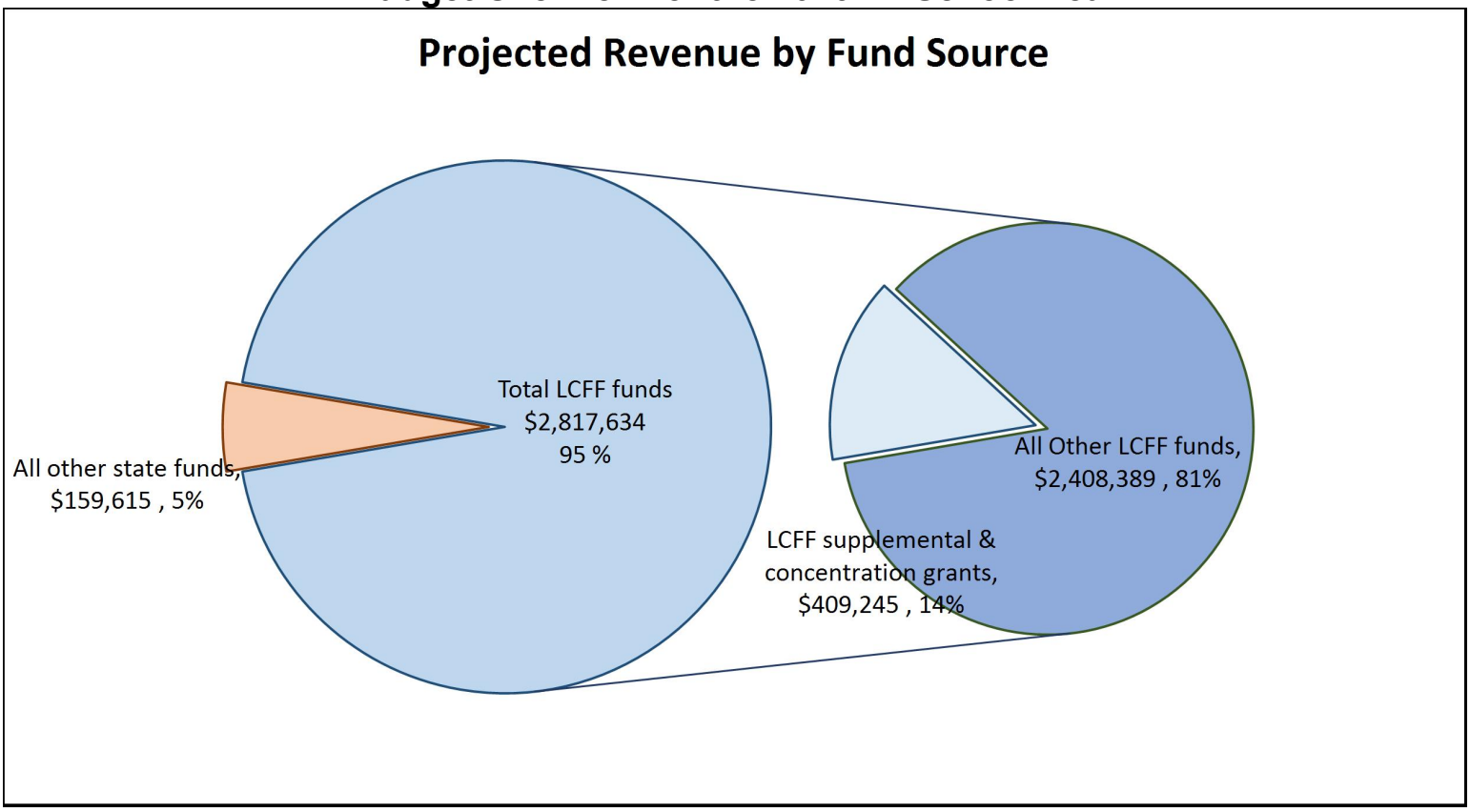
Visalia Technical Early College High School
Home of the Wolverines!

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Unified School District
CDS Code: 54-72256-0120659
School Year: 2026-27
LEA contact information:
Martha Diaz
Principal
mdiaz04@vusd.org
(559) 622-3212

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

Budget Overview for the 2026-27 School Year

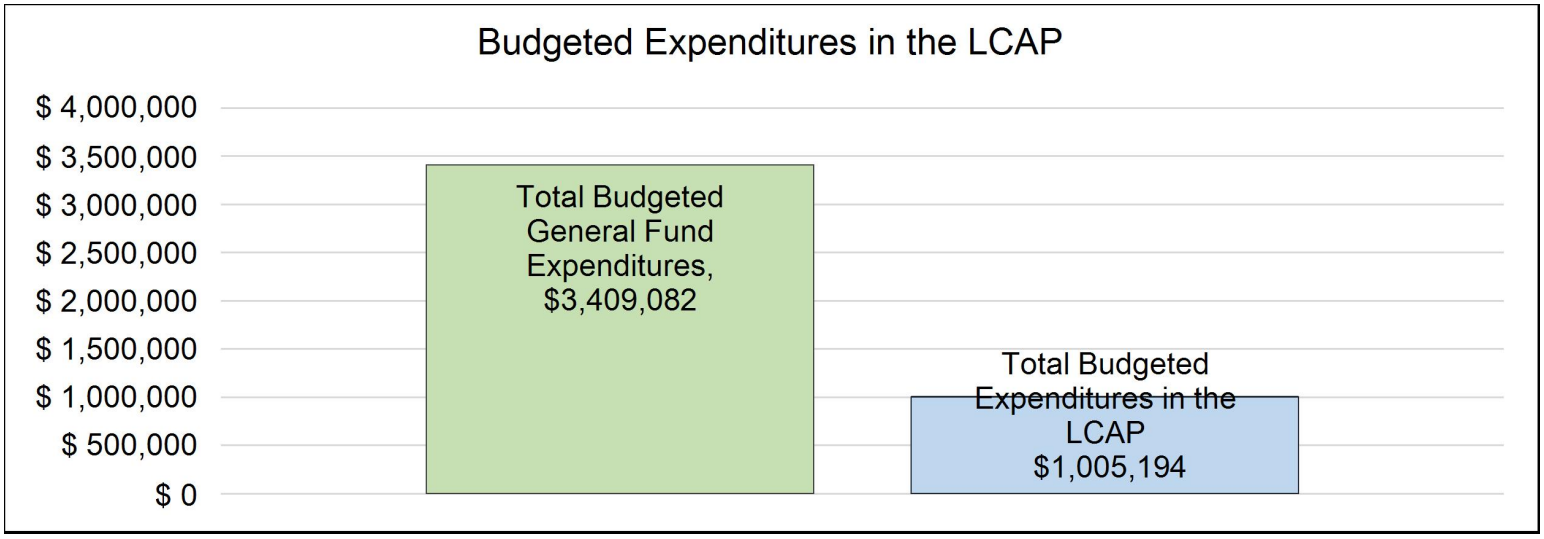


This chart shows the total general purpose revenue Visalia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Unified School District is $2,977,249, of which $2,817,634 is Local Control Funding Formula (LCFF), $159,615 is other state funds, $0 is local funds, and $0 is federal funds. Of the $2,817,634 in LCFF Funds, $409,245 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 Visalia Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Visalia Unified School District plans to spend $3,409,082 for the 2026-27 school year. Of that amount, $1,005,194 is tied to actions/services in the LCAP and $2,403,888 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

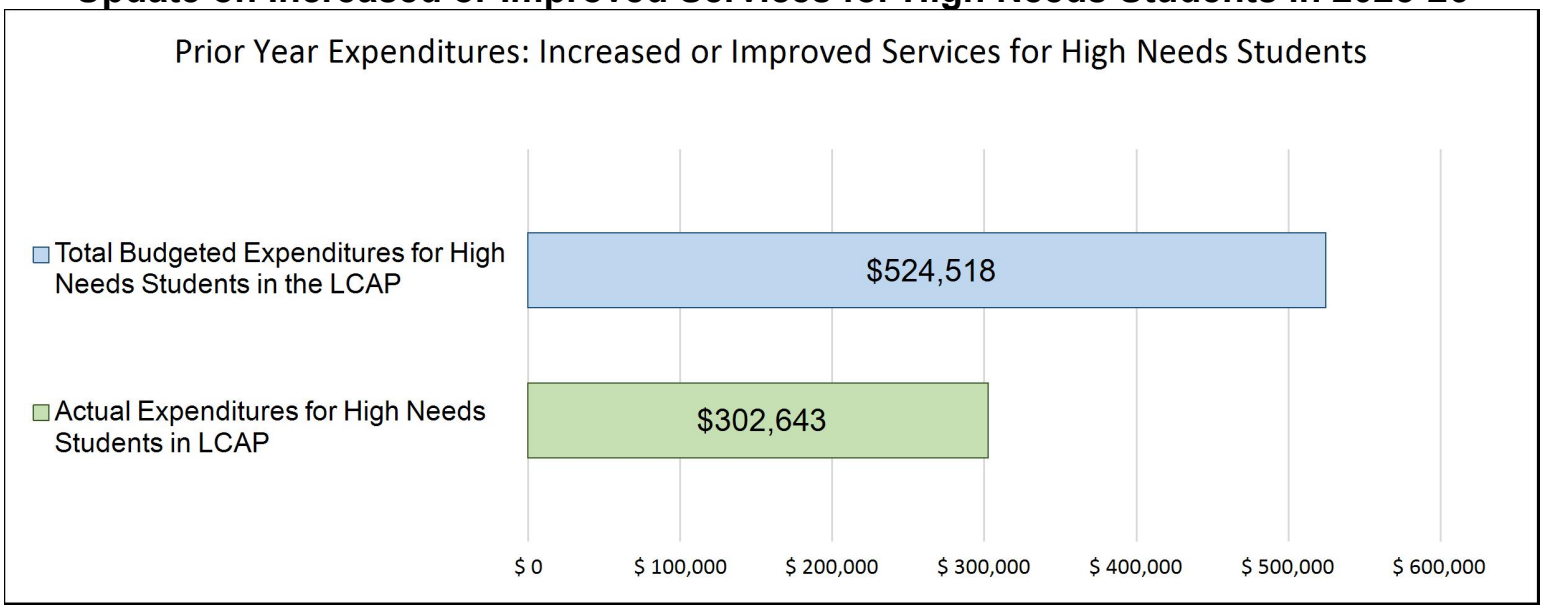
General Fund budget expenditures not included in the LCAP consist of essential operational costs necessary to maintain the day-to-day functioning of a school. While these expenses are critical to school operations, they are not specifically tied to the targeted actions and services outlined in the LCAP.

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

In 2026-27, Visalia Unified School District is projecting it will receive $409,245 based on the enrollment of foster youth, English learner, and low-income students. Visalia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Visalia Unified School District plans to spend $594,875 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Visalia 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 Visalia 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 2025-26, Visalia Unified School District's LCAP budgeted $524,518 for planned actions to increase or improve services for high needs students. Visalia Unified School District actually spent $302,643 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $221,875 had the following impact on Visalia Unified School District’s ability to increase or improve services for high needs students:

The difference was primarily due to the availability of one-time funds in 2025-26. This made it possible to still provide the targeted actions and services outlined in the LCAP, but funded through other resources outside of LCFF, making the overall impact on services minimal.



Visalia Technical Early College
High School
Home of the Wolverines!

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
Visalia Unified School District	Martha Diaz Principal	mdiaz04@vusd.org (559) 622-3212

Plan Summary [2026-27]

General Information

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

The Visalia Technical Early College (VTEC) High School was established in August 2010 as a dependent charter entity under the Visalia Unified School District. Initially, it operated on the College of the Sequoias (COS) Ag farm campus. This innovative endeavor resulted from collaborating with various school and community leaders. The primary objective was to specialize in college and career preparedness for students who are better suited to an unconventional learning environment. This concept's success led to the school's expansion and acquisition of the Ag farm property. VTEC accommodates students from grades 9 to 12, emphasizing early college experiences and technical certifications. Instruction is integrated with academic strategies in all areas to aid student development. A hands-on learning approach focusing on workplace readiness is praised. The school values foster a nurturing learning environment, stir interest, and drive student engagement in valuable curricular activities. The school utilizes the FIERCE framework and the 6 C's of the 21st Century in all aspects of education, ensuring a future-oriented educational experience for students. Believing that engaging, meaningful curriculum activities grounded in transparent academic standards optimize student learning, VTEC seeks to enhance parent involvement. Its mission is to empower students through rigorous, agriculture-related educational experiences and to fast-track their college and career aspirations. To this end, we value projects such as the FFA, COS class completion, and technical certifications. The school culture is positive and comprehensive, addressing individual needs. VTEC maintains a strong relationship with the College of the Sequoias (COS), reinforcing its goal of creating seamless paths to post-secondary education. Enrollment is primarily a school-of-choice, as the school's status is that of a dependent charter within the Visalia Unified School District. For the past three years, the average annual student count has been around 200, with students pursuing various study pathways.
VTEC actively enhances its student recruitment efforts for our Early College High School, positioning itself as a premier school of choice. In addition to academic services, VTEC supports students' socio-emotional development. It helps students create long-term academic plans

and promotes a hands-on approach to learning. A caring and supportive environment is maintained. Additional district support systems, such as MTSS, Tier 1 and Tier 2 teams, a College Success Liaison from COS, and SEL support providers, among others, are available to students. The school has earned multiple recognitions, including the CA State Champions National Chapter Award under the VTEC FFA program. It also received the Career and Technical Education Incentive Grant (CTEIG) and the Visalia Technical Early College Advanced Manufacturing Pathway under the Strong Workforce Grant (K12WP) program.

The educational experience at VTEC is designed to support students academically and emotionally while guiding them as they shape their plans. Grounded in the philosophy that students thrive when engaged in high-interest, meaningful curricular activities aligned with clear academic and career technical standards, VTEC is dedicated to empowering students through rigorous, hands-on educational experiences in agricultural-related fields.

Mission:
Visalia Technical Early College High School (VTEC) empowers students through rigorous, hands-on educational experiences in agricultural-related fields that will fast-track students' college and career aspirations.

Vision:
VTEC, where ag meets academics, empowers students to fast-track their future.
All students will:
Complete SAE projects as active members of FFA.
Graduate with at least 4 COS classes completed.
Graduate from college and be career-ready with technical certifications.
Engage in a rigorous curriculum that includes project-based, hands-on learning experiences.
Experience a positive school culture where individual needs are met.

Incorporate our student Guidelines for success.
F - Family
I - Innovative
E - Engaged
R - Rigorous
C - C's 6
E - Excellence
FIERCE and the 6 C's of 21st-century learning are incorporated into all aspects of the educational experience as a student at VTEC. VTEC staff also support students' learning through hands-on activities.

PARENT INVOLVEMENT -
The philosophy of The Visalia Technical Early College is that students learn best when they are engaged in high-interest, meaningful curricular activities grounded in clear academic standards. Youth must be supported by teachers committed to developing strong relationships with their students and understanding adolescents' social/emotional development. We believe the curriculum is meaningful when students understand the connection between what they are learning and how it impacts their lives. The Visalia Technical Early College equips students to enter and remain in the workplace successfully; it increases their motivation, sense of competence, and knowledge to

pursue and complete a college degree. For those pursuing post-secondary education, we offer seamless pathways to the College of the Sequoias (COS) career technical certificates, associate degrees, and transfer programs. Our partnership with COS has provided strong articulation agreements to accomplish this goal.

VTEC enrollment is based on recruitment as a dependent charter in the Visalia Unified School District. Students apply at VTEC for our four pathways: Ag Systems, Plant Science, a New Advanced Manufacturing Pathway, and Animal Science. All pathways are linked through our Early College connection with COS, where students are expected to complete at least 6 classes. VTEC has maintained an average of approximately 216 students over the past three years. The significant populations include those presented in the Data Quest 2023-2024 reports: Hispanic/Latino (60%) and White (32.6%); a socioeconomically disadvantaged student population of 54.8%; English Learners at 7.4%; Students with Disabilities at 14.8%; and foster youth at 0.4%. Data Quest 2024-2025 reports: Hispanic/Latino (56%) and White (35.2%). In the 2024-2025 California School Dashboard Data Quest, VTEC has a 57.4% socioeconomically disadvantaged student population, while English Learners account for 7.4% of the population, Students with Disabilities 13%, and foster youth 1.6%.

Reflections: Annual Performance

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

2025 Dashboard Reds:
None

2025 Dashboard Orange:
Low Performance in Math, 85.1 points below standard, a decline of 6.5 points

- SED 95.2 points below standard, a decline of 18.5 points
- Hispanic 88.2 points below the standard, an increase of 13.7 points
- White 77.3 points below standard, a decline of 22.9 points
- This population also declined significantly by 60.6 points in ELA

In the reported year, low performance in Math was identified among specific student groups, including Hispanic/Latino, English Learners, White, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged. On the other hand, significant progress was identifiable within the school. The considerable progress came in the form of:
* Culture on Campus

- improvement of suspensions for all students, as it decreased from 11.8% to 5.6%
- White students declined by 7.0%
- Hispanic students decreased by 5.3%
- SED students had a decrease of 5.5%
- Students with disabilities decreased by 9.8% second largest decrease
- EL students' reduction was 21.1%, the largest decrease in suspension rates

* improvement of the graduation rate from 95.2% to 100% for all students
* Increase of 17.8% for all students being College/Career ready at 83%.

- Hispanic students increased by 2.0% to 78.6 prepared
- SED students increased by 19% to 82.8% prepared
- White students increased by 34% to 87% prepared

* ELA Academic indicator for our:

- Hispanic students increased by 8.3 points

Based on a review of the 2025 California School Dashboard and local data, Visalia Technical Early College experienced both areas of growth and areas requiring continued improvement. Overall, the school had no Red indicators on the 2025 Dashboard, meaning performance did not fall into the lowest status level for any state indicator. The school demonstrated measurable progress in school climate, graduation rate, and college/career readiness. However, academic performance in Mathematics remains an area of need and will continue to be a priority.

The school was identified as Orange in Mathematics, with overall performance at 85.1 points below standard, representing a decline of 6.5 points from the prior year. In addition, low performance in Mathematics was identified among several student groups, including Hispanic/Latino students, English Learners, White students, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged students. Among these groups, Socioeconomically Disadvantaged students declined by 18.5 points to 95.2 points below standard, and White students declined by 22.9 points to 77.3 points below standard. Although Hispanic students increased by 13.7 points, they remained 88.2 points below the standard. These results indicate that the actions implemented during the year were not yet sufficient to produce the level of growth needed in Mathematics, particularly for student groups furthest from standard.

