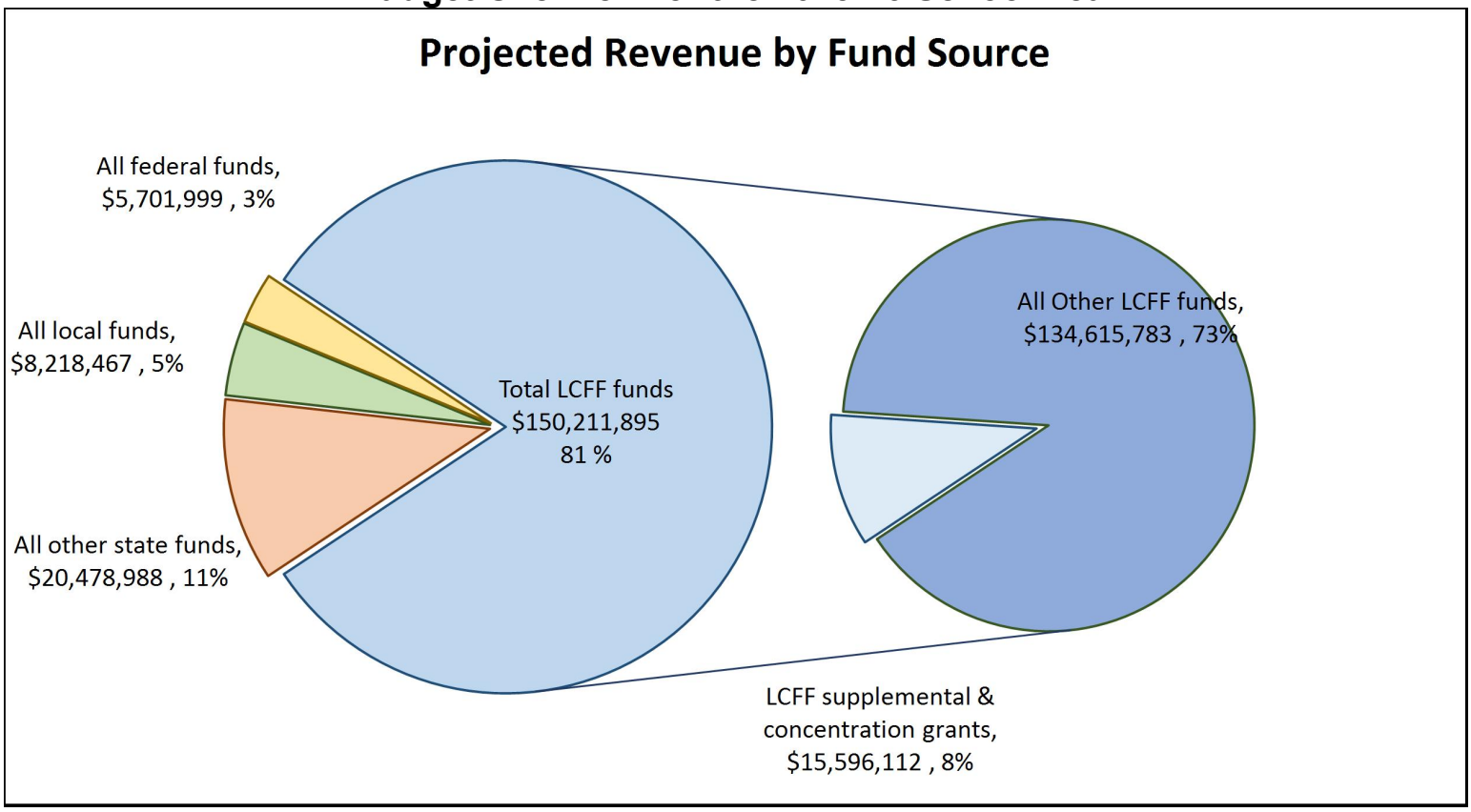
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vacaville Unified School District
CDS Code: 48-70573
School Year: 2025-26
LEA contact information:
Sasha Begell
Associate Superintendent
sashab@vacavilleusd.org
707-453-6110

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

## Budget Overview for the 2025-26 School Year

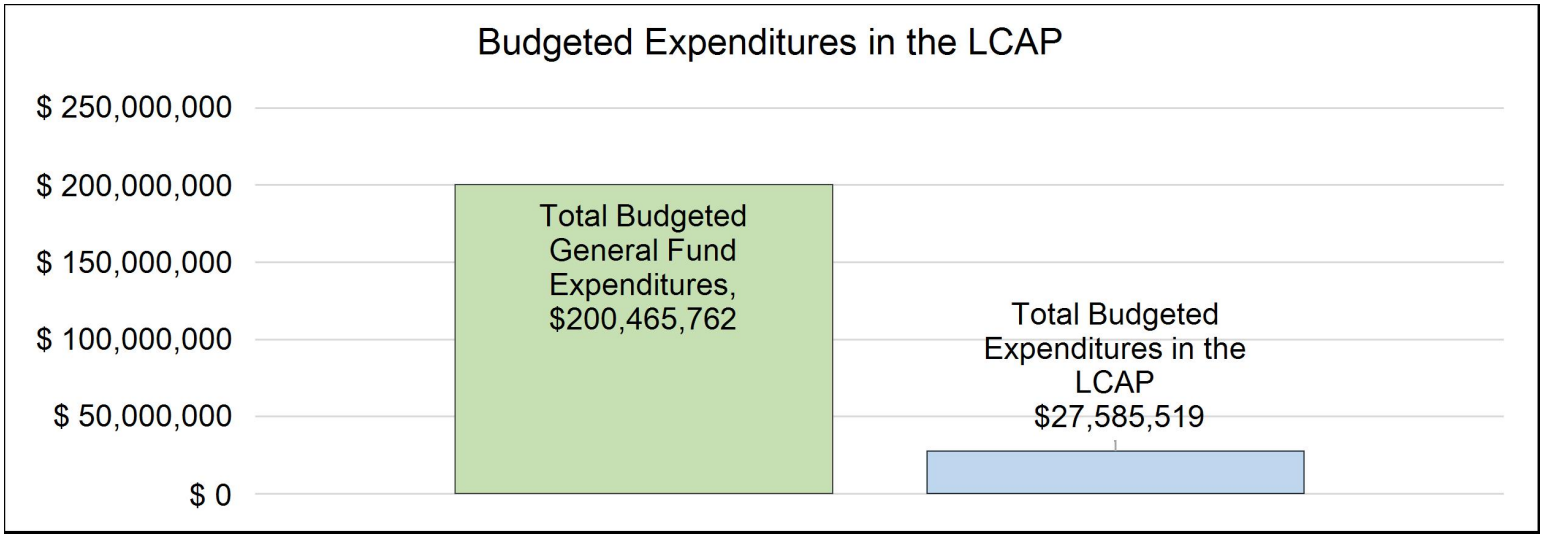



This chart shows the total general purpose revenue Vacaville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vacaville Unified School District is $184,611,349, of which $150,211,895 is Local Control Funding Formula (LCFF), $20,478,988 is other state funds, $8,218,467 is local funds, and $5,701,999 is federal funds. Of the $150,211,895 in LCFF Funds, $15,596,112 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 Vacaville Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vacaville Unified School District plans to spend $200,465,762 for the 2025-26 school year. Of that amount, $27,585,519 is tied to actions/services in the LCAP and $172,880,243 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following: While many actions and services are included in this years' LCAP , many other services and actions are provided that are included in the General Fund Budget. The General Fund budgeted expenditures not included in the LCAP include the following:

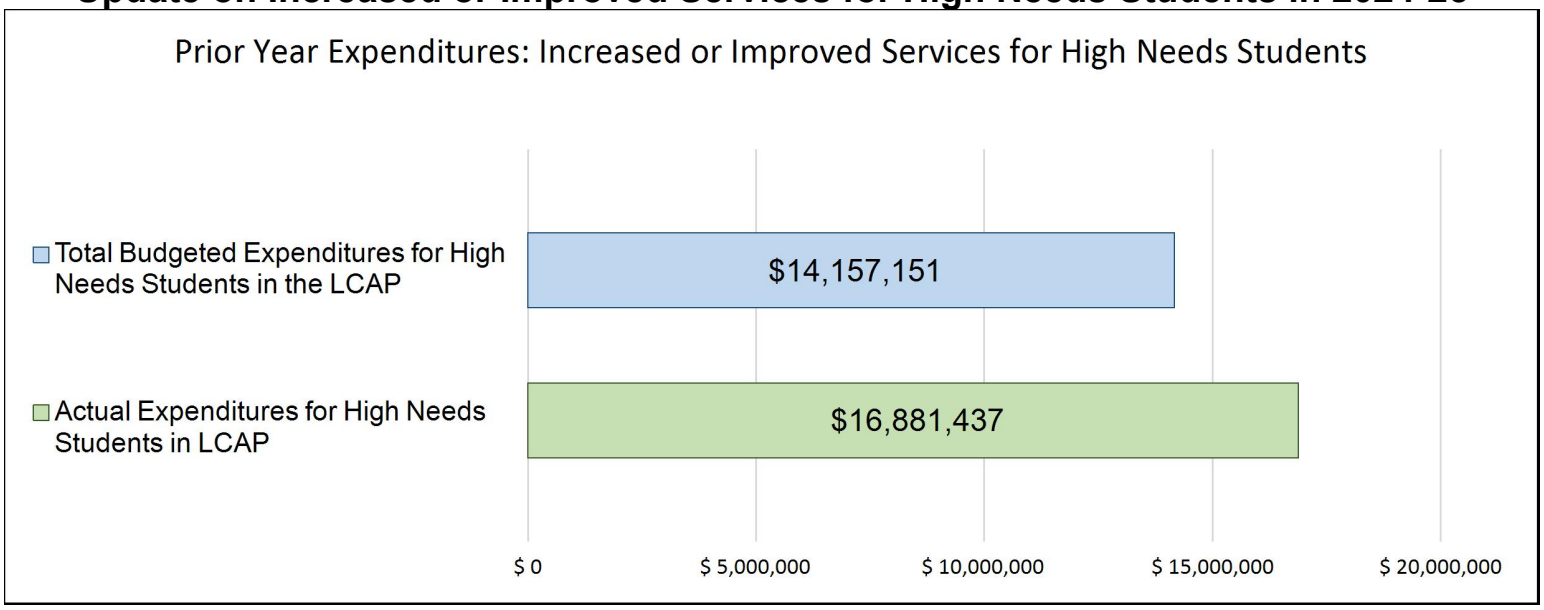
- Regular, alternative and special education base program staff salaries and benefits
- Special education and home to school transportation
- County special education program excess costs
- Routine maintenance/operation costs of facilities and grounds
- General supplies
- Services
- Utilities

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

In 2025-26, Vacaville Unified School District is projecting it will receive $15,596,112 based on the enrollment of foster youth, English learner, and low-income students. Vacaville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Vacaville Unified School District plans to spend $15,596,112 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2024-25, Vacaville Unified School District's LCAP budgeted $14,157,151 for planned actions to increase or improve services for high needs students. Vacaville Unified School District actually spent $16,881,437 for actions to increase or improve services for high needs students in 2024-25.

# 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 |
|---|---|---|
| Vacaville Unified School District | Sasha Begell<br>Associate Superintendent | SashaB@vacavilleusd.org<br>707-453-6110 |

# Plan Summary [2025-26]

## General Information

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

An active community located in Solano County, Vacaville is an attractive residential area for families due to its proximity to major cities, such as Sacramento and San Francisco.  Vacaville offers a mix of suburban and rural living with easy access to both urban amenities and natural beauty for its approximately 100,000 residents.

The Vacaville Unified School District (VUSD) serves approximately 11,300 students in grades TK-12.  VUSD operates eight elementary schools, one elementary charter school, two middle schools, one K-8 school, two comprehensive high schools, one charter high school, and one 8-12 independent learning charter academy with a continuation program. In addition, the district offers the following programs: preschool and Transitional Kindergarten (TK) programs at multiple school sites, Vacaville Early College High School (VECHS), Spanish Immersion Cultural Education (SPICE), Alternative Cooperative Education (ACE), adult education, and one community day school (Shereene Wilkerson Academy of Excellence), which continues to receive Equity Multiplier funding in order to address persistent opportunity gaps in the areas of career readiness and post-secondary preparation.

VUSD educates a diverse group of students with African American (5.8%), American Indian (0.4%), Asian (3.2%), Filipino (3.8%), Hispanic (41.5%), Two or more races (9.5%), Pacific Islander (0.7%), and White (34.4%). More than half (56%) of VUSD students fall into the state-defined category of unduplicated students, meaning they are Low Income (48.1%), English learners (8.6%), foster youth (0.2%), or homeless youth (0.7%).

Vacaville Unified considers itself a district of choice and a destination district. Prior to the pandemic, our enrollment had been increasing slightly each year and choices for families also increasing. As the impact from the pandemic subsides, we are beginning to see a return to an increasing enrollment. In addition to enrollment, we continue to address the lingering effects of the pandemic, particularly the impact on our students' academic and social-emotional health.

## Reflections: Annual Performance

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

SUCCESSES
Several Goal 1 actions demonstrated notable progress, particularly in areas related to college and career readiness. Action 1.5 (Career Readiness) and Action 1.6 (Life Readiness) saw major gains, with the overall percentage of students completing CTE pathways rising from 19.9% to 30.6%, and low-income student completion improving from 16.1% to 28.1%. Similarly, the percentage of students completing both CTE and A–G requirements (a key dual readiness metric tied to Action 1.4 and Action 1.5) increased from 10.5% to 17.9%, with significant gains among Hispanic and low-income students. Action 1.4 (College Readiness) also showed promising growth, with the overall A–G completion rate rising from 48.1% to 49.6%, and Hispanic student completion improving from 39.4% to 44.6%. In terms of postsecondary success indicators, Action 1.4 again showed positive outcomes. The percentage of seniors passing at least one college course increased from 13% to 19.6%, and the percentage passing at least one AP exam rose from 26.8% to 28.7%. This growth suggests that investments in AVID, dual enrollment, and college preparation activities are having a positive impact, particularly for unduplicated students. Additionally, Action 1.1 (Academic Readiness) and Action 1.5 supported an increase in overall CTE and work-based learning enrollment, with unduplicated student participation growing from 26% to 28.4%.

Goal 2 had several encouraging outcomes linked to Actions 2.1 (Academic MTSS), 2.2 (Social-Emotional MTSS), and 2.3 (Dropout Prevention). Most notably, chronic absenteeism rates for all students improved from Yellow to Green on the CA Dashboard, and overall attendance rates increased from P1: 92.2% to 94.29% and P2: 91.4% to 94.52%. These gains reflect the effectiveness of MTSS efforts, social-emotional supports, and improved tracking systems. Additionally, student perception of school climate improved dramatically, with all grade levels reporting substantial increases in school connectedness and safety on the local survey (Action 2.4 and 2.5). For example, the percentage of 9th graders feeling connected rose from 61% to 86%, and those reporting feeling safe rose from 71% to 86%. These improvements suggest that investments in mental health clinicians, behavior supports, and school culture-building initiatives are paying off. Further, the suspension rate for all students improved from Orange to Green, reflecting a positive impact from Actions 2.2 and 2.4. Some individual schools—such as Edwin Markham and Cooper—also improved to Green levels in suspension rates (Action 2.4). Additionally, the percentage of 9th graders earning 50+ credits increased from 86% to 90.6%, an important indicator of academic momentum in the early high school years (Action 2.1).

Goal 3, focused on Community Day School success, also showed promising results tied to Action 3.1 (Address barriers to success). The percentage of students returning to their home school or graduating increased from 58% to 63%, and career exploration participation reached 100%, up from 0%. These outcomes show that the district's alternative programs are becoming more structured, supportive, and

aligned with post-secondary readiness.

We have also fully expended our allocated Learning Recovery Emergency Block Grant funds.

CHALLENGES
Despite these successes, several challenges persist, particularly in academic achievement and English learner support. Actions 1.2 (Reading Achievement), 1.3 (Math Achievement), 1.7 (Support for English Learners), 1.8 (Support for Homeless and Foster Students), and 1.9 (Support for Students with Exceptional Needs) are associated with multiple student groups scoring in the red on the CA School Dashboard. In ELA, English Learners, LTELs, Students with Exceptional Needs, African American students, and Homeless Youth all remained in the red performance level. In Math, similar trends emerged, with English Learners, LTELs, African American students, and Homeless Youth all scoring in the red. While Students with Exceptional Needs showed improvement in Math, moving from red to orange, most targeted subgroups are still struggling to meet state standards. In addition, Action 1.7 faced a setback, as the percentage of English Learners making progress toward English proficiency declined from 53.8% to 46.5%, and the reclassification rate remained flat at 15%. This stagnation suggests the need for stronger instructional support and interventions. Meanwhile, Action 1.9 and 1.10, which target supports for Students with Exceptional Needs (including unduplicated students), showed mixed results. While some academic indicators improved slightly, participation in CTE courses for students with disabilities dropped from 25% to 21.2%, moving away from the goal of increased access.

Despite considerable gains in Goal 2, challenges remain. For example, the high school dropout rate for all students increased from 2.8% to 6.3%, with alarming spikes among key student groups (Action 2.3). Homeless Youth dropped out at a rate of 33.3%, up from 13.8%. English Learners (28.1%), African American students (13.2%), Students with Exceptional Needs (18.8%), and Low-Income students (8.5%) also experienced increased dropout rates—indicating that additional targeted support is urgently needed. Similarly, graduation rates declined for most subgroups. For example, English Learners dropped from 77.3% to 70.5%, and Students with Exceptional Needs from 75.3% to 71.1%. While Homeless Youth saw an improvement in graduation rate (from 51.9% to 68%), this group still falls well below the overall rate of 91.8%, which itself dropped slightly from 93.8% (Actions 2.1–2.3). In terms of discipline data, while the overall suspension rate improved, some student groups remain at higher risk. Homeless students moved into the red for suspension rate, and Students with Exceptional Needs, Foster Youth, and African American students all remain below Green (Actions 2.2 and 2.4). This underscores a continuing need for more restorative discipline models and inclusive behavioral supports. Finally, while school-level suspension data showed improvements in several schools, Eugene Padan Elementary remained in the red, suggesting that site-specific interventions may be necessary (Action 2.4).

Areas of Need identified by the 2023-24 CA School Dashboard include:

ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS:

- ELA districtwide for English Language Learners, Long-Term English Learners, African Americans students, Homeless Youth, and Students with Exceptional Needs (see Actions 1.2, 1.4, 1.7, 1.9, 1.10, and 2.1)
- ELA for student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle

School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School (See Actions 1.2, 1.7, 1.9, 2.1)

- Mathematics districtwide for English Language Learners, Long-Term English Learners, Students with Exceptional Needs, African American students, as well as students at Vaca Pena Middle School and Will C. Wood High School. (see Actions 1.3, 1.7, 1.9, 1.10, 2.1)
- Mathematics for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, and Jean Callison Elementary; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.
- College and Career Indicator districtwide for: Long-Term English Learners, Students with Exceptional Needs, and Homeless Youth.

