LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Unified School District

CDS Code: 54-72256-5430269

School Year: 2024-25

LEA contact information:

James Sullivan

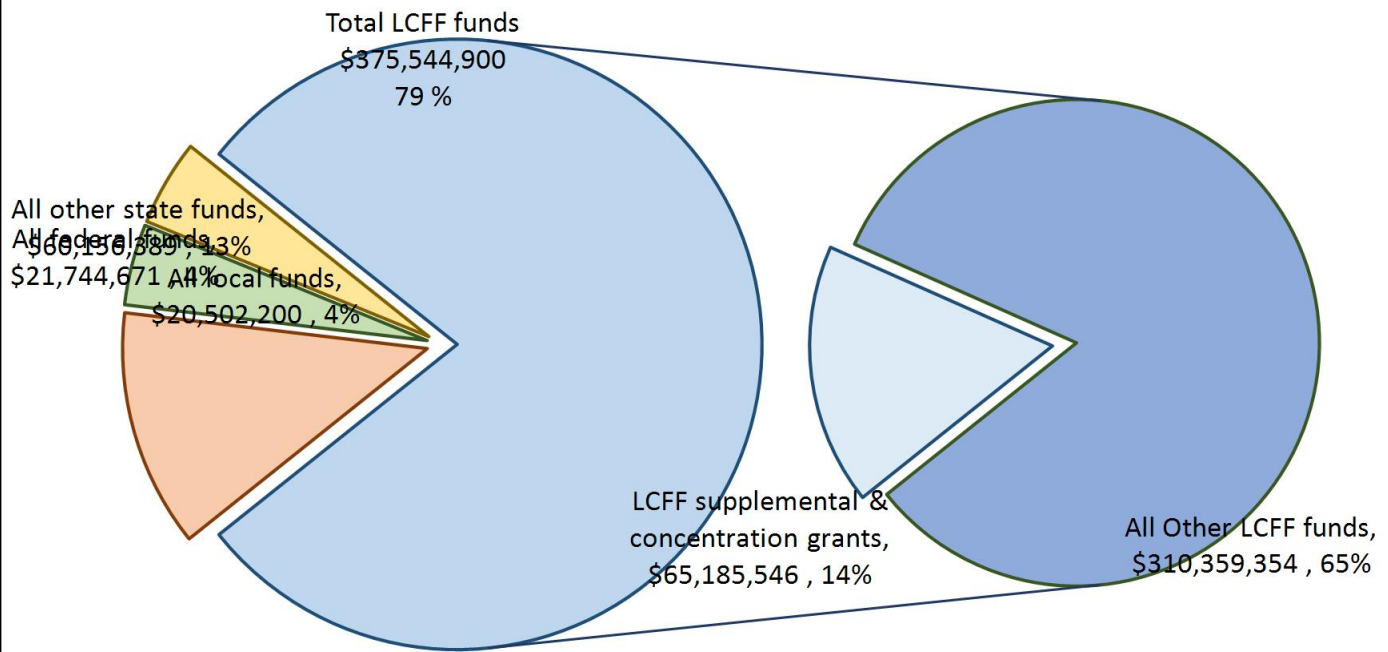Administrator of Family & Community Services