At the same time, the school made strong progress in indicators connected to student engagement and overall student success. The suspension rate decreased from 11.8% to 5.6% for all students, reflecting improved school climate and stronger systems of support. This improvement was also evident across student groups, including White students (-7.0%), Hispanic students (-5.3%), Socioeconomically Disadvantaged students (-5.5%), Students with Disabilities (-9.8%), and English Learners (-21.1%), with English Learners demonstrating the largest reduction. These results suggest that actions focused on school connectedness, relationship-building, and student support contributed positively to improved conditions for learning.

The school also demonstrated positive outcomes in graduation and postsecondary readiness. The graduation rate increased from 95.2% to 100%, and the percentage of students identified as College/Career Ready increased by 17.8 percentage points to 83%. Student groups also showed growth in this area, including Hispanic students increasing to 78.6% prepared, Socioeconomically Disadvantaged students increasing by 19 percentage points to 82.8% prepared, and White students increasing by 34 percentage points to 87% prepared. In addition, Hispanic students increased by 8.3 points in ELA, showing some positive academic movement. These outcomes suggest that actions related to student support, college and career access, and schoolwide systems contributed to improved long-term student outcomes.

Overall, the school's progress indicates that several actions were effective in improving school climate, increasing graduation outcomes, and strengthening college/career readiness. However, the limited progress in Mathematics and uneven academic performance across student groups demonstrate that additional focus is needed on instructional effectiveness and academic intervention. As a result, the school will continue and refine actions related to Tier 1 instruction, mathematics achievement, formative assessment, data analysis, and targeted support for student groups in order to improve academic outcomes and close performance gaps.
The development of self-sustaining systems posed a difficulty in pursuing continuous growth. Despite these difficulties, VTEC staff realized

many successes, thanks to a committed community of educators and administrators. VTEC promised to perpetuate a culture that values academic excellence and strives for continued progress. VTEC believes the actions and services were effective in improving school climate, graduation outcomes, and college/career readiness; however, they were less effective in producing the desired level of improvement in Mathematics, indicating a need to refine and strengthen academic actions in the coming year.

Learning Recovery Emergency Block Grant
Visalia Technical Early College (VTEC) has identified Learning Recovery Emergency Block Grant (LREBG) funds as a carryover. You can see how these funds will be used at VTEC in Goal 4. In our mission and vision for VTEC, we empower students to fast-track their futures through dual-enrollment and college-completion classes. Our needs assessment found that not all students—specifically, EL, socioeconomically disadvantaged, homeless, and foster youth—are completing at least four college classes upon graduation from VTEC.

In alignment with our ongoing commitment to supporting student success, VTEC has created Goal #4: Identified student groups will advance toward completing dual-enrollment classes with the support of the COS College Success Liaison. Currently, our college class completion rate is very high.

Reflections: Technical Assistance

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

There is no technical assistance underway.

Comprehensive Support and Improvement

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

Schools Identified

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

Not listed as a CSI school

Support for Identified Schools

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

Not listed as a CSI school

Monitoring and Evaluating Effectiveness

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

No monitoring and evaluation as we are not a CSI school.

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
Parent Engagement	• Grade-level parent meetings (8/26) • 9th Grade Orientation (8/7), Incoming 9th Grade Meetings (3/17, 5/1) • Back to School Night & Title I Presentation (8/25) • Open House (3/17) • School Site Council (SSC) meetings: 9/19, 11/28, 4/27, 5/23 • English Learner Advisory Committee (ELAC) 9/19, 11/28, 4/27, 5/23 • Conversations and Coffee with the Principal: 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 3/26, 4/10, 5/8 • Scholarship Foundation meetings 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 3/5, 4/9, 5/7, 520 • VTEC Ag Boosters meetings 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 3/5, 4/9, 5/7, 528
Student Involvement	• Monthly Principal’s Round Table meetings: 8/22, 9/18, 10/10, 11/6, 12/5, 1/15, 2/6, 3/26 • Student Grade-Level Meetings: 8/20, 8/21, 8/22, 4/8 • Student "Burst" Surveys 9/18, 10/26, 4/30 • ASB-led campus events and clubs involving parent and community participation • Student Survey 5/28, sense of belonging and recruitment
Staff Collaboration	• Certificated and classified staff meetings bi-monthly • Staff Development meetings 9/15, 10/20, 12/18, 1/26, 3/16, 5/4

Educational Partner(s)	Process for Engagement
	• Guiding Coalition: 8/11, 9/8, 9/9, 10/6, 11/3, 1/12, 2/9, 2/24, 3/2, 4/7. 4/7, 4/21, 5/19 • SPED Team meetings: 9/10, 10/8, 11/5, 12/3, 1/28, 3/11, 4/22, 5/23 • Principal and Guicing coalition lead for Social Science, California Collaborative Learning Acceleration, CCLA Conference work • Admin, Instructional Coach, Guiding Coalition team members, RTI at Work Training by Solution Tree 9/25- 9/26 • Principal and Area Administrator bi-weekly meetings: 2025-2026 school year • Tier 1 & Tier 2 intervention planning meetings 8/19, 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/21, 11/8, 12/6, 2/7, 3/7, 4/7, 5/5, 5/19, 6/2
Community and Industry Partnerships	• FFA Ag Advisory Committee: 9/26, 1/15, 3/27, 5/5 • Quarterly workforce development meetings • Spring resource and recruitment event featuring resume help, job applications, and interview practice 5/1
Formal Feedback Mechanisms	• Annual stakeholder surveys • Direct communication via VTEC's open-door leadership policy • emails and parent meetings based on walk-ins or parents reaching out. Also, specific call-outs to each grade level of parent communication. • Grade level meetings with parents are held based on topics of relevance for each grade: i.e. Senior meetings, Junior communication about FAFSA, College, etc.
Transparent Communication & Accessibility	• Scheduled meetings posted on the school website, calendar, SMORE, and at the front office (SSC compliance) • Automated calls, weekly SMORE newsletters, flyers, and daily digital bulletins • Schoology for academic and cultural updates directly to students • This multifaceted communication approach ensures that participation opportunities are equitable and inclusive.

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

How Educational Partner Input Influenced the Adopted LCAP
Visalia Technical Early College (VTEC) prioritizes meaningful and ongoing engagement with parents, students, staff, and community partners to foster a collaborative, student-centered academic environment. This commitment, embedded in our mission and vision, actively informs the development, implementation, and refinement of our Local Control and Accountability Plan (LCAP).
VTEC engaged educational partners throughout the 2025–2026 school year in developing the LCAP through a continuous cycle of meetings, surveys, data review, and feedback. Parents were engaged through grade-level meetings, incoming ninth-grade meetings, Back to School Night, Open House, School Site Council, English Learner Advisory Committee, Conversations and Coffee with the Principal, Scholarship Foundation meetings, and Ag Boosters meetings. Students provided input through Principal's Round Table meetings, grade-level meetings, student surveys, burst surveys, and student leadership activities. Staff contributed through certificated and classified staff meetings, staff development, Guiding Coalition meetings, SPED team meetings, Tier 1 and Tier 2 intervention planning meetings, and professional learning. Community and industry partners participated through advisory committee meetings, workforce development meetings, and pathway-related partnership discussions.

Feedback was also gathered through annual stakeholder surveys, direct communication with families and students, emails, phone calls, walk-in meetings, and grade-level outreach. Participation opportunities were communicated through the school website, calendar, weekly SMORE newsletters, automated calls, flyers, digital bulletins, and Schoology. The leadership team reviewed feedback and performance data throughout the year and used this information to refine LCAP goals, actions, and services. Educational partner input directly informed actions related to proactive student support, social-emotional services, college readiness, mathematics intervention, tutoring, teacher collaboration, and school climate. This process ensured that the adopted LCAP was responsive to the needs and priorities of VTEC's students, families, staff, and community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students at VTEC will advance towards proficiency in every subject at each grade level, achieved through innovative methods, collaboration, comprehensive professional development, and the effective integration of technology.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was aligned with multiple State Priorities to ensure every VTEC student receives the rigorous, supportive, and equitable education needed to thrive in postsecondary environments. The school identified academic performance gaps—particularly in mathematics—and needed deeper integration of data-informed instruction, social-emotional learning (SEL), and student-centered support. This goal reflects VTEC's commitment to accelerating academic growth and nurturing the whole child's development.
State Priorities Addressed:
Priority 1 – Conditions of Learning:
-VTEC ensures all students learn in safe, well-maintained facilities and are supported by qualified teachers using high-quality instructional materials. These foundational conditions promote both academic engagement and well-being.
Priority 2 – Implementation of State Standards:
-Professional development centers on building instructional capacity through the VUSD Tier 1 Embedded Practices, including SEL integration and RTI systems. Staff collaboration through PLCs ensures standards-based and equitable instruction.
Priority 4 – Pupil Achievement:
-Actions under this goal directly target growth in CAASPP scores, reclassification of ELs, and college/career readiness indicators such as A–G completion and dual enrollment. Instructional coaching and data teams support effective, research-based teaching strategies.
Priority 5 - Pupil Engagement:
- Professional development to support reteaching and what we do when students are not engaged in the learning

Priority 7 – Course Access:
-VTEC students engage in a balanced academic program, with opportunities to complete at least four college courses. This ensures broad access to rigorous coursework aligned with college and career readiness.

Goal Description:
All students at VTEC will advance toward proficiency in every subject at each grade level through strong Tier 1 instruction, collaborative professional learning, consistent use of data, multi-tiered academic supports, and effective integration of technology, with focused attention on English Learners, socioeconomically disadvantaged students, Hispanic students, White students, and students with disabilities. This goal remains appropriate because mid-year evidence showed stronger use of success criteria, discourse, coaching, PLC data protocols, RTI placement, and targeted support systems, while academic outcomes remained mixed, including 68 percent meeting or exceeding expectations on the ELA DWA, and Math performance remained 85.1 points below standard with a 6.5-point decline.

Measurable Outcomes

Metric 1: Academic Proficiency Across Subjects
Student performance on district benchmarks, common formative assessments, DWAs, course grades, and state indicators in ELA, Math, and other core content areas will be monitored to determine the extent to which students are progressing toward proficiency. Annual Update language should reference the percentage of students meeting or exceeding benchmark expectations, Dashboard distance from standard where applicable, and course-level growth trends.

Strategic Actions and Rationale:
Mathematics Intervention and Equity Focus:
The current math performance is 85 points below standard. By the end of the year, the goal is to bring students' scores to less than 30 points below standard.
-Peer tutoring in math has been implemented to provide immediate, student-centered support.
-Teachers will receive four release days throughout the year to collaboratively analyze performance data and plan targeted support for socioeconomically disadvantaged (SED) and Hispanic students. These two subgroups are not meeting grade-level standards at the same rate as their peers. These actions reflect the district's mission that "every student learns every day" through equity-driven planning and accountability.

Metric 2: Tier 1 Instruction and Engagement
Implementation of Tier 1 instructional practices will be measured through walkthrough data, lesson artifacts, evidence of success criteria, discourse routines, checks for understanding, balanced literacy practices, and student work demonstrating proficiency criteria. Annual Update language should report the percentage of classrooms or teachers demonstrating the identified Tier 1 practices and summarize observed growth in instructional consistency.

Metric 3: PLCs, Data Use, and RTI Response
The effectiveness of collaborative professional learning and data-driven instruction will be measured through PLC agendas, common formative assessment cycles, subgroup data reviews, reteach plans, Tier 2 rosters, RTI exit criteria, and intervention progress-monitoring records. Annual Update language should report the extent to which PLCs implemented common data cycles and how those cycles informed reteaching, intervention assignment, and exit from Tier 2. Guiding Coalition will lead the work as it ties to the learning they have done, such as "Amplify Your Impact".

Metric 4: Subgroup Progress Monitoring

Progress for English Learners, students with disabilities, socioeconomically disadvantaged students, Hispanic students, and White students will be monitored through disaggregated benchmark data, ELPAC progress, IEP goal progress, course grades, and intervention participation. Annual Update language should describe subgroup growth, persistent gaps, and the effectiveness of supports intended to improve access and outcomes.

Metric 5: Technology-Enhanced Learning and Assessment
Use of instructional technology to support learning, assessment, and intervention will be measured through digital platform analytics, mastery reports, student-created products, progress-monitoring logs, and classroom walkthrough data that demonstrate the integration of instructional technology. Annual Update language should reference how digital tools supported feedback, reteaching, differentiated practice, and student demonstration of mastery.

Metric 6: Academic Support, College Course Support, and Connectedness - while this ties to our school counselor, it is also work our college success liaison is doing currently. There are bimonthly meetings to monitor progress.
The effectiveness of counseling, academic conferences, tutoring, dual-enrollment monitoring, advisor check-ins, and attendance/engagement supports will be measured through support logs, COS early alerts, tutoring participation, climate data, and subject-matter grade trends. Annual Update language should reference student access to support, impact on course completion, and connectedness indicators.

ELA Acceleration:

- With students scoring 20.1 points above standard, this goal sets a higher benchmark of 50 points above to reflect VTEC's commitment to continuous improvement.
- Instructional coaching, writing-focused strategies, and consistent data review are embedded into teacher professional learning.

RTI and Reteaching:
Implementing RTI is a schoolwide priority. It focuses on providing students with additional instructional time when they do not initially master content.
-Data teams will identify students needing reteaching, and teachers will be supported with intervention strategies during Tier 1 and Tier 2 time blocks.
-Social-emotional Learning and School Culture (FIERCE):
-SEL is embedded in VTEC's culture through its FIERCE framework: Family, Innovative, Engaged, Rigorous, 6 Cs, and Excellence.
-The 6 Cs of global competency (communication, collaboration, creativity, critical thinking, character, and citizenship) are intentionally integrated across curriculum and pathway projects.
-An additional day has been added for the School Social Worker, ensuring students receive SEL support when needed.

Professional Learning Communities and Leadership Development:
The Guiding Coalition drives the use of PLCs to increase collective teacher efficacy.
An Instructional Coach supports the implementation of best practices aligned with Solution Tree research and VUSD's Tier 1 Embedded Practices.
A professional development calendar has been created to ensure learning is continuous, coherent, and focused on instructional improvement.

College and Career Readiness and Pathway Recruitment:
-While CCR maintained a Green performance level, VTEC will expand efforts to:
-Improve A–G completion (currently 65.2%)
-Support dual enrollment success (currently 65.9%)
-Recruit more EL, SED, and Foster Youth into CTE Pathways and ensure these students receive guidance and wraparound services to persist and succeed.

Progress Monitoring and Results to Date:
-ELPAC/RFEP Reclassification: 8.3% of ELs reclassified—a drop in performance; however, there were fewer students identified, and the supports helped students maintain status at a higher level.
-Graduation Rate: 100%
-CTE Pathway Completion: 22.6%
-College Course Completion: 60%
-A–G Completion: 58.5%
These metrics reflect students' academic progress and the increasing alignment of VTEC's systems with state priorities.

Effectiveness of the Goal to Date:
Goal 1 has effectively driven academic gains, particularly in ELA and EL reclassification. While math performance has improved, continued focus on culturally relevant instruction and tiered support is necessary. Integrating SEL through the FIERCE framework has strengthened school culture, and professional learning structures yield more responsive, data-informed instruction. With improved RTI and expanded CCR efforts, this goal is expected to continue to close achievement gaps and accelerate success for all learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL Reclassification rate	44.4% making process, which is a decline of 2.9%. Of our 18 students: Three students were reclassified in 2024(only one the previous year) 44.4% increased 1 level 38.9% maintained EL level status	CA Dashboard data 2024 EL Student data 52.9% making progress and an increase of 8.5% 47.1% increased 1 level 29.4% maintained EL level status	CA Dashboard data 2025 EL Student data 50% making progress and a decrease of 2.9% 41.7% increased 1 level 33.3% maintained EL level status	55% of the students will be making progress, with fewer students being identified as EL learners. Reclassify students through support provided to EL student learners to engage	Based on the CA Dashboard data from 2025 EL Student data 50% making progress and a decrease of 2.9% 41.7% increased 1 level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		0% maintained level 4 16.7% decreased 1 EL level which is down from the previous year.	5.9% maintained level 4 17.6% decreased 1 EL level, up from the previous year. Students % reclassified is 24%	8.3% maintained level 4 16.7% decreased 1 EL level, up from the previous year. Students % reclassified is 8.3%	them in the ELPAC and CAASPP tests.	33.3% maintained EL level status 8.3% maintained level 4 16.7% decreased 1 EL level, up from the previous year. Students % reclassified is 8.3%
1.2	ELA proficiency rate	ELA Scores ELA Scores CA Dashboard 2023 20.9 points below the standard for all students. Socio-economically Disadvantaged - -21.8 points below standard [YELLOW] Hispanic - -11 points below standard [YELLOW] White - -57.1 points below [ORANGE] Students with Disabilities (not significant only 5 students)	ELA Scores ELA Scores CA Dashboard 2024 34.3 points above the standard for all students. [BLUE] Socio-economically Disadvantaged - 16.8 increased by 38.6 pts [BLUE] Hispanic - -1.1 point below a growth of 9.9 points [YELLOW] White - 76.5 growth of 133.5 points [BLUE] Students with Disabilities (not	ELA Scores ELA Scores CA Dashboard 2025 20.1 points above the standard for all students. [YELLOW] a decline of 14.2 pts from the previous year. Socio-economically Disadvantaged - 21 points above standard, an increase of 4.2 pts. Hispanic - 7.2 points above standard, a growth of 8.3 points, no color	ELA Scores Increase to 29.9 points above the standard for all students.	ELA Scores based on CA dashboard data from 2025 Overall - a decline of 14.2 points above the standard for all students [YELLOW] Socio-economically Disadvantaged 21 points above standard points below standard, an increase of 4.2 points Hispanic - 7.4 points above standard, a growth of 8.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners - (not significant only 5 students)	significant, only 5 students) English Learners - (not significant only 5 students)	White - 15.8 points above standard, a decline of 60.6 points, no color Students with Disabilities (not significant, only 8 students) English Learners - (not significant, only 4 students) Homeless, no performance data (not significant, only 4 students)		White - 15.8 points above a decline of 60.6 points Students with Disabilities (not significant, only 8 students) English Learners - (not significant, only 4 students) Homeless, no performance data (not significant, only 4 students)
1.3	Math proficiency rate	Math Scores CA Dashboard 2023 148 points below the standard for all students [RED] Socio-economically Disadvantaged - -143.8 points below standard [RED] Hispanic - -155.8 points below standard [RED] White - -155.3 points below [RED] Students with Disabilities (not	Math Scores CA Dashboard data 2024 -78.7 points below the standard for all students [YELLOW] Socio-economically Disadvantaged - (-76.7) points below standard growth of 67.1 points [YELLOW] Hispanic - (-101.9) points below standard [YELLOW]	Math Scores CA Dashboard data 2025 -85.1 points below the standard for all students [ORANGE] Socio-economically Disadvantaged - (-95.2) points below standard, a decline of 18.5 points [No color] Hispanic - (-88.2) points below standard, an	Math Scores Increase to 48 points below the standard for all students.	Math Scores CA Dashboard data 2025 -85.1 points below the standard for all students [ORANGE], a decline of 6.5 points Socio-economically Disadvantaged - (-95.2) points below standard, a decline of 18.5 points [No color] Hispanic - (-88.2) points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		significant only 5 students) English learners - (not significant only 5 students)	White - (-54.4) below points below [YELLOW] Students with Disabilities (not significant, only 5 students) English Learners - (not significant, only 5 students)	increase of 13.7 points [No color] White - (-77.3) below points below a decline of 22.9 points, no color Students with Disabilities (not significant, only 8 students) English Learners - (not significant, only 4 students) Homeless, no performance data (not significant, only 4 students)		standard, an increase of 13.7 points [No color] White - (-77.3) below points below a decline of 22.9 points, no color Students with Disabilities (not significant, only 8 students) English Learners - (not significant, only 4 students) Homeless, no performance data (not significant, only 4 students)
1.4	College and Career Readiness Indicator	CA Dashboard 2023: College and Career Readiness Rate: 65.9% Prepared [GREEN] Socio-economically Disadvantaged - 64% [GREEN] Hispanic - 62% [GREEN] White - 72.7% [GREEN]	CA Dashboard data 2024 College and Career Readiness Rate: 65.2% maintained (-.7%) [GREEN] Socio-economically Disadvantaged - 63.6% maintained (-.4%) [GREEN]	CA Dashboard Data 2025 College and Career Readiness Rate: 83%, up 17.8% [BLUE] Socioeconomically Disadvantaged - 82.8%, increased by 19.1%. No color.	College and Career Readiness Rate: 81% Prepared (+ 15%)	CA Dashboard data 2025 College and Career Readiness Rate: 83%, an increase of 17.8% [BLUE] Socio-economically Disadvantaged - 82.8% increased 19.1%. No color.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (not significant only five students) English Learners - (not significant only 5 students)	Hispanic - 76% increased by 14.7% [GREEN] White - 52.6% decreased by 20.1% [RED] Students with Disabilities (not significant, only 5 students) English Learners - (not significant, only 5 students)	Hispanic - 78.6%, up 2.6%. No color. White - 87%, increased by 34.3%. No color. Students with Disabilities (not significant, only 8 students) English Learners (not significant, only 9 students) Homeless - no performance data (not significant, only 2 students)		Hispanic - 78.6% increased by 2.6%, no color. White - 87% increased by 34.3%, no colo.r Students with Disabilities (not significant, only 8 students) English Learners - (not significant, only 9 students) Homeless, no performance data (not significant, only 2 students)
1.5	Pathway Completer	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate: Senior Class: All students 74.1% Current Foster Youth: 1% Socioeconomically Disadvantaged: 45%	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate: Senior Class: 64.3% Current Foster Youth: 0.0 % Socioeconomically Disadvantaged: 45%	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate: Senior Class: 52.6%, a decrease of 12% Current Foster Youth: 0.0 % Socioeconomically Disadvantaged: 50%	Pathway Completer Completion Rate: Senior Class: 95% Current Foster Youth: 10% Socioeconomically Disadvantaged: 75%	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate: Senior Class: 52.6%, a decrease of 12% - some confusion at the district level with our pathway completer and dual enrollment caused this decline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Current Foster Youth: 0.0 % Socioeconomically Disadvantaged: 50%