ACADEMIC ENGAGEMENT VIA CHRONIC ABSENTEEISM AND GRADUATION RATES:

- Chronic Absenteeism districtwide for Foster Youth (see Actions 1.8, 1.10, 1.1)
- Chronic Absenteeism for student groups within specific schools include: English Learners at Alamo Elementary and Hemlock Elementary; Students with Exceptional Needs at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; African American students at Callison Elementary and Willis Jepson Middle School; Students of Two or More Races at Cooper Elementary; Filipino students at Callison Elementary. (see Actions 1.10, 2.2)
- Graduation Rate district-wide for Homeless Youth (see Goals 1.4, 1.5, 1.8, 2.1, 2.3)

CONDITIONS AND CLIMATE VIA SUSPENSION RATES:

- Suspension Rate districtwide for African American students, Students with Exceptional Needs, Homeless Youth, and Foster Youth, as well as students at Padan Elementary. (See Actions 1.10, 2.2, 2.3)
- Suspension Rate for student groups within specific schools include: English Learners at Vacaville High School and Will C. Wood High School; Students with Exceptional Needs at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School; Low-Income students at Eugene Padan Elementary, Hemlock Elementary, Vacaville High School, and Will C. Wood High School; Homeless Youth at Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, Willis Jepson Middle School, Vacaville High School, Will C. Wood High School; Hispanic students at Vacaville High School; Students of Two or More Races at Will C. Wood High School; White students at Eugene Padan Elementary and Hemlock Elementary (See Actions 1.10, 2.2, 2.3)

## Reflections: Technical Assistance

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

Based on the 2023-24 CA School Dashboard, we qualified for Technical Assistance districtwide in ELA for Multilingual Learners (English Learners), African Americans students, and Students with Exceptional Needs, in Mathematics for Multilingual Learners (English Learners),

Students with Exceptional Needs, and African American Students, Graduation Rate for Homeless Youth, Chronic Absenteeism for Foster Youth, and Suspension rate for African American students, Students with Exceptional Needs, and Foster Youth. We have been working with Solano County Office of Education to address both our Chronic Absenteeism rates, as well as improving all student outcomes for our Multilingual Learners (English Learners).

For the 2023-24 school year and beyond, our collaborative work has been focused on improving student outcomes for our Multilingual Learners (English Learners), specifically in the areas of ELA, Math, and College and Career readiness districtwide. This work is focusing on Actions 1.7, 1.11, 1.1, 1.2, 1.3, 1.4, and 1.5. We have prioritized professional learning, instructional strategies, and assessment tools to support Multilingual Learners. Professional development (PD) efforts, such as the "Empowering Students' Cultural Wealth" training, have helped educators better understand English Learner (EL) data, reclassification processes, and effective instructional strategies for ELs and Newcomers. Teachers have expressed interest in additional training on lesson planning, instructional resources, and hands-on strategies for ELD instruction to further support ELs.

Our collaborative work with the Solano County Office of Education continued in the 2024-25 school year to focus on our Multilingual learners, including our Long-Term English Learners, which was an additional student group who scored in the red in ELA, Math, and College and Career metrics (Actions 1.7, 1.11, 1.1, 1.2, 1.3, 1.4, and 1.5). In response to a growing number of Newcomer Multilingual Learners students, which increased significantly across school sites, VUSD has expanded structured language support and reinforced scaffolded instruction strategies such as Think Alouds and Marking the Text to enhance ELs' listening, speaking, reading, and writing skills. The AVID framework has also been integrated into ELD instruction to strengthen academic language development.

To improve language growth and reclassification outcomes, VUSD is building our capacity to implement the OPTEL (Observation Protocol for Teachers of English Learners) as a tool to refine reclassification criteria and facilitate discussions on student progress. Educators are practicing the use of OPTEL assessments to ensure that ELs meet proficiency benchmarks. Reclassification criteria have been updated to include ELPAC scores, teacher evaluations, parent consultations, and assessments of basic skills, ensuring that ELs are well-prepared for mainstream instruction. This work with the Solano County Office of Education will continue in the 2025-26 school year as we continue to implement the plan we collaboratively developed at the start of the Technical Assistance process.

# 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.

NA

### *Support for Identified Schools*

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

NA

### *Monitoring and Evaluating Effectiveness*

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

NA

# 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 |
| --- | --- |
| Staff (Teachers, Principals, Administrators, Other School Personnel), Local Bargaining Units, and local SELPA | When we developed our new 3-year plan last year, we modified our process to gather more feedback from our staff because, historically, our District Advisory committee struggled to get widespread / representative participation from staff. Therefore, to attract the interest of as many staff members as possible, we organized mini-workgroups focused on specific topics. While we didn't continue all of those groups this school year, three of those groups did continue: our Multilingual Learner Workgroup, our Math Workgroup, and our College, Career, and Life Readiness workgroup. In addition, we once again offered a districtwide Advisory for any Educational partner who was not interested in participating in those existing workgroups. These groups met on the following dates: August 1, 2024, September 5, 2024, October 1, 2024, October 10, 2024, October 22, 2024, November 7, 2024, November 21, 2024, December 3, 2024, January 23, 2025, January 27, 2025, February 27, February 28, 2025, March 17, 2025, March 20, 2025, March 28, 2025, April 4, 2025, April 14, 2025, and April 28, 2025. We also receive feedback from our Professional Development Advisory Committee and our CTE Advisory Committee (August 26, 2024, October 17, 2024, February 6, 2025, and May 12). Our LCAP workgroups/advisories included local bargaining unit members. Additionally, drafts of the plan were shared with all bargaining units and reviewed by our SELPA. |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| Parents and Wider School Community | For all of our parents, students, and wider community, we offered two in-person meetings in March (March 6th and 10th). In addition, we surveyed our parents and families to gain feedback on our plans. We also participated in many community collaborative meetings (including with City officials, the Chamber of Commerce, and our local Economic Development Advisory Committee) to share our goals/actions and gain feedback (add dates).<br><br>We received feedback from our District English Learner Advisory Committee (DELAC) meetings throughout the school year (November 7, 2024, January 23, 2025, March 20, 2025, and May 15, 2025). We received feedback from our Foster/Homeless parent advisory on 3/3/25, as well as via the local Foster Kinship Care Education conference on March 11-14, 2025, which was a suggestion from our Parent Advisory group.<br><br>Any comments received from these committees will be responded to in writing by the superintendent. |
| Students | All students grades 4-12 were invited to participate in a survey to give feedback on our plan. Additionally, throughout the months of March and April, we visited an assortment of classrooms throughout the district to receive in-person feedback:<br>• Multiple K-6 classrooms, with a particular focus on our schools with the highest unduplicated counts.<br>• Multiple middle school classes including AVID, AVID XL (for our ELD students), English, Math, and Career Exploration.<br>• Multiple high school classes including Advanced Placement, AVID, CTE, ELD, and Credit Recovery. |
| Shereene Wilkerson Academy of Excellence (SWAE) Educational Partners | All families are invited to participate in Advisory meetings and via survey. Additional outreach to parents who did not participate in previous offerings, including personal phone calls and/or home visits. |

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

We consistently hear from our educational partners that our highest priority must be ensuring that every student is prepared for college, career, and life success. Families and teachers consistently emphasized the need for stronger literacy development, especially for early learners and students with reading gaps. Additions such as expanded school library services (Action 1.2.j), a districtwide reading incentive/recognition program (1.2.k), and literacy-focused summer ELOP offerings (1.2.l) directly respond to this input. Parents expressed concern that their children lacked access to engaging books and reading support outside of the classroom, while teachers noted that motivational tools and diverse materials could reignite reading confidence. Staff requested a more unified, coherent approach to math instruction across grade levels. The new focus on grade-level mastery standards, instructional coherence, and aligned formative assessments (Action 1.3.b) was added in direct response to teacher feedback. Educators advocated for more clarity on expectations, improved rigor, and better vertical alignment so students can build math skills progressively and with purpose. Students and families shared that college and career readiness resources often felt inconsistent or inaccessible, particularly for unduplicated students. In response, VUSD added a proposed Counselor on Special Assignment (Actions 1.4.k and 1.5.e) to the College & Career team to expand outreach, streamline information, and provide more hands-on guidance, especially around A–G planning, CTE, and dual enrollment pathways.

In order to meet our goal of ensuring all students are college, career, and life ready upon graduation, the next priority from our educational partners centered around the importance of establishing and maintaining a robust Multi-Tiered Systems of Support. Two of the most popular themes in this area focused on interventions—both academic and social-emotional—dropout prevention strategies, and ensuring safety. With respect to interventions, our staff noted the need for more individualized support for students: meeting students where they are and providing tailored interventions and goals (see Actions 2.1, 2.2). Additionally, our staff noted the importance of building relationships as an effective tool to prevent dropouts. In particular, their feedback specifically emphasized the importance of positive school culture, relationships between staff, students, and families, and community engagement (see Actions 2.3, 2.4, 2.5). Our student and parent/community advisories similarly noted the importance of interventions related to students' social-emotional needs, with a particular focus on kindness, honesty, respect, and responsibility toward others, as well as developing connections and relationships with peers (see Actions 2.3, 2.4).

To address this feedback, several additions were incorporated into Goal 2 actions that reflect the real-time needs and priorities voiced by students, families, and staff. In Action 2.1, the expansion of preschool access for traditionally underserved groups was identified as a key step in addressing long-term equity and school readiness, particularly for unduplicated students who often start behind their peers. This early intervention approach was emphasized by families and educators as a foundational support that promotes long-term academic success. In Action 2.2, stakeholders emphasized the importance of positive school culture, particularly as it relates to belonging and behavioral expectations. In response, the district added language to support the development of districtwide positive behavior initiatives. These include ideas such as school pride badges, student recognition systems, and positive behavior assemblies, which promote respect, responsibility, and peer connection. These suggestions came directly from student and parent advisory input, which emphasized that students feel safer and more motivated when kindness, honesty, and mutual respect are consistently reinforced.

Educators also stressed that students’ social-emotional growth must be integrated into the school culture, not treated as a separate program. As a result, professional development in trauma-informed practices and SEL continues to be a districtwide focus, particularly for staff serving foster youth, African American students, and students with exceptional needs, who have been disproportionately impacted by suspensions and chronic absenteeism. To support Action 2.5, additions were made to strengthen parent participation and community-building, including specific supports for Parent Booster groups. Staff and families expressed a need for greater consistency, equity, and guidance in forming and

maintaining these groups. In response, the district has committed to offering clear procedures, training for parent leaders, and public recognition for family contributions. This ensures that all schools—especially those with historically low parent engagement—can build vibrant, inclusive communities of support around students.

