Student Support</p>	<p>The district will provide paraprofessionals, Teachers on Assignment (TOAs), and Intervention Teachers in the elementary and middle schools to</p>	<p>This action will be measured by the metrics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Middle School Drop Out Rate was at 0% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction.</p> <p>Our educational partners highlighted the importance of providing students with smaller class sizes to allow for more targeted academic support. By providing additional staff, the student to adult ratio will decrease and trained interventionists will provide our unduplicated students with specialized instruction services.</p> <p>Scope: LEA-wide</p>	<p>support Low Income, English Learners, and Foster Youth by providing direct multi-tiered support for academic, behavioral, and social emotional needs. This includes providing paraprofessional staff, intervention teachers and other teachers on assignment to provide small group intervention, research and evidence-based strategies, and academic tiered supports to bring our unduplicated student groups closer to meeting the standard. According to the Response to Intervention (RTI) action network, (https://www.rtinetwork.org/learn/research/response-to-intervention-research-is-the-sum-of-the-parts-as-great-as-the-whole), interventions should be highly and correctly targeted to be effective and students should additionally be provided with supplemental support (Tier 1, Tier 2, or Tier 3) for reading and math.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from tiered intervention from qualified instructional staff will support an increase in academics and the additional adult support will also lower the student to adult ratio.</p>	<p>identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the additional academic support.</p>
1.3	<p>Action: Technology Infrastructure & Access</p> <p>Need:</p>	<p>The district will work to improve infrastructure systems and technology device to support Low Income, English Learners, and Foster Youth by providing students access to virtual and digital learning platforms to address academic learning</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Educational partner feedback also indicated that we need to provide students with technology platforms that support individualized learning and offer students with varied learning experiences.</p> <p>Scope: LEA-wide</p>	<p>gaps and collaborative learning opportunities that foster academic language development and support in increasing academic success. According to research done on the impact of technology in education, technology has become an integral part of classrooms, influencing teaching methodologies, student interactions, and helped create dynamic and inclusive learning environments. Students further benefit from increased access to information, personalized learning experiences, and opportunities for collaboration, https://www.eschoolnews.com/it-leadership/2023/12/11/the-impact-of-technology-on-education/. Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the distance to meeting the standard, Action 1.3 provides students with digital opportunities to access differentiated and individualized learning to further bring our unduplicated students to meeting the standard.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from varied modalities to learning will support an increase at a faster rate than All students.</p>	<p>We will also seek feedback from students, parents, and staff about their engagement with varied digital tools.</p>
1.7	<p>Action: Teacher Initiated Professional Development</p> <p>Need:</p>	<p>To address the achievement disparity between our unduplicated and All student groups, the district will continue to provide targeted Language Arts and Math curriculum professional development and opportunities for professional learning</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math.</p> <p>These data points demonstrate the need to provide designated professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations. Instructional staff highlighted a need for PD in writing, Gradual Release (reading and math), Kagan structures, and digital citizenship.</p>	<p>communities (PLCs) to Transitional Kindergarten, elementary, and middle school teachers that provide instruction to Low Income, English Learners, and Foster Youth to ensure that students are receiving rigorous classroom instruction in Language Arts, integrated Science, Technology, Engineering and Math concepts. PD topics that are offered to instructional staff include Gradual Release, Universal Design for Learning, Kagan Structures, ECRI (for early literacy), Language Acquisition, Math Concept Development, and Writing. According to an article written by the Learning Policy Institute, "Design Elements of Effective Professional Development (https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains.</p> <p>This action is being provided on an LEA-wide basis to ensure that all students have access, equity, and consistency to the curriculum through the professional development that service the diverse academic needs of students. Anticipating unduplicated student groups who have not met the standards, this support will accelerate their learning.</p>	<p>We will also seek feedback from students, parents, and staff about professional development needs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.9</p>	<p>Action: Classified Staff PD</p> <p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Math. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math.</p> <p>These data points demonstrate the need to provide designated professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated</p>	<p>To address the achievement disparity between our unduplicated and All student groups, the district will provide quality and intentional professional development to our classified staff that provide instruction to Low Income, English Learners, and Foster Youth to ensure that students are receiving classroom support in instruction of Language Arts, integrated Science, Technology, Engineering, Math concepts, Social-Emotional Learning, and Behavior. According to an article written by District Administration, "Student success is a simple reason to invest in classified staff development," (https://districtadministration.com/student-success-is-a-simple-reason-to-invest-in-classified-staff-development/), developing classified staff is vital for job satisfaction and retention. Also by providing continual professional development to show how they contribute to student success will impact achievement and lead to better student outcomes.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from the professional development offered to the paraprofessionals working alongside our instructional staff.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the additional paraprofessional support being offered.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations. Our classified staff emphasized the need for PD to help them align their support to classroom instruction such as ECRI (Early Literacy), Newcomer supports, Language Acquisition, Technology, and Writing, Social-Emotional Learning and Behavior.</p> <p>Scope: LEA-wide</p>		
2.1	<p>Action: Humanities and STEM PD & Resources</p> <p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math,</p>	<p>To address the achievement disparity between our unduplicated and All student groups, the district will provide targeted ELA, Social Studies, Science, Technology, Engineering, and Math (STEM) curriculum professional development, coaching, and support to Transitional Kindergarten, elementary, and middle school teachers that provide instruction to Low Income, English Learners, and Foster Youth to ensure that students are receiving rigorous classroom instruction in ELA, Social Studies, and STEM. Providing professional development, coaching, and instructional practices for teachers in integrating technology, differentiated instruction (research and evidence-based strategy), gradual release of responsibility (research and evidence-based strategy), and universal design for learning (research and evidence-based strategy). will accelerate learning and positively impact achievement for unduplicated students. According to an article written by the Learning Policy</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the PD and instructional support offered in ELA Math, and STEM.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA, Social Studies, and STEM for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations, training to support student achievement, and professional development opportunities to address the multi-tiered academic needs of students.</p> <p>Scope: LEA-wide</p>	<p>Institute, "Design Elements of Effective Professional Development (https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. Specific and intensive professional development and support are necessary to support unduplicated students' early literacy."</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Considering that unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared and reflective in providing best first instruction around ELA, Social Studies, and STEM will support an increase at a faster rate than All students.</p>	
2.2	<p>Action: Coaching & Support</p> <p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income</p>	<p>To address the achievement disparity between our unduplicated and All student groups, the district will provide professional learning through job-embedded coaching and demonstration classes to support targeted ELA and Math curriculum professional development, coaching, mentoring and support new and veteran teachers in delivering best practices and standards-aligned lessons designed to improve English Language</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the access to the varied</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, coaching, and professional development to increase staff capacity to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input reflected a need for instructional staff professional development and support for working with diverse student populations and training to support student achievement, and professional development opportunities to address the multi-tiered academic needs of students.</p> <p>Scope: LEA-wide</p>	<p>Arts and Math scores for Low Income, English Learners, and Foster Youth. According to an article written by the Learning Policy Institute, "Design Elements of Effective Professional Development (https://learningpolicyinstitute.org/) successful models of professional development that include the seven features of being content focused, incorporates adult learning theory, supports collaborations (Professional Learning Communities), uses models and modeling, coaching/expert support, offers opportunities for feedback and reflection, and are sustained will generate positive student gains. Additional support will be given to new teachers through the Teacher Induction program to coach and teach strategies to support unduplicated students' learning.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around ELA, Math, and other content areas will support an increase at a faster rate than All students.</p>	<p>instructional strategies provided to students.</p>
<p>2.3</p>	<p>Action: Technology Integration</p> <p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6</p>	<p>To address the achievement disparity between our unduplicated and All student groups, the district will provide professional development, digital licenses for staff and students, and resources in educational technology to support educators in offering student's access to extracurricular</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Implementation of state standards was 100% in the 2022-2023 school year. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to prepare staff and offer students integrated technology to ensure academic progress in ELA and Math for unduplicated students. Our educational partner input also reflected the need to prepare students in the use of up-to-date technological skills and technology resources that will benefit their diverse learning needs and 21st century skills.</p> <p>Scope: LEA-wide</p>	<p>programs, including, delivering instruction in the computer sciences, coding and other 21st century skills designed to improve English Language Arts and Math scores for Low Income, English Learners, and Foster Youth. According to an article written in Ed Tech magazine, "What is Educational Technology, and Why Should Schools Invest in it?" (https://edtechmagazine.com/k12/article/2024/03/), educational technology transform how students are learning by immersing them in a different environment, giving them a more hands-on, authentic and meaningful experience. It also enable students to better connect with the content in a way that they understand and can build upon.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from the integration of technology in content instruction will support an increase at a faster rate than All students.</p>	<p>We will also seek feedback from students, parents, and staff about the use of technology and their interaction with digital tools.</p>
<p>2.4</p>	<p>Action: Magnet, College and Career, & Specialty Programs</p> <p>Need:</p>	<p>The district provides specialty programs opportunities to our unduplicated student population. This action is designed to provide increased access to college and career enrichment programs, diverse learning opportunities such as Visual and Performing Arts,</p>	<p>This action will be measured by the metrics identified in the action description.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>During the 2022-2023 school year, 100% of students had access to a broad course of study. Additionally, during the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). These data points demonstrate the need to provide student engagement opportunities and enrichment programs for Low Income, Foster Youth, and English Learners to support an increase in attendance, decrease in chronic absenteeism, and increase in school connectedness. This action provides specialty programs and support to students to address their specific talents and needs in order to provide equitable access to core instruction.</p> <p>Educational partner input emphasized the need to providing increased programs to support student engagement and help</p>	<p>music, language immersion, STEM, AVID, sports, and high school credit programs for our Low Income, English Learners, and Foster Youth. According to the California Department of Education platform, providing students with educational options provide students with the environment, curriculum and support systems needed to ensure they achieve their full academic potential. This action supports increasing student engagement, but also allows unduplicated students to be connected to the school community on a daily basis which will support in the increase of attendance and decrease in chronic absenteeism.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase outcomes for all students. It is anticipated that unduplicated students will benefit based on the effectiveness as measured by improved student connectedness, increased attendance, and decreased chronic absenteeism. This action was determined by the need to provide our students with options and environments that increase their connectedness to school by allowing them to access programs based on individual needs.</p>	<p>We will also seek feedback from students, parents, and staff about the varied programs offered in the district.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students connect to opportunities that reflect their personal interests.</p> <p>Scope: LEA-wide</p>		
<p>2.5</p>	<p>Action: Early Literacy PD & Support Transitional Kinder-2nd Grade</p> <p>Need: During the 2022-2023 school year, the district i-Ready data identified 52% of All 3rd graders reading Early On-Grade-Level or Above, 33% ELs, 39% LI, and 29% FY. In comparing the 2023-2024 school year i-Ready data, 50% of All 3rd graders were reading Early On-Grade- Level or Above, 29% ELs, 47% LI, and 17% FY. According to Dataquest, All 3rd graders scored 29.9% meeting or exceeding in 2022, ELs 15.68%, LI 27.29%, and FY 13.24%. In 2023 All 3rd graders scored 34.8% meeting or exceeding the standard, ELs 17.05%, LI 32.05%, and FY (not enough to report). These data points demonstrate a positive trend in CAASPP reading outcomes for our early learners. There is a need to focus on early literacy to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction.</p> <p>Our educational partner, including input from our instructional staff reflected a need to</p>	<p>To address the achievement disparity between our unduplicated and All student groups, the district will provide professional learning through job-embedded coaching and demonstration classes to support early literacy. Also professional development, coaching, mentoring and support for new and veteran teachers in delivering best practices and standards-aligned lessons designed to improve English Language Arts for Low Income, English Learners, and Foster Youth. According to research done by the Institute of Education Sciences, Language, phonological awareness, print knowledge, decoding, and early writing skills are important early predictors of later language and literacy development (https://ies.ed.gov/).</p> <p>This action is being provided on an schoolwide basis for all students in grades TK-2, anticipating that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around early literacy and ELA, will support an increase at a faster rate than All students.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the focus on early literacy.</p>