Goal Analysis [2025-26]

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

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

Overall Implementation Review (2025–26 School Year)
VTEC made mixed progress toward Goal 1 in 2025–26. Implementation was strongest in Tier 1 instructional focus, coaching, counseling supports, and college-course monitoring. Across classrooms, teachers increasingly used success criteria, structured discourse, checks for understanding, and small-group learning, while PLCs began using common data sources to review progress and plan reteach. Counseling and college-success supports also increased student monitoring and connectedness. Performance outcomes were mixed. Midyear ELA DWA results showed that 68 percent of students met or exceeded expectations, indicating progress but falling short of the 80 percent target. Math results remained a significant concern, with students performing 85.1 points below standard and declining 6.5 points from the prior reporting period. At the same time, Tier 2 identification improved, with the intervention list decreasing from 20 percent to 6 percent of students, suggesting earlier instructional response and stronger use of RTI entry and exit processes. Analysis of implementation and outcome data suggests that greater instructional clarity and stronger student support systems positively influenced connectedness, intervention movement, and college course success. However, inconsistent formative-assessment cycles, uneven PLC analysis of student work, and insufficiently systematic reteaching in Mathematics limited the school's ability to accelerate learning for all students and for student groups furthest from standard. For 2026–27, VTEC will retain Goal 1 but revise the actions to create greater coherence across Tier 1 instruction, professional learning, RTI, and progress monitoring. The revised goal consolidates overlapping actions, increases the emphasis on benchmark-informed reteaching in Mathematics, clarifies the role of PLC data cycles, and continues counseling and college-success supports that have shown positive implementation results. Metrics will also be refined to ensure that each listed measure is used directly to evaluate effectiveness in the next annual update.

Action 1.1 – Targeted Support for Long-Term English Learners (LTELs)
Status: Fully Implemented and Highly Effective
VTEC will strengthen first-best instruction in all classrooms through consistent implementation of high-leverage instructional practices, including clear learning intentions and success criteria, structured student discourse, checks for understanding, balanced literacy routines, and purposeful small-group learning. Site administration, the instructional coach, and the Guiding Coalition will provide walkthrough feedback, model classrooms, and support for instructional planning and refinement. This action is intended to improve academic outcomes across content areas and reduce the need for later intervention by strengthening core instruction for all students.

This revision is warranted because the 2025–26 midyear review showed growth in the use of success criteria, discourse, and formative practices, but also found inconsistent implementation across classrooms and a need for more coherent links between assessment and instructional adjustment.

Actions 1.2 & 1.3 – ELA and Math Achievement Gains -
Status: Partially Implemented with Measurable Gains
VTEC will provide job-embedded professional learning through coaching cycles, teacher goal-setting, classroom observation of effective practice, and PLC collaboration focused on essential standards, common formative assessments, student work analysis, and reteach planning. Professional learning will prioritize balanced literacy, mathematics instruction, differentiated supports, and Tier 1 Embedded Practices. Release time and substitute support will be provided to ensure teachers can engage in planning, observation, and reflection cycles.VTEC will implement a schoolwide system of data-driven instruction and intervention that includes regular review of district benchmarks, DWAs, common formative assessments, grade distributions, and subgroup data. PLCs and the Guiding Coalition will use data protocols to identify unfinished learning, plan reteaching, assign students to intervention, monitor entry and exit from Tier 2, and review the effectiveness of supports.
This action is supported by the 2025–26 midyear findings that PLCs increasingly used data protocols and RTI movement improved, but the school still needs more frequent common assessments, deeper analysis of student work, and tighter subgroup monitoring.
This action should remain but be sharpened because PLCs and coaching were underway in 2025–26 and produced clearer learning goals and stronger intervention decisions, yet Math performance remained significantly below standard and requires more intensive coaching and reteach planning.
Challenge Noted:

- The intended rollout of complete RTI systems (including data-driven tiered interventions) was not fully executed. While core instruction improved, there were inconsistencies in the use of real-time progress-monitoring and formative-assessment tools across classrooms.

Action 1.4 – College and Career Readiness (CCR) Indicator
Status: Not Prioritized; Maintained Outcome
VTEC will provide integrated academic and student support services through counseling, attendance monitoring, academic conferences, behavioral supports, family communication, A-G monitoring, and college success coordination for students enrolled in COS courses. The counselor, College Success Liaison, and site leadership will provide targeted monitoring and intervention to ensure students remain connected, on track for graduation, and successful in both high school and dual-enrollment coursework.
This action should remain because the current write-up shows stronger student monitoring, improved connectedness, increased college-course completion, and gains in counseling groups, including an average increase of one grade-level point across counselor-led groups.

Action 1.5 – Addressing Performance Gaps in Subgroups
Status: Partially Implemented
VTEC will maintain and expand the use of instructional technology tools that strengthen clarity, engagement, formative assessment, and personalized support, including platforms used for benchmark-informed practice, interactive checks for understanding, course organization, feedback, and student demonstration of learning. Teachers will use digital data to identify students needing tutoring, mentoring, or additional academic support and to expand opportunities for students to demonstrate mastery through digital products and presentations.
This action remains justified because teachers used instructional technology in 2025–26 to support success criteria, formative assessment,

differentiated math support, assignment access, and 21st-century skills, but the next phase should require more intentional use of digital data to drive instruction.

Key Successes

- Growth in College and Career Readiness, with all students averaging 83% prepared as measured by CCR indicators
- Our Graduation rate increased by 4.6% to 100% of our students graduating
- The decrease in suspensions fell to a low of 5.8% for all students, a decrease of 5.7%
- ELA - in various subgroups, such as our Hispanic students, grew in ELA, and our Socio-Economically Disadvantaged students grew 4.2 points
- Math CAASPP Improvements— in various subgroups, such as our Hispanic students, grew in Math;
- Staff Collaboration and Instructional Leadership were strengthened through Guiding Coalition and coaching. Use of the oversight document began mid-year in January. Staff linked documents of data digs, agendas, and SMART goals

VTEC achieved several important successes during the year, indicating meaningful progress toward its LCAP goals. College and Career Readiness remained strong, with students averaging 83% prepared, demonstrating continued success in preparing students for postsecondary pathways. The school's graduation rate increased by 4.6 percentage points to 100%, reflecting the strength of its academic monitoring, counseling supports, and student-centered systems.

School climate and student behavior also improved significantly. The suspension rate fell to 5.8% for all students, a decrease of 5.7 percentage points, indicating that positive behavior supports, relationship-building, and proactive student interventions contributed to a safer and more supportive school environment.

Academic achievement also showed positive movement. CAASPP results in ELA and Math improved for several student groups, including Hispanic students, while socioeconomically disadvantaged students improved by 4.2 points. Although overall performance remains an area for continued focus, these gains suggest that targeted instructional support and increased attention to student learning are beginning to have a positive effect.

In addition, staff collaboration and instructional leadership were strengthened through the work of the Guiding Coalition and instructional coaching. These structures improved professional dialogue, supported clearer instructional focus, and helped establish stronger conditions for continuous improvement.

Implementation Challenges

- Incomplete RTI Infrastructure: Intended tiered support systems and data teams were not fully implemented.
- Limited Use of Formative Data: Teachers need stronger systems and shared tools for embedding real-time formative assessments into daily instruction.
- Student Engagement in Math: Students reported difficulty connecting mathematical concepts to real-world applications, revealing a need for increased project-based learning or industry-aligned tasks.
- Teachers requested planned release time for core subjects to ensure alignment with standards and benchmark scores, and that students are learning at grade level and beyond.

Despite these successes, several implementation challenges limited the full impact of the school's efforts. The intended RTI infrastructure was not fully developed, which limited the school's ability to provide a consistent, systematic tiered response to students needing additional support. While staff increasingly used student data, formative assessment practices were not yet consistently embedded across classrooms, limiting the use of real-time evidence to adjust instruction.

Student engagement in Mathematics also emerged as a concern. Student feedback indicated difficulty connecting mathematical concepts to

relevant, real-world applications, suggesting a need for stronger project-based learning opportunities and greater alignment between math instruction and career pathways.
Additionally, staff identified a need for more intentional planning time for core subject teachers to strengthen alignment with standards, improve responsiveness to benchmarks, and ensure students are learning at grade level and beyond. This challenge points to the need for more structured collaboration systems that directly support instructional coherence.

Next Steps for Continuous Improvement
1. Deepen RTI Implementation: Establish clear data cycles, increase formative assessment use, and align intervention supports across grade levels.
2. Prioritize CCR Work: Integrate college and career readiness strategies (e.g., workshops, application support, pathway capstone projects) into the LCAP action plan.
3. Elevate Math Engagement: Expand project-based and cross-disciplinary math applications that align with student interests and career pathways.
4. Build Formative Assessment Capacity: Provide ongoing professional learning around developing and using formative tools to drive day-to-day instructional decisions.
In response to these findings, VTEC will focus on four key next steps for continuous improvement. First, the school will deepen implementation of its RTI system by establishing clearer data cycles, expanding the use of formative assessment, and aligning intervention supports across grade levels. Second, the school will place greater emphasis on College and Career Readiness by strengthening workshops, application support, and pathway capstone experiences within the LCAP action plan.
Third, VTEC will elevate student engagement in Mathematics by expanding project-based and cross-disciplinary learning experiences that connect math to student interests, technical pathways, and real-world problem-solving. Finally, the school will continue to build teacher capacity in formative assessment through ongoing professional learning that strengthens day-to-day instructional decision-making and improves responsiveness to students' learning needs.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures and/or Planned Percentages of Improved Services -

Estimated actual expenditures were generally aligned with the services described in the LCAP. However, several strategic adjustments were made during implementation in order to respond to student needs, staffing changes, and site priorities. In addition, one staffing position became vacant when a team member accepted another role, and the position was not backfilled during the year. As a result, some actions were implemented with lower personnel expenditures than originally budgeted, while other resources were redirected to areas of more immediate instructional need.

Action 1.1 – English Learner Support
Estimated actual expenditures for English Learner supports exceeded the original budget due to increased investment in targeted tutoring, small-group instruction, and instructional materials aligned to language acquisition. These adjustments were made in response to student

need and supported improved outcomes for English Learners, including a 24% reclassification rate.

Actions 1.2 and 1.3 – Academic Intervention and Professional Learning
A portion of the funds originally budgeted for full RTI implementation was redirected to professional development focused on data-driven instruction and formative assessment. This shift responded to teacher feedback indicating a need for stronger, more actionable assessment practices to guide daily instruction. Although full RTI implementation was delayed, the reallocation supported instructional improvement and coincided with measurable gains in academic performance, including improvement in ELA and Math outcomes. In addition, Title I resources were used to support portions of this work, thereby reducing the need to expend the full amount originally budgeted for these actions.

Actions 1.2, 1.3, and 1.4 – College and Career Readiness
Some expenditures originally planned for College and Career Readiness initiatives, including additional workshops and pathway alignment activities, were lower than anticipated. During implementation, school leadership prioritized ELA and Math improvement, which required a greater concentration of staff time and resources in academic intervention and instructional improvement. As a result, CCR outcomes remained stable, but some planned activities in this area were deferred and will need renewed emphasis in the following year.
Planned vs. Actual Percentage of Improved Services

There was no significant variance in the overall percentage of increased services for unduplicated students. However, the delivery of these services shifted slightly in focus:

- Increased intensity of services (e.g., EL tutoring, formative assessment training) yielded high-impact results for targeted student groups.
- Underutilization in CCR-focused services will inform our future strategic planning to ensure a more balanced distribution of resources across academic and postsecondary readiness priorities.

There was no material difference in the overall percentage of improved services provided for unduplicated pupils. However, there was a shift in the way those services were delivered during the year. Increased emphasis was placed on high-impact supports such as English Learner tutoring, formative assessment training, and targeted instructional improvement. These adjustments resulted in greater service intensity in selected areas for unduplicated students.
At the same time, some planned CCR-related services were implemented at a lower level than anticipated. This underutilization will inform future planning to ensure that resources remain balanced across both academic achievement and postsecondary readiness priorities for unduplicated pupils.

Moving forward, we will do the following:

- Maintain investments that supported significant ELA and Math gains. Strategically emphasizing unduplicated student groups.
- Reinforce our RTI infrastructure with aligned funding and consistent data monitoring practices.
- Re-engage CCR planning with targeted investments in workshops, pathway alignment, and advisory supports to ensure students are academically prepared and college and career-ready.

Moving forward, the school will maintain investments that supported gains in ELA and Math, with continued attention to the needs of unduplicated student groups. The school will also strengthen its RTI infrastructure through better-aligned funding, clearer data-monitoring systems, and more consistent implementation of interventions. In addition, the school will renew its emphasis on College and Career Readiness through targeted investments in workshops, pathway alignment, and advisory supports so that students are both academically

prepared and ready for postsecondary success.

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

Our focus on high-quality instruction, data-driven decision-making, and intervention support led to measurable growth, especially in ELA and math proficiency.
The effectiveness of the actions associated with this goal was mixed. Overall, the school's emphasis on high-quality instruction, data-driven decision-making, and intervention support contributed to measurable progress in selected areas, particularly in English Learner reclassification, instructional collaboration, and College and Career Readiness. However, the implementation of some actions was incomplete, and academic outcomes were inconsistent across student groups, particularly in Mathematics.

Action 1.1, English Learner interventions, was effective. Targeted supports for English Learners resulted in an 8.3 percent reclassification rate, exceeding expectations and indicating that supplemental language development supports, small-group instruction, and focused monitoring of English Learner progress were positively impacting student outcomes.

Actions 1.2 and 1.3, including Solution Tree coaching and support for instructional alignment, were also effective in strengthening staff collaboration and improving instructional coherence. These actions supported clearer alignment to essential standards, strengthened professional dialogue, and increased consistency in instructional practices across classrooms.

The school's focused efforts in English Language Arts produced mixed but notable results. Overall, all students performed 14.2 points above standard in ELA, maintaining a Yellow performance level, although this represented a decline from the prior year. Within student groups, Hispanic students increased by 8.3 points to 7.4 points above standard, and socioeconomically disadvantaged students increased by 4.2 points to 21 points above standard. These outcomes indicate that targeted instructional supports and literacy-focused efforts contributed to progress for some student groups. At the same time, White students declined by 60.6 points to 15.8 points above standard, demonstrating that gains were not experienced consistently across all groups.

Mathematics outcomes indicate that the actions were less effective in producing broad-based improvement. Overall, students performed 85.1 points below standard in Mathematics, resulting in an Orange performance level and a 6.5-point decline from the prior year. Hispanic students demonstrated growth from 88.2 to 13.7 points below standard, suggesting that some targeted strategies were beginning to have a positive effect on this student group. However, socioeconomically disadvantaged students declined by 18.5 points to 95.2 points below standard, and White students declined by 22.9 points to 77.3 points below standard. These results indicate that current mathematics strategies were not yet sufficient to produce consistent improvement across student groups.

College and Career Readiness was a clear area of effectiveness. The College and Career Readiness rate increased to 83 percent, representing a 17.8 percentage-point gain and placing the school in the Blue performance level. Socioeconomically disadvantaged students increased to 82.8 percent, Hispanic students increased to 78.6 percent, and White students increased to 87 percent. These outcomes indicate that the school's efforts to support postsecondary preparation, pathway participation, and college-going readiness were effective.