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5597307566

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$375,544,900
79 %

All other state funds,
$60,156,389 , 13%

All federal funds,
$21,744,671 4%

All local funds,
$20,502,200 , 4%

LCFF supplemental &
concentration grants,
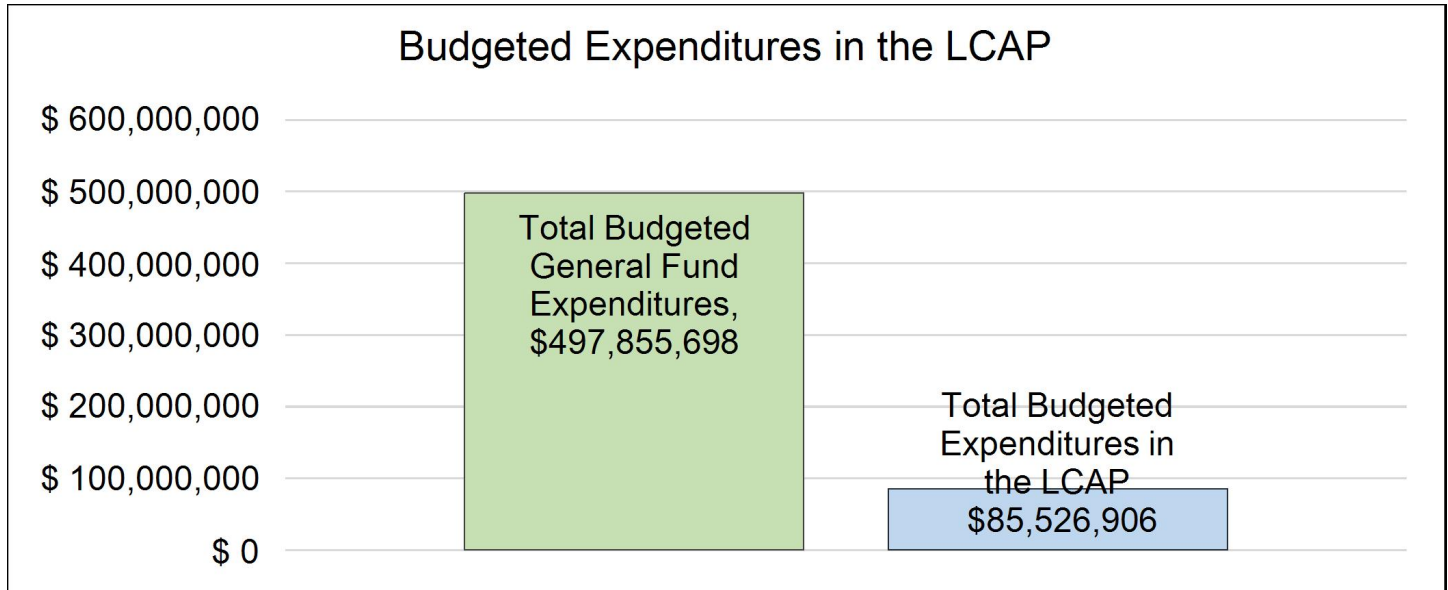$65,185,546 , 14%

All Other LCFF funds,
$310,359,354 , 65%

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 $477,948,160, of which $375,544,900 is Local Control Funding Formula (LCFF), $60,156,389 is other state funds, $20,502,200 is local funds, and $21,744,671 is federal funds. Of the $375,544,900 in LCFF Funds, $65,185,546 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $497,855,698	Total Budgeted Expenditures in the LCAP $85,526,906

Y-axis: $ 600,000,000 / $ 500,000,000 / $ 400,000,000 / $ 300,000,000 / $ 200,000,000 / $ 100,000,000 / $ 0

This chart provides a quick summary of how much Visalia Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Visalia Unified School District plans to spend $497,855,698 for the 2024-25 school year. Of that amount, $85,526,906 is tied to actions/services in the LCAP and $412,328,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
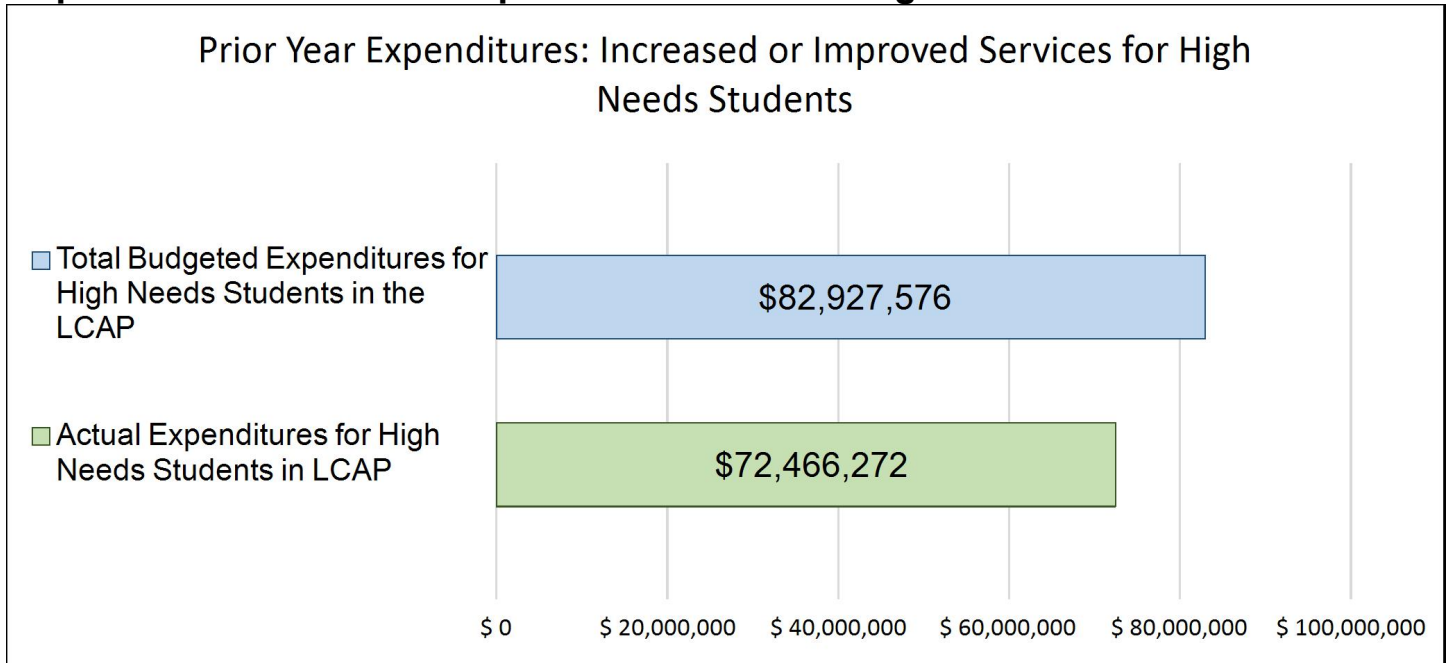
Maintenance and facilities for schools, district library, Family Resource Center, and administrative buildings. Also, teacher salaries, office staff, and other positions are not included in the LCAP. Other expenditures not included are: home/school transportation, special education costs, and food service costs