The development of Goal 3, which focuses on supporting students at Shereene Wilkerson Academy of Excellence (SWAE), was directly shaped by feedback from our educational partners, including families, teachers, school staff, and community representatives. During consultation sessions, partners consistently emphasized the need to strengthen transitional services and career/life skills development for students in alternative education settings. Their insights highlighted gaps in existing support systems that hindered students' ability to successfully reintegrate into comprehensive schools or transition to post-secondary opportunities. As a result, this goal prioritizes strategies such as structured reintegration supports, career exploration programming, and mentorship to promote both academic and socio-emotional growth. Partner feedback was instrumental in identifying and validating these focus areas, ensuring that the goal addresses the unique needs of this vulnerable student population.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Upon graduation, all VUSD students will graduate with more than a diploma. We are dedicated to equipping all students with the academic proficiency necessary to excel in both higher education and the rapidly evolving, competitive job market. Beyond academic preparedness, we will also cultivate life readiness skills, such as critical thinking, communication, collaboration, perseverance, and well-developed organizational skills, empowering students to navigate real-world challenges. | 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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal, along with its supporting actions, was developed through meaningful input from our educational partners and a comprehensive analysis of diverse data sources, including state and local student performance metrics and survey feedback. Recognizing the growing competitiveness of the job market and the increasing importance of higher education for many career paths, we crafted this goal to ensure our students are well-prepared to thrive—regardless of the path they choose after high school.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | PRIORITY 1A<br>Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. | 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.<br><br>Data Source: Local HR data, 2022-23 | 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. | | 100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. | Clear declined by 3% as we hired additional teachers with preliminary credentials upon completion of their teacher credentialling program |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 86.2% of teachers qualifying as Clear<br>Data Source: Teaching Assignment Monitoring Outcomes 2021-22 | 83% of teachers qualifying as Clear | | 90% of teachers qualifying as Clear | |
| 1.2 | PRIORITY 1B<br>Every pupil has sufficient access to standards-aligned instructional materials. | 100% of pupils have sufficient access to standards-aligned instructional materials<br><br>Data Source: Williams Act Report, 2022-23. | 100% of pupils have sufficient access to standards-aligned instructional materials<br><br>Data Source: Williams Act Report, 2023-24. | | 100% of pupils have sufficient access to standards-aligned instructional materials. | 100% met |
| 1.3 | PRIORITY 1C<br>School facilities are maintained in good repair. | 100% of school facilities are maintained in good repair.<br><br>Data Source: Facility Inspection Tool (FIT), 2022-23 | 100% of school facilities are maintained in good repair.<br><br>Data Source: Facility Inspection Tool (FIT), 2023-24 | | 100% of school facilities are maintained in good repair. | 100% met |
| 1.4 | PRIORITY 2A<br>implementation of the academic content and performance standards adopted by the state board. | Met full implementation of standards for all<br><br>Data Source: CA School Dashboard Reflection Tool, 2022-23 | Met full implementation of standards for all<br><br>Data Source: CA School Dashboard Reflection Tool, 2023-24 | | Met full implementation of standards for all | Full implementation |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| 1.5 | PRIORITY 2B<br>How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. | 100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.<br><br>Data Source: CA School Dashboard Reflection Tool, 2022-23 | 100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.<br><br>Data Source: CA School Dashboard Reflection Tool, 2023-24 | | 100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. | 100% met |
| 1.6 | PRIORITY 4A<br>Performance on Statewide assessments<br>Increase overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by moving to performance level of green or blue | 2022-23<br>ELA for all students = Orange<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>ELA for all students = Orange<br><br>Data Source: CA School Dashboard, 2023-24 | | Overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by moving to performance level of green or blue | Maintained Orange designation |
| 1.7 | PRIORITY 4A<br>Performance on Statewide assessments<br>Increase overall CAASPP performance in ELA for all student | 2022-23<br>English Learners = Red<br>Foster Youth = No Color<br>Homeless Youth = Orange | "2023-24<br>English Learners = Red<br>LTELs = Red<br>Foster Youth = No Color | | Overall CAASPP performance in ELA for all students groups using the metric from the CA | 2023-24<br>English Learners = maintained Red<br>LTELs = NA; no designtation in 22-23 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | groups using the metric from the CA School Dashboard by moving to performance level of green or blue | Low Income = Orange<br>Students with Exceptional Needs = Red<br>African American = Orange<br>Hispanic = Orange<br><br>Data Source: CA School Dashboard, 2022-23 | Homeless Youth = Red<br>Low Income = Orange<br>Students with Exceptional Needs = Red<br>African American = Red<br>Hispanic = Orange<br><br>Data Source: CA School Dashboard, 2023-24" | | School Dashboard by moving to performance level of green or blue | Foster Youth = Maintanied no color<br>Homeless Youth = maintained Red<br>Low Income = maintaned Orange<br>Students with Exceptional Needs = maintained Red<br>African American = maintained Red<br>Hispanic = maintained Orange<br><br>Data Source: CA School Dashboard, 2023-24 |
| 1.8 | PRIORITY 4A<br>Performance on Statewide assessments<br>Increase overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue | 2022-23<br>Math for all students = Orange<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>Math for all students = Orange<br><br>Data Source: CA School Dashboard, 2023-24 | | Overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue | Maintained Orange designation |
| 1.9 | PRIORITY 4A<br>Performance on Statewide assessments<br>Increase overall CAASPP performance in Math for all student | 2022-23<br>English Learners = Red<br>Foster Youth = No Color<br>Homeless Youth = Orange | 2023-24<br>English Learners = Red<br>LTELs = Red<br>Foster Youth = No Color | | Overall CAASPP performance in Math for all students groups using the metric from the CA | English Learners = maintained Red<br>LTELs = NA; no color for 22-23<br>Foster Youth = |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | groups using the metric from the CA School Dashboard by moving to performance level of green or blue | Low Income = Orange<br>Students with Exceptional Needs = Red<br>African American = Red<br>Hispanic = Orange<br><br>Data Source: CA School Dashboard, 2022-23 | Homeless Youth = Red<br>Low Income = Orange<br>Students with Exceptional Needs = Orange<br>African American = Red<br>Hispanic = Orange<br><br>Data Source: CA School Dashboard, 2023-24 | | School Dashboard by moving to performance level of green or blue | maintained no color<br>Homeless Youth = maintained Red<br>Low Income = maintained Orange<br>Students with Exceptional Needs = improved to Orange<br>African American = declined to Red<br>Hispanic = maintained Orange |
| 1.10 | PRIORITY 4B<br>Increase percentage of all students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU by 2 percentage points per year | 2022-23<br>All students = 48.1%<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>All students = 49.6%<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least: 54.1% | Increased 1.5% |
| 1.11 | PRIORITY 4B<br>Increase percentage of student groups who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU by 3 percentage points per year | 2022-23<br>English Learners = 15.6%<br>Homeless Youth = 11.1%<br>Low Income = 37.4%<br>Students with Exceptional Needs = 9.8%<br>African American = 44.4%<br>Hispanic = 39.4% | 2023-24<br>English Learners = 14.8%<br>LTELs = 13.9%<br>Homeless Youth = 16%<br>Low Income = 40.6%<br>Students with Exceptional Needs = 13.3% | | Increase to at least:<br>English Learners = 24.6%<br>Homeless Youth = 20.1%<br>Low Income = 48.4%<br>Students with Exceptional Needs = 18.8% | English Learners = -0.8%<br>LTELs = Not applicable, no data in 22-23<br>Homeless Youth = 4.9%<br>Low Income = 3.2%<br>Students with Exceptional Needs = 3.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: CA School Dashboard, 2022-23 | African American = 28.6%<br>Hispanic = 44.6%<br><br>Data Source: CA School Dashboard, 2023-24 | | African American = 54.4%<br>Hispanic = 48.4% | African American = -15.8<br>Hispanic = 5.2% |
| 1.12 | PRIORITY 4C<br>Increase the percentage of students who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks by 2 percentage points per year | 2022-23<br>All students = 19.9%<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>All students = 30.6%<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least: 25.9% | Increased by 10.7% |
| 1.13 | PRIORITY 4C<br>Increase the percentage of student groups who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks by 3 percentage points per year | 2022-23<br>English Learners = 4.4%<br>Homeless = 14.8%<br>Low Income = 16.1%<br>Students with Exceptional Needs = 17.6%<br>African American = 15.6%<br>Hispanic =15% | 2023-24<br>English Learners = 11.5%<br>LTELs = 16.7%<br>Homeless = 12%<br>Low Income = 28.1%<br>Students with Exceptional Needs = 18.5%<br>African American = 8.9%<br>Hispanic =30.5% | | Increase to at least:<br>English Learners = 13.4%<br>Homeless = 23.8%<br>Low Income = 25.1%<br>Students with Exceptional Needs = 26.6%<br>African American = 24.6%<br>Hispanic = 24% | English Learners = 7.1%<br>LTELs = Not applicable, no data for 22-23<br>Homeless = -2.8%<br>Low Income = 212%<br>Students with Exceptional Needs = 2.9%<br>African American = -6.7%<br>Hispanic = 15.5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: CA School Dashboard, 2022-23 | Data Source: CA School Dashboard, 2023-24 | | | |
| 1.14 | PRIORITY 4D<br>Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study by 2 percentage points per year. | 2022-23<br>All students = 10.5%<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>All students = 17.9%<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least: 16.5% | Increased by 7.4% |
| 1.15 | PRIORITY 4D<br>Increase the percentage of student groups who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study by 3 percentage points per year. | 2022-23<br>English Learners = 2.2%<br>Homeless = 7.4%<br>Low Income = 6.6%<br>Students with Exceptional Needs = 3.9%<br>African American = 8.9%<br>Hispanic = 5%<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>English Learners = 4.9%<br>LTELs = 5.6%<br>Homeless = 4%<br>Low Income = 13.3%<br>Students with Exceptional Needs = 4.4%<br>African American = 3.6%<br>Hispanic = 15.5%<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least:<br>English Learners = 11.2%<br>Homeless = 16.4%<br>Low Income = 15.6%<br>Students with Exceptional Needs = 12.9%<br>African American = 17.9%<br>Hispanic = 14% | 2023-24<br>English Learners = 2.7%<br>LTELs = Not applicable, no data for 22-23<br>Homeless = -3.4%<br>Low Income = 6.7%<br>Students with Exceptional Needs = 0.5%<br>African American = -5.3%<br>Hispanic = 10.5%<br><br>Data Source: CA School Dashboard, 2023-24 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.16 | PRIORITY 4E<br>Increase percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board by at least 3 percentage point per year | 2022-23<br>53.8% making progress<br><br>Data Source: Dataquest, 2022-23 | 2023-24<br>46.5% making progress<br><br>Data Source: Dataquest, 2023-24 | | Increase to at least: 65.8% | Decreased by 7.3% |
| 1.17 | PRIORITY 4F<br>Increase English learner reclassification rate by at least 1 percentage point per year. | 2022-23<br>15%<br><br>Data Source: Dataquest, 2022-23 | 2023-24<br>15%<br><br>Data Source: Local Student Information System, 2023-24 | | Increase to at least: 18% | Maintained at 15% |
| 1.18 | PRIORITY 4G<br>Increase percentage of students who have passed an advanced placement examination with a score of 3 or higher by 1 percentage points per year. | 2022-23<br>65% passed<br><br>Data Source: College Board | 2023-24<br>66% passed<br><br>Data Source: College Board | | Increase to at least: 68% | Increased by 1% |
| 1.19 | PRIORITY 4G<br>Increase percentage of student groups who have passed an advanced placement examination with a score of 3 or higher by 1 | 2022-23<br>Low Income = 68%<br>African American = 70%<br>Hispanic = 61%<br><br>Data Source: College Board | 2023-24<br>Low Income = 62%<br>African American = 63%<br>Hispanic = 59% | | Increase to at least:<br>Low Income = 71%<br>African American = 73%<br>Hispanic = 64% | Low Income = -6%<br>African American = -7%<br>Hispanic = -2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | percentage points per year. | | Data Source: College Board | | | |
| 1.20 | PRIORITY 4H<br>Increase percentage of students who participate in, and demonstrate college preparedness pursuant to, the ELA Early Assessment Program, or any subsequent assessment of college preparedness by 2 percentage points per year. | 2022-23<br>ELA for all students = 23.11%<br><br>Data Source: CAASPP 2023 | 2023-24<br>ELA for all students = 21.47%<br><br>Data Source: CAASPP 2024 | | Increase to at least: 26.11% | ELA for all students = -1.64% |
| 1.21 | PRIORITY 4H<br>Increase percentage of student groups who participate in, and demonstrate college preparedness pursuant to, the ELA Early Assessment Program, or any subsequent assessment of college preparedness by 3 percentage points per year. | 2022-23<br>English Learners = 0%<br>Socioeconomically Disadvantaged = 15.45%<br>Students with Exceptional Needs = 0%<br>African American = 13.79%<br>Hispanic = 15.38%<br><br>Data Source: CAASPP 2023 | 2023-24<br>English Learners = 0%<br>Long Term EL (LTEL) = 0%<br>Socioeconomically Disadvantaged = 16.67%<br>Students with Exceptional Needs = 2.75%<br>African American = 7.02%<br>Hispanic = 18.02%<br><br>Data Source: CAASPP 2024 | | Increase to at least:<br>English Learners = 9%<br>Socioeconomically Disadvantaged = 24.45%<br>Students with Exceptional Needs =9%<br>African American = 22.79%<br>Hispanic = 24.38% | English Learners = 0%<br>Long Term EL (LTEL) = 0%<br>Socioeconomically Disadvantaged = + 1.22%<br>Students with Exceptional Needs = + 2.75%<br>African American = - 6.77%<br>Hispanic = + 2.64%% |
| 1.22 | PRIORITY 4H | 2022-23 | 2023-24 | | Increase to at least: 15.22% | Math for all students = -1.84% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Increase percentage of students who participate in, and demonstrate college preparedness pursuant to, the Math Early Assessment Program, or any subsequent assessment of college preparedness by 2 percentage points per year. | Math for all students = 9.22%<br><br>Data Source: CAASPP 2023 | Math for all students = 7.38%<br><br>Data Source: CAASPP 2024 | | | |
| 1.23 | PRIORITY 4H<br>Increase percentage of student groups who participate in, and demonstrate college preparedness pursuant to, the Math Early Assessment Program, or any subsequent assessment of college preparedness by 3 percentage points per year. | 2022-23<br>English Learners = 0%<br>Socioeconomically Disadvantaged = 5.25%<br>Students with Exceptional Needs = 0%<br>African American = 0%<br>Hispanic = 4.78%<br><br>Data Source: CAASPP 2023 | 2023-24<br>English Learners = 0%<br>Long Term EL (LTEL) = 0%<br>Socioeconomically Disadvantaged = 3.55%<br>Students with Exceptional Needs = 0.93%<br>African American = 1.79%<br>Hispanic = 5.19%<br><br>Data Source: CAASPP 2024 | | Increase to at least:<br>English Learners = 9%<br>Socioeconomically Disadvantaged = 14.25%<br>Students with Exceptional Needs = 9%<br>African American = 9%<br>Hispanic = 13.78% | English Learners = 0%<br>Long Term EL (LTEL) = 0%<br>Socioeconomically Disadvantaged = -1.5%<br>Students with Exceptional Needs = + 0.93%<br>African American = + 1.79%<br>Hispanic = + 0.41% |
| 1.24 | PRIORITY 7A<br>Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the | 2022-23<br>1,136 course enrollments = 38%<br><br>Data Source: Local Student Information System data | 2023-24<br>41%<br><br>Data Source: Local Student Information System data | | Increase to at least:<br>44% | Increased by 3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.<br>Increase enrollment in CTE courses and/or work-based internships by 2 percentage per year | | | | | |
| 1.25 | PRIORITY 7B<br>Programs and services developed and provided to unduplicated pupils<br>Increase unduplicated student enrollment in CTE courses and/or work-based internships by 3 percentage per year | 2022-23<br>425 semester course enrollments = 26%<br><br>Data Source: Local Student Information System data | 2023-24<br>28.4%<br><br>Data Source: Local SIS data | | Increase to at least:<br>35% | Increased by 2.4% |
| 1.26 | PRIORITY 7C<br>Programs and services developed and provided to individuals with exceptional needs<br>Increase students with exceptional needs enrollment in CTE courses and/or work-based internships by 3 percentage per year | 2022-23<br>120 semester course enrollments = 25%<br><br>Data Source: Local Student Information System data | 2023-24<br>21.2%<br><br>Data Source: Local Student Information System data | | Increase to at least:<br>24% | Decreased by 3.8% |
| 1.27 | PRIORITY 8<br>Seniors passing at least one AP test by 2 percentage points per year | 2022-23<br>26.8%<br><br>Data Source: College Board | 2023-24<br>28.7%<br><br>Data Source: College Board | | Increase to at least:<br>32.8% | Increased by 1.9% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.28 | PRIORITY 8<br>Increase the number of AP exams pass by 2 percentage points per year | 2022-23<br>712 exams passed<br><br>Data Source: College Board | 2023-24<br>873 exams passed<br><br>Data Source: College Board | | Increase to at least:<br>727 | Increased by 161 exams passed |
| 1.29 | PRIORITY 8<br>Seniors passing at least one College Course by 2 percentage points per year | 2022-23<br>13%<br><br>Data Source: Local Student Information System data | PRIORITY 8 - Seniors passing at least one College Course by 2 percentage points per year | | Increase to at least:<br>19% | Increased by 6.6% |
| 1.30 | PRIORITY 8<br>We will increase our staff retention rate by 3 percentage points per year | 2022-23<br>VTA = 85%<br>SEIU =81.6%<br><br>Data Source: HR data | 2023-24<br>VTA = 80%<br>SEIU =80%<br><br>Data Source: HR data as of January 2025 | | Increase to at least:<br>VTA = 95%<br>SEIU = 95% | VTA = -5%<br>SEIU = -1.6% |

# Goal Analysis [2024-25]

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

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

The actions in this goal were implemented as planned. For example, in conjunction with the Solano County Office of Education as part of our Technical Assistance Plan, we provided additional professional development opportunities for our school staff in supporting of Multilingual (EL) learners, both newcomer and long-term ELs. There were no challenges in implementing any of the actions. Some successes include the continued growth of our ELOP program (1.1). Our Math (1.3) and Multilingual Learner (1.7) LCAP groups continued work this year towards building their K-12 plans. Our actions to increase college, career, and life readiness continue to develop and have a positive impact on our students, families, and whole community (1.3, 1.5). Enrollment in Career Technical Education (CTE) pathways and work-based internships has increased, especially for unduplicated and special education students, moving closer to the district's target outcomes. Recruitment continues via job fairs, with exploration into in-district training pathways for essential support roles like substitutes and paraprofessionals (1.11).

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.

No material differences between Budgeted Expenditures and Estimate Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Actions aimed at increasing college and career readiness—particularly Action 1.4 (College Readiness) and Action 1.5 (Career Readiness)—have yielded encouraging results and reflect a growing alignment between student opportunities and postsecondary preparedness. Notably, the percentage of students completing Career Technical Education (CTE) pathways increased substantially from 19.9% to 30.6%, representing a significant step forward in ensuring students graduate with industry-aligned skills and real-world career preparation. This progress is particularly important for unduplicated students, many of whom benefit from the smaller class sizes, hands-on instruction, and direct career exposure offered through CTE. Additionally, the percentage of students meeting both CTE and A–G requirements—often referred to as “dual completers”—rose from 10.5% to 17.9%, indicating that more students are graduating with a broader set of college and career credentials. This growth reflects targeted efforts under both Actions 1.4 and 1.5 to integrate college and career counseling, improve alignment of CTE courses with academic requirements, and expand access to rigorous coursework. The district’s dual enrollment strategy—which includes partnerships with Solano Community College and VECHS (Vacaville Early College High School)—has also shown measurable success. The percentage of seniors earning college credit increased from 13% to 19.6% (Metric 1.29), indicating that more students are accessing and successfully completing college-level coursework while still in high school. This gain is especially meaningful for first-generation college students and those from low-income backgrounds, as it supports their postsecondary transition with both confidence and credit. Further, AP course outcomes have also improved, with 28.7% of seniors passing at least one AP exam, up from 26.8% (Metric 1.27). While gaps remain among some student groups, this increase points to progress in expanding AP offerings, strengthening instructional support, and reducing barriers—such as exam fees—for historically underrepresented students.

Taken together, these outcomes suggest that the district’s investments in AVID, college and career advising, dual enrollment expansion, and CTE pathway development are having a clear and positive impact. Students are increasingly graduating with a mix of academic and practical credentials that position them for success in both college and the workforce. Continued focus on expanding access to these programs, especially for unduplicated and special populations, will be essential in building on this momentum.
However, efforts to improve overall academic performance in ELA and Math—particularly through Actions 1.1, 1.2, 1.3, and 1.7—have not yielded substantial gains to date. Overall performance on the CAASPP remained in the Orange level for both ELA and Math (Metrics 1.6 and 1.8), and key student groups such as English Learners, Long-Term English Learners, African American students, and Students with Exceptional Needs remained in the Red performance level across multiple indicators (Metrics 1.7 and 1.9). This indicates that academic achievement gaps persist, especially among unduplicated students, and highlights a need for deeper, more targeted interventions. Progress on support actions for unduplicated and high-need students (Actions 1.7–1.10) has been more limited. English learner progress toward proficiency declined from 53.8% to 46.5%, and the reclassification rate remained flat at 15% (Metrics 1.16, 1.17). Furthermore, while some subgroup performance improved marginally in CTE (Metric 1.13), others—such as African American and Homeless students—saw declines, underscoring the need to better align supports with student needs.

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.

As part of our commitment to continuous improvement through educational partner engagement, we have updated our planned actions based on the recommendations by students, families, and staff who have directly experienced the impact of prior practices and are seeking to build on what is working while addressing areas where progress has lagged.

In Action 1.2 (Reading Achievement), several new components reflect educational partner priorities and lessons learned from our previous implementation. The inclusion of expanded library services, a reading incentive/recognition program, and literacy-focused summer ELOP offerings acknowledges the central role that reading engagement plays in academic development. These additions build on the existing reading interventions and K–6 benchmark system and are especially important given the continued low ELA performance for English Learners, Long-Term English Learners,, African American students, and Students with Exceptional Needs—student groups that have remained in the red performance level. By increasing access to diverse, high-interest texts and creating systems to celebrate progress, the district is responding to community input that literacy support must go beyond remediation and include joy, access, and motivation.

In Action 1.3 (Math Achievement), the new focus on developing grade-level mastery standards, vertically aligned instruction, and formative assessment tools demonstrates a thoughtful expansion of existing efforts to strengthen math instruction system-wide. This addition is a direct response to staff feedback and persistent stagnation in CAASPP Math performance, particularly for English Learners, Long-Term English Learners, and African American students, who continue to score in the red. These changes signal a stronger commitment to coherence, instructional quality, and the tools educators need to identify and address gaps early.

In Actions 1.4 and 1.5 (College and Career Readiness), the suggestion to add a Counselor on Special Assignment to the College and Career Readiness Team reflects both the success and the growing demand for services in this area. Metrics show strong improvement in CTE completion (from 19.9% to 30.6%), dual completers (from 10.5% to 17.9%), and dual enrollment (college course completion increased from 13% to 19.6%). Our various Educational Partners have recognized the effectiveness of the current model and are asking to scale it further to reach more students—especially those who may need intensive, one-on-one guidance to navigate A–G, AP, and postsecondary options.

In Action 1.8 (Support for Homeless and Foster Youth), the newly proposed actions—such as specialized training for staff and targeted transition support for reunified foster students—show a deeper understanding of the unique needs of this population. These students continue to experience some of the greatest barriers to academic success, with persistent red-level performance in CAASPP and disproportionately high dropout and suspension rates. These new supports are a natural evolution of our current liaison and tutoring programs, which have already made a difference, but require further depth to meet complex, evolving needs.