Several actions were only partially effective due to incomplete implementation. Actions 1.2, 1.4, and 1.5 related to RTI models and data protocols were not fully implemented as intended. Although teachers collected student data, progress-monitoring practices and instructional adjustments were not consistently implemented, limiting the school's ability to provide a fully operational and responsive tiered support system.

Actions 1.3 and 1.4 related to formative assessment were also only partially effective. Teachers needed more frequent, structured, and timely formative assessment practices to inform instructional decisions during learning. As a result, the school was not yet consistently using real-time evidence of student understanding to modify instruction and intervention.

Student engagement in Mathematics also remained a significant challenge. Empathy interview findings indicated that some students struggled to see the relevance of mathematical concepts, which negatively affected engagement, motivation, and performance. This suggests that Mathematics instruction did not yet consistently connect learning to authentic applications, career pathways, or real-world problem-solving.

Overall, the actions associated with this goal demonstrated effectiveness in English Learner support, instructional coaching, collaboration, and College and Career Readiness. However, the implementation of RTI systems, formative assessment practices, and mathematics engagement strategies was insufficiently developed to produce stronger, more consistent academic outcomes across all student groups. These findings indicate that the school should maintain successful supports for literacy, English Learners, and college readiness while strengthening intervention systems, formative assessment capacity, and relevant mathematics instruction.

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.

Based on reflection on implementation to date and input from educational partners, the school will maintain the overall goal for the coming year, as it remains aligned to the school's core priority of advancing all students toward proficiency in every subject through strong instruction, innovative teaching practices, and effective use of technology. However, revisions will be made to specific actions in order to strengthen implementation, improve coherence, and better address areas where outcomes were mixed.

Actions 1.1 and 1.2 will be refined to strengthen data-driven instruction and intervention systems. The school will formalize RTI protocols, implement benchmark assessments at strategic points during the year, and establish clearer expectations for progress monitoring and instructional response. Professional learning community structures will also be strengthened through targeted training in using real-time student data to guide reteaching, intervention, and instructional adjustments.

Action 1.3 will be revised to strengthen Mathematics instruction and improve student engagement. The school will expand the use of peer tutors in lower-level Mathematics courses to support concept development and increase student confidence. In addition, unit plans will be reviewed to ensure stronger real-world connections and more authentic application of mathematical concepts.

Action 1.5 will be strengthened to increase cross-curricular collaboration, with a specific emphasis on integrating Mathematics more intentionally into Career Technical Education pathways. This change is intended to improve the relevance of Mathematics instruction, support student engagement, and promote stronger connections between academic content and future career pathways.

At the same time, the school will maintain and build upon the actions that demonstrated effectiveness. Actions 1.1 and 1.2 will continue the English Learner interventions that contributed to reclassification growth, and the school will expand writing-based strategies across content areas to sustain literacy development and support continued progress in English Language Arts.

No substantive change is being made to the overall goal or to its general focus. However, revisions to the associated actions will place greater emphasis on formalized RTI implementation, stronger formative assessment practices, increased relevance and application in Mathematics instruction, and enhanced cross-curricular collaboration. These changes are intended to improve the school's capacity to accelerate academic progress for all students while maintaining momentum in areas of demonstrated 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
1.1	Curriculum Enhancement and Innovative Instruction:	Goal: Advancing Proficiency Across All Subjects Promote deeper engagement and understanding through innovative instructional methods, thereby improving academic performance across subjects. Provide support through a school counselor, behavioral intervention technician, administrative personnel, and the Guiding Coalition. Utilize research-based instructional learning to Support first-best instruction. Assist students with multi-tiered interventions by ensuring equitable access to the curriculum and better meeting the needs of all students, particularly English Learners, Hispanics, Whites, Socioeconomically Disadvantaged students, and Students with Disabilities. Provide support for students in college courses through a College Success Liaison.	$396,794.00	Yes
1.2	Collaborative Professional Development	Advancing Proficiency Across All Subjects Implement differentiated instruction strategies to address diverse learning needs. Provide ongoing professional development for teachers on practical math and English Language Arts teaching methods. Utilize technology tools for personalized learning experiences. Establish a comprehensive Response to Intervention (RTI) framework to identify and support students needing additional academic assistance. Regularly assess and adjust intervention strategies based on student progress. Provide ASCA- related support for counselors. Conduct conferences to ensure student learning and connectedness. Utilize substitute teachers for teacher release days for curriculum planning	$24,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with Instructional Coaches in the Fall and Spring, teacher goal setting and professional growth three times annually, and teacher observation of Tier 1 instruction in balanced literacy and math. Implement a coaching cycle that includes goal setting, teaching practice feedback, and reflection with an instructional coach.		
1.3	Technology Integration and Support	Promote the use of technology to enhance teaching, learning, and assessment practices. Additional support services such as tutoring and mentoring should be provided to address barriers to participation. Integrate innovative methods and technology to empower students' development of 21st-century skills and competencies. Advance student proficiency in every subject at each grade level to ensure equitable access to high-quality education for all VTEC students.	$13,245.00	Yes
1.4	Data Driven Instructional Practices	Establish a system for ongoing monitoring of student progress and growth across all subjects and grade levels. This includes regularly assessing student performance using formative and summative assessments and collecting and analyzing data on student achievement. Continuous monitoring of student progress allows teachers to track individual and group performance over time, identify trends, and adjust instruction accordingly. By regularly assessing student learning, educators can identify areas of strength and areas needing improvement, enabling targeted interventions and support to ensure all students are progressing toward proficiency. Support of RTI and learning Refining the PLC process - Solution Tree Training with GC	$32,288.00	Yes
1.5	Cross-Disciplinary Collaboration	VTEC will provide regular collaboration time, workshops, and planning structures for teachers across disciplines to develop integrated curriculum units, align learning objectives and assessments, and strengthen connections between academic subjects and Career Technical Education pathways. The school will provide professional learning, facilitation, materials, and supplies to support interdisciplinary lesson design and pathway-connected learning experiences. This action is implemented schoolwide because English Learners, foster youth, and socioeconomically	$29,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		disadvantaged students have demonstrated a greater need for engaging, relevant, and connected learning experiences that reinforce academic skills and improve access to core instruction. The LEA has determined that this action is effective for unduplicated pupils because it is intended to increase instructional coherence, student engagement, and access to applied learning opportunities that support progress toward proficiency across subject areas.		
1.6	Monitoring and Evaluation	Develop progress monitoring tools and protocols that align with the assessment framework and learning objectives. Provide training and resources to effectively support teachers in implementing progress monitoring systems. Establish communication channels for sharing progress updates and feedback with students, parents, and other community partners. By fostering a culture of reflection, collaboration, and innovation, VTEC can identify opportunities for improvement and implement evidence-based practices to support student success schoolwide.	$23,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students at VTEC will be actively engaged and prepared for daily learning, achieved through equitable access to academic, behavioral, and social-emotional support.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
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.

Why This Goal Was Developed:
VTEC developed Goal 2 to ensure that all students experience a safe, inclusive, and supportive school environment that promotes engagement, belonging, and readiness for learning. This goal reflects the school's commitment to a whole-child approach that recognizes that academic success is closely connected to school climate, student relationships, attendance, behavior, and access to social-emotional and behavioral supports. Goal 2 aligns with State Priorities 1, 3, 5, 6, and 8 and was developed to address the conditions necessary for students, particularly historically underserved student groups, to remain connected to school and succeed academically and personally.
State Priorities Addressed:

- Priority 1 – Basic Services and Conditions of Learning:

VTEC strengthens Tier 1 and Tier 2 support systems to ensure students learn in a safe, structured, supportive academic environment. This includes proactive interventions and universal behavior supports aligned to best practices.

- Priority 3 – Parental Involvement:

The school cultivates two-way communication with families through regular outreach, community events, and recruitment strategies, ensuring that parents are empowered partners in their children's education.

- Priority 5 – Pupil Engagement:

By creating conditions of inclusivity and belonging and supporting student voice and choice, VTEC proactively addresses chronic absenteeism and ensures students are connected to meaningful learning experiences.

- Priority 6 – School Climate:

VTEC promotes a positive school culture through FIERCE values and proactive behavioral support. Systems for recognizing and celebrating student growth and achievement are embedded into everyday practices.

- Priority 8 – Other Pupil Outcomes:

FIERCE (Family, Innovative, Engaged, Rigorous, 6 Cs, Excellence) values are explicitly integrated into school culture and instruction. These core values and the ongoing development of social-emotional competencies prepare students for college, careers, and citizenship.

This goal is also grounded in VTEC's commitment to its FIERCE values of Family, Innovative, Engaged, Rigorous, 6 Cs, and Excellence. These values are embedded in the school's culture, student supports, and instructional approach in order to strengthen belonging, build student voice, and prepare students for college, career, and civic life. In addition, the school continues to emphasize the 6 Cs of global competency—communication, collaboration, creativity, critical thinking, character, and citizenship—as part of its effort to develop students who are not only academically prepared, but also socially and emotionally ready for success beyond high school.

Goal 2 was informed by student outcome data and local measures that indicate the continued importance of maintaining strong systems of belonging, engagement, and support. VTEC has made important progress in reducing exclusionary discipline across student groups. The school's overall suspension rate declined to 5.7 percent, with improvement across multiple student groups, including Hispanic students, socioeconomically disadvantaged students, students with disabilities, English Learners, and White students. These outcomes suggest that continued emphasis on Tier 2 behavioral supports, restorative practices, counseling, proactive intervention groups, and social-emotional supports is warranted in order to sustain and deepen this progress.

The goal was also developed in response to the need to reduce chronic absenteeism and strengthen student engagement. With a local chronic absenteeism measure of 20 percent, the school recognizes the importance of continued family outreach, personalized attendance interventions, meaningful advisory experiences, and increased opportunities for students to participate in clubs, events, and activities that strengthen their connection to school. These strategies are intended to improve daily attendance by increasing student investment in the school experience and reducing barriers to participation.

In addition, Goal 2 was developed to strengthen family and student connections to VTEC through regular opportunities for communication, feedback, and involvement. The school will continue to use local perception data, including Qualtrics survey results, to monitor students' and families' sense of trust, connection, and satisfaction. Structures such as Conversations and Coffee, student roundtables, parent engagement events, and weekly SMORE communication are intended to strengthen relationships, increase stakeholder voice, and ensure that students and families remain active partners in the school community.

This goal also supports VTEC's commitment to sustaining a 100 percent graduation rate by ensuring that students receive the academic, behavioral, and social-emotional support necessary to remain on track through graduation. Personalized academic support, strong staff-student relationships, mentoring, and college- and career-readiness systems will continue to be key components of this effort, ensuring that all students graduate prepared for the next step in their educational and career pathways.

Goal 2 is grounded in an equity lens. The goal and its associated actions were developed to address barriers that disproportionately affect student groups with higher rates of suspension, absenteeism, disconnection, or need for additional support. By focusing on belonging, proactive intervention, student engagement, and strong relationships, VTEC intends to ensure that all students, regardless of background, experience school as a place where they are valued, supported, and positioned for success.

Overall, Goal 2 was developed to strengthen the conditions that allow students to thrive academically, socially, and emotionally. Through a continued focus on belonging, school climate, engagement, attendance, and graduation readiness, this goal directly supports VTEC's mission of providing a rigorous and supportive environment that fast-tracks student success and reflects the core values of FIERCE.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates	13.3% of the students have been suspended: 13.3% All students 12.2% Hispanic students 10.6% Socioeconomically Disadvantaged 16.2% of Students with Disabilities 22.7% of students classified as EL were suspended 12.3% White students (Source CA dashboard)	11.5% of the students have been suspended declined by .3%: [ORANGE] 11.5% All students [ORANGE] 7.6% Hispanic students declined by (-4.6%) [YELLOW] 10.1% Socioeconomically Disadvantaged decreased by .5% [ORANGE] 16.7% of Students with Disabilities increased by .5% [RED] 21.1% of students classified as EL decreased by (1.7%) [RED] 16% White students increased by 3.7% [RED]	5.7% of the students have been suspended, declining by 5.8%: [GREEN] 5.7% All students [GREEN] 2.4% Hispanic students declined by (-5.3%) [GREEN] 4.6% Socioeconomically Disadvantaged decreased by 5.5% [GREEN] 6.9% of Students with Disabilities decreased by 5.5%. No color 0% of students classified as EL decreased by (21%). No color 9.1% White students decreased by 7% [YELLOW]	Reduce Suspension rates from 13.3% to 6% 6% All students 6% Hispanic students 5.8% Socioeconomically Disadvantaged 6 % of Students with Disabilities 6% of Students classified as EL 6% of White students	Current suspension rate: 5.7% overall, Hispanic: 2.4%, a decline of 5.3% Socioeconomically Disadvantaged: 4.6%, a decline of 5.5% Students with Disabilities: 6.9%, a decline of 9.8% English Learners: 0%, a decline of 21% White Students: 9.1%, a decline of 7 percent (Source CA dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(Source CA dashboard 2024)	(Source CA dashboard 2025)		
2.2	Tier 2 Data	Students with incidents: 574 total Students with 10 or more: 20 (8.23%) Students with 5-9: 28 (11.52 %) Students with 1-4: 62 (25.51%) Unduplicated Groups SED: 66.8% SPED: 15.4% EL: 14% Homeless: 2.8% Foster Youth: 1.2% Grade Levels 9th:18.5% (106 student entries) 10th:26.8% (154 student entries) 11th:28.2% (162 student entries) 12th:26.5% (152 student entries) Ethnicity Hispanic: 61% White: 35.5% African American: .05% Other races: 3.45% (Source: PowerSchool Intervention Dashboard Data)	Students with incidents: 148 Incidents Students with 10 or more: 1 (0.7%) Students with 5-10: 7 (4.73%) Students with 1-4 46 (23%) Unduplicated groups SED: 66 (41.5%) General: 49 (30.8%) SPED: 24 (15.1%) EL: 10 (6.3%) 504: 6 (3.8%) Homeless: 2 (1.3%) Foster Youth: 2 (1.3%) Grade Levels 9th Grade: 46 (31.1%) 10th Grade: 33 (22.3%) 11th Grade: 53 (35.8%) 12th Grade: 16 (10.8%) Ethnicity	Students with incidents: 155 (74.88%) Students with 6 or more: 3 (1.45%) Students with 3-5: 9((4.35%) student with 1-2: 40 (19.32%) Unduplicated Groups SED: 68 (48.8%) SpEd: 18 (12.9%) EL: 8 (5.7%) Homeless: 1 (0.7%) Foster Youth: Grade Levels 9th: 44 (42.3%) 10th: 27(26.0%) 11th: 20(19.2%) 12th: 13 (12.5%) Ethnicity Hispanic: 60 (57.7%) White: 42 (40.4%) African American: 0 (0%) Other Races: 2 (1.9%)	Students with incidents: 125 total Students with 10 or more: 5 (2.2%) Students with 5-9: 5 (2.2%) Students with 1-4: 20 (8.7%) Unduplicated Groups SED:20% SPED: 5.4% EL: 4% Homeless: 1% Foster Youth: .5% Grade Levels 9th: 8.5% (fewer than 25 student entries) 10th: 6.8% (fewer than 10 student entries) 11th: 6.2% (fewer than 10 student entries) 12th: 6.5% (fewer than 10 student entries) Ethnicity Hispanic: 21% White: 3.%	Students with incidents: reduced by 426 Incidents Students with 10 or more: reduced to by 19 (0.7%) Students with 5-10: reduced by 19 (4.73%) Students with 1-4: reduced by 14 (23%) Unduplicated groups SED: 66 (41.5%) reduced by 25% General: 49 (30.8%) SPED: 24 (15.1%) reduced by .3% EL: 10 (6.3%) reduced by7.7% 504: 6 (3.8%) Homeless: 2 (1.3%) reduced by 1.5% Foster Youth: 2 (1.3%) increased by .2% Grade Levels 9th Grade: 46 (31.1%) increased by 12.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 81 (54.72%) White: 57 (38.51%) Other Races: 10 (6.76%) (Source: PowerSchool Intervention Dashboard Data)		African American: .0% Other races: 1% (Source: PowerSchool Intervention Dashboard Data)	10th Grade: 33 (22.3%) reduced by 5.9% 11th Grade: 53 (35.8%) increased by 7.6% 12th Grade: 16 (10.8%) reduced by 15.7% Ethnicity Hispanic: 81 (54.72%) reduced by 8.3% White: 57 (38.51%) increased by 3% Other Races: 10 (6.76%) increased by 3.3% (Source: PowerSchool Intervention Dashboard Data)
2.3	Proactive Supports	% Students who reported Sense of Belonging: 60% (Qualtrics) Climate Survey(Safety): 85% Connection to FIERCE guidelines for success Connection activities with students: 1. Parent Surveys	% Students who reported Sense of Belonging: 72% (Qualtrics) Climate Survey(Safety): 83% Connection to FIERCE guidelines for success	% Students who reported Sense of Belonging: 76% (Qualtrics) Climate Survey(Safety): 87% Connection to FIERCE guidelines for success	% Students who reported Sense of Belonging: 95% (Qualtrics) Climate Survey (Safety): 95% Students ability to demonstrate FIERCE through a rubric reaching	% Students who reported Sense of Belonging: +5% (Qualtrics) Climate Survey(Safety): 4% Connection to FIERCE guidelines for success

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	100% effectiveness Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness
2.4	Tier 1 Data	D/F Rate - 20% College Class Completion Rate 71% of the students completed a minimum of 4 college classes Recruitment: 9th grade = 51 10th grade = 71 11th grade = 57 12th grade = 42	D/F Rate: 80 Students (40%) College Class Completion Rate 87.5% of the students completed a minimum of 4 college classes Failing 1: 27 (12.16%) Failing 2: 8 (3.6%) Failing 3: 3 (1.35%) Failing 4: 2 (0.9%) Recruitment: 9th grade = 60 10th grade = 46 11th grade = 42 12th grade = 60	Semester 2 D/F Rate: 41.71% Failling 1: 40 (21.39%) Failing 2: 25 (13.37%) Failing 3: 13 (7%) Failing 4: 9 (4.8%) College Class Completion Rate: 79.5% Fall Semester Recruitment: 9th Grade: 79 10th Grade: 49 11th Grade: 49 12th Grade: 36	D/F Rate - Less than 10% College Class Completion Rate 100% of the students completing a minimum of 4 college classes Recruitment: 9th grade = 95 10th grade = 85 11th grade = 75 12th grade = 51	D/F Rate: 80 Students (40%) increased by 20% College Class Completion Rate 87.5% of the students completed a minimum of 4 college classes, an increase of 16.5% Failing 1: 27 (12.16%) Failing 2: 8 (3.6%) Failing 3: 3 (1.35%) Failing 4: 2 (0.9%) Recruitment: 9th grade = 60 10th grade = 46 11th grade = 42 12th grade = 60
2.5	Graduation Rate	Graduation Rate - 97.7% CA Dashboard 2023	Graduation Rate - 95.2%	Graduation Rate - 100%	Graduation Rate - 100%	Graduation Rate increased by 4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			CA Dashboard 2024	CA Dashboard 2025		CA Dashboard 2025

Goal Analysis [2025-26]

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

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

For the 2025-2026 school year.
Overall, there were few substantive differences between the planned actions and the actual implementation of Goal 2 during the 2025–2026 school year. Actions related to suspension rates, Tier 2 behavior tracking, Tier 1 data review, and graduation monitoring were implemented largely as planned. The school continued to monitor suspension trends, use Tier 2 data to identify and respond to behavioral needs, review Tier 1 data to support student success, and maintain a strong focus on graduation outcomes. For Action 2.5, graduation monitoring included a more intentional review of CALPADS reporting to ensure accurate dropout identification and to maintain the school's 100 percent graduation rate.