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	<p>support students in literacy and the need to prepare instructional staff who work with with our youngest learners in learning to read.</p> <p>Scope: Schoolwide</p>		
2.6	<p>Action: MTSS Academic Implementation</p> <p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. These data points demonstrate the need to accelerate learning for unduplicated students in order to continue moving student achievement in a positive direction. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated professional development and multi-tiered supports to</p>	<p>The district will implement a comprehensive District supported Multi-Tiered system of Support (MTSS) designed for school leadership teams to embed evidence based academic practices, consistent procedures, student tiered support and strategies to increase and improve student equity and access for Low Income, English Learners, and Foster Youth. This research based strategy, according to the Center on Multi-Tiered System of Supports is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention necessary to ensure positive outcomes for districts, schools, teachers, and students (https://mtss4success.org/essential-components). All unduplicated student groups will be offered access to personalized interventions based on assessment results both in and out of the classroom.</p> <p>Our Low Income, Foster Youth, and English Learners have demonstrated growth in ELA and Math by decreasing the distance to meeting the</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the tiered support being offered to students.</p>

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	<p>increase staff capacity to ensure academic progress in ELA and Math for unduplicated students.</p> <p>Our educational partners highlighted the need to provide more individualized attention and support to each student. Providing instructional staff with the tools to better identify and address individual learning needs and differentiated instruction.</p> <p>Scope: LEA-wide</p>	<p>standard, this action helps establish a system for assessment and monitoring student growth and provides for the direct academic support the student need. This action further provides wrap-around services by establishing a system and process in place to allow for tiered academic supports to allow students to focus on their progress. Research and evidence-based academic support, including Enhanced Core Reading Instruction (ECRI), Gradual Release (GR), Differentiated Instruction (DI), and Universal Design for Learning (UDL), will accelerate the learning of our unduplicated students.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. However, because unduplicated student groups are performing lower than All students, ensuring that students benefit from staff that are prepared in providing best first instruction around ELA, Math, and other content areas will support an increase at a faster rate than All students.</p>	
2.7	<p>Action: Intervention Resources & Assessment</p> <p>Need: During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS</p>	<p>The district will provide designated academic support through Math and Reading systems that monitors student progress through summative and formative assessments, and helps to identify specific areas of need in ELA and Math that supports instructional staff in identifying inventions. Our unduplicated student groups will be offered Programs such as Teacher toolkit for math, Accelerated Reader program, Early Progress Monitoring Programs (ESGI), Illuminate Education</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the programs and our</p>

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	<p>in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide designated academic support, a system to monitor student progress through summative and formative assessments, and to identify supports and interventions to address the needs of the District's Low Income, English Learners, and Foster Youth student groups.</p> <p>Our educational partner feedback, specifically from our instructional staff, recommended we provide a comprehensive student data management system with a process to determine foundational skills in English Language Arts and Math.</p> <p>Scope: LEA-wide</p>	<p>for monitoring of student learning, i-Ready individualized learning for ELA and Math, and Next Generation Math to target math concepts, to bridge and accelerate learning across all content areas and to access personalized interventions based on assessment results both in and out of the classroom.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Because unduplicated student groups are performing lower than All students, ensuring that students benefit from individualized learning path and academic monitoring systems to support an increase in academics.</p>	<p>ability to monitor student achievement.</p>
<p>2.13</p>	<p>Action: Expanded Learning</p> <p>Need:</p>	<p>The district will coordinate programs to ensure students have opportunities to extend their learning through before school, after-school, spring, and summer school instructional programs to bridge and accelerate learning across all</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>During the 2022-2023 school year, the district CAASSP data identified All students -26.6 DFS in ELA and -54.5 DFS in Math. In contrast, English Learners scored -67.9 DFS in ELA and -88.3 DFS in Math, Low Income students scored -32 DFS in ELA and -32 DFS in Math, and Foster Youth scored -63.1 DFS in ELA and -79.7 DFS in Math. Our local indicators (i-Ready) for the 2022-2023 in comparison to the 2023-2024 school year showed All students +8% at grade level in ELA and +11% at grade level in Math. Our English Learners scored +4% at grade level in ELA and +8% at grade level in Math, Low Income students scored +8% at grade level in ELA +9% at grade level in Math, and Foster Youth scored +2% at grade level in ELA and +8% at grade level in Math. These data points demonstrate the need to provide unduplicated students with additional opportunities to help extend their learning in ELA and Math.</p> <p>Based on educational partner feedback, respondents emphasized the importance of offering Saturday school and beyond the bells academic, access to tutoring and educational opportunities to accelerate student learning.</p> <p>Scope: LEA-wide</p>	<p>content areas to support Low Income, English Learners, and Foster Youth. In an article published through the Association for Supervision and Curriculum Development (http://www.ascd.org/publications/educational-leadership/nov10/vol68/num03/Some-Summer-Programs-Narrow-Learning-Gaps.aspx), it is noted that educational outcomes and benefits of summer education programs support in closing the achievement gap for disadvantaged students. Additional programs (beyond the bells) can positively impact academic achievement.</p> <p>This action is being provided on an LEA-wide basis to ensure access, equity, and consistent support to increase academic achievement for all students. It is anticipated that unduplicated students who have not met the standards will benefit based on the effectiveness as measured by improved student outcomes. Because unduplicated student groups are performing lower than All students, these intervention and enrichment supports are necessary for English language learners, those in foster care and socio-economically disadvantaged students to increase at a faster rate than All students.</p>	<p>We will also seek feedback from students, parents, and staff about beyond the bells academic opportunities.</p>
3.1	<p>Action: MTSS SEL & Behavioral PD Implementation</p> <p>Need:</p>	<p>The district will develop tiered processes and systems and provide professional development on Social Emotional Learning, Trauma Informed Care, Behavioral, and Suicide Prevention. This</p>	<p>This action will be measured by the metrics identified in the action description.</p>

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	<p>During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Additionally, our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). These data points demonstrate the need to provide teachers and support staff with the processes, systems, and professional development to support students with Social-Emotional Learning, Behavioral, Suicide Prevention and recognizing students in crisis to help support an increase in school connectedness and feeling of safety and thereby improving attendance and decreasing chronic absenteeism. This action provides ongoing implementation of a District supported</p>	<p>actions aims to help teachers and support staff to recognize students in crisis and to learn research based instructional practices such as Positive Behavior Intervention and Supports (PBIS), Restorative Circles and Restorative Practices to increase student engagement, positive school culture, school connectedness, increased attendance, decreased chronic absenteeism, and increase access to academics. This action is designed to remove any barriers and ensure academic access to unduplicated students that may otherwise have challenges accessing academic learning when having to focus on their social emotional wellbeing.</p> <p>This action is being provided on an LEA-wide basis and will create a system and process for all students to have their social-emotional and behavioral needs met by the school staff that interact with students on a daily basis.</p>	<p>We will also seek feedback from students, parents, and staff about students' social emotional wellbeing and behavioral needs through a climate survey.</p>

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	<p>Multi-Tiered System of Support (MTSS) for social emotional and behavioral practices.</p> <p>Educational partner input emphasized the need to support behavior and the social emotional wellbeing of students through social emotional learning, trauma informed practices, and support with behavior.</p> <p>Scope: LEA-wide</p>		
3.2	<p>Action: Social-emotional Intervention Resources & Assessment</p> <p>Need: During the 2022-2023 school year, the district's Suspension rate per the CA School Dashboard for All students was at 1.6%, 1.3% for ELs, 1.7% for LI, and 2.7% for FY. The Expulsion rate for All students and unduplicated students was at 0% in 2022-2023 per Dataquest. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling</p>	<p>The district will provide a process and a platform to monitor student social-emotional learning and behavioral needs through the use of systems such as Panorama Educational Platform to monitor and identify students' social-emotional needs and School-Wide Information System (SWIS) to monitor and support the behavioral needs of students. According to the Collaborative Academic, Social, and Emotional Learning (CASEL), an organization devoted to students and educators, helps achieve positive academic and behavioral outcomes for students, applying social emotional learning impacts behavior, confidence in abilities which directly impact students' academic performance (https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/RELMA_Soft_Skills_FactSheet_020719.pdf). This action is designed to provide school staff with a platform and process to monitor the social-emotional and behavioral needs of students and intervene to remove any barriers to unduplicated student groups that may otherwise have challenges accessing academic learning when</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the process to monitor and support social-emotional and behavioral needs.</p>