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

In 2024-25, Visalia Unified School District is projecting it will receive $65,185,546 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 $67,452,378 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $82,927,576

☐ Actual Expenditures for High Needs Students in LCAP — $72,466,272

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000 $ 100,000,000

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 2023-24, Visalia Unified School District's LCAP budgeted $82,927,576 for planned actions to increase or improve services for high needs students. Visalia Unified School District actually spent $72,466,272 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-10,461,304 had the following impact on Visalia Unified School District's ability to increase or improve services for high needs students:

The difference of expenditures had little impact on services to students. The inability to hire staff and the use of one time funds was the main cause of the difference. In addition to difficulty of hiring staff other funds were used.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Unified School District	James Sullivan Administrator of Family & Community Services	jsullivan@vusd.org 5597307566

Goals and Actions

Goal

Goal #	Description
1	VUSD will increase academic achievement for all students including the following student groups: English Learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and African American and American Indian students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP	2019 Dashboard English Language Arts All students: 3.8 points below standard American Indian: 12 points below standard Students with Disabilities: 94.4 below standard African American: 29.6 below standard English Learner: 39.8 below standard Foster Youth: 55.1 below standard Homeless: 42.6 below standard Socioeconomically Disadvantaged:	2022 Dashboard English Language Arts All students: 23.8 points below standard American Indian: 31 points below standard Students with Disabilities: 110.6 below standard African American: 62.5 below standard English Learner:65.9 below standard Foster Youth: 76.5 below standard Homeless:65.7 below standard Socioeconomically Disadvantaged:	2022 Dashboard English Language Arts All students: 23.8 points below standard American Indian: 31 points below standard Students with Disabilities: 110.6 below standard African American: 62.5 below standard English Learner:65.9 below standard Foster Youth: 76.5 below standard Homeless:65.7 below standard Socioeconomically Disadvantaged:	2023 Dashboard English Language Arts All students: 25.9 points below standard American Indian: 50 points below standard Students with Disabilities: 111.3below standard African American: 61.4 below standard English Learner:66.4 below standard Foster Youth: 84.9 below standard Homeless:79.5 below standard Socioeconomically Disadvantaged: below 44.5 standard	English Language Arts All students: 5 points above standard American Indian: 2 points below standard Students with Disabilities: 74.4 below standard African American: 5 below standard English Learner: 9.8 below standard Foster Youth: 25.1 below standard Homeless: 15.6 below standard Socioeconomically Disadvantaged: below 3.5 standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	below 21.5 standard Math All students: 44.7 below standard American Indian: 53.3 points below standard Students with Disabilities: 127.3 below standard African American: 83 below standard English Learner: 75.3 below standard Foster Youth: 92.9 below standard Homeless: 75.8 below standard Socioeconomically Disadvantaged: below 61.7 standard	below 43.5 standard Hispanic: 35.5 below standard Math All students: 70.3 below standard American Indian: 71.5 points below standard Students with Disabilities: 139.6 below standard African American: 118 below standard English Learner:99.8 below standard Foster Youth: 124 below standard Homeless:108.4 below standard Socioeconomically Disadvantaged: below 88 standard Hispanic: 82.8 below standard	below 43.5 standard Hispanic: 35.5 below standard Math All students: 70.3 below standard American Indian: 71.5 points below standard Students with Disabilities: 139.6 below standard African American: 118 below standard English Learner:99.8 below standard Foster Youth: 124 below