The most substantive difference occurred within Action 2.3, Proactive Supports. During implementation, the school placed increased emphasis on prevention, student expectations, and positive reinforcement systems. A student code of conduct was developed and presented at grade-level assemblies to establish clearer behavioral expectations and promote a more consistent understanding of schoolwide standards. In addition, the school facilitated proactive student support groups for students who had been suspended in the prior year, with the goal of providing earlier intervention, restoring connection to school, and reducing repeated disciplinary incidents. The school also expanded its use of positive reinforcement by building out the FIERCE Card reward system to recognize and encourage behaviors aligned to the school's values and expectations.

These implementation adjustments strengthened the school's proactive approach to behavior and student support while remaining aligned to the overall purpose of Goal 2. The additional emphasis on prevention, relationship-building, and positive reinforcement reflects the school's ongoing effort to create a supportive and inclusive environment that increases student connectedness and reduces barriers to success.

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.

Material differences occurred in Actions 2.2 and 2.3 based on student needs and implementation adjustments made during the year.

For Action 2.2, actual expenditures exceeded the original budget because students identified a greater need for social-emotional support. In response, the school increased services by adding a second day of on-campus social work support. This adjustment was made to provide more consistent access to counseling, proactive intervention, and student support services aligned to the needs identified through local data and student feedback.

For Action 2.3, estimated actual expenditures also differed from the original budget due to the school's increased emphasis on proactive student support. During implementation, the school expanded efforts to prevent behavioral concerns from escalating by developing and presenting a student code of conduct through grade-level assemblies, facilitating proactive support groups for students with prior suspensions, and strengthening the FIERCE Card reward system as a positive-reinforcement structure. These shifts demonstrated a need for increased funding to sustain and expand proactive supports that strengthen student connection, reinforce expectations, and reduce future disciplinary concerns.

Overall, these material differences reflected strategic adjustments made in response to student needs and were aligned with the intent of Goal 2 to improve school climate, student support, and engagement.

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

The actions associated with Goal 2 were generally effective in making progress toward improving school climate, strengthening student support systems, and reinforcing a positive and inclusive culture aligned with VTEC's FIERCE values.

Action 2.1 was effective, as evidenced by local data showing positive progress in student support and school climate. Continued attention to student behavior, engagement, and belonging contributed to improved conditions for learning and supported the development of a more positive school environment.

Action 2.2 was effective in supporting improved Tier 2 behavior outcomes. The school's focus on strengthening Tier 1 instructional practices, classroom systems, and clear expectations contributed to a reduction in behavioral concerns requiring more intensive intervention. This suggests that stronger universal supports and more consistent classroom practices positively impacted student behavior and engagement.

Action 2.3 was effective in strengthening proactive supports for students. The implementation of student groups, intervention systems, and intentional relationship-building efforts provided earlier support to students needing additional assistance. The increased focus on positive interactions with students also contributed to stronger connections, trust, and a sense of school belonging.

Action 2.4 was effective in reinforcing positive student behavior and strengthening school culture. The use of positive supports and rewards for students demonstrating FIERCE behaviors successfully promoted school expectations and increased recognition of positive student conduct. These efforts supported the development of a more affirming and consistent school climate.

Action 2.5 was effective, as the graduation rate increased to 100 percent from the previously reported 95.6 percent. This outcome indicates that academic monitoring, student support systems, and staff efforts to maintain connection with students contributed positively to keeping students on track for graduation.

Overall, the implementation of these actions contributed positively to the goal. Local data indicate improvement in student support, behavior systems, school culture, and graduation outcomes. Based on these results, the actions will be maintained and refined in order to continue strengthening student engagement, belonging, and readiness for success.

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.

Based on reflection on implementation during the 2025–2026 school year, no substantive changes were made to Goal 2 or to its metrics and target outcomes for the coming year, as the goal remains aligned to the school's priorities for belonging, proactive support, positive school culture, and graduation readiness. However, refinements will be made to Actions 2.2 and 2.3 to strengthen implementation. The school will continue the increased level of social-emotional support, including expanded access to social work services, and will further strengthen proactive supports through continued implementation of the student code of conduct, proactive student groups, and the FIERCE Card reward system. These refinements are intended to build on effective practices and improve the consistency and intensity of supports that promote student behavior, connection, and 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	Positive behavior supports	VTEC will implement a restorative practices and PBIS-aligned framework to promote positive behavior, strengthen social-emotional development, and improve school climate. Staff will receive training on restorative approaches, proactive behavior strategies, and positive classroom systems. The school will maintain proactive student supports, including a student code of conduct, targeted student groups, and positive reinforcement systems such as FIERCE Cards, no tardy celebrations, zero-incident recognitions, and semester awards for academic achievement and positive behavior. These actions are intended to reduce suspension, strengthen student connection to school, and reinforce a positive and inclusive campus culture. Corresponding Metrics: Metric 1: Suspension Rate Metric 3: Proactive Supports	$10,997.00	Yes
2.2	Strengthen Tier 1 instructional supports	VTEC will strengthen Tier 1 instructional supports through professional development on evidence-based instructional practices and differentiation, implementation of universal screening tools, and continued use of	$23,173.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Professional Learning Communities to analyze common formative assessment data and adjust instruction. The school will also increase academic support through its Multi-Tiered Multi-Domain System of Supports, including four-year plans, CCGI activities, A-G and CTE completion lessons, grade-level meetings, and parent data-sharing on student achievement. These actions are intended to improve instructional responsiveness, increase academic support, and ensure students remain on track for success. Corresponding Metrics: Metric 3:Proactive Supports Metric 5: Graduation Rate Metric 4: Tier 1 Data		
2.3	Expand SEL supports and first-best instruction through environments	VTEC will expand proactive behavioral and social-emotional supports through mentoring, counseling, social-emotional learning supports, and intervention services. The school will provide materials, supplies, and activities that promote a positive school climate and recognize student and staff achievement. VTEC will also invest in staffing, training, and professional learning so staff can respond effectively to students' behavioral and social-emotional needs and strengthen first-best instruction through supportive learning environments. Strategies aligned to the Tiered Fidelity Inventory will be incorporated to ensure these systems of support are implemented consistently and with fidelity. These actions are intended to improve student connection, strengthen school climate, and increase readiness for learning.	$11,878.00	Yes
2.4	Interventions and support for students	VTEC will implement targeted interventions and support services to ensure all students remain on track for graduation. Supports will include academic counseling, progress monitoring, credit recovery, reteaching opportunities, and personalized learning supports for students at risk of not graduating. The school will also maintain a caring and supportive learning environment that promotes retention; replace unsafe furniture and outdated classroom materials and equipment to ensure safe learning conditions; and provide systematic opportunities for parents to increase their involvement in the school and in their children's education. These actions are intended to	$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve graduation readiness, strengthen student retention, and support positive school engagement.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	VTEC actively works with the community and families and will actively support students and school through empowerment, effective two-way communication, and collaboration.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 3 was developed to strengthen VTEC's partnership with families, students, community members, and industry partners through effective two-way communication, active collaboration, and shared support for student success. This goal aligns with State Priorities 3, 5, 7, and 8 by increasing family involvement, strengthening pupil engagement, improving communication about course access and pathway opportunities, and supporting student outcomes through the school's FIERCE framework and college- and career-readiness efforts. The goal also reflects VTEC's commitment to intentional recruitment, strong school branding, community and industry partnerships, externships, advisory committees, collaboration with educational partners, and WASC continuous improvement. The achievement of this goal will be monitored annually through local measures of family engagement, communication, recruitment, partnership development, and students' access to opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Recruitment (EL, SED, Foster Youth)	Foster Youth student(s) = 1% of student population SED = 70% of student population EL = 9% of student population	Foster Youth student(s) = 1% of the student population SED = 70% of student population EL = 7% of student population	Foster Youth student(s) = 2% of the student population SED = 65% of the student population EL = 6% of the student population	Increase support so 10% of the student population can access the Pathways. Increase support for students to 75% of the population	Foster Youth student(s) = 2% of student population 0% growth SED = 70% of student population, 0 % growth EL = 7% of the student population, a decrease of 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Increase redesignations of EL students so that 15% of the population is EL and is on a path for redesignation	
3.2	Branding of VTEC	215 students currently enrolled in VTEC	208 students currently enrolled in VTEC	211 students currently enrolled in VTEC	Increase to 300 students enrolled in VTEC.	Currently an decrease of 3 students with an incoming 9th grade class of 80 students
3.3	Community partnerships	Ten community partnerships 3 advisory meetings yearly	Ten community partnerships 3 advisory meetings yearly	Twelve community partnerships 3 advisory meetings yearly	25 community partnerships 10 advisory meetings yearly	Increase in community partnerships
3.4	Western Association of Schools and Colleges (WASC)	Earn accreditation from WASC revisit in the Spring of 2025	Awaiting Status based on visit	WASC Accreditation earned	Earn a six-year accreditation to become a CA distinguished school.	Accreditation earned
3.5	Open two-way communication	50% of parents reported on local surveys that they are communicated with ** New metric for communication with educational partners. Many phone calls reiterating information on PowerSchool, Blackboard, SMORE, and Website.	60% of parents reported in local surveys that they had been contacted ** New metric for communication with educational partners. Many phone calls were made to reiterate information on PowerSchool,	70% of parents reported in local surveys that they had been contacted ** New metric for communication with educational partners. Many phone calls were made to reiterate information on PowerSchool,	85% of parents and community partners report they are communicated with	A slight increase of 20% over the baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Blackboard, SMORE, and the Website.	Blackboard, SMORE, and the Website.		

Goal Analysis [2025-26]

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

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

Goal 3 was implemented largely as planned during 2025–2026, with actions focused on recruitment, branding, WASC preparation, and community engagement carried out with fidelity. Recruitment efforts included collaboration with an outside agency, expanded use of social media and radio, multiple eighth-grade tours, and improved response time for interest forms, reducing it from 2 to 3 days to less than 24 hours. These efforts contributed to increased inquiries and growth in incoming ninth-grade enrollment to 80 students, up 28 from the prior year. Branding efforts included a partnership with VUSD to redesign the school website and better align messaging with VTEC's mission and vision. WASC preparation focused on strengthening staff alignment with the school's mission and vision and contributed to the successful renewal of accreditation for the final three-year term. Community engagement and communication efforts remained consistent, including Momentum broadcasting, presentations to middle school counselors, and regular outreach to families and partners. Feedback indicated improved satisfaction with responsiveness and clarity of communication.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for this goal. All planned actions and services were implemented as outlined, and expenditures were consistent with the original budget. Any minor adjustments made throughout the year were within allowable limits and did not impact the overall scope or delivery of services.

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

The actions associated with Goal 3 were generally effective in making progress toward increasing student enrollment and strengthening communication, branding, and internal alignment. All actions were implemented largely as planned, and the results indicate early but meaningful progress in building the systems and structures necessary to support continued growth in future years.

Action 3.1, Recruitment, was moderately effective. Efforts, including partnership with an external agency, improved follow-up timelines with interested families, expanded social media outreach, radio communication, and eighth-grade tours, contributed to a positive increase in student enrollment. While growth was still developing, the increase in incoming ninth-grade enrollment and the stronger applicant pool indicate that these efforts were effective in improving awareness and establishing a stronger recruitment pipeline.

Action 3.2, Branding, was effective in strengthening the school's public image and improving communication of VTEC's identity and program offerings. The redesigned website and clarified messaging supported greater accessibility for prospective families and strengthened the school's long-term marketing efforts through more consistent branding across outreach platforms, including radio and social media.

Action 3.4, WASC Preparation, was effective. The focus on staff alignment to the school's mission and vision contributed to stronger internal coherence and supported the successful renewal of WASC accreditation for the final three-year term. This outcome indicates that the action positively supported institutional alignment and schoolwide clarity of purpose.

Actions 3.3 and 3.5, Community Partnerships and Two-Way Communication, were effective in maintaining consistent communication and stakeholder engagement. Although these actions did not result in major changes beyond what was planned, they provided a stable and reliable foundation for family outreach, educational partner engagement, and community connection. Feedback indicating improved satisfaction with school responsiveness and communication suggests these efforts contributed positively to the goal.

Overall, the actions under Goal 3 were effective in laying the foundation for sustained improvement in enrollment, communication, branding, and partnership development. While the measurable impact on enrollment was incremental, the systems, outreach strategies, and communication structures developed through these actions provide a strong basis for continued refinement and growth in subsequent years.

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.

Based on reflection on implementation during the year, Goal 3 will be refined to strengthen its focus on sustained student recruitment, retention, and engagement through more intentional outreach, stronger community partnerships, and deeper stakeholder involvement. While the foundational systems for communication, branding, and recruitment were established and implemented with fidelity, reflection indicates a need to place greater emphasis on conversion, follow-up, and long-term connections with students and families.

For the coming year, the goal will be revised to more explicitly emphasize recruitment and retention as connected priorities. In addition, the metrics and target outcomes will be refined to better measure the effectiveness of outreach and communication efforts. New or revised measures will include year-over-year tracking of enrollment inquiries, applications, student yield, conversion rates from inquiry to enrollment, and participation rates in family engagement activities. These refinements are intended to provide clearer evidence of progress and allow the school to more effectively monitor the impact of recruitment and communication strategies.

The actions associated with recruitment and outreach will also be strengthened. VTEC will expand outreach events, deepen partnerships with middle schools, and increase the use of targeted digital and social media strategies to improve awareness and interest among prospective students and families. The improved response time to family inquiries will be maintained and paired with more personalized follow-up protocols to strengthen family engagement and improve conversion from initial interest to enrollment.

In addition, the school will continue to strengthen internal alignment and messaging by prioritizing staff development connected to the school's mission, vision, and value proposition. This is intended to ensure that staff can consistently communicate the purpose and benefits of a VTEC education. The school will also refine onboarding and orientation processes for new students and families to strengthen early connections and increase student retention.

Finally, Action 3.3 will be revised to deepen community partnership efforts by moving beyond general outreach to more active collaboration. This will include increased partner-led events, expanded internship and career-connected learning opportunities, and more formal structures for community advisory input into recruitment, program development, and school messaging.

These changes are intended to build on the systems established during the year and create a more comprehensive, measurable, and effective strategy for increasing enrollment, strengthening family engagement, deepening community partnership, and improving student connection and retention over time.

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	Highly recognized technical school	VTEC will strengthen its identity as a well-recognized technical and early college high school by providing informational sessions and workshops for students and families on college course opportunities, dual enrollment, certifications, and pathway completion. The school will provide tutoring, mentoring, and other tailored supports to reduce barriers to participation. VTEC will also expand business and community partnerships, externships, advisory committee involvement, certifications, FFA co-curricular opportunities, and WASC-aligned continuous improvement efforts. Progress monitoring of two-way communication with educational partners will continue through website development, technology-based communication systems, School Site Council meetings, Principal Roundtable meetings, focus groups, and parent and grade-level meetings. These actions are intended to increase awareness, strengthen engagement, and expand student access to college and career opportunities.	$15,000.00	Yes
3.2	Implementation of a Comprehensive Recruitment plan	VTEC will implement a comprehensive recruitment plan, with support from experts and educational partners, to increase student enrollment and expand access for English Learners, foster youth, and socioeconomically disadvantaged students. The plan will include collaboration with counselors, feeder schools, community organizations, and outreach partners to identify prospective students and strengthen follow-up and family support throughout the enrollment process. VTEC will also enhance	$16,245.00	Yes

Action #	Title	Description	Total Funds	Contributing
		its brand identity and visibility through strategic marketing, digital and social media outreach, promotional materials, school tours, and informational events. These actions are intended to increase awareness, improve access, and grow enrollment in VTEC's college and career pathway opportunities.		
3.3	Two-Way Communication with Educational Partners	VTEC will strengthen two-way communication and engagement with parents, families, community partners, and educational stakeholders through participation in survey data review, Back to School Night and Open House events, School Site Council, parent events, and informational training sessions, including those designed for English Learner families. The school will continue to strengthen advisory committees, business partnerships, and pathway connections through braiding of K12 SWP, CTEIG, Perkins, and AIG resources. Parents will also be encouraged to participate in the VTEC Scholarship Foundation through volunteer opportunities and family activities. Ongoing communication with families will be maintained through weekly tele-parent messages and emails, monthly newsletters, the school website, Schoology, marquee messages, the Remind app, Facebook, Instagram, and classroom newsletters. These actions are intended to strengthen family engagement, improve stakeholder voice, and support student success through consistent and meaningful two-way communication.	$1,753.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	VTEC will increase equitable access to and successful completion of dual and concurrent enrollment opportunities so that more students, especially English Learners, socioeconomically disadvantaged students, homeless youth, foster youth, and students with disabilities, graduate college and career-ready. Through targeted academic, advisory, and college-navigation supports funded in part through the Learning Recovery Block Grant, VTEC will strengthen student enrollment, persistence, and completion of College of the Sequoias coursework as part of the school's early college model.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

One of the California Department of Education's College and Career Readiness indicators reflects how well students meet multiple measures of postsecondary preparedness, including CAASPP performance, CTE pathway completion, completion of required coursework, and successful enrollment in and completion of dual or concurrent college classes. As an early college high school, VTEC has a responsibility to ensure that students not only have access to these opportunities but also receive the support necessary to complete them successfully.

This goal was developed to address persistent equity gaps in access to and completion of dual enrollment among VTEC students. Although the school's overall college-course participation and completion are strengths, local transcript data from College of the Sequoias show that several student groups have historically been underrepresented in successful college enrollment and completion, particularly foster youth, socioeconomically disadvantaged students, homeless youth, and students with disabilities. These students may face additional barriers related to academic readiness, confidence, access to resources, and college-system navigation, which can limit full participation in college-level coursework.