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	<p>safe at school (+1 in comparison to 2023). These data points demonstrate the need to monitor student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions to decrease suspension rates, maintain the expulsion rate at 0% and accelerate learning for unduplicated students in order to continue moving student achievement and connectedness in a positive direction.</p> <p>The responses of our educational partners included a call for the continued support for the whole child through systematic approaches to social-emotional learning and behavior.</p> <p>Scope: LEA-wide</p>	<p>having to focus on their social-emotional or behavioral needs.</p> <p>This action is being provided on an LEA-wide basis for all students to help increase connectedness, the feeling of safety, decrease suspension, and maintain expulsions at 0%. By monitoring the implementation of social emotional learning lessons, mentoring, restorative practices, and trauma informed care, we can anticipate improved connectedness and feeling of safety for our unduplicated student groups.</p>	
3.3	<p>Action: Case Management Integrated Supports</p> <p>Need: During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for</p>	<p>The district provides case management integrated supports through a Health and Wellness department to help develop a safe and stable family environment by eliminating barriers such as lack of food, clothing, income and to provide access to health care to improve and increase social emotional wellbeing. The primary goal of this action is to decrease chronic absenteeism and increase student attendance by providing case management and mental health services to address barriers such as lack of food, clothing, health care, and emotional wellbeing.</p> <p>This action is being provided on an LEA-wide basis to all students to help increase attendance</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about case management supports being offered.</p>