standard Homeless:108.4 below standard Socioeconomically Disadvantaged: below 88 standard Hispanic: 82.8 below standard	Hispanic: 37.4 below standard Math All students: 67.1below standard American Indian: 92.5 points below standard Students with Disabilities: 140.3 below standard African American: 108.3 below standard English Learner: 96.8 below standard Foster Youth:118 below standard Homeless:105.8 below standard Socioeconomically Disadvantaged: below 84 standard Hispanic: 79.8 below standard	Hispanic: 15.5 below standard Math All students: 24.7 below standard American Indian: 40 points below standard Students with Disabilities: 140.3 below standard African American: 73 below standard English Learner: 9.8 below standard Foster Youth: 72.9 below standard Homeless: 50.8 below standard Socioeconomically Disadvantaged: below 41.5 standard Hispanic: 65.5 below standard
ELPAC	2019 Dashboard English Learner Progress 43.8%	2021 Dashboard English Learner Progress 24.3%	2022 Dashboard 48.3%	2023Dashboard 44.9%	English Learner Progress 50.8%
Advanced Placement Scores	In 2019, Of students who have taken the AP	In 2021, Of students who have taken the AP	In 2022, Of students who have taken the AP	In 2022, Of students who have taken the AP	57% of the students taking AP tests will score a 3 or better.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assessment, 51% of the students scored a 3 or better.	assessment, 43.2% of the students scored a 3 or better.	assessment, 6.3% of the students scored a 3 or better.	assessment, 57% of the students scored a 3 or better.	
Graduation Rates	2019 Dashboard All Students 93.2% English Learners 83.6% Homeless 86.0% Students with Disabilities 65.4% African American 85.7%	2021 Dashboard All Students 88.7% English Learners 74.6% Homeless 69.8% Students with Disabilities 60.1% African American 85.7%	2022 Dashboard All Students 90.9% English Learners 80.2% Foster Youth 66.7% Homeless 75.8% Students with Disabilities 71.8% African American 87.5%	2023 Dashboard All Students 89.6% English Learners 80.5% Foster Youth 79.2% Homeless 71.6% Students with Disabilities 59% African American 82.5%	All Students 95.2% English Learners 88.6% Homeless 90.0% Students with Disabilities 80.4% African American 90.7%
Middle school dropout rate	In 2019 less than 1%	In 2021 less than 1%	2022 less than 1%	2023 less than 1%	less than 1%
College & Career measures (dashboard)	2019 Dashboard All Students: 44.9% of our students are prepared American Indian 43.5% are prepared 30.4% are approaching prepared 26.1% are not prepared English Learners 14.4% of prepared 14.9% are approaching prepared 70.7% are not prepared	2020 Dashboard All Students: 46.2% of our students are prepared American Indian 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared English Learners 10% of prepared 10.1% are approaching prepared 79.2% are not prepared	was not reported on the 2022 dashboard 2020 Dashboard All Students: 46.2% of our students are prepared American Indian 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared English Learners 10% of prepared	2023 Dashboard All Students: 44.4% of our students are prepared American Indian 37.5% are prepared % are approaching prepared % are not prepared English Learners 11.4% of prepared % are approaching prepared % are not prepared	All Students: 55% of our students are prepared American Indian 50.7% are prepared 21.4% are approaching prepared 27.9% are not prepared English Learners 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socio-economic Disadvantaged 38.2% are prepared 22.0% are approaching prepared 39.8% are not prepared

Students with Disabilities 5.1% are prepared 21.5% are approaching prepared 73.4% are not prepared

Foster Students 15.8% of are prepared 42.1% are approaching prepared 42.1% are not prepared

Homeless students 15.7% of are prepared 25.5% are approaching prepared 58.8% are not prepared | Socio-economic Disadvantaged 40.9% are prepared 16.9% are approaching prepared 42.2% are not prepared

Students with Disabilities 6.9% are prepared 8.0% are approaching prepared 85.1% are not prepared

Foster Students 26.1% of are prepared 13.0% are approaching prepared 60.9% are not prepared

Homeless students 25.6% of are prepared 14.0% are approaching prepared 60.5% are not prepared | 10.1% are approaching prepared 79.2% are not prepared