Baseline local data based on COS transcripts showed student enrollment and completion rates of 1% for foster youth, 33% for socioeconomically disadvantaged students, 2% for homeless youth, and 5% for students with disabilities. Year 2 outcomes demonstrated improvement, increasing to 50% for foster youth, 43% for socioeconomically disadvantaged students, 33% for homeless youth, and 25% for students with disabilities. Demographic participation data also showed growth in college-course enrollment and completion, including Hispanic students increasing from 57.1% to 58%, White students from 36.1% to 55%, Asian students from 1% to 50%, two or more races from 2.5% to 25%, and Black students from 0% to 1%.

By leveraging the Learning Recovery Block Grant, this goal prioritizes targeted and sustained academic and advisory support to reduce these opportunity gaps. A central strategy is the continued support of the COS College Success Liaison, whose work helps students enroll in coursework, access tutoring, monitor assignments and progress, communicate with faculty, and persist through course completion. This support is especially important for students who may be first-generation college participants or who need additional academic and social-emotional support to succeed in rigorous college settings.

This goal aligns with VTEC's mission to fast-track students' futures through rigorous academics and industry-aligned learning. It also supports the broader intent of learning recovery by accelerating opportunity and achievement for students most impacted by unfinished learning and long-standing inequities in access to advanced academic experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Dual Enrollment completion	Student enrollment and completion of COS classes, local data based on transcripts data from COS: Foster Youth - 1% SED - 33% Homeless - 2% SPED - 5% Demographic Data Hispanic - 57.1% White - 36.1% Asian - 1% Two or more races - 2.5% Black - 0%	Student enrollment and completion of COS classes, local data based on transcripts data from COS: Foster Youth - 1% SED - 44% Homeless - 3% SPED - 9% Demographic Data Hispanic - 60.2% White - 31.4% Asian - 1% Two or more races - 2.5% Black - 1%	Student enrollment and completion of COS classes, local data based on transcripts data from COS: Foster Youth - 50% SED - 43% Homeless - 33% SPED - 25% Demographic Data Hispanic - 58% White - 55% Asian - 50% Two or more races - 25% Black - 1%	Student enrollment and completion of COS classes, local data based on transcripts data from COS: Foster Youth - 5% SED - 60% Homeless - 35% SPED - 35% Demographic Data Hispanic - 70% White - 60% Asian - 50% Two or more races - 25% Black - 10%	Student enrollment and completion of COS classes, local data based on transcripts from COS: Foster Youth - an increase of 49% SED - an increase of 1% Homeless - an increase of 30% SPED - an increase of 14% Demographic Data Hispanic - Decrease of 2% White - increase of 23.6% Asian - an increase of 49% Two or more races - increase of 17% Black - no change

Goal Analysis [2025-26]

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

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

A new goal to measure success of college and career success as it leads to acceleration into College credits.

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

Not Applicable

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

The effectiveness can be measured in multiple ways:

- 12% of the Senior Class has earned an AA which is a large increase as we had 1% last year.
- Students taking multiple COS/dual enrollment classes are up: 840 units were completed in the fall semester which is just shy of the 1019 that were completed all last year.
- with that increased amount of courses there was also an increase in GPA from 2.47 to 2.90 overall for courses taken
- An increase of 15% more EL students taking dual enrollment
- An increase of 2% more SED students taking dual enrollment courses
- An increase of 8% of our total population taking Dual enrollment courses

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Dual Enrollment Completion	Increase access, participation, and successful completion of dual enrollment courses among historically underserved student groups—specifically English Learners, socioeconomically disadvantaged students, homeless youth, and foster youth—by leveraging targeted support from the	$121,546.00	No

Action #	Title	Description	Total Funds	Contributing
		COS College Success Liaison. This also includes COS Liaison as a professional consultant. (LRBG funds) and student success grant.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	VTEC will increase CTE completer rates and expand student access to industry-aligned experiences through stronger pathway implementation, student progress monitoring, and advisory-informed program improvement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to increase CTE pathway completion and ensure students have access to meaningful industry-aligned experiences that prepare them for postsecondary success. Current data show that CTE completer rates remain too low overall and for key student groups, indicating a need to strengthen pathway access, persistence, and completion. This goal also reflects the need to ensure that pathway experiences remain aligned to industry expectations, student interests, and workforce demands through advisory committee feedback and real-world learning opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CA Dashboard data from 2025: Overall CTE completers = 22.6% Hispanic students = 14.3% SED students = 10.3% Currently 0% of Foster Youth and Homeless students as completers	CA Dashboard data from 2025: Overall CTE completers = 22.6% Hispanic students = 14.3% SED students = 10.3% Currently, 0% of Foster Youth and Homeless students as completers			Overall CTE completers = 40% Hispanic students = 30% SED students = 30% Foster Youth = 100% Homeless students = 50%	

Goal Analysis [2025-26]

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

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

An enhanced goal for 2026-2027

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

Not applicable

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

Not applicable

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

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Increase CTE Completer rates	VTEC will strengthen pathway completion by monitoring student progress through pathway sequences, aligning student schedules and four-year plans, providing counseling and guidance, and identifying students who need additional support to complete pathway requirements. Special attention will be given to improving completion rates for Hispanic students, socioeconomically disadvantaged students, foster youth, and homeless students.	$266,600.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Expand Industry-Aligned Student Experiences	VTEC will expand access to industry-aligned student experiences, including externships, guest speakers, industry tours, certifications, FFA and other pathway-related leadership opportunities, and work-based learning experiences connected to pathway standards and industry expectations.		No
5.3	Use Advisory Committee Input to Strengthen Pathways	VTEC will use advisory committee recommendations and industry standards to guide pathway improvement, strengthen relevance, and ensure that student experiences and pathway outcomes remain aligned to workforce and postsecondary expectations.		No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$409,245	$25,468

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
16.992%	7.701%	$177,801.95	24.693%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum Enhancement and Innovative Instruction: **Need:** Based on the CCR data, we need to increase the support of all unduplicated groups of students completing pathways, College and Career Readiness, and their four-year plans. We have a counselor and a teacher who	During the three year LCAP cycle, English Learners will have access to ELPAC scores, Math, and ELA to help progress monitor their learning. Students that are designated SED and Foster youth will be supported with meetings that will ensure their progress towards the A-G, CCR, and completing pathways.	EL redesignations scores on CAASPP College and Career Readiness measures

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
	support students. Their support will include monitoring four-year plans to ensure students are progressing on the college and career readiness indicator and completing pathways. Their support will also include meetings with students working to improve this through monitoring grades, ELPAC scores, and EL redesignation. **Scope:** Schoolwide		
1.2	**Action:** Collaborative Professional Development **Need:** Students have shown that they struggle with Math -70 points below standard and student that are EL and SED have scores that are below this with 100 points below in Math. In ELA these same student groups have shown that they have significant disparities when it comes to scoring on the CAASPP exam. Student, parent, and teacher feedback has revealed that our teachers need support with time to plan for the significant needs of these students. **Scope:** Schoolwide	To address the need and significant support needed we will use PLC data and benchmark data to design and adjust learning opportunities for students. Since all teachers have English Learners, students identified as SED or Foster Youth, it has been determined that this action will support teachers with individualized time to plan for the diverse needs of the students.	Scores on CAASPP, grade data, and benchmark or formative assessments will be the main measure.
1.3	**Action:** Technology Integration and Support	By embedding technology into daily instruction, students can develop 21st-century skills, including	redesignation rates, CAASPP Scores, Benchmark scores, D/F

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: This schoolwide action promotes the strategic use of technology to enhance teaching, learning, and assessment practices across all grade levels and subject areas at Visalia Technical Early College (VTEC). The integration of instructional technology supports VTEC's mission to provide equitable access to high-quality learning experiences and prepare students for success in a rapidly evolving, digitally connected world. **Scope:** Schoolwide	digital literacy, collaboration, critical thinking, and communication. These competencies are essential for college and career readiness and align with VTEC's instructional goals. In addition, technology is used to personalize learning and accelerate academic growth. Digital platforms support formative assessment, real-time feedback, and differentiated instruction, allowing teachers to meet the diverse needs of all students, especially English Learners, socioeconomically disadvantaged students, and foster youth. To ensure equitable participation and remove barriers to access, this action also includes the provision of: -Tutoring and mentoring programs enhanced through digital platforms, -Online intervention tools for reteaching and practice, -Expanded access to devices and internet connectivity as needed. Through this integrated approach, VTEC advances student proficiency in every subject, ensures access to high-quality instructional resources, and creates a future-ready learning environment that benefits all students schoolwide.	rates, and local formative assessments
1.4	**Action:** Data Driven Instructional Practices **Need:** This action is being implemented schoolwide because English Learners, foster youth, and socioeconomically disadvantaged students have demonstrated a greater need for	This action is being provided on a schoolwide basis because English Learners, foster youth, and socioeconomically disadvantaged students have demonstrated a greater need for consistent progress monitoring, timely instructional response, and access to targeted academic intervention in order to make progress toward grade-level standards. Local data and reflection on prior	redesignation rates, CAASPP Scores, Benchmark scores, D/F rates, and local formative assessments

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
	consistent progress monitoring, timely instructional response, and access to targeted academic intervention to make progress toward grade-level standards. Local data and reflection on prior implementation indicate that these unduplicated pupil groups benefit from earlier identification of learning gaps, more frequent use of formative assessment, and a more systematic response through Tier 1 and Tier 2 supports. This action addresses those needs by establishing a schoolwide system for ongoing monitoring of student progress through the regular use of formative and summative assessments. Teachers will use student performance data to identify unfinished learning, adjust instruction, plan reteaching, and provide targeted intervention. This is intended to improve the school's ability to respond to the needs of unduplicated pupils in a timely and consistent manner, rather than relying on isolated or inconsistent practices across classrooms. This action is further designed to address the needs of unduplicated pupils by strengthening the implementation of Professional Learning Communities through Solution Tree training and support for the Guiding Coalition. These efforts will build staff capacity to analyze subgroup data, align instruction with identified student needs, and develop more targeted, coordinated, and responsive intervention plans. As a result, the action is intended to ensure that the academic needs of	implementation indicate that these unduplicated pupil groups benefit from earlier identification of learning gaps, more frequent use of formative assessment, and a more systematic response through Tier 1 and Tier 2 supports. This action addresses those needs by establishing a schoolwide system for ongoing monitoring of student progress through the regular use of formative and summative assessments. Teachers will use student performance data to identify unfinished learning, adjust instruction, plan reteaching, and provide targeted intervention. This is intended to improve the school's ability to respond to the needs of unduplicated pupils in a timely and consistent manner, rather than relying on isolated or inconsistent practices across classrooms. This action is further designed to address the needs of unduplicated pupils by strengthening Professional Learning Community implementation through Solution Tree training and support for the Guiding Coalition. These efforts will build staff capacity to analyze subgroup data, align instruction to identified student need, and develop intervention plans that are more targeted, coordinated, and responsive. As a result, the action is intended to ensure that the academic needs of unduplicated pupils are systematically addressed through shared instructional practices and consistent use of data. The school has determined that this action is best provided on a schoolwide basis because unduplicated pupils are enrolled across the school,	

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
	unduplicated pupils are systematically addressed through shared instructional practices and consistent use of data. The school has determined that this action is best provided on a schoolwide basis because unduplicated pupils are enrolled across the school, and their needs are most effectively addressed when the school's core instructional and intervention systems are strengthened for all classrooms and all content areas. Implementing this action schoolwide allows unduplicated pupils to benefit from improved progress monitoring, more timely instructional adjustments, and greater access to coordinated Tier 1 and Tier 2 support throughout the school day. Although all students may benefit from this action, the school expects that unduplicated pupils will benefit to a greater degree because the action is designed to address the specific academic barriers and support needs that are more pronounced for these student groups. The school has determined that this use of funds is effective in meeting the goal for unduplicated pupils because it is intended to improve the consistency, quality, and timeliness of instructional response for students who have demonstrated the greatest need for additional support. By strengthening data-informed instruction, intervention planning, and collaborative response systems, this action is expected to improve academic outcomes for unduplicated pupils, including	and their needs are most effectively addressed when the school's core instructional and intervention systems are strengthened for all classrooms and all content areas. Providing this action on a schoolwide basis allows unduplicated pupils to receive the benefit of improved progress monitoring, more timely instructional adjustments, and greater access to coordinated Tier 1 and Tier 2 support throughout the school day. Although all students may benefit from this action, the school expects that unduplicated pupils will benefit to a greater degree because the action is designed to address the specific academic barriers and support needs that are more pronounced for these student groups. The school has determined that this use of funds is effective in meeting the goal for unduplicated pupils because it is intended to improve the consistency, quality, and timeliness of instructional response for students who have demonstrated the greatest need for additional support. By strengthening data-informed instruction, intervention planning, and collaborative response systems, this action is expected to contribute to improved academic outcomes for unduplicated pupils, including stronger progress toward proficiency in English Language Arts and Mathematics.	

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
	stronger progress toward proficiency in English Language Arts and Mathematics. **Scope:** Schoolwide		
1.5	**Action:** Cross-Disciplinary Collaboration **Need:** Unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, have demonstrated a need for engaging, relevant, and connected learning experiences that strengthen academic achievement and increase access to college and career pathways. These student groups often benefit from instructional experiences that build stronger cross-disciplinary connections, provide multiple ways to access complex content, and increase the relevance of learning through authentic, real-world applications. Local reflection and prior implementation indicate that unduplicated pupils benefit from greater instructional coherence across classrooms and content areas. When teachers collaborate across disciplines to align learning objectives, assessments, and instructional strategies, students are more likely to experience consistent expectations, reinforced academic skills, and more meaningful connections between subjects. This is particularly important for unduplicated pupils, who may require additional scaffolding, more	This action addresses the identified needs of unduplicated pupils by establishing regular cross-disciplinary collaboration structures in which teachers work together to align learning objectives, assessments, and instructional strategies across content areas. Through integrated curriculum planning, teachers will design more coherent and connected learning experiences that reinforce essential skills, strengthen transfer of learning, and increase the relevance of academic content for students. This action also addresses the needs of unduplicated pupils by increasing the use of real-world, applied, and career-connected learning experiences. By integrating academic content with Career Technical Education pathways and interdisciplinary units, students will have more opportunities to engage in meaningful learning that connects classroom instruction to authentic contexts, future career pathways, and postsecondary opportunities. These experiences are intended to increase student engagement, strengthen motivation, and improve access to rigorous learning for students who may otherwise be at greater risk of disengagement. In addition, the action provides professional learning, guest speakers, facilitators, planning time, and instructional resources to support	College and Career Readiness metrics and pathway completer status increase

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
	explicit reinforcement of essential skills, and stronger connections between academic learning and future college and career opportunities. Unduplicated pupils also benefit from expanded access to Career Technical Education pathways and applied learning experiences that increase engagement and strengthen school connectedness. Opportunities to participate in pathway-based learning, hands-on projects, and career-aligned activities can support motivation, deepen understanding, and help students see the relevance of academic content to life beyond high school. In addition, these student groups benefit from supportive learning environments in which teachers work collaboratively to identify barriers to learning and design instruction that is responsive to varied academic, language, and engagement needs. English Learners in particular benefit from integrated, context-rich instructional experiences that support language development alongside content learning. Foster youth and socioeconomically disadvantaged students also benefit from coordinated teacher support, consistent routines, and equitable access to rigorous and relevant learning opportunities across the school. **Scope:** Schoolwide	teachers in developing high-quality interdisciplinary units and project-based learning opportunities. These supports are intended to build teacher capacity to design instruction that is more engaging, more accessible, and more responsive to the needs of unduplicated pupils. For English Learners, this action supports language development by providing context-rich, integrated instructional experiences that reinforce academic language across multiple content areas. For foster youth and socioeconomically disadvantaged students, the action improves access to supportive, coordinated instruction that reduces barriers, strengthens engagement, and expands access to college- and career-aligned opportunities. Overall, this action is intended to ensure that unduplicated pupils experience more relevant, rigorous, and equitable learning opportunities through stronger instructional coherence, expanded pathway access, and collaborative teacher planning that is responsive to student needs.	