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	<p>All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. These data points demonstrate the need to provide case management and mental health services for Low Income, Foster Youth, and English Learner students so that they may be able to connect with school and learning, resulting in decreased chronic absenteeism and increased attendance.</p> <p>Students in our district who are socially disadvantaged often face poverty, lack of basic resources, and health services and are in need for our outreach services to help identify and support low income families. Our educational partners expressed a need to provide basic services and health resources to our families.</p> <p>Scope: LEA-wide</p>	<p>and decrease chronic absenteeism. Our unduplicated student groups also benefit from having a Health and Wellness Center that oversees case management to support in the increase of attendance and decrease chronic absenteeism.</p>	
<p>3.4</p>	<p>Action: Mental Health & Crisis Integrated Supports</p> <p>Need: During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for</p>	<p>The district provides mental health and crisis integrated supports through a Health and Wellness department that provides students and families with mental health services to achieve psychological, social and emotional well-being. The primary goal of this action is to decrease chronic absenteeism and increase student attendance by providing appropriate services and supports, including individual, school-wide and districtwide crisis response to our low income, foster youth, and English learner students.</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about mental health and crisis supports in our Health and Wellness Department.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. These data points demonstrate the need to provide mental health and crisis integrated supports to Low Income, Foster Youth, and English Learner students so that they may have their social-emotional wellbeing met, resulting in decreased chronic absenteeism and increased attendance.</p> <p>Educational partner input emphasized the need to support the whole child, including their wellbeing. School staff especially highlighted mental health supports to be easy accessed through our school district.</p> <p>Scope: LEA-wide</p>	<p>This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to decrease chronic absenteeism and increase attendance as students' needs are being met. This action is designed to remove any barriers and ensure academic access to unduplicated students.</p>	
<p>3.6</p>	<p>Action: School Climate & Student Engagement</p> <p>Need: During the 2022-2023 school year the district's Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and</p>	<p>The district provides school mentors and outreach consultants at school sites to promote positive relationships for Low Income and Foster Youth students who need academic and social emotional support to close the achievement gap, impact a safe school environment and help increase attendance and decrease chronic absenteeism. During the 2023-2024 school year, alternative learning environments at schools provided restorative practices and child-adult enhancement to support the behavioral needs of students. The action increases the district's ability to provide basic needs and resources to Low Income and</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about providing student Mentors, Outreach Consultants, and Alternative Learning Environments.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>.2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). Our staff reported 93% being in a supportive and inviting place to work on the CA School Staff Survey. These data points demonstrate the need to provide schools with a system to improve daily student engagement that supports connectedness and the feeling of safety for English learners, foster youth and low income students and so that attendance and chronic absenteeism can see a positive impact.</p> <p>Educational partner input emphasized the need to support behavior and the social emotional wellbeing of students and the need for additional personnel to provide immediate social emotional and behavioral support so that students feel connected and safe.</p>	<p>Foster Youth by having designated personnel to identify and reach out to the unduplicated families that may not realize that basic resources are available to support the family. The school mentors and outreach consultants also work closely with low income, English learners, and foster youth families to provide a triage to case management (food, shelter, and other basic needs), mental health, and health resources.</p> <p>This action is being provided on an LEA-wide basis to promotes positive relationships for students who need social-emotional and/or behavioral support and to promote meaningful tiered response and support for unduplicated student groups.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.7</p>	<p>Action: Expanded Learning- Enrichment Opportunities</p> <p>Need: During the 2022-2023 school year the district’s Chronic absenteeism rate for All students was 23.1% based on the CA School Dashboard. In contrast, 21.6% of English learners, 22.4% of foster youth, and 24.3% of low income students were chronically absent. Local attendance rates for All students in 2022-2023 was 94% for All students, .6% higher for English Learner, foster youth 1% higher, and .2 % lower for low income students. Local attendance data in 2023-2024 was 94.9% for All students, .5% higher for English learners, .5% higher for foster youth and .1% higher for low income students. Additionally, during the 2023-2024 school year, our CA Healthy Kids Survey (CHKS) for 5th grade and 7th grade showed 70% and 54% respectively, that students felt connected to school. In 2022-2023, 5th grade connectedness was also at 70%, whereas our 7th graders were at 55% connectedness (+1% in comparison to 2023). Our 5th and 7th grade showed 74% and 54% respectively, that students felt safe at school. In 2022 5th grade, feeling safe at school was also at 73%, whereas our 7th graders were at 54% feeling safe at school (+1 in comparison to 2023). The district is geographically</p>	<p>The district provides expanded learning opportunities to our unduplicated student population. This action is designed to provide increased access to diverse learning opportunities such as clubs, sports, and other enriching activities. According to the National Center for Education statistics (https://nces.ed.gov/), extracurricular activities provide a channel for reinforcing the lessons learned in the classroom. Offering students the opportunity to apply academic skills in a real world context, may increase students’ sense of engagement, thereby decreasing the likelihood of school failure. This action supports increasing student engagement and allows unduplicated students to be connected to the school community on a daily basis.</p> <p>This action is being provided on an LEA-wide basis. In the 2023-2024 school year, students had full access to school activities and programs, the district believes that continuing these additional opportunities will demonstrate a positive impact on school connectedness as students will be able to participate in activities that are of interest to them and therefore help support positive daily attendance and decreased chronic absenteeism. .</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff how they feel about providing enrichment opportunities.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>situated in a socio-economically disadvantaged area causing access to extracurricular activities as a hardship for unduplicated students. Having these enrichment opportunities embedded into a student’s learning environment provides access that may otherwise not be available. These data points demonstrate the need to provide schools with a system to improve daily student engagement that supports connectedness and allows students to build positive relationships with peers and the school community while supporting an increase in attendance and decrease in chronic absenteeism.</p> <p>Educational partner input suggested a strong emphasis on the importance of sports and extracurricular activities in promoting the comprehensive development of students. Many respondents highlighted the need for more sports, activities, and clubs and the importance of maintaining a balance between academic and non-academic activities.</p> <p>Scope: LEA-wide</p>		
4.1	<p>Action: Building Family Capacity</p> <p>Need: During the 2023-2024 school year, families were asked if they attended family workshops within our district. Based on our Annual</p>	<p>The district has established a Family & Community Engagement (FCE) Department with a designated Parent Education Center that provides support to families by providing classes that develop parent capacity in student academics, social emotional learning, language, parenting, and adult education. Based on research by Dr. Karen Mapp, “Family</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Community Survey, 5.6% of All parents, 7% of EL, 4% of FY, and 6.5% of LI, noted attending a family workshop provided by the district or school site. Additional data related to English learners show that during the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. In the 2023-2024 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools.</p> <p>This data shows a positive trend for our EL and LI families in Engagement, as compared to our All parent group, and an upward and overall higher trend for our EL students in reclassification, as compared to our county average. It is important to continue this action to support the positive impact our EL and LI students are experiencing through opportunities provided to families to learn about and build capacity around students' needs. Our FY students will benefit from the continuation of this action. Additionally, by embedding opportunities for input and involvement at 100% of schools, conditions can be facilitated for families to partner with the school and district, resulting in increased achievement for students.</p> <p>In addition, input from our families at the site and district level, demonstrates the need to provide a Parent Education Center and site based opportunities for parent capacity building and input. Input also reflected a need for increased family engagement in decision making and input, increased academic</p>	<p>Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. The positive trend for our EL and LI students show a positive outcome and need for continuation of this action.</p> <p>This action is being provided on an LEA-wide basis to help unduplicated families be active in the success of their children. The programs and services provided by our FCE department aim to address early literacy, math, language, and equip parents with the tools to support the academic and language growth of children at the earliest possible age.</p>	<p>parents, and staff how they feel about the capacity building and classes offered to parents.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>workshops targeted to our student groups, specifically our English learners, and opportunities for families to obtain higher education. Continuing increased communication, input, and training around students' academics, language, and social emotional wellbeing will support the need for this action.</p> <p>Scope: LEA-wide</p>		