Finally, Action 1.11 (Recruit and Retain Highly Qualified Staff) includes several critical additions that were directly informed by staff feedback and retention data. These include the suggestion to provide additional supports to new teachers, offer incentives for mentors who support teachers in hard-to-fill roles, and create opportunities for peer observation and collaboration. These supports reflect what we've learned from prior years: that high-quality staffing is foundational to student success, and that supporting teachers—especially in their first years or in specialized roles—is essential for both instructional quality and long-term retention.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Increase Academic Readiness | a. Ensure good first instruction in all academic areas, including a focus on making instruction engaging and accessible for all.<br><br>b. Ensure access to high-quality, standards-aligned curriculum for all students.<br><br>c. Utilize assessments to inform instructional practices.<br><br>d. Develop district-wide practices to allow for increased collaboration to improve student outcomes.<br><br>e. Extend instructional time through small group instruction and intervention in after-school, Saturday school enrichment, and summer programs including the expansion of our TK - 6 ELOP program with intervention support and enrichment opportunities. | $3,549,154.00 | No |
| **1.2** | Improve student achievement in reading | a. Provide instruction to all students in grades to ensure proficiency in foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Interventions are intended to address any learning gaps for students scoring in the lowest performance category of Red: districtwide for English Language Learners, African Americans students, and Students with Exceptional Needs. Student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School. | $1,222,704.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | b. Develop and support district literacy assessment plan for K-6 benchmark testing (Beginning, Middle, End of Year).<br><br>c. Implement board approved intervention curriculum.<br><br>d. Provide additional training for paraprofessionals to support program<br><br>e. Provide continuing support for K-6 reading intervention needs via RTI staff and review deployment of the RTI staff based on demographic needs.<br><br>f. Provide additional classroom inclusive reading materials (in Spanish and English for SPICE), in both print and online<br><br>g. Provide Integrated ELD Training (academic language development across all disciplines) for all staff K-12<br><br>h. Provide training and materials for all staff supporting our ELD program<br><br>i. Ensure targeted collaboration with teachers weekly during CPT to review literacy data to inform instruction and plan effective tier 2 classroom intervention.<br><br>j. Provide funding to expand and enhance school library services across all district schools, with a focus on increasing student access to diverse, high-quality reading materials and supporting literacy development.<br><br>k. Investigate implementing a districtwide reading incentive / recognition program to encourage and celebrate student progress toward personalized reading goals.<br><br>l. Investigate offering literacy focused summer instruction as part of our summer ELOP offerings. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.3** | Improve student achievement in mathematics | a. In collaboration with educational partners, develop a comprehensive K-12 Math plan that includes cross grade level skills alignment, sound instructional strategies, assessment and data analysis best practices, planned tiered interventions, and professional development. This plan will also address the achievement gap we are experiencing with specific student groups districtwide scoring in the lowest performance group of red: districtwide for English Language Learners, Students with Exceptional Needs, African American students, as well as students at Vaca Pena Middle School and Will C. Wood High School. This also includes English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.<br><br>b. Continue the implementation of the district's multi-year K–12 Mathematics Plan with a Year 2 focus on finalizing grade-level mastery standards to ensure vertical alignment and instructional coherence. This action includes (a) Collaboratively refining and finalizing mastery standards for each grade level through teacher leadership teams and curriculum committees. (b) Providing targeted professional development focused on deepening understanding of the mastery standards, effective instructional strategies, and formative assessment practices. (c) Developing and curating grade-level-aligned question banks to support classroom instruction, formative assessment, and benchmarking, with emphasis on rigor and conceptual understanding. | $176,531.00 | No |
| **1.4** | Increase College Readiness | AVID<br>a. Build a district-wide culture that supports college and career readiness (CTE) through the use of AVID strategies and systems, including adopting | $3,602,261.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | AVID schoolwide strategies at elementary and secondary sites. The primary focus of the AVID program is to make success in college an attainable goal for students in underrepresented groups, such as our unduplicated student populations. This focus is intended to address any learning gaps for students scoring in the lowest performance category of Red: districtwide in ELA and Math for English Language Learners, African Americans students, and Students with Exceptional Needs and Graduation Rate for Homeless Youth.<br><br>b. Continue efforts towards becoming an AVID district, including ensuring effective instructional strategies are used district-wide, developing our capacity to provide local AVID training & increase our capacity to serve our unduplicated students.<br><br>c. Expand AVID with a focus on specifically recruiting unduplicated students into the elective and Excel, guaranteeing them a spot in the program if that is their choice. Develop receptive climate and prepare for AVID implementation at all elementary sites to allow for early exposure. WICOR is VUSD's instructional framework for Tier 1 instruction.<br><br>d. Increase recruitment efforts to boost unduplicated student enrollment in AVID elective classes.<br><br>e. Systematize the use of AVID tutors throughout the district, including a system of peer-based tutoring, scholar groups, etc. Investigate utilizing for before and/or after school tutoring sessions.<br><br>f. Provide AVID PD and materials/supplies, as needed.<br><br>g. Provide funding for College Field Trips to support AVID.<br><br>h. Utilize AVID Excel Support of middle school to support our English Language Learners.<br><br>i. Allocate additional funds to support unduplicated students in AVID courses. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | A-G Readiness<br>j. Increase students who successfully complete "a-g" coursework, principally directed at unduplicated students and students with exceptional needs, as there is a gap between their performance and overall.<br><br>k. Utilize College Readiness Coordinator, as well as two College Advisors, to assist counseling staff by providing systematic support to help increase the number of students who graduate with “a-g” eligibility and increased college readiness. Coordinator and Advisors tasked with ensuring that our unduplicated students are aware of the benefits of meeting the "a-g" graduation requirements and support them in their goal of meeting these requirements upon graduation.<br><br>l. Expand use of Aeries 4-Year Plan as a resource for systematic academic planning. We are also utilizing the new CaliforniaCollege.edu resources, which is the official website of the California Community college system. This resource allows students to explore and plan their education and career goals, including tools for career exploration, college searches, financial aid resources, and more.<br><br>m. Research adding a CTE math course option to connect with CTE classes<br><br>Advanced Coursework<br>n. Increase enrollment in AP courses, especially for unduplicated students. Add additional class options to attract enrollment from unduplicated and underrepresented student groups that are not traditionally signing up for AP courses.<br><br>o. Assist in the payment of AP tests including for all unduplicated students<br><br>p. Increase credits earned through VECHS.<br><br>q. Work with Solano Community College to increase dual enrollment opportunities. Begin CCAP agreement with Solano and pay for books for VECHS, and CTE dual enrolled students. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | r. Work with all schools to increase awareness of college pathways, including intentional and targeted support directed to unduplicated / underserved populations. Work with middle and elementary schools to help students and families understand the process of getting to college.<br><br>s. Fund PD opportunities for AP Teachers | | |
| **1.5** | Increase Career Readiness | a. Increase the percentage of graduates meeting career readiness (CTE) standards, with specific focus on addressing the barriers impacting our unduplicated student populations. This focus will also address the achievement gap we are experiencing with specific student groups, such as Homeless Youth, scoring in the lowest performance level of red in Graduation rate.<br><br>b. Work with community partners to investigate future CTE pathway offerings.<br><br>c. Continue to articulate and/or create dual enrollment opportunities in CTE pathways with local community colleges.<br><br>d. Support unduplicated students in CTE courses by using supplemental funds to perform outreach to our unduplicated and underrepresented student populations, lower class sizes, and assist students in meeting CTE completer status.<br><br>e. College and Career (CTE) Team (Coordinator and Advisors) provide targeted outreach and support for unduplicated students in the area of Career and Technical Education (CTE), including career-focused advising, postsecondary opportunities in the trades, etc. Investigate adding a Counselor on Special Assignment to our College and Career Readiness team to continue to expand our outreach efforts.<br><br>f. College and Career (CTE) Team assist in the development of a wide variety of Work-Based Learning Opportunity (i.e. exposure and opportunity experiences) that will allow more students to demonstrate CTE/career | $2,384,472.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | readiness upon graduation. This team works directly with our unduplicated student populations to ensure their career readiness upon graduation.<br><br>g. Build partnerships with the community to give students access to more industry professionals.<br><br>h. Host an annual College and Trades School fair in order to introduce post-secondary career training in a variety of trades.<br><br>i. Investigate hosting an annual CTE Pathway showcase to highlight programs and encourage all student grade levels to attend. Provide bus transportation to 8th graders from feeder schools to participate. | | |
| **1.6** | Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills. | a. In collaboration with educational partners, develop a plan to ensure life readiness skills are incorporated into instruction/learning opportunities TK-12<br><br>b. Add more opportunities for life skill development in middle school with specifically designed electives.<br><br>c. Reimagine our Freshman Focus class into a Life Readiness class that incorporates units such as financial literacy, career exploration, mental, emotional, and social health, and more. Course restructure will include feedback from all interested educational partners. | $230,826.00 | No |
| **1.7** | Provide a system of support for English Learners (Multilingual Learners) | a. In collaboration with educational partners, develop a comprehensive K-12 Multilingual Learners support plan that defines a continuum of support that builds to proficiency and emphasizes inclusion. This plan could also include cross grade level skills alignment, sound instructional strategies, assessment and data analysis best practices, planned tiered interventions, strategies to increase instructional time, and targeted professional development for all staff. This plan will also address the achievement gap | $3,370,934.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | we are experiencing with Multilingual Learners (English Learners) and Long-Term English Learners (LTELs) scoring in the lowest performance level of red in English Language Arts, Mathematics, and the College and Career Indicator on the CA School Dashboard. This also includes English Learners in ELA at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; in Math at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; for Chronic Absenteeism at Alamo Elementary Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; and Suspension Rate at Vacaville High School and Will C. Wood High School.<br><br>K-12 MULTILINGUAL LEARNERS SUPPORT PLAN<br>b. Establish Implementation Structures & Timelines<br>EL Roadmap Principle(s): Principle 1: Assets-Oriented and Needs-Responsive Schools; Principle 3: System Conditions that Support Effectiveness<br>• Establish an implementation team and timeline to ensure systemic support for multilingual learners and promote collaborative decision-making that is inclusive of educators, students, and families.<br>• Develop a vertical alignment framework for language and academic skills by creating collaborative teams of educators across grade levels / years of instruction.<br>• Embed additional ELD instructional time into the regular school day by integrating language goals across all subjects.<br>• Host bi-annual cross-grade-level collaboration days for teams to discuss MLL students' progress and refine alignment plans.<br>-Design a multi-tiered system of support (MTSS) that is responsive to the diverse needs of MLLs, ensuring:<br>--Tier 1: High-quality, culturally responsive core instruction for all students.<br>--Tier 2: Small-group interventions focused on language and literacy skills with strategies like sentence stems or explicit vocabulary instruction via RTI, FLEX, Study Hall, etc.<br>--Tier 3: Intensive one-on-one interventions for students with the most significant challenges, delivered by trained staff with experience in MLL instruction. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | c. Provide Targeted Professional Learning (Technical Assistance)<br>EL Roadmap Principle: Principle 2: Intellectual Quality of Instruction & Meaningful Access; Principle 3: System Conditions that Support Effectiveness<br>Provide professional development for all educators ensures high-quality, research-based instruction that integrates designated and integrated ELD strategies, as well as in content areas to help remove barriers to access and build districtwide educator capacity.<br>• Provide ongoing, job-embedded professional development that focuses on:<br>-- Using culturally and linguistically responsive teaching strategies.<br>-- Instructional strategies to support MLLs at varying levels of proficiency<br>--Leveraging students' cultural and linguistic assets to improve engagement and outcomes.<br>--Include administrators and support staff (e.g., counselors, and paraprofessionals) in training sessions to foster a unified understanding of MLL needs.<br>--Investigate options that specifically address<br>-Develop a coaching model where instructional coaches work with teachers to refine their practice in integrating ELD and content standards.<br><br>d. Expand and Strengthen Data-Driven Decision-Making (Technical Assistance)<br>EL Roadmap Principle: Principle 3: System Conditions that Support Effectiveness; Principle 4: Alignment and Articulation Within and Across Systems<br>Implement a data system that supports continuous monitoring of multilingual learners' progress. Implementation will include training for educators to use assessment data effectively to ensure appropriate instructional support and alignment across grade levels via data-driven decision-making.<br>• Use multiple measures to assess EL students' academic progress and language development, including formative assessments, teacher observations, and performance tasks that allow students to demonstrate their knowledge in multiple ways. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Provide training on analyzing EL-specific data (e.g., reclassification rates, growth in English proficiency, achievement on content standards) and disaggregate data by subgroups to better understand unique needs.<br>• Regularly review assessment data to monitor ELs' academic and language development.<br>• Create data dashboards to provide actionable insights at the classroom, school, and district levels, enabling educators to tailor instruction to EL needs. Ensure that data is organized to differentiate between the needs of Newcomers vs. Long Term English Learners.<br><br>e. Strengthen Instructional Practices & Curriculum Alignment (Technical Assistance)<br>EL Roadmap Principle: Principle 2: Intellectual Quality of Instruction and Meaningful Access; Principle 3: System Conditions that Support Effectiveness<br>Ensure curriculum alignment and multilingual instructional materials foster rigorous, culturally relevant learning. Continue to support biliteracy and dual immersion programs.<br>• Emphasize scaffolding techniques, such as sentence frames, graphic organizers, and visuals, to make content accessible while promoting higher-order thinking skills.<br>• Support native language instruction and translanguaging practices to enhance comprehension and engagement while honoring students' linguistic assets.<br>• Develop exemplar lesson plans that demonstrate best practices for integrating language and content learning.<br><br>f. Implement Tiered Supports & Increase Learning Time (Technical Assistance)<br>EL Roadmap Principle: Principle 1: Assets-Oriented and Needs-Responsive Schools; Principle 2: Intellectual Quality of Instruction and Meaningful Access<br>Investigate expanding targeted interventions to increase instructional time that enhances language development and academic success. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Provide specific interventions for ELs who are at risk of long-term English learner (LTEL) status, including targeted literacy and language development programs.<br>• Offer demonstration lessons or peer observation opportunities that showcase effective strategies for incorporating MLL students' linguistic and cultural assets into lessons.<br>• Provide extended learning opportunities, such as after-school or summer programs, that focus on academic language development through project-based learning.<br>-Embed interventions within our MTSS, ensuring that language development goals are part of Tier 1, Tier 2, and Tier 3 interventions.<br><br>g. Strengthen Family & Community Engagement<br>EL Roadmap Principle: Principle 1: Assets-Oriented and Needs-Responsive Schools; Principle 4: Alignment and Articulation Within and Across Systems<br>Provide linguistically and culturally responsive outreach that fosters stronger home-school partnerships, including family engagement alignment of student learning at home and school.<br>• Highlight the value of students' home languages in instruction, including bilingual strategies, translanguaging practices, and culturally relevant teaching materials.<br>• Collaborate with families to ensure interventions are culturally relevant and aligned with student needs. | | |
| **1.8** | Provide a system of support for Homeless and Foster Students | a. Provide support for McKinney-Vento and foster students, including review data to understand individual student barriers, review progress, and provide resources and support to assist students with academic/social-emotional needs. Allocate funds and supplies for "stores" for McKinney-Vento and/or foster students to receive necessary supplies, clothes, and other materials, as needed. This focus will also address the achievement gap we are experiencing with Homeless Youth scoring in the lowest performance level of red in Graduation rate districtwide and Suspension rate at Will C. Wood High School and with Foster Youth in the lowest performance level of red in Chronic Absenteeism and Suspension Rate. | $305,454.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | b. Continue to fund Foster & Homeless Youth Liaison who provides a wide variety of services/supports including but not limited to: a confidential resource to parents and staff regarding district's Foster and Homeless Program and its services and supports, assists families in accessing these programs/resources, facilitates communications with staff, students, and families and assist in addressing and resolving student/parent concerns, liaises with community organizations and local non-profit agencies that support McKinney-Vento, foster, and low-income students, works with district college advisors on high school campuses to support foster and McKinney-Vento students with available post-secondary counseling support and understanding of new laws that assist them, and supports the district's School Food Pantry Program, in cooperation with the Food Bank of Contra Costa & Solano County, which is currently operating six food pantries on various campuses throughout VUSD.<br><br>c. Continue to enhance and grow district tutoring program for secondary foster and McKinney-Vento students to help achieve academic progress towards college readiness (A-G), high school diploma, or CTE goals, through one-on-one interventions.<br><br>d. Work to expand counseling services for foster and McKinney-Vento students to help ensure that students feel safe, supported, and connected to their school, staff, and peers. Explore opportunities to offer group counseling sessions, on topics such as Resiliency, Stress Management, Suicide Prevention, and Navigating Life Changes<br><br>e. Gain wider community support and feedback by participating in local foster / homeless community learning events.<br><br>f. Investigate providing specialized training for teachers, counselors, administrators, and support staff focused on the unique needs and challenges faced by foster youth and students experiencing homelessness. Topics may include trauma-informed practices, school stability and enrollment rights, mental health and social-emotional support, building trusting relationships, navigating systems of care, transition to post-secondary, etc. Training will be developed and/or facilitated in collaboration with the district's Foster and Homeless Youth Liaisons, and may include input from community-based organizations or county agencies. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | g. Investigate implementing targeted transition support for students previously identified as foster youth who have recently been reunified with their birth parents and may no longer qualify for traditional foster youth services. This action could include providing short-term case management, counseling, academic monitoring, and connection to community resources to ensure educational stability during the adjustment period. | | |
| **1.9** | Provide a system of support for Students with Exceptional Needs | a. The focus of this action will address the achievement gap we are experiencing with Students with Exceptional Needs scoring in the lowest performance level of red in ELA, Math, Chronic Absenteeism, and Suspension rate. This also includes Students with Exceptional Needs in ELA at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; in Math at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; for Chronic Absenteeism at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; for Suspension Rate at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School.<br><br>b. Provide Special Education Staff Professional Development, especially targeting new/probationary teachers, on the topics of compliance and curriculum/instruction.<br><br>c. Provide parent support targeted for families first identified as having a child with exceptional needs and exiting the school system by hosting parent events with outside agencies (as applicable) to form targeted learning groups.<br><br>d. Sites, with the support of the Special Education Department, will analyze their Least Restrictive Environment data in order to identify targeted areas and supports to increase student access to general education. | $613,160.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | e. Provide training and support to support K-12 special education teachers and staff to increase the achievement of Multilingual Learners(English Learners) with IEPs by:<br>• Training on establishing clear baseline data and writing linguistically appropriate goals<br>• Targeted support for special education teachers and support staff on EL proficiency levels, alternative and ELPAC assessments<br>• Training of IEP teams to better articulate the needs of ELs in the IEP process to best support the dual identified students. Training on District adopted IEP paperwork that reflect EL needs include the following: Information and eligibility, Present levels, Special factors, Statewide assessments, and linguistically appropriate goals.<br><br>f. Conduct an annual data review (Teacher Survey, SEIS entry review) to determine training needs and review of concepts outlined in item d.<br><br>g. Continued monitoring of the continuum of services offered to ensure that it meets the needs of the population as a whole. This continuum must include considerations and supports in general education which may include training in the following areas: UDL, behavior, executive functioning, life skills communication, SEL and positive intervention models.<br><br>h. Ensure that relevant staff members are informed of professional development opportunities provided by the Solano County SELPA<br><br>i. Provide curriculum training in areas of reading and mathematics with board adopted specially designed curriculum.<br><br>j. Provide CPI: Non-Violent Crisis Intervention training to staff<br><br>k. District participation in the established Evidence-Based Network partnership with Solano County SELPA that facilitate and train staff in current practices to support student need. Participants may include: School Psychologists, Behavior Analysts/Specialists, Teachers, Mental Health Clinicians, Paraeducators, Administrators. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | l. Provide administration training in the IEP process and implementation of IEP and Section 504 provisions<br><br>m. Governing Board presentations to include: District Special Education programs and legal/programmatic updates. | | |
| **1.10** | Provide a system of support for Unduplicated Students with Exceptional Needs | a. Continue to expand the role of the Special Needs Parent Liaison for unduplicated parent and community outreach. Work with parents of unduplicated students, administrators and staff to share understanding of each role in the process. Assist parents in working through issues. Work with state and local officials regarding support of Special Education students.<br>b. The focus of this action will address the achievement gap we are experiencing with Students with Exceptional Needs scoring in the lowest performance level of red in ELA, Math, Chronic Absenteeism, and Suspension rate. | $194,159.00 | Yes |
| **1.11** | Recruit and retain highly qualified staff to support students | a. Continue actively recruiting through job fairs, collaboration with local colleges and universities, expanded use of social media and online job boards to reach candidates further away. Aggressively recruit statewide and out of state job fairs while collaborating with local universities on additional pathways (eg..teacher residencies or apprenticeships). Fully implement the new Applicant Tracking System (ATS) to expand and engage candidates online.<br><br>b. Research feasibility of providing in-district training through Adult Education for the following: Substitute Teachers, Paraprofessionals, Bus Drivers, and Translators. Continue to provide in-district and online opportunities for professional development for our substitute teachers to support the instructional practices of our guest teachers while continuing to look for opportunities in collaboration with adult education on additional | $165,463.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | pathway advancement support for all classified employees.<br><br>c. Per our district Equity Plan, investigate including an Equity statement in all job postings to encourage a more diverse candidate pool. Assure that an Equity statement is in all job postings to engage and encourage diverse candidates to consider VUSD.<br><br>d. Provide new teacher supports for our intern teachers and staff. Continue to provide support to certificated staff through a variety of sources (eg.. induction, professional development and mentors). Investigate providing incentives for mentors who support teachers with specialized credentials, such as Special Education teachers. Investigate ways to provide classroom resource kits to all newly hired teachers to support effective classroom setup and create welcoming, organized, and instructionally supportive learning environments.<br><br>e. Investigate the development of partnerships with organizations that could provide access to a more diverse candidate pool. Aggressively recruit statewide and out of state to a variety of diverse groups using data from CTC to help drive our decisions in addition to leveraging our new Applicant Tracking System (ATS) to expand and engage diverse candidates to consider VUSD.<br><br>f. Develop a dashboard that can provide updated data on retention at the district level with additional breakouts by school, employee classifications and administration.<br><br>g. Investigate the opportunity to invest in a “stay survey” to help understand what VUSD can do to help improve retention of staff to achieve an annual goal of 95% retention rate<br><br>h. Provide professional development for staff (with an effort to develop in-district presenters, when available) as recommended by our district Professional Development Committee and Equity Plan, to support both academic and social-emotional student needs, including but not limited to:<br>• effective, standards-aligned instruction,<br>• pupil engagement, | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Social-Emotional Learning (SEL) / Multi-Tier System of Support (MTSS),<br>• Integrated ELD training to support our English Language Learners and RFEP students,<br>• Culturally Relevant Teaching Practices<br>• Universal Design for Learning Practices<br>• Inclusive Practices<br>• Restorative Practices<br>• Trauma Informed Practices<br>• Bias Recognition<br>• AVID Equity Pathway<br>This targeted professional development is intended to address any learning gaps for students, in particular for students scoring in the lowest performance category of red in ELA for Multilingual Learners (English Learners), Students with Exceptional Needs, and African American Students; in Math for Multilingual Learners (English Learners), Students with Exceptional Needs, and African American Students; and Chronic Absenteeism for Foster Youth<br><br>Low-Income students, Foster Youth, Homeless Youth, African American students, Hispanic students, and students identifying with two or more races.<br><br>i. Investigate additional pre-service professional development for Intern teachers to focus on basic teaching skills prior to the start of the school year.<br><br>j. Investigate providing structured time and resources for teachers to engage in peer observation and cross-grade level classroom visits as part of ongoing professional learning. | | |
| **1.12** | Provide a system of support for Long Term English Learners | a. To address the unique learning needs of our Long Term English Learners, in addition to our K-12 Multilingual Learner support plan found in Action 1.07, we will also: | $50,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Develop student profiles for current and at-risk LTELs showing ELPAC history, grades, Lexile scores, and formative assessments.<br>• Implement instructional routines that promote structured academic talk (e.g., protocols like QSSSA, Think-Pair-Share with scaffolds, accountable talk frames)<br>• Ensure LTELs are enrolled in grade-level core content courses with ELD support<br>• Provide family workshops on reclassification, academic language development, and course selection tailored for LTELs. | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | While fostering a safe and inclusive learning environment that embraces all students and utilizing a range of interventions within our Multi-Tiered System of Supports, we are committed to assisting students in transcending any educational barriers, thereby enabling them to achieve high levels of learning and attain their academic and future-ready aspirations. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This board goal, along with its supporting actions, was shaped by input from our educational partners and informed by a thorough analysis of diverse data sources, including state and local student outcomes and survey feedback. It reflects our commitment to fulfilling the district's mission of creating a safe, inclusive learning environment where every student is valued and supported in their academic journey.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | PRIORITY 5A<br>School attendance rates<br>Increase school attendance rates by 0.2 percentage points annually (comparing P1 from prior to P1 of current year, and the same for P2) | 2022-23<br>P1: 92.2%<br>P2: 91.4%<br>Decreased 0.8<br><br>Data Source: Local Student Information System Data | 2023-24<br>P1: 94.29%<br>P2: 94.52%<br><br>Data Source: Local Student Information System Data | | Increase to at least:<br>Up 0.2 from P1 | Increased 2.09% for P1 and 3.12% for P2 |
| 2.2 | PRIORITY 5B | 2022-23<br>Yellow | 2023-24<br>Green | | Increase to at least: | Maintained Yellow |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Chronic absenteeism rates<br>Decrease the percentage of all students who are chronically absent (more than 10% absentee rate) using the metric from the CA School Dashboard by moving to performance level of green or blue | Data Source: CA School Dashboard, 2022-23 | Data Source: CA School Dashboard, 2023-24 | | Blue or Green | |
| 2.3 | PRIORITY 5B<br>Chronic absenteeism rates<br>Decrease the percentage of student groups who are chronically absent (more than 10% absentee rate) by moving to performance level of green or blue | 2022-23<br>English Learners: Yellow<br>Homeless Youth: Orange<br>Low Income: Yellow<br>Students with exceptional needs: Yellow<br>African American: Yellow<br>Hispanic: Yellow<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>English Learners: Yellow<br>LTELs: Orange<br>Homeless Youth: Orange<br>Low Income: Yellow<br>QAfrican American: Yellow<br>Hispanic: Yellow<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least:<br>Blue or Green | English Learners: maintained Yellow<br>LTELs: NA / no data for 22-23<br>Homeless Youth: maintained Orange<br>Low Income: maintained Yellow<br>Students with exceptional needs: maintained Yellow<br>African American: maintained Yellow<br>Hispanic: maintained Yellow |
| 2.4 | PRIORITY 5C<br>Middle school dropout rates<br>Maintain current rate of cohort middle school dropout data | 2022-23<br>0 students<br><br>Data Source: Local Student Information System Data | 2023-24<br>0 students<br><br>Data Source: Local Student | | Maintain current rate | Maintained current rate |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Information System Data | | | |
| 2.5 | PRIORITY 5D<br>High school dropout rates<br>Maintain current rate of cohort high school dropout data | 2022-23<br>All Students: 2.8%<br><br>Data Source: Dataquest, 2022-23 | 2023-24<br>All Students: 6.3%<br><br>Data Source: Dataquest, 2023-24 | | Maintain current rate | Increased by 3.5% |
| 2.6 | PRIORITY 5D<br>High school dropout rates<br>Cohort dropout data (for both middle and high school) will decrease for student groups by at least 1 percentage point per year | 2022-23<br>English Learners: 4.9%<br>Low Income: 4.2%<br>Students with Exceptional Needs: 10.1%<br>Homeless Youth: 13.8%<br>African American: 4.5%<br>Hispanic: 1.5%<br><br>Data Source: Dataquest, 2022-23 | 2023-24<br>English Learners: 28.1%<br>Low Income: 8.5%<br>Students with Exceptional Needs: 18.8%<br>Homeless Youth: 33.3%<br>African American: 13.2%<br>Hispanic: 7.3%<br><br>Data Source: Dataquest, 2023-24 | | Decrease to at least:<br>English Learners: 1.9%<br>Low Income: 1.2%<br>Students with Exceptional Needs: 7.1%<br>Homeless Youth: 10.8%<br>African American: 1.5%<br>Hispanic:0% | English Learners: increased by 23.2%<br>Low Income: increased by 4.3%<br>Students with Exceptional Needs: increased by 8.7%<br>Homeless Youth: increased by 19.5%<br>African American: increased by 8.7%<br>Hispanic: increased by 5.8% |
| 2.7 | PRIORITY 5E<br>High school graduation rates<br>Improve graduation rate for all students by at least 1 percentage point per year | 2022-23<br>93.8%<br><br>Data Source: Dataquest, 2022-23 | 24-25 LCAP Metrics Overview<br>24-25 LCAP Metrics Overview<br>100%<br>10<br>E8 | | Increase to at least:<br>96.8% | Decreased by 2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 2023-24<br>91.8%<br><br>Data Source: CA School Dashboard, 2023-24<br><br>2023-24<br>91.8%<br><br>Data Source: CA School Dashboard, 2023-24<br>Turn on screen reader support<br>To enable screen reader support, press Ctrl+Alt+Z<br>To learn about keyboard shortcuts, press Ctrl+slash | | | |
| 2.8 | PRIORITY 5E<br>High school graduation rates<br>Improve graduation rate for student groups by at least 2<br>percentage point per year | 2022-23<br>English Learner: 77.3%<br>Homeless: 51.9%<br>Low Income: 91.5%<br>Students with Exceptional Needs: 75.3%<br>African American: 86.7%<br>Hispanic: 92.5% | 2022-23<br>English Learner: 70.5%<br>Homeless: 68%<br>Low Income: 89.7%<br>Students with Exceptional Needs: 71.1%<br>African American: 82.1%<br>Hispanic: 90.2% | | Increase to at least:<br>English Learner: 83.3%<br>Homeless: 57.9%<br>Low Income: 97.5%<br>Students with Exceptional Needs: 81.3%<br>African American: 92.7% | English Learner: decreased 6.8%<br>Homeless: increased 16.1%<br>Low Income: decreased by 1.8%<br>Students with Exceptional Needs: decreased 4.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Data Source: CA School Dashboard, 2022-23 | Data Source: CA School Dashboard, 2023-24 | | Hispanic: 98.5% | African American: decreased 4.6%<br>Hispanic: decreased 2.3%<br><br>Data Source: CA School Dashboard, 2023-24 |
| 2.9 | PRIORITY 6A<br>Pupil suspension rates<br>Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue | 2022-23<br>Orange<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>Green<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least:<br>Blue or Green | Increased to Green |
| 2.10 | PRIORITY 6A<br>Pupil suspension rates<br>Improve the suspension rate for all student groups using the metric from the CA School Dashboard by moving to performance level of green or blue | 2022-23<br>English Learners: Orange<br>Foster: Red<br>Low Income: Orange<br>Students with exceptional needs: Red<br>Homeless: Yellow<br>African American: Red<br>Hispanic: Orange<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>English Learners: Green<br>Foster: Orange<br>Low Income: Yellow<br>Students with exceptional needs: Orange<br>Homeless: Red<br>African American: Yellow<br>Hispanic: Yellow<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least:<br>Blue or Green | English Learners: increased to Green<br>Foster: increased to Orange<br>Low Income: increased to Yellow<br>Students with exceptional needs: increased to Orange<br>Homeless: decreased to Red<br>African American: increased to Yellow |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | Hispanic: increased to Yellow |
| 2.11 | PRIORITY 6A<br>Pupil suspension rates<br>Improve the suspension rate for all students at all schools using the metric from the CA School Dashboard by moving to performance level of green or blue | 2022-23<br>Alamo: Blue<br>Browns Orange<br>Cooper: Orange<br>Edwin Markham: Orange<br>Eugene Padan: Red<br>Hemlock: Orange<br>Jean Callison: Green<br>Orchard: Orange<br>Sierra Vista K-8: Orange<br>Vaca Pena: Orange<br>Vacaville High: Orange<br>Will C. Wood High: Orange<br>Willis Jepson: Yellow<br><br>Data Source: CA School Dashboard, 2022-23 | 2023-24<br>Alamo: Blue<br>Browns Yellow<br>Cooper: Green<br>Edwin Markham: Green<br>Eugene Padan: Red<br>Hemlock: Orange<br>Jean Callison: Yellow<br>Orchard: Green<br>Sierra Vista K-8: Orange<br>Vaca Pena: Yellow<br>Vacaville High: Yellow<br>Will C. Wood High: Yellow<br>Willis Jepson: Green<br><br>Data Source: CA School Dashboard, 2023-24 | | Increase to at least:<br>Blue or Green | Alamo: maintained Blue<br>Browns: maintained Yellow<br>Cooper: increased to Green<br>Edwin Markham: increased to Green<br>Eugene Padan: maintained Red<br>Hemlock: maintained Orange<br>Jean Callison: decreased to Yellow<br>Orchard: increased to Green<br>Sierra Vista K-8: maintained Orange<br>Vaca Pena: increased to Yellow<br>Vacaville High: increaesd to Yellow<br>Will C. Wood High: increased to Yellow<br>Willis Jepson: increased to Green |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | Data Source: CA School Dashboard, 2023-24 |
| 2.12 | PRIORITY 6B<br>Pupil expulsion rates<br>Maintain the current rate of expulsions | Maintained at less than 1%<br><br>Data Source: Dataquest, 2022-23 | Maintained at less than 1%<br>Data Source: Dataquest, 2023-24 | | Maintain current rate | Maintain current rate |
| 2.13 | PRIORITY 6C<br>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness<br>Increase the percentage of students in Grades 5, 7, 9 and 11 reporting school connectedness on the bi-annual California Healthy Kids Survey (CHKS) and/or local equivalent survey by 2 percentage point per year. | 2022-23 - Local measure equivalent<br>5th grade: 78%<br>7th grade: 67%<br>9th grade: 61%<br>11th grade: 74%<br><br>Data Source: Local Survey data, 2022-23 | 2223-24 - Local measure equivalent<br>5th grade: 91%<br>7th grade: 90%<br>9th grade: 86%<br>11th grade: 81%<br><br>Data Source: Local Survey data, 2023-24 | | Increase to at least:<br>5th grade: 84%<br>7th grade: 73%<br>9th grade: 67%<br>11th grade: 80% | Increase by:<br>5th grade: 13%<br>7th grade: 23%<br>9th grade: 25%<br>11th grade: 7% |
| 2.14 | PRIORITY 6C<br>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness<br>Increase the percentage of students in Grades 5, | 2022-23 - Local measure equivalent<br>5th grade: 81%<br>7th grade: 62%<br>9th grade: 71%<br>11th grade: 65%<br><br>Data Source: Local Survey data, 2022-23 | 2023-24 - Local measure equivalent<br>5th grade: 95%<br>7th grade: 87%<br>9th grade: 86%<br>11th grade: 84% | | Increase to at least:<br>5th grade: 87%<br>7th grade: 68%<br>9th grade: 77%<br>11th grade: 71% | Increase by:<br>5th grade: 14%<br>7th grade: 25%<br>9th grade: 15%<br>11th grade: 19% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 7, 9 and 11 reporting as being safe or very safe on the bi-annual California Healthy Kids Survey (CHKS) and/or local equivalent survey by 2 percentage point per year. | | Data Source: Local Survey data, 2023-24 | | | |
| 2.15 | PRIORITY 3A<br>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness<br>VUSD will administer at least two annual surveys to staff to gather perception data and assist in site and district planning and direction. | 2022-23<br>Two surveys given and results utilized in planning<br><br>Data Source: Local Survey and event data, 2022-23 | 2023-24<br>Two surveys given and results utilized in planning<br><br>Data Source: Local Survey and event data, 2023-24 | | Two surveys given and results utilized in planning | Maintained |
| 2.16 | PRIORITY 3A<br>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness<br>VUSD will administer at least two annual surveys to parents to gather perception data and assist in site and district planning and direction. | 2022-23<br>At least two measures will be administered per year and results utilized in planning<br><br>Data Source: Local Survey and event data, 2022-23 | 2023-24<br>Administered 2 surveys per year and results utilized in planning<br><br>Data Source: Local Survey and event data, 2023-24 | | Two measures annually administered and utilized in planning | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.17 | PRIORITY 3C<br>Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school<br>site.<br>VUSD will administer at least two measures to parents to gather perception data and assist in site and district planning and direction. These measures will provide additional input (beyond meeting times) in order to assist the district in making decisions. Exceptional effort will be made to obtain valid and reliable information from parents of unduplicated students and students with exceptional needs. | 2022-23<br>At least two options per year<br><br>Data Source: Local Survey and event data, 2022-23 | 2023-24<br>Administered 2 surveys per year and results utilized in planning<br><br>Data Source: Local Survey and event data, 2023-24 | | At least two measures annually administered and utilized in planning | Maintained |
| 2.18 | PRIORITY 3B<br>How the LEA will promote parental participation in programs for unduplicated pupils. VUSD will meet with the families of unduplicated students to gain their feedback | 2022-23<br>At least two options per year<br><br>Data Source: Local Survey and event data, 2022-23 | 2023-24<br>At least two options per year<br><br>Data Source: Local Survey and event data, 2023-24 | | At least two options annually | Maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.19 | PRIORITY 3A<br>VUSD will meet with the families of students with exceptional needs to gain their feedback. | 2022-23<br>At least two options per year<br><br>Data Source: Local Survey and event data, 2022-23 | 2023-24<br>At least two options per year<br><br>Data Source: Local Survey and event data, 2023-24 | | At least two options annually | Maintained |
| 2.20 | PRIORITY 8<br>Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school by at least 2 percentage point per year. | 2022-23<br>86%<br><br>Data Source: Local Student Information System Data | 2023-34<br>90.6%<br><br>Data Source: Local Student Information System Data | | Increase to at least:<br>92% | Increased by 4.6% |