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
1.6	**Action:** Monitoring and Evaluation **Need:** Unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, have demonstrated a need for consistent progress monitoring and timely instructional responses to make progress toward grade-level standards and reduce persistent achievement gaps. These student groups often require more frequent reviews of academic performance, clearer identification of learning needs, and more responsive instructional adjustments to ensure they receive the support they need to succeed. Local reflection and prior implementation indicate that unduplicated pupils benefit when progress-monitoring systems are clearly aligned with learning objectives and assessment expectations. When teachers use common tools and protocols to monitor growth over time, they are better able to identify unfinished learning, respond to emerging needs, and provide targeted reteaching, scaffolding, or enrichment. This is especially important for unduplicated pupils, who may be more affected by inconsistent instructional response or delayed intervention. Unduplicated pupils also benefit from strong communication systems that provide students, families, and support personnel with timely information about academic progress. English Learners, foster youth, and socioeconomically	This action addresses the identified needs of unduplicated pupils by developing and implementing progress-monitoring tools and protocols aligned with learning objectives and the school's assessment framework. These systems are intended to help teachers consistently track academic growth, identify learning gaps early, and respond with timely instructional adjustments and targeted intervention. This action also addresses the needs of unduplicated pupils by providing teachers with training, resources, and support to implement progress monitoring systems effectively. Through professional learning and clear protocols, teachers will strengthen their ability to use student data to inform day-to-day instructional decisions, adapt support based on individual progress, and provide differentiated reteaching, scaffolding, and enrichment. These practices are intended to improve equitable access to responsive instruction for students who are most at risk of falling behind. In addition, the action supports unduplicated pupils by establishing communication channels for sharing progress updates and feedback with students, parents, and other educational partners. This includes helping students better understand their learning goals and progress, strengthening family awareness of academic performance and support needs, and improving coordination with counselors, pathway mentors, and other school or community supports. These communication structures are intended to promote shared ownership of student success and ensure that	CAASPP metrics on Math and ELA, established functional RTI, observation data on checks for understanding in instruction

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
	disadvantaged students often benefit from increased clarity regarding learning expectations, progress toward goals, and available supports. For these student groups, communication among the school, home, and other support partners can strengthen access to intervention, increase students' ownership of learning, and help address barriers that may otherwise interfere with academic progress. In addition, these student groups benefit from a schoolwide culture in which reflection, collaboration, and continuous improvement are embedded in instructional practice. When educators use evidence-based progress monitoring systems consistently across classrooms, unduplicated pupils are more likely to receive equitable access to timely support and coordinated responses to their academic needs. **Scope:** Schoolwide	academic needs are addressed through coordinated support. Overall, this action is intended to create a more consistent and evidence-based system for monitoring progress and responding to student needs. By strengthening progress monitoring, teacher capacity, and communication, the action supports unduplicated pupils through earlier identification of academic challenges, more targeted support, and stronger alignment between data, instruction, and intervention.	
2.1	**Action:** Positive behavior supports **Need:** Based on local survey data showing that 76% of students reported a sense of belonging and Dashboard suspension data showing an overall suspension rate of 5.7%, VTEC has identified an ongoing need to strengthen school culture, student connectedness, and proactive behavioral supports. Although suspension rates declined across student	This action addresses the needs of unduplicated pupils by strengthening the school's capacity to provide proactive, relationship-based, and restorative supports that reduce exclusionary discipline and increase student connection to school. English Learners, foster youth, and socioeconomically disadvantaged students benefit from clear expectations, consistent adult support, and positive systems that promote accountability, belonging, and social-emotional growth. By training staff in restorative approaches to discipline and implementing proactive behavior strategies,	Metric 1: Suspension Rate – This action is designed to decrease overall suspension rates and eliminate disparities across subgroups. Metric 3: Proactive Supports – Implementation of restorative practices and PBIS will increase access to proactive

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
	groups, the data indicate a continued need to maintain and strengthen systems that promote a positive, inclusive, and supportive school environment for all students. This need remains especially important for unduplicated pupils, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, because these students benefit from strong student-staff relationships, clear behavioral expectations, and equitable access to proactive supports that promote engagement and a sense of belonging. Suspension data show that socioeconomically disadvantaged students had a suspension rate of 4.6%, while English Learners had a rate of 0%. While these outcomes reflect progress, they also reinforce the importance of continuing schoolwide systems that prevent exclusionary discipline and ensure that student groups with historically greater barriers to school success remain connected and supported. This schoolwide action is intended to address those needs through implementation of a restorative practices framework and a Positive Behavioral Interventions and Supports (PBIS) system. These approaches are designed to strengthen relationships, promote social-emotional development, reduce behavioral incidents, and ensure that all students, particularly unduplicated pupils, experience school as a safe, equitable, and supportive environment. By continuing to build a strong school culture grounded in connection,	VTEC is working to reduce reliance on punitive responses and instead use practices that keep students engaged in learning and connected to school. Key components of this action include implementation of a tiered PBIS system with clear behavioral expectations, positive reinforcement, and consistent supports; recognition structures such as No Tardy Parties, Zero Incident Celebrations, FIERCE Cards, and semester awards for academic achievement and positive behavior; staff and student recognition programs that strengthen belonging and student-adult relationships; and increased opportunities for student voice and leadership in shaping school culture. These strategies are intended to promote a more predictable, inclusive, and supportive school environment, which is especially important for unduplicated pupils who may be more impacted by disconnection, disciplinary exclusion, or inconsistent support systems. This action is implemented schoolwide because the identified needs of unduplicated pupils are best addressed when the entire school climate and behavior system is aligned with restorative, proactive, and inclusive practices. Unduplicated pupils are enrolled across the school, and their needs cannot be effectively addressed through isolated services alone. A schoolwide PBIS and restorative practices framework ensures that all staff use consistent expectations, supports, and responses across settings, thereby increasing equitable access to positive behavioral	behavioral interventions and tiered 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
	belonging, and proactive support, VTEC aims to improve student outcomes and sustain positive progress in school climate and behavior. **Scope:** Schoolwide	interventions and strengthening the overall conditions for student success. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is designed to address the barriers to engagement, belonging, and behavioral success that are more pronounced for these student groups. Although all students may benefit from this action, unduplicated pupils are expected to benefit more through reduced disciplinary disparities, stronger student-staff relationships, increased positive reinforcement, and improved connection to school, as reflected in local perception data and behavioral outcomes.	
2.2	**Action:** Strengthen Tier 1 instructional supports **Need:** Based on schoolwide Tier 1 and Tier 2 data, VTEC has identified a need to strengthen first-best instruction, improve student understanding of core content, and provide earlier academic support for students experiencing difficulty. Local data indicate that a significant number of students continue to struggle academically, with more than 20% earning D or F grades each semester. In addition, Dashboard data show that socioeconomically disadvantaged students are performing significantly below standard in Mathematics, at 95.2 points below standard, demonstrating a need for more responsive and effective instructional support.	This action addresses the needs of unduplicated pupils by strengthening the quality, consistency, and responsiveness of Tier 1 instruction and by deepening staff understanding of how to use RTI when formative assessment evidence shows that students are not yet learning the intended content. English Learners, foster youth, and socioeconomically disadvantaged students benefit from strong first-best instruction, differentiated teaching, and timely intervention because these student groups are more likely to face academic barriers that can widen when instructional responses are delayed or inconsistent. Through professional development on evidence-based instructional practices, differentiation, and RTI implementation, teachers will strengthen their ability to respond when formative assessments indicate that students have not mastered essential learning. This includes building teacher capacity to	Metric 3 – Proactive Supports: Increase timely, schoolwide interventions and improve access to support for unduplicated students. Metric 4 – Tier 1 Data: Use Tier 1 formative assessment data to ensure equitable learning progress and instructional responsiveness. Metric 5 – Graduation Rate: Align MTMDSS and four-year planning structures to increase graduation rates for all students, with a focus on

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
	This need is especially important for unduplicated pupils, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, who benefit from strong Tier 1 instruction, timely identification of academic need, and coordinated systems of intervention and support. These student groups often require differentiated instruction, closer monitoring of progress, and more systematic responses when they begin to fall behind academically. This schoolwide action is intended to address those needs by strengthening instructional quality and student academic outcomes through an integrated approach that includes professional development on evidence-based instructional practices, universal screening tools, data-driven collaboration within Professional Learning Communities, and a Multi-Tiered Multi-Domain System of Support. Together, these strategies are designed to ensure that unduplicated pupils receive high-quality core instruction as well as timely, targeted academic support based on identified need. By improving instructional responsiveness, strengthening teacher collaboration, and increasing access to academic planning and intervention systems, this action is intended to reduce barriers to learning and improve academic outcomes for unduplicated pupils across content areas. **Scope:**	use formative data not only to identify gaps, but also to determine when reteaching, scaffolding, small-group support, or Tier 2 intervention is needed. This is especially important for unduplicated pupils, who often require more intentional instructional adjustments, clearer supports, and timely intervention in order to access grade-level content and make progress. The use of universal screening tools will further address the needs of unduplicated pupils by identifying students who are at risk academically or behaviorally early. These tools, combined with classroom formative assessment data, will help ensure that unduplicated pupils are not overlooked and that supports are provided before learning difficulties become more significant barriers. Early identification is critical for students who may otherwise experience repeated course difficulty, disengagement, or limited access to intervention. This action also addresses the needs of unduplicated pupils through the work of Professional Learning Communities, which will analyze common formative assessment data, identify patterns of unfinished learning, and determine appropriate instructional responses. Through PLC collaboration, teachers will strengthen their understanding of how to use RTI within the instructional cycle by identifying when students need reteaching in Tier 1, when more targeted support is needed in Tier 2, and how progress should be monitored over time. This creates a more consistent and equitable system of support and helps ensure that unduplicated pupils	historically underserved subgroups.

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
	Schoolwide	receive timely and coordinated intervention when they are not learning. In addition, the school's Multi-Tiered Multi-Domain System of Supports will provide a structured framework for academic, behavioral, and college- and career-readiness support. This includes four-year academic planning, CCGI integration, A-G and CTE guidance lessons, grade-level team meetings to review student progress, and parent data-sharing opportunities that strengthen collaboration with families. These systems are intended to support students across multiple domains while ensuring that academic concerns identified through formative assessment and screening tools lead to clear intervention decisions and follow-up support. This action is provided schoolwide because the identified needs of unduplicated pupils are most effectively addressed when the school's core instructional and intervention systems are strengthened across all classrooms and grade levels. Unduplicated pupils are enrolled throughout the school, and their needs cannot be fully addressed through isolated services alone. A schoolwide approach ensures that all teachers use common instructional expectations, formative assessment practices, RTI protocols, and data-review processes so that unduplicated pupils have equitable access to strong Tier 1 instruction and timely intervention throughout the school day. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is	

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
		designed to address the academic barriers and achievement gaps that are more pronounced for these student groups. Although all students may benefit from stronger instruction, clearer RTI implementation, earlier identification, and coordinated support, unduplicated pupils are expected to benefit to a greater degree because this action is intended to improve access to differentiated instruction, responsive reteaching, and timely intervention when formative assessment data show that they are not yet learning.	
2.3	**Action:** Expand SEL supports and first-best instruction through environments **Need:** Based on student feedback from the Principal's Roundtable, local survey results, and Dashboard suspension data, VTEC has identified a need to strengthen social-emotional support, school safety, and students' sense of belonging. Student input indicated a need for greater behavioral and social-emotional support, and local survey data show that 76% of students reported a sense of belonging, demonstrating that a meaningful percentage of students do not yet feel fully connected to school. In addition, the school's 5.7% suspension rate remains a concern and underscores the continued need for proactive systems that support student behavior, connection, and engagement.	This action addresses the needs of unduplicated pupils by expanding proactive behavioral and social-emotional supports to strengthen student connections, improve school safety, and increase readiness to learn. English Learners, foster youth, and socioeconomically disadvantaged students benefit from consistent access to mentoring, counseling, and social-emotional supports because these student groups may be more affected by stress, instability, disengagement, or other barriers that interfere with learning and school connection. Through mentoring opportunities, social-emotional learning supports, and expanded counseling services, VTEC will provide students with structured opportunities to build self-awareness, relationship skills, self-management, and responsible decision-making. These supports are intended to provide timely assistance for students experiencing emotional or behavioral challenges and to reduce the likelihood that those challenges	Metric 1 – Suspension Rate: Decrease suspensions through proactive SEL and behavior supports. Metric 3 – Proactive Supports: Increase access to mentoring, counseling, and SEL resources for all students, with targeted interventions for high-need groups. Metric 6 – School Climate (Perception Surveys): Improve student and staff connection, belonging, and engagement through climate-building activities and consistent emotional 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
	This need is especially important for unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, because these student groups may experience greater social-emotional, behavioral, and school-connection challenges as a result of systemic inequities, trauma, instability, or other barriers that affect their access to a positive school experience. These students benefit from supportive environments, strong adult relationships, and proactive systems that address behavioral and social-emotional needs before they escalate. This schoolwide action is intended to address those needs by expanding proactive behavioral and social-emotional supports in order to create a safe, inclusive, and emotionally responsive school environment. By strengthening mentoring, counseling, social-emotional supports, and positive climate structures, VTEC seeks to improve belonging, reduce behavioral concerns, and ensure that unduplicated pupils experience school as a place where they are supported, valued, and prepared to engage in learning. **Scope:** Schoolwide	lead to disengagement, disciplinary incidents, or missed learning opportunities. For unduplicated pupils, these supports are especially important because they help strengthen a sense of belonging, resilience, and access to caring adult relationships within the school setting. This action also addresses the needs of unduplicated pupils by providing materials, supplies, and resources that support positive school climate, recognition, and community-building activities for students and staff. Celebrations for academic achievement, behavior, attendance, and positive contributions to school culture are intended to strengthen student motivation, foster a sense of belonging, and reinforce a safe and welcoming environment. Staff appreciation and climate-building efforts are also intended to strengthen the overall learning environment by supporting the adults who contribute to student success. In addition, VTEC will invest in staff training and professional learning to better prepare teachers and staff to respond effectively to students' behavioral and social-emotional needs. This includes professional development in trauma-informed practices, social-emotional support, behavior de-escalation, and strategies that strengthen first-best instruction through positive and supportive classroom environments. These efforts are intended to improve the consistency, empathy, and cultural responsiveness of adult responses to student need, which is especially important for unduplicated 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
		To support implementation, VTEC will incorporate strategies aligned with the Tiered Fidelity Inventory to strengthen the consistency and fidelity of behavioral and social-emotional systems across the school. Using fidelity measures will help the school monitor whether supports are being implemented as intended, identify areas for improvement, and ensure that interventions are reaching the students who need them most. This is especially important for unduplicated pupils because it helps ensure that schoolwide supports are not only available but also consistently and effectively delivered. This action is provided schoolwide because the behavioral, social-emotional, and school-connection needs of unduplicated pupils are most effectively addressed when the school's climate, support systems, and adult practices are aligned across the campus. Unduplicated pupils are enrolled throughout the school, and their needs cannot be fully addressed through isolated services alone. A schoolwide approach ensures that all students experience a more supportive, predictable, and emotionally responsive environment, while unduplicated pupils are expected to benefit to a greater degree because the action is designed to address the barriers to engagement, belonging, and behavioral success that are more pronounced for these student groups. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is intended to increase access to timely social-	

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
		emotional support, strengthen positive school climate, improve consistency in adult response to student needs, and reduce barriers that interfere with learning and engagement. Although all students may benefit from these efforts, unduplicated pupils are expected to benefit more through stronger relationships, increased access to supportive services, and a more consistent and equitable school environment.	
2.4	**Action:** Interventions and support for students **Need:** Based on local data on behavior, engagement, and student support, VTEC has identified the need to ensure that students remain on track for graduation while learning in a safe, supportive, and inclusive school environment. Suspension data show an overall suspension rate of 5.7%, with socioeconomically disadvantaged students at 4.6% and English Learners at 0%. While these data reflect progress for some student groups, they also demonstrate the continued need for targeted academic, behavioral, and environmental supports that help students remain connected to school and successful through graduation. This need is especially important for unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, because these student groups may experience greater academic and non-academic barriers that interfere with persistence, school connection, and successful completion of graduation	This action addresses the identified needs of unduplicated pupils by providing coordinated academic, behavioral, environmental, and family supports intended to keep students engaged, supported, and on track for graduation. English Learners, foster youth, and socioeconomically disadvantaged students benefit from timely intervention, personalized guidance, and stable learning conditions because these student groups may face greater barriers to persistence and to the successful completion of graduation requirements. VTEC will address these needs through targeted interventions and graduation supports, including academic counseling, credit recovery, personalized learning opportunities, reteaching, and intervention blocks aligned to student progress data. These supports are intended to identify students at risk of falling behind and provide timely assistance to address learning gaps before they become barriers to graduation. For unduplicated pupils, this coordinated system of support is especially important because it increases access to responsive intervention and helps ensure they remain connected to their academic goals.	Metric 5 – Graduation Rate: Increase graduation rates for all students, with a targeted focus on supporting at-risk and historically underserved subgroups. Metric 3 – Proactive Supports: Expand schoolwide and individualized interventions that keep students on track academically and socially. Metric 1 – School Climate: Improve student sense of safety and connection by upgrading the physical environment and strengthening supportive relationships.

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
	requirements. These barriers may include course difficulty, inconsistent attendance, limited access to academic support, social-emotional needs, or limited access to stable, supportive learning conditions. This schoolwide action is intended to address those needs by ensuring that students receive timely interventions and coordinated supports that strengthen progress toward graduation. Through targeted academic intervention, personalized counseling, reteaching opportunities, improvements to classroom environments, and increased parent involvement, VTEC seeks to reduce barriers to learning and provide students with the support necessary to stay engaged, make academic progress, and remain on track to graduate. By combining academic support with a caring, positive learning environment, this action is designed to improve student outcomes and persistence, particularly for unduplicated pupils who may require more coordinated and responsive supports to succeed. **Scope:** Schoolwide	This action also addresses the needs of unduplicated pupils by promoting retention through a caring and supportive school climate. Unduplicated students are more likely to persist and succeed when they experience strong relationships with adults, access to social-emotional support, and a school environment that reinforces connection and belonging. VTEC will continue to foster this environment through staff-student relationship-building, social-emotional learning supports, and tiered behavioral systems that help students remain engaged in school and connected to available supports. In addition, this action addresses student needs by improving physical learning conditions through the replacement of unsafe furniture, outdated classroom materials, and equipment. Safe, functional, and supportive classroom environments are important for all students, but they are especially meaningful for unduplicated pupils who may already experience instability or limited access to supportive environments outside of school. Improving classroom conditions is intended to promote student safety, comfort, engagement, and readiness to learn. This action further addresses the needs of unduplicated pupils by increasing family involvement through structured engagement opportunities. VTEC will provide systematic opportunities for parent participation, including programs such as Parent University and PIQE, to strengthen family-school partnerships and build family understanding of academic progress, graduation requirements, and available 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
		These efforts are especially important for families of English Learners and socioeconomically disadvantaged students because they increase access to information, strengthen advocacy, and support more meaningful involvement in students' education. This action is implemented schoolwide because the needs related to graduation readiness, retention, safe learning conditions, and family engagement are most effectively addressed when supports are available across the entire school program. Unduplicated pupils are enrolled throughout the school, and their needs cannot be fully addressed through isolated services alone. A schoolwide approach ensures that students have equitable access to interventions, supportive environments, and family engagement opportunities in all settings. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is designed to address the academic and non-academic barriers that are more pronounced for these student groups. Although all students may benefit from these supports, unduplicated pupils are expected to benefit more through increased access to timely intervention, supportive relationships, safe classroom environments, and stronger family-school partnership structures that help keep them on track for graduation.	
3.1	**Action:** Highly recognized technical school **Need:**	This action addresses the needs of unduplicated pupils by increasing awareness of college, career, and pathway opportunities and reducing barriers that may prevent students and families from	• Metric 6: Stakeholder Engagement – Progress

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
	Unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, have demonstrated a need for increased awareness of and access to college course opportunities, certifications, pathway options, and postsecondary readiness supports. Many students and families are less familiar with the structures, expectations, and benefits of dual enrollment, career pathways, and college- and career-readiness opportunities, which can limit participation if communication and guidance are unclear, inaccessible, or inconsistent. These student groups also demonstrate a need for additional academic and non-academic support in order to participate successfully in rigorous or unfamiliar programs. Supports such as tutoring, mentoring, advising, and other wraparound services are important in helping unduplicated pupils navigate challenges, remain engaged, and access opportunities that support long-term academic and postsecondary success. Unduplicated pupils further benefit from stronger connections to career pathways, industry experiences, and community partnerships, which make learning more relevant and broaden their understanding of future opportunities. Exposure to externships, advisory committee engagement, certifications, and connections with business and community partners can strengthen student motivation, provide access to adult	accessing them. English Learners, foster youth, and socioeconomically disadvantaged students often benefit from additional guidance, clearer communication, and more targeted support in order to participate fully in dual enrollment, certifications, pathway experiences, and postsecondary planning. Informational sessions and workshops for students and families address the need for greater awareness of college opportunities, A–G requirements, dual-enrollment access, and postsecondary planning. These efforts are especially important for families who may be less familiar with college systems or with how to navigate college coursework while in high school. By increasing understanding of available options and requirements, the school strengthens access and helps families more effectively support student decision-making and long-term planning. Tailored tutoring and mentoring services address academic and non-academic barriers by providing personalized support for students who may need additional guidance to persist in rigorous coursework, pathway programs, and certification opportunities. These supports are particularly important for unduplicated pupils because they can improve confidence, strengthen persistence, and increase successful participation in advanced academic and career-connected experiences. Business and community partnerships strengthen connections to careers and the community by expanding mentorship, job shadowing, and career exposure opportunities. These experiences help	monitoring of two-way communication methods (e.g., meeting attendance, survey results, website analytics). • Metric 8: College & Career Readiness – Dual enrollment participation, certification completion rates, and participation in externships and CTE pathway events. • Metric 3: Proactive Supports – Tutoring and mentoring usage rates, feedback from students and families, and increased access to co-curricular and academic guidance resources. • Metric 5: Graduation Rate – Improved

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
	role models, and increase college- and career-readiness. In addition, families of unduplicated pupils benefit from communication systems that are transparent, accessible, culturally responsive, and designed to support meaningful engagement in their children's education. Clear two-way communication and consistent family outreach are necessary to ensure that families understand available opportunities, can support student decision-making, and remain active partners in student success. Finally, unduplicated pupils benefit when the school maintains strong internal alignment, continuous improvement, and high-quality program implementation. Alignment to accreditation standards, advisory input, and ongoing reflection help ensure that students have equitable access to rigorous instruction, relevant opportunities, and the resources needed to support success in college, career, and pathway experiences. **Scope:** Schoolwide	students connect classroom learning to real-world applications, increase awareness of future pathways, and provide access to adult role models and professional networks that some students may not otherwise experience. Externships and certification opportunities address the need for relevant, applied learning by providing students with work-based experiences and portable credentials that strengthen college and career readiness. These opportunities are especially valuable for unduplicated pupils because they expand access to experiences that improve postsecondary readiness, strengthen employability, and increase competitiveness for both college and workforce entry. Advisory committee partnerships and FFA co-curricular activities address the need for leadership development, student engagement, and program relevance. These experiences provide unduplicated pupils with opportunities to build confidence, collaboration skills, civic responsibility, and connection to school, while also ensuring that Career Technical Education pathways remain aligned with workforce expectations and student opportunity. The WASC accreditation process addresses the need for institutional alignment and continuous improvement by maintaining focus on instructional quality, school coherence, and equitable access to strong programs and supports. This helps ensure that unduplicated pupils are served within a schoolwide system that is regularly reviewed,	outcomes for unduplicated students as a result of increased support, college readiness, and engagement.