<p>4.3</p>	<p>Action: Shared Family Engagement</p> <p>Need: In the 2023-2024 school year, 2,388 family members' thoughts/input were shared in our Thought Exchange Survey platform, an increase of +312 thoughts/input from the 2022-2023 school year. In the 2023-2024 school year the district's overall school involvement for parent input in SPSA and LCAP was 100% of schools. Overall as a district, 8123 members participated in both our Annual Community Survey and Thought Exchange surveys. The families of unduplicated students often report little or no college on their student demographic report and without these additional supports and resources, low income, foster youth, and English learner families may not be able to support their children with academic rigor or how to navigate the path to higher education, leading to lower participation, educational</p>	<p>The action equips unduplicated families with the skills needed to make informed decisions and ensure students access appropriate tiered supports designed for students to meet their full potential by providing family capacity building training, and how to navigate their Childs educational path. Based on research by Dr. Karen Mapp, "Family Engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career." In her Dual Capacity Framework for Family School partnerships she outlines how when educators and families go through a process of examining essential conditions and developing program goals, the outcome is an effective, collaborative partnership to support students. This action equips parents and gives them the support and resources to be involved and active participants in the educational success of their child. Additionally, our Family and Community Engagement Department provides our English Learner, Low Income, and Foster Youth</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff how they feel about the opportunities for engagement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>input and contributions in the decision-making process.</p> <p>Input from our families at the site and district level, demonstrates the need to provide families the opportunity to engage with our district community and all aspects of district and site decision making to ensure students access to appropriate tiered supports for our unduplicated student groups, resulting in increased parent engagement.</p> <p>Scope: LEA-wide</p>	<p>families with the resources to create a pathway to college and a system to contribute and participate in the decision-making process.</p> <p>This action is being provided on an LEA-wide basis and will give parents the support and know-how of the educational process to be involved and active participants in the educational success of their child by bringing parents in to the school and district parent groups and providing opportunities to participate and collaborate in shared decision making.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.8	<p>Action: EL Academic Programs & PD</p> <p>Need: During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards</p>	<p>The Learning & Teaching Division provides academic and multilingual programs designed for English learners and Long Term English Learners to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities. Additionally the district provides professional development, mentoring, and coaching for educators on research based language programs to assist in</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about our EL and LTEL Academic programs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English proficiency between the 2021-2022 and 2022-2023 school year. These data points demonstrates the need to provide ELs and LTELs academic programs and professional development to educators working with ELs and LTELs. Our ELs and LTELs depend on additional supports to access content and increase in academic performance by embedding the English Language Arts/Literacy standard with language knowledge as our ELs and LTELs often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of EL and LTEL children.</p> <p>Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards ELs and LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>monitoring language learning and acquisition for English Learner students. The language programs are designed for ELs and LTELs to promote their linguistic and multilingual achievement by ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom.</p> <p>This limited action is designed to equip educators with the skills for language learning as ELs and LTELs are simultaneously building oral proficiency, writing skills, and content knowledge. This action also increases the district's ability to target ELs and LTELs by implementing the best research based instructional supports and monitoring system to increase reclassification rates.</p>	
2.9	<p>Action: EL Language Programs & PD</p> <p>Need: During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022</p>	<p>The Learning & Teaching Division provides language programs designed for ELs and LTELs to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities. Additionally the district provides professional development, mentoring, and coaching for educators on research based language programs to assist in monitoring language learning and acquisition for EL and LTEL students. The language programs</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about our EL and LTEL language programs.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>and 2022-2023 school year. This data point demonstrates the need to provide EL academic programs and professional development to educators working with EL and LTEL students. Our ELs and LTELs depend on additional supports to access content and increase in academic performance by embedding the English Language Arts/Literacy standard with language knowledge as our ELs and LTELs often have fewer English language models at home and cultural barriers can often limit the ability for a family to communicate the academic needs of English Learner children.</p> <p>Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards ELs and LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>are designed for ELs and LTELs to promote their linguistic and multilingual achievement by ongoing and sustainable professional development in evidence-based strategies to support designated and integrated English Language Development in the classroom.</p> <p>This limited action is designed to equip educators with the skills for language learning as ELs and LTELs are simultaneously building oral proficiency, writing skills, and content knowledge. This action also increase the district's ability to target ELs and LTELs by implementing the best research based instructional supports and monitoring system to increase reclassification rates.</p>	
2.10	<p>Action: Professional Development in EL and LTEL Strategies</p> <p>Need: During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. The CA School Dashboard English Learner Progress Indicator shows an increase of +2.9% for English learners making progress towards English proficiency between the 2021-2022 and 2022-2023 school year. Additionally, our</p>	<p>The Learning & Teaching Division provides varied strategies (including research and evidence based strategies) such as Guided Language Acquisition and Design (GLAD), Sheltered Instruction Observation Protocol (SIOP), Gradual Release, Quality Teaching For English Learners (QTEL), and EL shadowing, designed for English learners and specifically for the unique needs of our LTELs to promote their academic achievement by providing educators professional development and coaching, through professional learning communities. Our LTELs depend on additional supports to access content and increase in</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about the additional instructional support provided.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>CAASPP Long Term English Learner data results show that in 2022, 1126 students were Long-Term English Learners (LTELs) and increased to 1177 LTELs in 2023. According to research done through Rice University (chrome-extension://efaidnbnmnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED623239.pdf) on LTEL's, LTELs are at risk for negative academic progress and at higher risk for dropping out of high school. These data points demonstrate the need to provide our LTELs with differentiated supports and strategies designed to accelerate learning and support in earlier reclassification so that they can have academic success in high school and beyond.</p> <p>Educational partners identified needs specific to English Learners around academic support, training, and professional development geared towards English Learners that would encompass all ELs, including LTELs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>academic performance by targeting their academic and linguistic needs.</p> <p>This limited action is designed to provide our instructional staff with added strategies and skills for language learning to accelerate learning for our LTELs by implementing the best research based instructional strategies that can effectively increase reclassification rates.</p>	
4.6	<p>Action: Multilingual Communication</p> <p>Need: During the 2022-2023 school year, the district's reclassification rate for English Learners per Dataquest was 15% and 2% higher than the county average. This data point demonstrates the need to provide our English learner families access to quality</p>	<p>The Learning & Teaching Division provides English learner students (with a home language other than English) with interpretation and translation services that can allow communication and interaction with educators. This action increases the district's ability to communicate and work collaboratively with families that may speak another language (other than English). This action is designed to support families with the ability to communicate the academic needs of English learner children. Providing services to our families</p>	<p>This action will be measured by the metrics identified in the action description.</p> <p>We will also seek feedback from students, parents, and staff about communication provided in their primary language.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>interpretation and translation services for language access.</p> <p>Educational partners highlighted the need for schools to communicate to be informed about students' academic and learning needs.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ensures equal access to their children's education and helps improve understanding and engagement.</p>	