# Goal Analysis [2024-25]

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

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

The actions in this goal were implemented as planned. We have made measurable strides in our on-going implementation of Goal 2, which centers on increasing student achievement and well-being through targeted systems of support, particularly for unduplicated students, English learners, foster/homeless youth, and students with exceptional needs. For example, our comprehensive intervention systems—including RTI staff, afterschool tutoring, and expanded preschool—have grown significantly, particularly at Title I schools (2.1, 2.2). There were no challenges in implementing any of the actions. Some successes include our work to continue to develop and expand our multi-year, tiered dropout prevention plan, beginning in middle school and extending through senior year. Professional Development and Inclusive Practices (2.3) actions provided much needed professional development in the areas of Universal Design for Learning, Restorative Practices, co-teaching models, and culturally responsive strategies. These contributed to improved inclusion of students with disabilities and dual-identified English learners with IEPs, particularly through expanded collaboration with Solano County SELPA

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.

No material differences between Budgeted Expenditures and Estimate Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Actions 2.1 and 2.2, which focus on academic and social-emotional interventions, have contributed to positive gains in attendance—with schoolwide attendance increasing from 92.2% to 94.52%—and a reduction in chronic absenteeism, which improved from Yellow to Green overall on the CA School Dashboard. These trends suggest that expanded intervention services, RTI coordinators, and access to mental health support are having a positive impact on student engagement. Additionally, suspension rates improved, moving from Orange to Green, and several schools advanced from Orange or Yellow into the Green performance level (Action 2.4), showing that safety and climate-focused strategies, including trauma-informed practices and behavior supports, are yielding tangible improvements.

However, persistent gaps remain, particularly among high-needs student groups. Despite improved overall outcomes, dropout rates increased sharply across most student groups (Action 2.3), with Homeless Youth reaching a 33.3% dropout rate and English Learners rising to 28.1%, up from 13.8% and 4.9%, respectively. These increases indicate that while some interventions are working, there is still a need for more targeted, relationship-driven, and consistent supports for the most vulnerable students. Similarly, while graduation rates remained high overall (91.8%), they declined among several student groups, including Students with Exceptional Needs and African American students, suggesting a need for more individualized monitoring and dropout prevention systems.

Despite these challenges, student survey data shows significant improvements in school connectedness and safety, especially in grades 5–11, reflecting the success of Actions 2.2 and 2.4 in creating more welcoming and supportive school cultures. Overall, the district's MTSS framework has produced promising results in climate and engagement, but further refinement is needed in dropout prevention and sustained academic support for the most at-risk student populations.

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

The recommended additions to Goal 2 actions reflect a thoughtful and responsive evolution of existing district practices based on educational partner input and emerging student needs. These enhancements are grounded in the successes and limitations revealed by 2023–24 Goal 2 metric outcomes and align closely with feedback from students, staff, and families who emphasized the need for deeper, more relationship-centered supports and equitable access to interventions.

In Action 2.2, the addition of districtwide positive behavior initiatives—including student recognition systems, pride badges, and celebration of expected behaviors—builds on the success of efforts to improve school climate and reduce suspensions. The overall suspension rate improved from Orange to Green, and many schools advanced into higher performance levels. These additions represent a shift from reactive discipline to proactive culture-building, directly aligning with community priorities for respectful, inclusive, and affirming learning

environments. Moreover, the focus on behavior as a community effort—rather than just a student issue—deepens the MTSS approach in meaningful ways.

In Action 2.3, which addresses dropout prevention, the recommendation to strengthen credit recovery infrastructure and increase awareness of alternative graduation pathways for Foster, Homeless, and Immigrant Youth is a direct response to a concerning increase in dropout rates. For example, Homeless Youth dropout rates rose to 33.3%, and English Learners to 28.1%, despite other indicators of engagement improving. These additions build on prior efforts by offering more personalized, flexible pathways and ensuring that both students and staff are aware of those options. They reflect the district's understanding that dropout prevention is not just about credit recovery, but also about relevance, support systems, and a sense of belonging.

The expanded efforts under Action 2.5, particularly the new focus on supporting and recognizing Parent Booster organizations, also build on what's working. Parent and community survey data indicates that connectedness and engagement improved across grade levels, and educational partners expressed a desire for more structured, equitable support for school-based parent groups. These additions aim to scale family engagement efforts, particularly in historically underserved communities, by providing tools, training, and visibility. This is essential for sustaining school-community partnerships that reinforce positive school culture and student success.