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
		aligned to high expectations, and responsive to student needs. Two-way communication with educational partners addresses the need for transparent, accessible, and inclusive communication systems for students and families. Through the website, digital communication tools, School Site Council, Principal Roundtable meetings, grade-level meetings, and other outreach structures, the school creates multiple opportunities for families and students to receive information, provide feedback, and participate in shaping school priorities. This is especially important for families from historically underserved backgrounds, as it strengthens engagement, trust, and meaningful participation in their children's education. This action is implemented schoolwide because the needs related to awareness, access, support, engagement, and communication are most effectively addressed when the entire school system is organized to expand opportunity and reduce barriers. Unduplicated pupils are enrolled throughout the school, and their needs cannot be fully addressed through isolated services alone. A schoolwide approach ensures consistent access to information, supports, partnerships, and college- and career-readiness opportunities across programs and settings. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is designed to address barriers to access, awareness, engagement, and postsecondary	

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
		preparation that are more pronounced for these student groups. Although all students may benefit from these efforts, unduplicated pupils are expected to benefit more through increased access to guidance, support, leadership opportunities, industry exposure, and family engagement systems that strengthen success in school and beyond.	
3.2	**Action:** Implementation of a Comprehensive Recruitment plan **Need:** VTEC has identified a continued need to strengthen recruitment, outreach, and equitable access to enrollment opportunities in order to sustain a stable student population and ensure that historically underserved student groups are fully represented in the school's programs. The school's enrollment goal is to maintain 85 students per grade level. While incoming ninth-grade enrollment increased from 65 students last year to 80 this year, recruitment remains below the desired level, indicating a need for stronger, more targeted outreach efforts. In addition, foster youth enrollment has not grown at the rate expected, suggesting that some student groups may not yet be accessing VTEC's opportunities at equitable levels. This need is especially important for unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, because these student groups are often underrepresented in	This action addresses the needs of unduplicated pupils by creating a more intentional, equity-focused recruitment system designed to increase awareness, improve access, and reduce barriers to enrollment for English Learners, foster youth, and socioeconomically disadvantaged students. These student groups often require more direct outreach, clearer guidance, and stronger encouragement to access college and career pathway opportunities they might not otherwise pursue without targeted support. The development of a comprehensive recruitment strategy, supported by experts and educational partners, addresses this need by ensuring that recruitment efforts are data-informed, intentional, and focused on students who have historically been underrepresented in advanced opportunities. This approach is intended to help the school identify students who may benefit from VTEC's programs, but who may not self-select into enrollment without stronger outreach and support. Collaboration with counselors, community organizations, and outreach partners further addresses the needs of unduplicated pupils by expanding trusted points of connection for students and families. These partnerships help	• Metric 6 – Stakeholder Engagement: Track increased participation in information sessions and family engagement events through outreach campaigns. • Metric 8 – College & Career Readiness: Monitor enrollment and successful completion rates of college courses among English Learners, Foster Youth, and socioeconomically disadvantaged students. • Metric 3 – Proactive

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
	rigorous academic opportunities due to barriers such as limited awareness, lack of guidance, misconceptions about readiness, or reduced access to trusted information about available programs. These students and their families often benefit from more personalized support, direct encouragement, and clear pathways to understand how VTEC can support their academic and postsecondary success. Unduplicated pupils also benefit from targeted outreach and communication that is culturally responsive, accessible, and delivered through trusted channels and community partnerships. For these student groups, strong recruitment efforts are not only about increasing enrollment, but also about promoting representation, inclusion, and equitable access to college and career pathways. This schoolwide action is intended to address those needs by expanding outreach, strengthening communication, and increasing the visibility of VTEC's programs so that more students and families, especially those from historically underserved backgrounds, understand the available opportunities and are supported in pursuing enrollment. By focusing on recruitment, representation, and access, VTEC aims to increase enrollment while ensuring that English Learners, foster youth, and socioeconomically disadvantaged students are more equitably represented in the school community and in its college and career opportunities.	provide more personalized, culturally responsive communication and support, ensuring that families receive clear information, encouragement, and assistance throughout the recruitment and enrollment process. This is especially important for families who may be less familiar with college-going pathways, dual enrollment opportunities, or the benefits of VTEC's early college and Career Technical Education model. This action also addresses the identified needs through enhanced brand identity and strategic communication. By strengthening VTEC's visibility and refining how the school communicates its mission, opportunities, and student supports, the school is better positioned to reach a broader, more diverse group of prospective students and families. Clear, inclusive, and targeted messaging helps families of unduplicated pupils better understand how VTEC can support academic success, college readiness, and future opportunity. Increased student enrollment, particularly among underrepresented student groups, also supports the needs of unduplicated pupils by strengthening representation and access within the school community. A more inclusive student population helps ensure that rigorous college and career opportunities are not limited to a narrow group of students and instead reflect the diversity of the broader community. This action is implemented schoolwide because the needs related to access, awareness, representation, and equitable enrollment are most effectively addressed through a coordinated	Supports: Evaluate the impact of recruitment strategies on access and inclusion, ensuring these subgroups are proportionally represented in advanced academic opportunities. • Metric 5 – Graduation Rate: Long-term tracking of enrollment in college courses and access to rigorous pathways will contribute to increased graduation and postsecondary success rates for unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	schoolwide recruitment and communication system. Unduplicated pupils are found throughout the school's service area, and their needs cannot be fully met through isolated outreach efforts alone. A schoolwide approach ensures that messaging, partnerships, recruitment practices, and family support systems are aligned to expand access for all students while providing the greatest benefit to historically underrepresented student groups. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is designed to address the barriers to enrollment, awareness, and participation that are more pronounced for English Learners, foster youth, and socioeconomically disadvantaged students. Although all students may benefit from improved recruitment and communication, unduplicated pupils are expected to benefit to a greater degree through increased access to trusted information, personalized outreach, stronger family support, and more equitable representation in VTEC's college and career opportunities.	
3.3	**Action:** Two-Way Communication with Educational Partners **Need:** Based on local parent survey data, VTEC has identified a need to strengthen family connection and engagement. Current survey results show that only 70% of parents report feeling connected to the school, indicating that a significant portion of families do not yet	This action addresses the needs of unduplicated pupils by expanding the number, accessibility, and quality of opportunities for families to engage with the school as informed partners in student success. English Learners, foster youth, and socioeconomically disadvantaged students benefit when their families have clear, consistent, and culturally responsive opportunities to participate in school planning, understand school systems, and support learning at home.	Metric 6 – Stakeholder Engagement: • Monitor parent participation rates in SSC, survey completion, event attendance, and training sessions. • Evaluate the diversity of participating

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
	experience a strong sense of partnership or belonging within the school community. This demonstrates the need for more intentional, accessible, and responsive systems of communication and engagement. This need is especially important for unduplicated pupils, including English Learners, foster youth, and socioeconomically disadvantaged students, because their families may face additional barriers to participation, such as limited access to school-related information, language differences, unfamiliarity with school systems, or time and resource constraints. These barriers can limit family engagement unless communication and outreach are designed to be clear, accessible, culturally responsive, and consistent. Families of unduplicated pupils also benefit from meaningful opportunities to share their voices and participate in school planning and improvement efforts. When parents are informed, included, and engaged as partners, they are better able to advocate for their children, support decision-making, and strengthen the connection between home and school. This is particularly important for historically underserved student groups, whose families may not always feel fully represented in traditional school engagement structures. In addition, families need access to resources, information, and training to support student success at home. Areas such as technology	VTEC addresses these needs by providing multiple and inclusive engagement opportunities for families, including School Site Council, parent information nights, Back to School Night, Open House, ag advisory meetings, FFA chapter meetings, club events, showcases, career connection events, and opportunities to engage with guest speakers from the community and business partners. These structures increase transparency, strengthen trust, and provide families with meaningful ways to contribute to school planning, student support, and continuous improvement. They also create more entry points for families who may not otherwise participate in traditional school meetings. This action also addresses the needs of unduplicated pupils through targeted parent training and events, including sessions designed to support English Learner families and other families who may benefit from additional guidance on digital literacy, social media safety, academic expectations, and student well-being. These trainings are intended to strengthen families' capacity to support learning at home, improve understanding of available opportunities, and reduce barriers stemming from unfamiliarity with school systems or postsecondary pathways. Participation in VTEC Scholarship Foundation activities further supports the needs of unduplicated pupils by increasing family connection to the school community through volunteer opportunities and family-centered events. These experiences are intended to strengthen a sense of belonging, increase parents'	families to ensure inclusion of unduplicated subgroups. Metric 3 – Proactive Support: • Track family engagement efforts that contribute to student success and inform early intervention (e.g., attendance at academic-focused parent nights or literacy sessions). Metric 1 – School Climate: • Analyze parent perception data from surveys to assess improvements in communication, connection, and satisfaction with school culture and responsiveness.

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
	use, literacy, social media safety, academic expectations, and pathway opportunities are important topics that can strengthen families' capacity to support students' academic and social-emotional development. This schoolwide action is intended to address those needs by strengthening two-way communication, increasing family access to information and training, and expanding opportunities for parents to participate as active partners in school planning and student success. **Scope:** Schoolwide	visibility in the school, and create additional ways for families to feel valued and engaged in the life of the school. In addition, VTEC addresses these needs through a comprehensive communication system that uses multiple platforms to ensure families receive timely and accessible information. Weekly Blackboard calls and emails, monthly SMORE newsletters, the school website, marquee announcements, Schoology, the Remind app, and social media platforms such as Facebook and Instagram are used to communicate school updates, engagement opportunities, and student-support information. This multi-platform approach is especially important for families of unduplicated pupils because it increases the likelihood that information is accessible, repeated, and available in formats that support ongoing connection to the school. This action is implemented schoolwide because the needs related to family connection, communication, and engagement are most effectively addressed through coordinated schoolwide systems rather than isolated efforts. Unduplicated pupils are enrolled across the school, and their families benefit when communication and engagement structures are consistent, visible, and accessible throughout the school program. The school has determined that this action is principally directed toward and effective in meeting the goal for unduplicated pupils because it is designed to address barriers to family	

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
		participation, access to information, and school connection that are more pronounced for these student groups. Although all families may benefit from improved communication and engagement opportunities, families of unduplicated pupils are expected to benefit to a greater degree through increased access to information, a stronger voice in school planning, and a more meaningful partnership in supporting student success.	

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

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,408,389.00	409,245	16.992%	7.701%	24.693%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$594,875.00	$388,146.00	$0.00	$22,173.00	$1,005,194.00	$531,529.00	$473,665.00

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	Curriculum Enhancement and Innovative Instruction:	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$373,738.00	$23,056.00	$396,794.00				$396,794.00	
1	1.2	Collaborative Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$24,675.00	$12,500.00			$12,175.00	$24,675.00	
1	1.3	Technology Integration and Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$9,245.00	$4,000.00	$4,000.00			$9,245.00	$13,245.00	
1	1.4	Data Driven Instructional Practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$32,288.00	$32,288.00				$32,288.00	
1	1.5	Cross-Disciplinary Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$19,000.00	$10,000.00	$29,000.00				$29,000.00	
1	1.6	Monitoring and Evaluation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$8,000.00	$15,000.00	$23,000.00				$23,000.00	
2	2.1	Positive behavior supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$10,997.00	$10,997.00				$10,997.00	
2	2.2	Strengthen Tier 1 instructional supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$23,173.00	$23,173.00				$23,173.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Expand SEL supports and first-best instruction through environments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$11,878.00	$11,878.00				$11,878.00	
2	2.4	Interventions and support for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$19,000.00	$19,000.00				$19,000.00	
3	3.1	Highly recognized technical school	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	
3	3.2	Implementation of a Comprehensive Recruitment plan	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$16,245.00	$16,245.00				$16,245.00	
3	3.3	Two-Way Communication with Educational Partners	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$1,753.00	$1,000.00			$753.00	$1,753.00	
4	4.1	Dual Enrollment Completion	All	No			All Schools	2026-2027	$121,546.00	$0.00		$121,546.00			$121,546.00	
5	5.1	Increase CTE Completer rates	All	No			All Schools	2026-2027	$0.00	$266,600.00		$266,600.00			$266,600.00	
5	5.2	Expand Industry-Aligned Student Experiences	All	No			All Schools	2026-2027								
5	5.3	Use Advisory Committee Input to Strengthen Pathways	All	No			All Schools	2026-2027								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,408,389.00	409,245	16.992%	7.701%	24.693%	$594,875.00	0.000%	24.700 %	**Total:**	$594,875.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$594,875.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Curriculum Enhancement and Innovative Instruction:	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$396,794.00	
1	**1.2**	Collaborative Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$12,500.00	
1	**1.3**	Technology Integration and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
1	**1.4**	Data Driven Instructional Practices	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$32,288.00	
1	**1.5**	Cross-Disciplinary Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$29,000.00	
1	**1.6**	Monitoring and Evaluation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
2	**2.1**	Positive behavior supports	Yes	Schoolwide	English Learners Foster Youth	All Schools	$10,997.00	

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 (%)
					Low Income			
2	**2.2**	Strengthen Tier 1 instructional supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$23,173.00	
2	**2.3**	Expand SEL supports and first-best instruction through environments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,878.00	
2	**2.4**	Interventions and support for students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$19,000.00	
3	**3.1**	Highly recognized technical school	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	**3.2**	Implementation of a Comprehensive Recruitment plan	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$16,245.00	
3	**3.3**	Two-Way Communication with Educational Partners	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$676,477.00	$357,961.63

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**	Curriculum Enhancement and Innovative Instruction:	Yes	$252,057.00	144,651.81
1	**1.2**	Collaborative Professional Development	Yes	$20,542.00	16,965.94
1	**1.3**	Technology Integration and Support	Yes	$24,484.00	19,367.5
1	**1.4**	Data Driven Instructional Practices	Yes	$71,460.00	63,439.32
1	**1.5**	Cross-Disciplinary Collaboration	Yes	$21,000.00	9,776.62
1	**1.6**	Monitoring and Evaluation	Yes	$12,000.00	9,000.00
2	**2.1**	Positive behavior supports	Yes	$25,000.00	1,580.56
2	**2.2**	Strengthen Tier 1 instructional supports	Yes	$16,000.00	2109.00
2	**2.3**	Expand SEL supports and first-best instruction through environments	Yes	$13,878.00	2,000.00
2	**2.4**	Interventions and support for students	Yes	$21,000.00	2109.00
3	**3.1**	Highly recognized technical school	Yes	$29,500.00	15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Implementation of a Comprehensive Recruitment plan	Yes	$19,500.00	15,487.88
3	**3.3**	Two-Way Communication with Educational Partners	Yes	$19,737.00	1,155.00
4	**4.1**	Dual Enrollment Completion	No	$130,319.00	55,319.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$325,815.00	$524,518.00	$302,642.63	$221,875.37	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum Enhancement and Innovative Instruction:	Yes	$252,057.00	144,651.81		
1	1.2	Collaborative Professional Development	Yes	$13,484.00	16,965.94		
1	1.3	Technology Integration and Support	Yes	$11,984.00	19,367.5		
1	1.4	Data Driven Instructional Practices	Yes	$71,460.00	63,439.32		
1	1.5	Cross-Disciplinary Collaboration	Yes	$21,000.00	9,776.62		
1	1.6	Monitoring and Evaluation	Yes	$12,000.00	9,000.00		
2	2.1	Positive behavior supports	Yes	$25,000.00	1,580.56		
2	2.2	Strengthen Tier 1 instructional supports	Yes	$16,000.00	2,109.00		
2	2.3	Expand SEL supports and first-best instruction through environments	Yes	$13,878.00	2,000.00		
2	2.4	Interventions and support for students	Yes	$21,000.00	2,109.00		
3	3.1	Highly recognized technical school	Yes	$29,500.00	15,000.00		
3	3.2	Implementation of a Comprehensive Recruitment plan	Yes	$19,500.00	15,487.88		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.3**	Two-Way Communication with Educational Partners	Yes	$17,655.00	1,155.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,308,938.00	$325,815.00	6.697%	20.808%	$302,642.63	0.000%	13.107%	$177,801.95	7.701%

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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(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).

California Department of Education
November 2024