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

Not Applicable

Additional Concentration Grant Funding

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

In the Ontario-Montclair School District, all school sites serve 55% or more students who are considered unduplicated (Low Income, English Learners, and Foster Youth). Supporting quality universal and supplemental academic instruction is being achieved by providing each of our school sites with an Instructional Coach (Goal 2, Action 3), an Intervention Teacher (Goal 1, Action 2), as well as paraprofessionals to provide intervention supports to students (Goal 1, Action 2). Middle schools received an additional Intervention Teacher in both ELA and Math (Goal 1, Action 2) to support remediation and accelerate learning for students. Alternative Learning Teachers in the middle school setting, student mentors at 33 sites (Goal 3, Action 6), Outreach Consultants and School Outreach Assistants (Goal 3, Action 6) to support student engagement, behavior and social-emotional wellbeing were placed. The additional staff was hired to address gaps in academics and to address social-emotional and behavior needs principally directed to support our unduplicated student groups. By providing this additional staff to work alongside existing school staff, with a focus on early literacy instruction in ELA and Math for all grade levels and student engagement, learning will be accelerated. Instructional Coaches support teachers in the use of evidence based, Tier 1 practices to meet the needs of our English Learners, Low Income and Foster Youth student groups. Paraprofessionals push into classrooms to assist Newcomer students access to core curriculum, enhancing student language acquisition as well as learning core instructional content. Outreach Consultants, Site Outreach Assistants, Alternative Learning teachers, and student mentors work directly with students to help engage in learning and support the socio-emotional wellbeing of 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 classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	186,340,166	75,141,672	40.325%	0.974%	41.299%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$126,309,745.00	\$76,358,684.00	\$65,719.00	\$7,156,462.00	\$209,890,610.00	\$179,971,154.00	\$29,919,456.00

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
1	1.1	Transportation & Safety	Foster Low Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	De manera continua	\$4,982,888.00	\$0.00	\$4,982,888.00				\$4,982,888.00
1	1.2	Additional Student Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$33,190,785.00	\$0.00	\$26,743,298.00	\$4,258,143.00		\$2,189,344.00	\$33,190,785.00
1	1.3	Technology Infrastructure & Access	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$0.00	\$1,473,300.00	\$1,473,300.00				\$1,473,300.00
1	1.4	Base Program Staffing	All	No				De manera continua	\$30,039,281.00	\$0.00	\$21,668,971.00	\$8,304,591.00	\$65,719.00		\$30,039,281.00
1	1.5	Staff Recruitment & Retention	All	No				De manera continua	\$150,207.00	\$0.00	\$150,207.00				\$150,207.00
1	1.6	Core Instructional Materials	All	No				De manera continua	\$0.00	\$1,564,086.00	\$329,142.00	\$1,234,944.00			\$1,564,086.00
1	1.7	Teacher Initiated Professional Development	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$0.00	\$69,782.00	\$69,782.00				\$69,782.00
1	1.8	Safe & Maintained Facilities	All	No				De manera continua	\$4,805,565.00	\$6,538,744.00	\$11,344,309.00				\$11,344,309.00
1	1.9	Classified Staff PD	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$132,081.00	\$100,787.00	\$232,868.00				\$232,868.00
2	2.1	Humanities and STEM PD & Resources	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	De manera continua	\$1,080,857.00	\$96,784.00	\$248,196.00	\$53,400.00		\$876,045.00	\$1,177,641.00