Taken together, these additions represent not a pivot but an expansion of our MTSS framework—a shift toward more proactive, restorative, and community-embedded strategies. They reflect what educational partners have observed and experienced: that when students feel connected, supported, and celebrated—and when families are empowered to partner in their learning—outcomes improve. By strengthening interventions that are already working and addressing persistent gaps in access and relevance, these action refinements are well-positioned to drive further gains in attendance, engagement, and long-term academic success.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Increase offerings of academic support and intervention via multi-tier system of support. | a. This action will address the achievement gap districtwide with specific student groups scoring in the lowest performance category of red: in ELA and Math for English Language Learners, Long-Term English Leanrers, African Americans students, and Students with Exceptional Needs and Graduation Rates for Homeless youth. ELA for student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham | $5,341,961.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School. Mathematics for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.<br><br>b. Adopt and train staff to utilize a district-wide student outcomes data management platform.<br><br>c. Increase preschool offerings to expand access for unduplicated students and other student groups who have been traditionally underserved and would not have access to preschool otherwise.<br><br>d. Provide funding to support intervention efforts both during the school day and during extended instructional time. Interventions are intended to address any learning gaps for students, in particular for students scoring in the lowest performance category: Multilingual Learners (English Learners), Students with Exceptional Needs, Low-Income students, Homeless Youth, African American students, Hispanic students, and students identifying with two or more races.<br><br>e. Provide RTI coordinators to focus on student learning gaps. Coordinators are allocated by school based on unduplicated student population.<br><br>f. Provide additional administrator to support our largest Elementary school site, Edwin Markham Elementary, which also has the highest concentration of unduplicated students at 75% of the school population. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.2** | Increase offerings of social-emotional support and intervention via multi-tier system of support. | a. Conduct a needs assessment related to our mental health offerings / services in order to determine if our current system is meeting the needs of all students.<br><br>b. Continue dual funding mental health clinicians to provide accessible mental health support to the unduplicated and underserved student populations in addition to providing special education services.<br><br>c. Dual fund behavior assistants to provide support/training/consultation focused on behavior support, enabling students to remain regulated and fully access curriculum and instruction in an inclusive learning environment.<br><br>d. Utilize coordinator position to focus on MTSS and provide additional support to our unduplicated student populations.<br><br>e. Provide training and professional development to staff, as noted in our district Equity Plan, including Trauma Informed Teaching with an equity lens and Social Emotional Learning (SEL) to support all students. A particular focus will be put on Chronic Absenteeism rates and suspension rates for our Foster Youth, African American students, and Students with Exceptional Needs as they scored in the lowest performance level of red in these areas, as well as Suspension rates for our African American students, Students with Exceptional Needs, and Foster Youth districtwide. This also includes Chronic Absenteeism for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; African American students at Callison Elementary and Willis Jepson Middle School; Students of Two or More Races at Cooper Elementary; Filipino students at Callison Elementary. This also includes Suspension rates for student groups within specific schools include: all students at Padan Elementary, English Learners at Vacaville High School and Will C. Wood High School; Students with Exceptional Needs at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena | $4,138,053.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Middle School, Vacaville High School, and Will C. Wood High School; Low-Income students at Eugene Padan Elementary, Hemlock Elementary, Vacaville High School, and Will C. Wood High School; Homeless Youth at Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, Willis Jepson Middle School, Vacaville High School, Will C. Wood High School; Hispanic students at Vacaville High School; Students of Two or More Races at Will C. Wood High School; White students at Eugene Padan Elementary and Hemlock Elementary | | |
| **2.3** | Develop and implement dropout prevention practices. | a. Develop systems within the school to encourage a positive school culture, including professional development, mentorship programs, etc.<br><br>b. Develop a system to provide parent support and education in the areas of academic systems that lead to career and college readiness, social-emotional needs, and essential life skills. There will be targeted outreach for our unduplicated families. Outreach could include topic specific parent academy / workshops.<br><br>c. District MTSS coordinator works with staff and students to develop positive school relationships including targeted supports for Deans.<br><br>d. Ensure awareness related to alternative graduation requirements for Foster, Homeless, & Incarcerated youth & newly arrived immigrant students, including additional training for counseling staff.<br><br>e. Develop a multi-year plan to support struggling students and address credit recovery including 1.4 FTE dedicated to credit recovery including the development of additional academic interventions. A particular focus will be put on our Homeless Youth graduation rate and Suspension rates for African American students, Students with Exceptional Needs, and Foster Youth as they scored in the lowest performance level of red in this area. | $702,038.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.4** | Continue to develop and refine systems of safety | Cyber Safety<br>a. Continue use of student online monitoring system that includes content filtering, classroom management, device tracking, and internet usage monitoring for safety purposes.<br><br>b. Provide Digital citizenship and safety instruction for students and parents<br><br>Physical safety and security of students and staff<br>c. Conduct Safety team assessments<br><br>d. Continue to utilize and training staff annually on Standard Response Protocol Training (SRP)<br><br>e. Expansion of the text tip line communication system<br><br>f. Continue to utilize Safety coordinator/consultant position to ensure our safety systems and back-up plans are most effective and responsive to the changing threats that face our school communities. This coordinator will provide training for all staff, students, and parents. | $1,016,467.00 | No |
| **2.5** | Encourage parent participation | a. Conduct linguistically and culturally appropriate outreach to families including translation and interpretation Services: provide translation and interpretation services to facilitate effective communication, engagement, and participation, especially for our unduplicated families.<br><br>b. Maintain active websites and social media presence by schools and District<br><br>c. Encourage parent and community engagement through the expanded use of video messaging, in addition to our written communications<br><br>d. Create opportunities for family learning (PK-12), such as understanding learning platforms, using technology safely including the benefits of limiting student phone use, communication with schools, etc. | $216,646.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | e. Continue to provide and expand parent information nights (via site admin and district support personnel) to engage parents and provide them with practical strategies for supporting their student's learning at home. Encourage parent and community engagement in our schools through student-made projects such as videos, graphic designs, etc.<br><br>f. Involve parents in safety and security (cyber and physical). | | |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Our community day school program (Shereene Wilkerson Academy of Excellence) will foster a supportive and inclusive learning environment that promotes academic achievement, social-emotional growth, and positive behavior for all students by achieving a 67% return to school and/or graduation rate and 100% career exploration participation rate by June 2027. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One of the primary functions of Shereene Wilkerson Academy of Excellene (SWAE), our community day school, is to provide a supportive and structured educational environment for students who may benefit from a non-traditional setting due to academic, behavioral, or social-emotional challenges. We provide this environment by offering academic instruction tailored to the individual needs of students, including small class sizes, differentiated instruction, and targeted interventions and implementing proactive strategies and interventions to promote positive social interactions, and teach students appropriate coping skills and conflict resolution techniques. Based on feedback from our educational partners, the two main areas in which they expressed a need for growth is in the areas of transitional services and career/life skills development. With this goal, we seek to support students in transitioning back to their home school or into post-secondary education, vocational training, or employment opportunities by providing resources, guidance, and assistance with goal-setting and planning for the future. By prioritizing the reintegration of students back to their home school and implementing proactive strategies to facilitate this process, we can effectively support students in achieving successful transitions and long-term academic and social-emotional success.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | PRIORITY 8<br>Other Student Outcomes<br>Percentage of students returning to home school and/or graduating by 3 percentage points per year. | 2022-23<br>58% returned to home school and/or graduated<br><br>Data Source: Local Student Information System data, 2022-23 | 2023-24<br>63% returned to home school and/or graduated<br><br>Data Source: Local Student Information | | 67% returned to home school and/or graduated | Increased by 5% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | System data, 2022-23 | | | |
| 3.2 | PRIORITY 8<br>Other Student Outcomes<br>Increase student participation rate related to career exploration to 100% in three years | 2022-23<br>0% participation<br><br>Data Source: Local Student Information System data, 2022-23 | 2023-24<br>100% participation<br><br>Data Source: Local Student Information System data, 2022-23 | | 100% participation | Increased to 100% |

# Goal Analysis [2024-25]

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

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

The actions in this goal were implemented as planned. For example, career exploration was greatly enhanced for all students via the use of Paxton Patterson career exploration kits. There were no challenges in implementing any of the actions. Some successes include the percentage of students returning to their home school or graduating increased from 58% (2022–23) to 63% (2023–24)—a 5-point gain in a single year. This success is attributed to structured reintegration efforts.

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.

No material differences between Budgeted Expenditures and Estimate Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions implemented under Goal 3, which focus on addressing barriers to student success within the Community Day School setting, have demonstrated clear and encouraging effectiveness based on the district's metrics. Action 3.1 centers on reengagement and postsecondary readiness and these outcomes from 2023–24 show notable progress. The percentage of students who either returned to their home school or graduated increased from 58% to 63%, reflecting the impact of reintegration efforts such as structured site visits, participation in school events, and targeted support for students transitioning back to comprehensive school settings. Even more striking, the participation rate in career exploration activities jumped from 0% to 100% in just one year. This dramatic improvement highlights the effectiveness of new

strategies, including the use of career exploration kits and intentional connections to pathways like job shadowing, internships, and industry certification programs. These outcomes demonstrate that VUSD's approach—grounded in relationship-building, relevance, and readiness—is having a meaningful impact on students often at risk of academic disengagement. Continued investment in these targeted supports will be essential to sustain and build on this progress.

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.

We plan to continue investing in our current plan since it has yielded effective results so far.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Address barriers to student success | a. Continue to increase school engagement and reintegration back into general school program and/or attaining a high school diploma. Reintegration efforts include explicit connections to home school, including but not limited to quarterly visit to home school site, as well as participation in relevant school events such as college, career, and/or trade school fairs.<br>b. Expand career exposure/exploration to support students, especially our unduplicated students in this program, by connecting students to appropriate career pathways via education, job shadows, internships, industry certifications, and provide mentorship opportunities. | $305,236.00 | Yes |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $15,596,112 | $188,223 |

**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 |
|---|---|---|---|
| 11.711% | 0.000% | $0.00 | 11.711% |

**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 |
|---|---|---|---|
| **1.4** | **Action:**<br>Increase College Readiness<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, and Low Income students and other students groups in the areas of A-G completion, AP participation and passage rate, and EAP passage rates. | Despite progress, gaps remain in A–G completion, access to advanced coursework (e.g., AP, dual enrollment), and AP exam pass rates—particularly among unduplicated students (English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Low-Income students) and Students with Exceptional Needs.<br><br>To close these gaps, we are strategically investing in expanded access to rigorous academic opportunities, academic planning tools, and | A-G Completion Rate, AP Participation and Passage Rate, Dual enrollment / articulation data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | targeted college readiness supports. This includes scaling evidence-based initiatives like AVID and building a districtwide college-going culture starting in early grades.<br><br>Participation in dual enrollment and AP courses improves college access and completion for underserved students (Klasik et al., 2022; Fink et al., 2017). Recent initiatives—such as our CCAP partnership with Solano Community College, covering dual enrollment costs, and expanding VECHS credits—are grounded in this research and aim to remove financial and informational barriers.<br><br>We are also expanding AP offerings through new course options, intentional recruitment, fee support, and professional development. The College Board (2023) endorses this multi-faceted strategy to close access and success gaps in AP participation.<br><br>AVID remains central to our approach. Research shows AVID boosts A–G completion, AP enrollment, and overall academic performance among English Learners and Low-Income students when implemented with fidelity (Watt et al., 2023). We are expanding AVID Excel at the middle school level and prioritizing unduplicated student enrollment to ensure early access to key readiness supports. AVID also fosters non-cognitive skills critical to persistence (Schudde & Meiselman, 2022) and supports mental health and belonging for vulnerable groups such as Homeless and Foster Youth (Miller et al., 2021). | |

| 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 |
|---|---|---|---|
| | | Investments in our College and Career Readiness Team, Aeries 4-Year Plans, and CaliforniaColleges.edu reflect our commitment to personalized academic planning. These tools align with evidence that individualized advising significantly boosts college enrollment for low-income students (Castleman & Page, 2022). A proposed Counselor on Special Assignment will extend outreach and advising capacity. Perna & Leigh (2023) emphasize the impact of consistent, proactive college guidance for first-generation students.<br><br>We are also expanding supports for English Learners in advanced coursework. EL students benefit when academic rigor is paired with language development (Soland et al., 2020)—a strategy we are applying through AVID Excel and dual enrollment/AP scaffolds.<br><br>REFERENCES:<br>Castleman, B. L., & Page, L. C. (2022). Summer Nudging: Can Personalized Text Messages and Peer Mentor Outreach Increase College Going among Low-Income High School Graduates? Journal of Economic Behavior & Organization, 203, 206–223.<br><br>Perna, L. W., & Leigh, E. W. (2023). Improving College Access and Success for Low-Income and First-Generation Students: A Review of Effective Practices. Review of Higher Education, 46(1), 91–118. | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | The College Board. (2023). Closing the Opportunity Gap in AP: Strategies for Equitable Access and Success." Thank you. | |
| **1.5** | **Action:**<br>Increase Career Readiness<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners), Long Term English Learners (LTELs) Foster Youth, and Low Income students and other students groups in the area of CTE course enrollment and CTE pathway completion.<br><br>**Scope:**<br>LEA-wide | Career and Technical Education (CTE) plays a transformative role for students historically marginalized in traditional academics. Hands-on, career-aligned instruction—especially when rooted in real-world applications—boosts engagement and persistence for underserved students (Levesque-Bristol et al., 2021). These benefits are especially strong for Multilingual Learners, who thrive in experiential, language-rich environments that promote both content mastery and language acquisition (Sáenz & Flores, 2022).<br><br>To expand access, our district is developing outreach systems to help counselors and CTE coordinators recruit unduplicated students into high-opportunity, industry-aligned pathways in healthcare, engineering, transportation, and technology. We are also exploring future offerings with community partners to ensure alignment with regional labor market needs (Castellano et al., 2022).<br><br>Structured Work-Based Learning (WBL)—including internships, mentoring, and industry exposure—gives students real-world insight and develops transferable skills. WBL is particularly impactful for low-income and first-generation students, expanding access to professional networks and improving skill development (Dougherty & Lombardi, 2021). | CTE course enrollment and CTE pathway completion |

| 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 |
|---|---|---|---|
| | | Our College and Career (CTE) Team is leading WBL expansion, coordinating with industry partners and building systems of support. A proposed Counselor on Special Assignment will help scale this work, ensuring continuity for unduplicated students from enrollment through pathway completion.<br><br>CTE serves as a stabilizing force for Foster and Homeless Youth, who face barriers like housing instability and limited support systems. Structured programs have been shown to increase graduation, reduce absenteeism, and strengthen school connection (Benner et al., 2023). Our district is embedding mentorship, smaller class sizes, and strong staff-student relationships in CTE, aligned with Allen et al. (2020), who highlight CTE's role in fostering belonging and resilience.<br><br>For Low-Income students, CTE offers a direct path to postsecondary success. Participation increases graduation rates and improves employment outcomes (Browning & Duncheon, 2021). In response, we are expanding dual enrollment in career-focused courses through Solano Community College and creating hands-on exploration opportunities, including a district-wide College and Trades Fair and a proposed annual CTE Pathway Showcase with 8th-grade participation.<br><br>REFERENCE:<br>Allen, J. P., Pianta, R. C., Gregory, A., Mikami, A. Y., & Lun, J. (2020). Supporting Students in Trauma Through Strong Relationships: Lessons | |

| 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 |
|---|---|---|---|
| | | from CTE Classrooms. Educational Psychologist, 55(1), 1–17.<br><br>Benner, A. D., Wang, Y., Shen, Y., Boyle, A. E., & Ruzek, E. (2023). School Belonging and Academic Outcomes among Students Experiencing Instability: The Role of Supportive Learning Environments. Child Development, 94(1), 14–29.<br><br>Browning, A., & Duncheon, J. C. (2021). Career and Technical Education as a Pathway to Postsecondary Success for Low-Income Youth. Journal of Career Development, 48(5), 537–553.<br><br>Castellano, M., Sundell, K., Richardson, G. B., & Stone, J. R. (2022). Aligning CTE with Labor Market Demand: Pathway Design for Equitable Outcomes. Career and Technical Education Research, 47(1), 25–44.<br><br>Dougherty, S. M., & Lombardi, A. R. (2021). Making Work-Based Learning Work: Evidence-Based Models for Underserved Students. Journal of Education for Students Placed at Risk (JESPAR), 26(3), 228–248.<br><br>Levesque-Bristol, C., Flierl, M., & Brown, E. (2021). Creating a Motivational Climate through Career and Technical Education: The Impact of Real-World Relevance on Engagement. Journal of Educational Psychology, 113(7), 1305–1321.<br><br>Sáenz, V. B., & Flores, S. M. (2022). CTE as a Catalyst: Academic Confidence and Language Acquisition for English Learners. Urban Education, 57(3), 489–513. | |

| 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 |
|---|---|---|---|
| | | | |
| **1.11** | **Action:**<br>Recruit and retain highly qualified staff to support students<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, Low-Income students, and other student groups in the areas of CAASPP English and Math and Graduation Rate.<br><br>**Scope:**<br>LEA-wide | To improve outcomes for unduplicated student groups—English Learners, Low-Income students, Foster Youth, and Homeless Youth—Vacaville Unified School District is committed to recruiting, retaining, and developing a diverse and highly effective educator workforce. Research has shown that the single most important in-school factor influencing student achievement is teacher effectiveness (Chetty et al., 2014). In recognition of this, our district has developed a comprehensive staffing strategy focused on building the professional capacity of educators to meet the needs of our most underserved learners.<br><br>Professional Development: Our professional development plan is grounded in research-based practices that improve teacher effectiveness and foster inclusive, culturally affirming classrooms. Based on input from educational partners, professional development offerings are aligned to the needs of unduplicated students and include:<br>• Culturally Relevant Teaching Practices<br>• Integrated and Designated ELD Strategies<br>• Universal Design for Learning (UDL)<br>• Inclusive and Trauma-Informed Practices<br>• Restorative Justice<br>• Bias Recognition and Anti-Racist Pedagogy<br>• Social-Emotional Learning and MTSS<br>• AVID Equity Pathway implementation<br><br>Research by Ladson-Billings (1994) and Gay (2010) underscores that culturally responsive pedagogy promotes academic engagement and identity affirmation, especially for students from | Performance on Statewide assessments, Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board., English learner reclassification rate. Other local measures, including surveys of teachers, Staff Retention Data |

| 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 |
|---|---|---|---|
| | | historically marginalized backgrounds. Further, Gersten et al. (2010) found that teachers who received focused training in evidence-based strategies for English Learners improved both instructional quality and student academic gains.<br><br>To ensure system-wide impact, our district is expanding access to these practices through in-district presenters, coaching models, and embedded training across grade spans and roles, including paraprofessionals and administrators.<br><br>Supporting New Teachers and Building Diverse Pipelines: Recognizing that retention begins with onboarding, we provide comprehensive support for intern and probationary teachers by investing in:<br>• Targeted mentorship programs, with incentives for mentors of teachers in specialized roles such as Special Education and ELD.<br>• Investigation of pre-service development for interns to build foundational teaching skills before the start of the school year.<br>• Resource kits for new teachers to ensure equitable access to tools for classroom management and instruction.<br><br>Additionally, the district is exploring in-district training opportunities for classified staff (e.g., paraprofessionals and bus drivers) as an equity-driven pathway into credentialed roles—mirroring emerging research that “grow-your-own” educator models diversify the workforce and improve outcomes for students of color (Carver-Thomas, 2018). | |