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
			Low Income			Low Income									
2	2.2	Coaching & Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$627,552.00	\$26,000.00	\$517,423.00	\$48,262.00	\$87,867.00	\$653,552.00
2	2.3	Technology Integration	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$437,775.00	\$173,244.00		\$315,211.00	\$295,808.00	\$611,019.00
2	2.4	Magnet, College and Career, & Specialty Programs	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$2,811,286.00	\$97,463.00	\$2,363,076.00		\$545,673.00	\$2,908,749.00
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$2,986,884.00	\$140,550.00	\$27,275.00	\$3,100,159.00		\$3,127,434.00
2	2.6	MTSS Academic Implementation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$18,207,596.00	\$0.00	\$17,986,833.00	\$220,763.00		\$18,207,596.00
2	2.7	Intervention Resources & Assessment	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$357,189.00	\$817,163.00	\$312,576.00	\$613,745.00	\$248,031.00	\$1,174,352.00
2	2.8	EL Academic Programs & PD	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	De manera continua	\$466,001.00	\$379,023.00	\$571,663.00		\$273,361.00	\$845,024.00
2	2.9	EL Language Programs & PD	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	De manera continua	\$295,213.00	\$10,000.00	\$59,043.00		\$246,170.00	\$305,213.00
2	2.10	Professional Development in EL and LTEL Strategies	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	De manera continua	\$28,500.00	\$10,000.00	\$28,500.00		\$10,000.00	\$38,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					s)										
2	2.11	SPED Academic Programs	Students with Disabilities	No				De manera continua	\$41,665,178.00	\$77,113.00	\$13,738,611.00	\$28,003,680.00			\$41,742,291.00
2	2.12	SPED PD & Resources	Students with Disabilities	No				De manera continua	\$0.00	\$10,911.00		\$10,911.00			\$10,911.00
2	2.13	Expanded Learning	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$2,031,703.00	\$17,020,673.00		\$19,008,376.00		\$44,000.00	\$19,052,376.00
2	2.14	Administrative Leadership Development	All	No				Ongoing	\$412,509.00	\$15,669.00	\$413,897.00			\$14,281.00	\$428,178.00
2	2.15	Universal Transitional Kinder	All	No				De manera continua	\$226,194.00	\$61,570.00		\$287,764.00			\$287,764.00
3	3.1	MTSS SEL & Behavioral PD Implementation	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$18,238,940.00	\$52,900.00	\$17,986,833.00	\$252,107.00		\$52,900.00	\$18,291,840.00
3	3.2	Social-emotional Intervention Resources & Assessment	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$0.00	\$247,337.00		\$247,337.00			\$247,337.00
3	3.3	Case Management Integrated Supports	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$60,497.00	\$120.00	\$60,617.00				\$60,617.00
3	3.4	Mental Health & Crisis Integrated Supports	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$60,497.00	\$10,120.00	\$70,617.00				\$70,617.00
3	3.5	Mental Health Support for Staff	All	No				De manera continua	\$0.00	\$79,594.00	\$79,594.00				\$79,594.00
3	3.6	School Climate & Student Engagement	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$12,615,986.00	\$44,600.00	\$2,306,081.00	\$8,326,852.00		\$2,027,653.00	\$12,660,586.00
3	3.7	Expanded Learning-Enrichment Opportunities	English Learners Foster Low Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$1,035,410.00	\$528,000.00	\$218,160.00	\$1,345,250.00			\$1,563,410.00

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
3	3.8	SPED SEL PD	Students with Disabilities	No				De manera continua	\$192,865.00	\$0.00		\$192,865.00			\$192,865.00
3	3.9	Cultural Proficiency & Equity	All	No				De manera continua	\$180,000.00	\$28,000.00	\$208,000.00				\$208,000.00
3	3.10	Security & Campus Wellbeing	All	No				De manera continua	\$957,039.00	\$54,400.00	\$1,011,439.00				\$1,011,439.00
4	4.1	Building Family Capacity	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$763,722.00	\$35,940.00	\$399,213.00	\$164,856.00		\$235,593.00	\$799,662.00
4	4.2	Family & Community Engagement	All	No				De manera continua	\$113,950.00	\$2,409.00	\$113,623.00			\$2,736.00	\$116,359.00
4	4.3	Shared Family Engagement	English Learners Foster Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	De manera continua	\$0.00	\$47,000.00	\$40,000.00			\$7,000.00	\$47,000.00
4	4.4	SPED Family Capacity	Students with Disabilities	No				De manera continua	\$0.00	\$80,000.00		\$80,000.00			\$80,000.00
4	4.5	Promise Scholars	All	No				De manera continua	\$232,441.00	\$5,000.00	\$237,441.00				\$237,441.00
4	4.6	Multilingual Communication	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	De manera continua	\$313,269.00	\$3,000.00	\$316,269.00				\$316,269.00
5	5.1	ELA and Math Targeted Intervention Programs	All	No				1 año	\$135,647.00	\$18,174.00		\$153,821.00			\$153,821.00
5	5.2	Integrated Supports and Resources	All	No				1 año	\$135,647.00	\$0.00		\$135,647.00			\$135,647.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
186,340,166	75,141,672	40.325%	0.974%	41.299%	\$77,014,511.00	0.000%	41.330 %	Total:	\$77,014,511.00
								LEA-wide Total:	\$76,011,761.00
								Limited Total:	\$975,475.00
								Schoolwide Total:	\$27,275.00

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	Transportation & Safety	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$4,982,888.00	
1	1.2	Additional Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,743,298.00	
1	1.3	Technology Infrastructure & Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,473,300.00	
1	1.7	Teacher Initiated Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,782.00	
1	1.9	Classified Staff PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$232,868.00	
2	2.1	Humanities and STEM PD & Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$248,196.00	

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 (%)
2	2.2	Coaching & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$517,423.00	
2	2.3	Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Magnet, College and Career, & Specialty Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,363,076.00	
2	2.5	Early Literacy PD & Support Transitional Kinder-2nd Grade	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$27,275.00	
2	2.6	MTSS Academic Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,986,833.00	
2	2.7	Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$312,576.00	
2	2.8	EL Academic Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$571,663.00	
2	2.9	EL Language Programs & PD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$59,043.00	
2	2.10	Professional Development in EL and LTEL Strategies	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$28,500.00	
2	2.13	Expanded Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	MTSS SEL & Behavioral PD Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,986,833.00	
3	3.2	Social-emotional Intervention Resources & Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Case Management Integrated Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,617.00	
3	3.4	Mental Health & Crisis Integrated Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,617.00	
3	3.6	School Climate & Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,306,081.00	
3	3.7	Expanded Learning-Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$218,160.00	
4	4.1	Building Family Capacity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$399,213.00	
4	4.3	Shared Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	
4	4.6	Multilingual Communication	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$316,269.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$184,636,614.00	\$183,460,042.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Transportation & Safety	Yes	\$4,811,763.00	4,250,609
1	1.2	Ancillary Program Staffing	Yes	\$30,004,754.00	27,565,163
1	1.3	Technology Infrastructure & Access	Yes	\$3,926,292.00	415,267
1	1.4	Base Program Staffing	No	\$27,885,994.00	30,295,486
1	1.5	New Teacher Induction	Yes	\$765,341.00	592,009
1	1.6	Staff Recruitment & Retention	No	\$142,255.00	152,246
1	1.7	Core Instructional Materials	No	\$1,987,897.00	3,395,916
1	1.8	Teacher Initiated Professional Development	Yes	\$66,459.00	94,247
1	1.9	Safe & Maintained Facilities	No	\$12,095,224.00	10,684,510
1	1.10	Classified Staff PD	Yes	\$128,043.00	236,209

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	2.1	Humanities PD & Resources	Yes	\$969,036.00	\$752,229
2	2.2	STEM PD & Resources	Yes	\$477,633.00	\$417,511
2	2.3	Coaching & Support	Yes	\$5,050,714.00	\$5,291,612
2	2.4	Technology Integration	Yes	\$891,866.00	\$868,287
2	2.5	College & Career Programs	Yes	\$337,078.00	\$360,135
2	2.6	Magnet & Specialty Programs	Yes	\$1,471,600.00	\$1,867,877
2	2.7	Early Literacy PD & Support	Yes	\$3,213,443.00	\$3,201,641
2	2.8	MTSS Training & Support	Yes	\$303,396.00	\$147,735
2	2.9	MTSS Academic Implementation	Yes	\$16,157,628.00	16,699,798
2	2.10	Intervention Resources & Assessment	Yes	\$2,488,813.00	\$1,288,678
2	2.11	EL Academic Programs & PD	Yes	\$717,539.00	\$681,418
2	2.12	EL Language Programs & PD	Yes	\$498,856.00	\$363,755
2	2.13	SPED Academic Programs	No	\$36,524,177.00	38,844,361

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	2.14	SPED PD & Resources	No	\$17,000.00	29,522
2	2.15	Academic Enrichment	Yes	\$52,944.00	\$51,426
2	2.16	Extended Learning	Yes	\$1,605,125.00	2,131,167
2	2.17	Athletic and Expanded Learning Opportunities	Yes	\$1,801,358.00	1,615,299
2	2.18	Administrative Leadership Development	Yes	\$454,386.00	\$434,231
2	2.19	Universal Transitional Kinder	No	\$455,000.00	\$293,393
3	3.1	SEL & Behaviorial PD	Yes	\$336,026.00	278,627
3	3.2	Intervention Resources & Assessment	Yes	\$257,463.00	263,772
3	3.3	MTSS Social Emotional Learning Implementation	Yes	\$16,157,627.00	16,699,798
3	3.4	Case Management	Yes	\$52,801.00	58,960
3	3.5	Mental Health & Crisis	Yes	\$64,804.00	68,234
3	3.6	Mental Health Support for Staff	No	\$62,928.00	79,594
3	3.7	School Climate & Engagement	Yes	\$9,303,158.00	9,502,744

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	3.8	Student Engagement	Yes	\$262,083.00	260,049
3	3.9	SPED SEL PD	No	\$203,296.00	180,005
3	3.10	Cultural Proficiency & Equity	No	\$51,560.00	26,321
3	3.11	Security & Campus Wellbeing	No	\$992,873.00	1,235,573
4	4.1	Family and Community Engagement	Yes	\$672,798.00	820,187
4	4.2	Annual Parent Leadership Conference	No	\$37,000.00	42,648
4	4.3	Shared Family Engagement	Yes	\$30,200.00	28,161
4	4.4	SPED Family Capacity	No	\$19,500.00	16,958
4	4.5	EL Family Capacity	No	\$161,378.00	175,063
4	4.6	MTSS Family & Community Engagement	Yes	\$132,058.00	138,589
4	4.7	Promise Scholars	Yes	\$238,945.00	253,426
4	4.8	Multilingual Communication	Yes	\$298,502.00	309,596

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
76,542,780	\$77,001,700.00	\$75,728,160.00	\$1,273,540.00	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	Transportation & Safety	Yes	\$4,811,763.00	4,250,609		
1	1.2	Ancillary Program Staffing	Yes	\$26,303,866.00	24,415,003		
1	1.3	Technology Infrastructure & Access	Yes	\$200,000.00	341,020		
1	1.5	New Teacher Induction	Yes	\$549,850.00	374,742		
1	1.8	Teacher Initiated Professional Development	Yes	\$66,459.00	94,247		
1	1.10	Classified Staff PD	Yes	\$128,043.00	236,209		
2	2.1	Humanities PD & Resources	Yes	\$321,079.00	108,823		
2	2.2	STEM PD & Resources	Yes	\$1,104.00	589		
2	2.3	Coaching & Support	Yes	\$5,050,714.00	5,291,612		
2	2.4	Technology Integration	Yes	\$435,286.00	443,931		
2	2.5	College & Career Programs	Yes				

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)
2	2.6	Magnet & Specialty Programs	Yes	\$1,173,155.00	1,392,933		
2	2.7	Early Literacy PD & Support	Yes	\$25,885.00	27,263		
2	2.8	MTSS Training & Support	Yes				
2	2.9	MTSS Academic Implementation	Yes	\$16,157,628.00	16,699,798		
2	2.10	Intervention Resources & Assessment	Yes	\$387,614.00	313,648		
2	2.11	EL Academic Programs & PD	Yes	\$397,348.00	561,999		
2	2.12	EL Language Programs & PD	Yes	\$473,856.00	85,123		
2	2.15	Academic Enrichment	Yes	\$12,944.00	13,631		
2	2.16	Extended Learning	Yes	\$74,009.00			
2	2.17	Athletic and Expanded Learning Opportunities	Yes	\$174,526.00	152,002		
2	2.18	Administrative Leadership Development	Yes	\$419,386.00	416,731		
3	3.1	SEL & Behaviorial PD	Yes	\$52,801.00	154,755		
3	3.2	Intervention Resources & Assessment	Yes	\$52,801.00	58,960		
3	3.3	MTSS Social Emotional Learning Implementation	Yes	\$16,157,627.00	16,699,798		
3	3.4	Case Management	Yes	\$52,801.00	58,960		
3	3.5	Mental Health & Crisis	Yes	\$64,804.00	68,234		
3	3.7	School Climate & Engagement	Yes	\$2,161,966.00	2,110,076		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.8	Student Engagement	Yes	\$262,083.00	260,049		
4	4.1	Family and Community Engagement	Yes	\$337,597.00	379,269		
4	4.3	Shared Family Engagement	Yes	\$25,200.00	25,397		
4	4.6	MTSS Family & Community Engagement	Yes	\$132,058.00	134,202		
4	4.7	Promise Scholars	Yes	\$238,945.00	248,951		
4	4.8	Multilingual Communication	Yes	\$298,502.00	309,596		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
192,287,140	76,542,780	0.55	40.356%	\$75,728,160.00	0.000%	39.383%	\$1,872,199.27	0.974%

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2023