| 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 |
|---|---|---|---|
| | | Inclusive Hiring and Retention: To ensure an inclusive recruitment process, VUSD is updating all job postings to include an equity statement and is using the newly implemented Applicant Tracking System (ATS) to expand outreach and engagement with a broader and more diverse candidate pool. The district is also developing a staff retention dashboard and investigating a “stay survey” to better understand the factors that support educator longevity.<br><br>Research by Ingersoll & Merrill (2017) highlights that supportive professional environments and aligned professional learning are strong predictors of teacher retention, especially in high-need schools. These efforts help ensure continuity and consistency for students who benefit most from stable, skilled educators.<br><br>Collaboration and Peer Learning: We are also investigating ways to promote teacher-led learning communities and cross-grade-level classroom visits, allowing educators to reflect on instructional practices together and build professional networks. This aligns with the research of Darling-Hammond et al. (2017), which emphasizes that collaborative professional development leads to sustained improvements in teaching and learning.<br><br>Carver-Thomas, D. (2018). Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color. Learning Policy Institute.<br><br>Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in | |

| 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 |
|---|---|---|---|
| | | Adulthood. American Economic Review, 104(9), 2633–2679.<br><br>Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective Teacher Professional Development. Learning Policy Institute.<br><br>Gay, G. (2010). Culturally Responsive Teaching: Theory, Research, and Practice (2nd ed.). Teachers College Press.<br><br>Gersten, R., et al. (2010). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide. U.S. Department of Education.<br><br>Ingersoll, R., & Merrill, L. (2017). A Quarter Century of Changes in the Elementary and Secondary Teaching Force: From 1987 to 2012. National Center for Education Statistics.<br><br>Ladson-Billings, G. (1994). The Dreamkeepers: Successful Teachers of African American Children. Jossey-Bass. | |
| **2.1** | **Action:**<br>Increase offerings of academic support and intervention via multi-tier system of support.<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, Low-Income students, and other student groups in the areas of CAASPP English and Math and Graduation Rate. | To bridge the persistent achievement gaps between unduplicated students—English Learners, Long-Term English Learners, Low-Income students, and Foster or Homeless Youth—and the overall student population, our district has expanded access to academic support and intervention services grounded in a comprehensive Multi-Tiered System of Support (MTSS). This strategic approach ensures that all students have access to high-quality first instruction, while those with additional needs | Other Pupil Outcomes: 9th Grade Course Failure Data, intervention data, other local measures, including surveys of pupils |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | receive timely, personalized interventions designed to accelerate growth and remove barriers to learning.<br><br>A central component of our intervention model is the deployment of Response to Intervention (RTI) Coordinators, Learning Support Coordinators, and paraprofessionals, who work directly with students to provide differentiated, small-group, and individualized instruction. These interventions are specifically designed to address the needs of our most vulnerable learners—students navigating poverty, language acquisition, or unstable housing.<br><br>Research by Burns & Gibbons (2008) and Vaughn et al. (2010) supports the effectiveness of RTI in improving reading and mathematics outcomes when instruction is evidence-based, timely, and responsive to students' individual needs. Fuchs & Fuchs (2005) further emphasize the importance of using ongoing formative data to adjust instruction and ensure that support is targeted and effective.<br><br>Professional Learning Communities and Intervention Alignment<br>Our district also prioritizes the use of Professional Learning Communities (PLCs) as a vehicle for continuous improvement. Educators regularly meet to:<br>• Analyze benchmark and progress monitoring data;<br>• Identify struggling students;<br>• Align intervention strategies across grade levels and content areas;<br>• Monitor the impact of instructional adjustments. | |

| 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 |
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| | | This collaborative, data-informed approach ensures that interventions are not reactive but proactive and strategic, especially for unduplicated students whose academic challenges are often compounded by external life circumstances.<br><br>In addition to during-the-day supports, the district funds a variety of extended learning and after-school intervention programs, which are essential in addressing unfinished learning and accelerating progress. These programs incorporate both academic recovery and enrichment, offering students engaging, hands-on learning opportunities. Research by Barrera & Gomez (2016) affirms that extended learning models, particularly in STEM and STEAM contexts, are especially beneficial for English Learners when they emphasize collaborative, experiential, and language-rich environments.<br><br>This action also reflects a broader commitment to educational equity—ensuring that students are not only given equal access to education, but equitable access to the supports they need to succeed. By embedding RTI within a larger MTSS framework and integrating it with universal screening, culturally responsive practices, and social-emotional learning, we are building a responsive system that meets students where they are and moves them forward.<br><br>REFERENCES:<br>Burns, M. K., & Gibbons, K. A. (2008). Implementing Response-to-Intervention in Elementary and Secondary Schools: Procedures | |

| 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 |
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| | | to Assure Scientific-Based Practices. Routledge.<br><br>Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2010). The Effects of Tier II Intervention for Students with Reading Difficulties in Early Elementary School. Journal of Learning Disabilities, 43(2), 194–211.<br><br>Fuchs, L. S., & Fuchs, D. (2005). What is “Scientifically Based Research” and What is Not? Educational Researcher, 34(6), 15–21.<br><br>Barrera, I., & Gomez, L. M. (2016). STEAM Learning for English Language Learners: Exploring Promising Practices. Afterschool Matters, 24, 38–46. | |
| **2.2** | **Action:**<br>Increase offerings of social-emotional support and intervention via multi-tier system of support.<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners), Long-Term English Learners, Foster Youth, Low-Income students, and other student groups in the areas of Chronic Absenteeism and Suspension Rate.<br><br>**Scope:**<br>LEA-wide | As we continue to address the lingering impacts of the COVID-19 pandemic, data shows that chronic absenteeism and student disengagement remain two of our most pressing challenges—particularly among our unduplicated student populations (English Learners, Long-Term English Learners, Low-Income students, Foster Youth, and Homeless Youth). To confront these issues, we are expanding our implementation of a Multi-Tiered System of Supports (MTSS), an evidence-based framework that integrates academic, behavioral, and social-emotional interventions with a strong equity lens.<br><br>At the core of this action is a commitment to equity-centered, data-informed decision-making and the use of tiered supports to meet the diverse needs of students. Research by McIntosh et al. (2016) and Sugai & Horner (2010) demonstrates | School attendance rates, Chronic absenteeism rates, Pupil suspension rates, Pupil expulsion rates, other local measures, including surveys of pupils on the sense of safety and school connectedness, Intervention data |

| 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 |
|---|---|---|---|
| | | that comprehensive MTSS implementation significantly reduces disparities in behavioral referrals and chronic absenteeism, while fostering inclusive and supportive school environments.<br><br>With dedicated coordination and expanded staffing, including behavior specialists, mental health clinicians, and site-based counselors, the district is bolstering a system that addresses barriers to attendance, engagement, and wellness through:<br>• Early identification of needs using real-time data (via tools like EduClimber and DNA).<br>• Strategic case management for at-risk students.<br>• Consistent use of tiered interventions tailored to the needs of Foster Youth, English Learners, and students experiencing trauma or instability.<br><br>Recent additions to this action—such as conducting a districtwide mental health needs assessment and developing positive behavior initiatives—are directly aligned with best practices in trauma-informed systems. Research by Harn et al. (2013) and Sáez et al. (2018) affirms that MTSS is most effective when fidelity, flexibility, and responsiveness to school context are balanced through continuous reflection and refinement.<br><br>Training for staff in Trauma-Informed Teaching, Social-Emotional Learning (SEL), and culturally responsive discipline practices is central to the success of this action. Educators trained in these practices are better equipped to build strong | |

| 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 |
|---|---|---|---|
| | | student relationships and prevent exclusionary discipline outcomes. This is especially critical given disproportionate suspension rates among Foster Youth, African American students, and Students with Exceptional Needs—groups prioritized in this action.<br><br>The dual funding of mental health clinicians and behavior specialists allows us to provide general education supports in addition to mandated special education services, helping to reduce stigma and normalize help-seeking behaviors across all campuses. Research by Darling-Hammond et al. (2021) underscores that mental health support integrated within school systems significantly increases engagement and academic performance, especially for youth facing adversity.<br><br>Building Positive School Culture and Student Belonging<br>A key component of our refined MTSS strategy is the development of districtwide positive behavior initiatives that promote inclusion and student voice. Strategies under investigation include:<br>• Student recognition systems<br>• School pride badges<br>• Assemblies that celebrate growth and resilience<br>• Classroom-based celebrations reinforcing expected behaviors<br><br>These initiatives are grounded in the research of Cook et al. (2020), which found that recognition and schoolwide reinforcement systems improved student belonging, reduced absenteeism, and increased classroom participation, particularly in | |

| 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 |
|---|---|---|---|
| | | schools serving high proportions of underserved students.<br><br>REFERENCES:<br>McIntosh, K., Frank, J. L., & Spaulding, S. A. (2016). Establishing a System of Behavioral Interventions within a Multi-Tiered System of Supports. Journal of Positive Behavior Interventions, 18(2), 65–75.<br><br>Sugai, G., & Horner, R. H. (2010). School-wide Positive Behavior Support: Establishing a Continuum of Evidence-Based Practices. Guilford Press.<br><br>Harn, B., Parisi, D., & Stoolmiller, M. (2013). Balancing Fidelity with Flexibility and Fit: What Do We Really Know About Fidelity of Implementation in Schools? Exceptional Children, 79(2), 181–193.<br><br>Sáez, L., Rodríguez-Meirinhos, A., & Fernández-Parra, A. (2018). Multi-Tiered Systems of Support (MTSS) for Reducing School Absenteeism: A Systematic Review. Children and Youth Services Review, 93, 350–361.<br><br>Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2021). Impacts of Trauma-Informed Practices on Student Well-Being. Learning Policy Institute.<br><br>Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., & Lyon, A. R. (2020). Promoting Belonging and Engagement through Schoolwide Positive Behavioral Interventions and Supports. | |

| 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 |
|---|---|---|---|
| | | Journal of School Psychology, 78, 57–69. | |
| **2.3** | **Action:**<br>Develop and implement dropout prevention practices.<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, Low-Income students, and other student groups in the areas of Chronic Absenteeism, Dropout rate, and Graduation Rate.<br><br>**Scope:**<br>LEA-wide | To reduce dropout rates and promote postsecondary readiness, our district has strategically focused on two key developmental stages: middle school and high school. Research consistently demonstrates that dropout prevention is most effective when grade-specific strategies are aligned to students' developmental needs and educational experiences (Prajapati et al., 2017). This dual-pronged approach reflects our commitment to equity and ensures that unduplicated students—including English Learners, Low-Income students, Foster Youth, and Homeless Youth—receive the tailored support necessary to thrive.<br><br>At the middle school level, our dropout prevention efforts emphasize building a positive school climate, promoting consistent attendance, and addressing behavior proactively through a robust Multi-Tiered System of Supports (MTSS). These early interventions are particularly crucial for unduplicated students, who may face systemic barriers that disrupt learning continuity and reduce engagement. A growing body of research underscores the importance of early warning indicators—such as chronic absenteeism, suspension, and academic failure—in predicting future dropout risk (Balfanz & Byrnes, 2019). By focusing our MTSS efforts on these areas and equipping staff with trauma-informed and culturally responsive training, we help students remain engaged and connected during a pivotal transition in their academic journeys. | Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates |

| 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 |
|---|---|---|---|
| | | In high school, our prevention strategies shift toward credit recovery, mentorship, and future-focused planning. Students who fall behind academically are provided with multiple opportunities to catch up through personalized credit recovery pathways. These programs feature flexible scheduling, competency-based progression, and targeted academic interventions. Research by Heppen et al. (2017) found that such credit recovery programs significantly increase the likelihood of graduation for students at risk of dropping out—particularly when implemented with strong instructional oversight and student support.<br><br>Additionally, students are supported by caring adults—Deans, counselors, and Student Reengagement Specialists—who offer mentorship, guidance, and academic planning. These relationships are critical to dropout prevention, as trusted adult connections have been shown to increase persistence and school belonging, especially among students who experience economic instability or housing insecurity (Kennedy et al., 2016).<br><br>For unduplicated students, credit recovery is not merely about earning back lost credits; it is about restoring agency and building a pathway to postsecondary opportunities. Flexible and adaptive programming acknowledges the unique life circumstances these students face and empowers them to reclaim their educational trajectories.<br><br>Across both grade spans, we recognize the essential role of family engagement in dropout prevention. As highlighted in Jeynes' (2005) meta- | |

| 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 |
|---|---|---|---|
| | | analysis, parental involvement is positively correlated with student achievement, especially in urban and high-need communities. Our district is working to increase outreach to unduplicated families through culturally and linguistically responsive methods, creating stronger home-school partnerships that support student success.<br><br>REFERENCES:<br>Balfanz, R., & Byrnes, V. (2019). Using Early Warning Indicators and Interventions to Keep Students on Track in the Middle Grades. Johns Hopkins University.<br><br>Heppen, J. B., Allensworth, E., Walters, K., & Read, K. (2017). The Case for Improving Credit Recovery: Evidence from Illinois and Chicago. University of Chicago Consortium on School Research.<br><br>Kennedy, M. M., Thomas, S., Mayer, A. K., & Hoffman, S. (2016). Promising Practices for Addressing the Needs of English Learners in Credit Recovery Programs. REL West.<br><br>Prajapati, R., Sharma, B., & Sharma, D. (2017). Significance of Life Skills Education. Contemporary Issues in Education Research, 10(1), 1–8.<br><br>Jeynes, W. H. (2005). A Meta-Analysis of the Relation of Parental Involvement to Urban Elementary School Student Academic Achievement. Urban Education, 40(3), 237–269. | |

| 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 |
|---|---|---|---|
| **3.1** | **Action:**<br>Address barriers to student success<br><br>**Need:**<br>Feedback from our educational partners has highlighted two key areas for growth: transitional services and the development of career/life skills. With this in mind, our goal is to support students in transitioning back to their home school or moving forward into post-secondary education, vocational training, or employment opportunities. We accomplish this by providing resources, guidance, and assistance with goal-setting and future planning.<br><br>**Scope:**<br>Schoolwide | We chose to focus on these two main areas because research supports their effectiveness in the long term success of students. Studies have shown that providing students with opportunities for career exploration, vocational training, and the development of life skills can enhance their employability and readiness for adulthood (Kemple & Snipes, 2000). Furthermore, a study by Morgan, Frisco, and Farkas (2010) found that students who successfully transitioned from alternative education settings back to their home schools demonstrated significant improvements in academic achievement and social integration compared to those who remained in alternative placements. | Percentage of students returning to home school and/or graduating by 3 percentage points per year.<br>Increase student participation rate related to career exploration to 100% in three years |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.7** | **Action:**<br>Provide a system of support for English Learners (Multilingual Learners)<br><br>**Need:**<br>There is an achievement gap between our English Learners (Multilingual Learners) and | This action invests in a comprehensive K–12 continuum of support aligned to California's English Learner Roadmap and grounded in research-backed practices. These efforts include increasing instructional time, enhancing teacher capacity, improving data systems, expanding interventions, and strengthening school-home | Reclassification rates, Progress on the Dashboard, CAASPP data, other local academic assessment data |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | other students groups on the CAASPP and other local academic assessment data.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | partnerships.<br><br>Research-Based Instructional Practices and Fidelity of Implementation: Effective instruction for Multilingual Learners integrates both language development and rigorous content access. The foundational research of Gersten et al. (2010) and Echevarría et al. (2011) emphasizes the importance of systematic academic vocabulary instruction, scaffolding, and opportunities for structured oral language development across all disciplines. This action builds on those principles through:<br>• Expansion of Designated ELD sections at secondary schools to reduce student-teacher ratios.<br>• Integration of language objectives across subject areas through co-teaching and push-in models.<br>• Vertical alignment of academic language expectations via cross-grade professional collaboration.<br><br>These enhancements mirror evidence from recent studies like Estrada & Wang (2023), which stress the importance of embedding language development within high-quality content instruction, especially in STEM and ELA courses, to accelerate academic growth.<br><br>Professional Learning and Coaching: Research shows that when all educators—not just ELD specialists—receive targeted training in instructional strategies for multilingual learners, outcomes improve significantly (Walqui & Bunch, 2019). As such, the district is scaling job- | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | embedded professional development and coaching focused on:<br>• Culturally responsive pedagogy<br>• Asset-based approaches to multilingual learners<br>• Integrated and designated ELD strategies<br>• Collaborative planning and co-teaching models<br><br>Including administrators, counselors, and paraprofessionals in this professional learning ecosystem promotes coherence and sustainability districtwide.<br><br>Data-Driven Decision-Making and Monitoring: To support continuous improvement, VUSD will adopt EduClimber, a comprehensive data visualization and intervention platform, to monitor English Learner progress in real time. The platform supports multi-measure analysis—including reclassification rates, growth in English language proficiency, academic achievement, attendance, and behavior—allowing educators to tailor supports and differentiate instruction more effectively. According to Olsen & Hopkins (2022), such systems are essential in moving from compliance-focused EL programs to equity-driven instructional models.<br><br>Increased Instructional Time and Tiered Interventions: Aligned with the MTSS framework, this action expands targeted interventions across Tiers 1–3, including:<br>• After-school and summer enrichment programs centered on academic language development | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | • Small-group instruction for newcomers and students at risk of becoming long-term English Learners (LTELs)<br>• Dedicated literacy-building programs integrated with project-based learning<br><br>These extended learning opportunities are supported by research from Saunders & Goldenberg (2021), who found that increased time for language-rich, contextualized learning significantly boosts both proficiency and engagement for multilingual learners.<br><br>Strengthening Family and Community Engagement<br>In addition to supporting students, this action prioritizes multilingual family engagement as a core lever for student success. VUSD's bilingual College and Career Readiness Team:<br>• Bridging home-school communication gaps<br>• Hosting orientation events for newcomer families<br>• Offering multilingual parent education workshops aligned with student learning goals<br>• Embedding paraprofessionals as liaisons for site-level support<br><br>Research by Auerbach (2020) underscores that culturally responsive family engagement improves academic outcomes and school belonging—particularly for families navigating school systems in a second language.<br><br>Auerbach, S. (2020). Engaging Parents of English | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Learners: Promising Practices from Five Districts. Multilingual Matters.<br><br>Estrada, P., & Wang, H. (2023). Disciplinary Language Integration for ELs in Secondary STEM Classrooms: A Mixed-Methods Study. Bilingual Research Journal, 46(1), 15–38.<br><br>Olsen, L., & Hopkins, M. (2022). From Compliance to Equity: Elevating EL Accountability Through Data Use. Policy Analysis for California Education (PACE).<br><br>Saunders, W., & Goldenberg, C. (2021). Research-Based Guidelines for Improving Language and Literacy Instruction for English Learners. The Elementary School Journal, 121(4), 647–675.<br><br>Walqui, A., & Bunch, G. C. (2019). Amplifying the Curriculum: Designing Quality Learning Opportunities for English Learners. Teachers College Press. | |
| **1.8** | **Action:**<br>Provide a system of support for Homeless and Foster Students<br><br>**Need:**<br>There is an achievement gap between our Foster and Homeless students and other students groups on the CAASPP and other local academic assessment data.<br><br>**Scope:** | Foster and Homeless Youth face unique challenges such as trauma, frequent moves, and limited access to resources, which can disrupt learning. We are committed to ensuring every student—regardless of housing status—has the support needed to succeed academically and personally.<br><br>At the core of our response is the district Foster & Homeless Youth Liaison, who partners with site liaisons, counselors, administrators, and community agencies to ensure timely identification | CAASPP data, other local academic assessment data |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Limited to Unduplicated Student Group(s) | and connection to services. These include tutoring, mentoring, basic needs assistance, and postsecondary advising. Research underscores the value of sustained adult relationships. Ahrens et al. (2010) found that consistent mentorship improves long-term educational and emotional outcomes for foster youth. We are expanding district and site-level mentoring and case management accordingly.<br><br>To support graduation and postsecondary readiness, we offer targeted tutoring and academic monitoring aligned to A–G, diploma, and CTE goals. These services respond to stakeholder input and align with findings from Morton et al. (2021) on dropout prevention through personalized academic support.<br><br>Trauma-informed counseling—including individual and group supports—promotes resilience and school connectedness. Bethell et al. (2020) emphasize the effectiveness of these approaches in reducing behavioral challenges and improving engagement for highly mobile students.<br><br>We coordinate with local nonprofits to provide wraparound services, including food, transportation, and off-campus counseling. We are also deepening our participation in learning networks and enhancing stakeholder engagement to strengthen these supports.<br><br>The district is exploring specialized training for staff on trauma-informed care, educational rights, and the specific needs of foster and homeless | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | youth. West et al. (2022) found such training improves school climate and staff responsiveness.<br><br>Transitions—especially during reunification or aging out of care—pose heightened academic risks. We are planning targeted short-term case management during these periods, in line with Courtney et al. (2021), who highlight the need for proactive support to maintain stability and engagement.<br><br>REFERENCES:<br>Ahrens, K. R., DuBois, D. L., Richardson, L. P., Fan, M. Y., & Lozano, P. (2010). Youth in Foster Care with Adult Mentors During Adolescence Have Improved Adult Outcomes. Pediatrics, 125(2), e246–e252.<br><br>Bethell, C. D., Carle, A. C., Gombojav, N., Powers, K., & Wade, R. (2020). Positive Childhood Experiences and Adult Mental and Relational Health in a Statewide Sample: Associations Across Adverse Childhood Experiences Levels. JAMA Pediatrics, 174(11), e203849.<br><br>Courtney, M. E., Okpych, N. J., Park, S., Harty, J. S., Feng, H., & Powers, J. (2021). Findings from the California Youth Transitions to Adulthood Study (CalYOUTH): Conditions of Youth at Age 23. Chapin Hall at the University of Chicago.<br><br>Morton, M. H., Chávez, R., & Moore, K. (2021). Toward a Brighter Future: Addressing Homelessness Among Students in California. California Homeless Youth Project. | |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | West, M. R., Sandholtz, N. A., & Domina, T. (2022). School Staff Preparation to Support Highly Mobile Students: Evidence from a Professional Learning Network. Journal of Education for Students Placed at Risk (JESPAR), 27(3), 205–222. | |
| **1.10** | **Action:**<br>Provide a system of support for Unduplicated Students with Exceptional Needs<br><br>**Need:**<br>There is an achievement gap between our Special Education and unduplicated student groups and other students groups on the CAASPP and other local academic assessment data.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | To close opportunity gaps for students with disabilities who are also English Learners or Low-Income, Vacaville USD is prioritizing supplemental LCFF funding to build both educator and family capacity. This includes professional development focused on writing standards-aligned IEP goals and delivering instruction tailored to students' English proficiency levels.<br><br>Research highlights the need for integrated support. Umansky et al. (2020) found that ELs with disabilities are often underserved due to a lack of educator training on how to address language and learning needs together. Targeted professional learning helps close these gaps while ensuring compliance with inclusive education mandates.<br><br>We are also investing in family outreach through our Special Needs Parent Liaison, who supports engagement with families of unduplicated students—particularly EL and low-income families—by providing culturally and linguistically responsive communication and guidance through the IEP process.<br><br>Parental involvement is essential. Lopez & Irby (2021) and Garcia & Tyler (2022) found that when families understand their rights and collaborate with educators, students experience improved | CAASPP data, other local measures, including surveys, other local academic assessment data, (h) local HR metrics |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | academic and behavioral outcomes. Tailored outreach helps remove systemic barriers such as language access and unfamiliarity with school systems.<br><br>Finally, Kraft & Monti-Nussbaum (2020) emphasize that equity-centered communication improves student attendance, engagement, and achievement—particularly for historically marginalized students—making this a critical strategy in our broader equity efforts.<br><br>REFERENCES:<br>Umansky, I., Dumont, H., & Thompson, K. (2020). English Learners with Disabilities: Shifting Identification and Instructional Practices in a Policy-Constrained Environment. Exceptional Children, 86(4), 441–460.<br><br>Lopez, G. R., & Irby, B. J. (2021). Engaging Immigrant Families in Special Education: Culturally Responsive Practices for Inclusion. Journal of Special Education Leadership, 34(1), 5–14.<br><br>Garcia, S. B., & Tyler, B. J. (2022). Improving Outcomes for English Learners with Disabilities Through Parent-School Partnerships. Journal of Learning Disabilities, 55(2), 98–111.<br><br>Kraft, M. A., & Monti-Nussbaum, M. (2020). Can Schools Foster Equitable Family Engagement? Evidence from a Districtwide Initiative. American Educational Research Journal, 57(5), 2045–2083. | |
| **1.12** | **Action:** | To meet the unique needs of Long-Term English Learners (LTELs), we are proposing to implement | Reclassification rates, Progress on the |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Provide a system of support for Long Term English Learners<br><br>**Need:**<br>There is an achievement gap between our Long Term English Learners (LTELs) and other students groups on the CAASPP and other local academic assessment data.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | additional strategies designed to support our LTELs unique learning needs. One key strategy is the creation of student profiles for all current and at-risk LTELs. These profiles will consolidate each student's English Language Proficiency Assessments for California (ELPAC) history, academic performance data such as grades and Lexile scores, and results from formative assessments. Research shows that assembling such profiles allows educators to more effectively diagnose language development needs, identify barriers to reclassification, and plan targeted supports. Studies such as those from the Houston Education Research Consortium highlight the importance of early identification and data-informed intervention in improving LTEL trajectories and ensuring timely reclassification (Blad, 2023; Umansky et al., 2015).<br><br>Another evidence-based component of our plan ensures that LTELs are enrolled in grade-level core content courses with embedded English Language Development (ELD) support. Rather than placing LTELs in remedial or intervention tracks, which can perpetuate academic underachievement, this approach integrates language scaffolds within rigorous content instruction. This strategy is supported by research on effective integrated ELD practices, which demonstrate that LTELs benefit from learning environments where language and content development occur simultaneously. Providing access to grade-level coursework with intentional supports helps close opportunity gaps and accelerates academic progress (Callahan & Shifrer, 2016; Olsen, 2010). | Dashboard, CAASPP data, other local academic assessment data |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Finally, we are planning to host a series of family workshops focused specifically on LTEL-related topics, including the reclassification process, academic language development, and course selection. Engaging families in this way not only demystifies the pathways to English proficiency and academic success but also helps counter deficit-based narratives that sometimes surround LTELs. By providing families with clear, actionable information and culturally responsive engagement, we can strengthen home-school partnerships and reinforce high expectations for LTEL achievement. Research emphasizes that such family engagement efforts are critical in promoting reclassification within the optimal 4–7-year window, which is strongly associated with improved long-term academic outcomes(Umansky et al., 2018; Olsen, 2010).<br><br>Blad, E. (2023). What research says about how English Learners can catch up and thrive. Education Week. https://www.edweek.org/teaching-learning/what-research-says-about-how-english-learners-can-catch-up-and-thrive/2023/04<br><br>Callahan, R., & Shifrer, D. (2016). Equity and access in high school science for English learners. Educational Policy, 30(2), 291–325.<br><br>Umansky, I., Thompson, K. D., & Díaz, G. (2018). Using reclassification to estimate the causal effects of English learner services. Educational Evaluation and Policy Analysis, 40(3), 287–315. | |

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.

NA

## 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.

The additional Concentration Grant Add-On funding will be strategically used to increase the number of staff providing direct services to students at schools with high concentrations of unduplicated pupils, specifically English Learners (Multilingual Learners), Foster Youth, and Low-Income students. This investment is rooted in the implementation of our K–12 Multilingual Learner Support Plan and aligned with California's EL Roadmap Principles.

The funding will support the following targeted staffing increases and initiatives:
1. Additional Designated ELD Sections at High-Need Schools (Action 1.7)
2. Expansion of Push-In and Co-Teaching Supports (Action 1.7, 1.8, 1.10, 1.12)
3. Paraprofessional Expansion for Newcomer  Support (Action 1.7)
4. Targeted Summer Literacy and Enrichment Programs for English Learners (Action 1.7, 1.12)
5. Bilingual Outreach and Parent Engagement Support (Action 1.7, 1.8, 1.10, 1.12)

These actions directly increase the number of certificated and classified staff providing services to students at schools with high unduplicated pupil counts. They ensure targeted support for English Learners and related student groups through lower class sizes, embedded supports, intervention staff, and extended learning opportunities. The plan aligns with state priorities, the EL Roadmap, and stakeholder input, and represents a principally directed use of funds toward advancing educational equity and improving outcomes for our most vulnerable learners.

| **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 | 66 to 1 | 59 to 1 |
| Staff-to-student ratio of certificated staff providing direct services to students | 28.66 to 1 | 26.7 to 1 |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 133,169,773 | 15,596,112 | 11.711% | 0.000% | 11.711% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $15,799,841.00 | $8,965,983.00 | $1,007,338.00 | $1,812,357.00 | $27,585,519.00 | $23,336,495.00 | $4,249,024.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Increase Academic Readiness | All | No | | | | Ongoing | $1,952,341.00 | $1,596,813.00 | $36,131.00 | $3,098,682.00 | | $414,341.00 | $3,549,154.00 | |
| 1 | 1.2 | Improve student achievement in reading | All | No | | | | Ongoing | $220,464.00 | $1,002,240.00 | $70,626.00 | $1,033,877.00 | | $118,201.00 | $1,222,704.00 | |
| 1 | 1.3 | Improve student achievement in mathematics | All | No | | | | Ongoing | $146,291.00 | $30,240.00 | $58,613.00 | $30,000.00 | | $87,918.00 | $176,531.00 | |
| 1 | 1.4 | Increase College Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $3,273,512.00 | $328,749.00 | $3,257,707.00 | $344,554.00 | | | $3,602,261.00 | |
| 1 | 1.5 | Increase Career Readiness | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | Ongoing | $2,351,893.00 | $32,579.00 | $2,103,414.00 | $191,791.00 | | $89,267.00 | $2,384,472.00 | |
| 1 | 1.6 | Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills. | All | No | | | | Ongoing | $223,826.00 | $7,000.00 | $7,000.00 | $223,826.00 | | | $230,826.00 | |
| 1 | 1.7 | Provide a system of support for English Learners (Multilingual Learners) | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing | $3,210,436.00 | $160,498.00 | $3,146,980.00 | $9,808.00 | | $214,146.00 | $3,370,934.00 | |
| 1 | 1.8 | Provide a system of support for Homeless and Foster Students | Foster Youth | Yes | Limited to Unduplicated Student | Foster Youth | All Schools | Ongoing | $215,576.00 | $89,878.00 | $300,454.00 | | | $5,000.00 | $305,454.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Group(s) | | | | | | | | | | | |
| 1 | 1.9 | Provide a system of support for Students with Exceptional Needs | All | No | | | | Ongoing | $598,160.00 | $15,000.00 | | $613,160.00 | | | $613,160.00 | |
| 1 | 1.10 | Provide a system of support for Unduplicated Students with Exceptional Needs | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $194,159.00 | $0.00 | $194,159.00 | | | | $194,159.00 | |
| 1 | 1.11 | Recruit and retain highly qualified staff to support students | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $40,463.00 | $125,000.00 | $40,940.00 | $43,583.00 | | $80,940.00 | $165,463.00 | |
| 1 | 1.12 | Provide a system of support for Long Term English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | Ongoing | $0.00 | $50,000.00 | $50,000.00 | | | | $50,000.00 | |
| 2 | 2.1 | Increase offerings of academic support and intervention via multi-tier system of support. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $4,794,597.00 | $547,364.00 | $2,837,035.00 | $2,176,188.00 | $165,871.00 | $162,867.00 | $5,341,961.00 | |
| 2 | 2.2 | Increase offerings of social-emotional support and intervention via multi-tier system of support. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $4,090,053.00 | $48,000.00 | $2,699,084.00 | $1,076,951.00 | | $362,018.00 | $4,138,053.00 | |
| 2 | 2.3 | Develop and implement dropout prevention practices. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing | $702,038.00 | $0.00 | $702,038.00 | | | | $702,038.00 | |
| 2 | 2.4 | Continue to develop and refine systems of safety | All | No | | | | Ongoing | $841,467.00 | $175,000.00 | | $90,000.00 | $841,467.00 | $85,000.00 | $1,016,467.00 | |
| 2 | 2.5 | Encourage parent participation | All | No | | | | Ongoing | $214,546.00 | $2,100.00 | $31,359.00 | | | $185,287.00 | $216,646.00 | |
| 3 | 3.1 | Address barriers to student success | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Shereene Wilkerson Academy of | Ongoing | $266,673.00 | $38,563.00 | $264,301.00 | $33,563.00 | | $7,372.00 | $305,236.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Excellence | | | | | | | | | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 133,169,773 | 15,596,112 | 11.711% | 0.000% | 11.711% | $15,596,112.00 | 0.000% | 11.711 % | **Total:** | $15,596,112.00 |
| | | | | | | | | **LEA-wide Total:** | $11,640,218.00 |
| | | | | | | | | **Limited Total:** | $3,691,593.00 |
| | | | | | | | | **Schoolwide Total:** | $264,301.00 |

| 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** | **1.4** | Increase College Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,257,707.00 | |
| **1** | **1.5** | Increase Career Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,103,414.00 | |
| **1** | **1.7** | Provide a system of support for English Learners (Multilingual Learners) | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $3,146,980.00 | |
| **1** | **1.8** | Provide a system of support for Homeless and Foster Students | Yes | Limited to Unduplicated Student Group(s) | Foster Youth | All Schools | $300,454.00 | |
| **1** | **1.10** | Provide a system of support for Unduplicated Students with Exceptional Needs | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $194,159.00 | |
| **1** | **1.11** | Recruit and retain highly qualified staff to support students | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $40,940.00 | |

| 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 | 1.12 | Provide a system of support for Long Term English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $50,000.00 | |
| 2 | 2.1 | Increase offerings of academic support and intervention via multi-tier system of support. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,837,035.00 | |
| 2 | 2.2 | Increase offerings of social-emotional support and intervention via multi-tier system of support. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,699,084.00 | |
| 2 | 2.3 | Develop and implement dropout prevention practices. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $702,038.00 | |
| 3 | 3.1 | Address barriers to student success | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Shereene Wilkerson Academy of Excellence | $264,301.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $21,456,807.00 | $21,096,301.00 |

| 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** | Increase Academic Readiness | No | $3,442,740.00 | 1,595,960 |
| **1** | **1.2** | Improve student achievement in reading | No | $175,569.00 | 241,425 |
| **1** | **1.3** | Improve student achievement in mathematics | No | $66,806.00 | 100,018 |
| **1** | **1.4** | Increase College Readiness | Yes | $4,774,484.00 | 4,966,165 |
| **1** | **1.5** | Increase Career Readiness | Yes | $2,153,676.00 | 2,421,683 |
| **1** | **1.6** | Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills. | No | $274,335.00 | 271,000 |
| **1** | **1.7** | Provide a system of support for English Learners (Emergent Bilinguals / Multilingual Learners) | Yes | $1,868,989.00 | 1,944,487 |
| **1** | **1.8** | Provide a system of support for Homeless and Foster Students | Yes | $238,125.00 | 229,773 |
| **1** | **1.9** | Provide a system of support for Students with Exceptional Needs | No | $896,700.00 | 600,909 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.10** | Provide a system of support for Unduplicated Students with Exceptional Needs | Yes | $192,532.00 | 189,512 |
| **1** | **1.11** | Recruit and retain highly qualified staff to support students | Yes | $542,887.00 | 528,064 |
| **2** | **2.1** | Increase offerings of academic support and intervention via multi-tier system of support. | Yes | $2,004,986.00 | 3,952,832 |
| **2** | **2.2** | Increase offerings of social-emotional support and intervention via multi-tier system of support. | Yes | $2,336,549.00 | 1,783,685 |
| **2** | **2.3** | Develop and implement dropout prevention practices. | Yes | $554,644.00 | 612,797 |
| **2** | **2.4** | Continue to develop and refine systems of safety | No | $1,350,414.00 | 1,189,600 |
| **2** | **2.5** | Encourage parent participation | No | $197,413.00 | 215,952 |
| **3** | **3.1** | Address barriers to student success | Yes | $385,958.00 | 252,439 |

# 2024-25 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| 12,958,564 | $14,157,151.00 | $16,881,437.00 | ($2,724,286.00) | 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 | 1.4 | Increase College Readiness | Yes | $4,559,182.00 | 4,966,165 | | |
| 1 | 1.5 | Increase Career Readiness | Yes | $1,969,265.00 | 2,421,683 | | |
| 1 | 1.7 | Provide a system of support for English Learners (Emergent Bilinguals / Multilingual Learners) | Yes | $1,764,667.00 | 1,944,487 | | |
| 1 | 1.8 | Provide a system of support for Homeless and Foster Students | Yes | $233,125.00 | 229,773 | | |
| 1 | 1.10 | Provide a system of support for Unduplicated Students with Exceptional Needs | Yes | $192,532.00 | 189,512 | | |
| 1 | 1.11 | Recruit and retain highly qualified staff to support students | Yes | $487,430.00 | 528,064 | | |
| 2 | 2.1 | Increase offerings of academic support and intervention via multi-tier system of support. | Yes | $1,803,986.00 | 3,952,832 | | |
| 2 | 2.2 | Increase offerings of social-emotional support and intervention via multi-tier system of support. | Yes | $2,256,549.00 | 1,783,685 | | |
| 2 | 2.3 | Develop and implement dropout prevention practices. | Yes | $554,644.00 | 612,797 | | |
| 3 | 3.1 | Address barriers to student success | Yes | $335,771.00 | 252,439 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 123,610,344 | 12,958,564 | 0 | 10.483% | $16,881,437.00 | 0.000% | 13.657% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

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

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

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

## LCFF Carryover Table

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

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

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

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

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