Socio-economic Disadvantaged 40.9% are prepared 16.9% are approaching prepared 42.2% are not prepared

Students with Disabilities 6.9% are prepared 8.0% are approaching prepared 85.1% are not prepared

Foster Students 26.1% of are prepared 13.0% are approaching prepared 60.9% are not prepared

Homeless students 25.6% of are prepared 14.0% are approaching prepared 60.5% are not prepared | Socio-economic Disadvantaged 36% are prepared % are approaching prepared % are not prepared

Students with Disabilities 10.2% are prepared % are approaching prepared % are not prepared

Foster Students 4.5% of are prepared % are approaching prepared % are not prepared

Homeless students 21.2% of are prepared % are approaching prepared % are not prepared | Socio-economic Disadvantaged 40.9% are prepared 16.9% are approaching prepared 42.2% are not prepared

Students with Disabilities 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared

Foster Students 40.9% of are prepared 16.9% are approaching prepared 42.2% are not prepared

Homeless students 40.9% of are prepared 16.9% are approaching prepared 42.2% are not prepared |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout rate	In 2019, Drop out rate is 3.5%	In 2021, Drop out rate is 4.3%	2022 Drop out rate is 2.3%	2023 Drop out rate is 7.06%	Drop out rate is 2.5%
iReady Diagnostic #3-ELA	June of 2021 Student scores for 3-8 & 11 grade are as follows: All Students 16% Scored On or Above Grade Level 43% Scored 2 or more Grades Below Grade Level English Learners 3% Scored On or Above Grade Level 67% Scored 2 or more Grades Below Grade Level Foster Youth 9% Scored On or Above Grade Level 57% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 6% Scored On or Above Grade Level	June of 2022 Student scores for 3-8 & 11 grade are as follows: All Students 30% Scored On or Above Grade Level 38% Scored 2 or more Grades Below Grade Level English Learners 11% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level Foster Youth 26% Scored On or Above Grade Level 53% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 25% Scored On or Above Grade Level	May 2023 Student scores for 3-8 & 11 grade are as follows: All Students 35% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level English Learners 12% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level Foster Youth 22% Scored On or Above Grade Level 60% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 30% Scored On or Above Grade Level	May 2023 Student scores for 3-8 & 11 grade are as follows: September 2023 Students scores for 3-8 & 11th grade are as follows: All Students 35% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level English Learners 12% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level Foster Youth 22% Scored On or Above Grade Level 60% Scored 2 or more Grades Below Grade Level	Student scores for 3-8 & 11 grade are as follows: All Students 41% Scored On or Above Grade Level 28% Scored 2 or more Grades Below Grade Level English Learners 33% Scored On or Above Grade Level 34% Scored 2 or more Grades Below Grade Level Foster Youth 43% Scored On or Above Grade Level 28% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 40% Scored On or Above Grade Level 30% Scored 2 or more Grades Below Grade Level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	60% Scored 2 or more Grades Below Grade Level African American 10% Scored On or Above Grade Level 55% Scored 2 or more Grades Below Grade Level American Indian 9% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level	44% Scored 2 or more Grades Below Grade Level African American 19% Scored On or Above Grade Level 48% Scored 2 or more Grades Below Grade Level American Indian 28% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level	45% Scored 2 or more Grades Below Grade Level African American 31% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level American Indian 30% Scored On or Above Grade Level 46% Scored 2 or more Grades Below Grade Level	Socioeconomically Disadvantaged 30% Scored On or Above Grade Level 45% Scored 2 or more Grades Below Grade Level African American 31% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level	African American 44% Scored On or Above Grade Level 28% Scored 2 or more Grades Below Grade Level American Indian 41% Scored On or Above Grade Level 29% Scored 2 or more Grades Below Grade Level
iReady Diagnostic #3- Math	June of 2021 Student scores for 3-8 & 11 grade are as follows: All Students 9% Scored On or Above Grade Level 41% Scored 2 or more Grades Below Grade Level English Learners 2% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level	June of 2022 Student scores for 3-8 & 11 grade are as follows: All Students 23% Scored On or Above Grade Level 35% Scored 2 or more Grades Below Grade Level English Learners 10% Scored On or Above Grade Level 51% Scored 2 or more Grades Below Grade Level	May of 2023 Student scores for 3-8 & 11 grade are as follows: All Students 28% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level English Learners 13% Scored On or Above Grade Level 55% Scored 2 or more Grades Below Grade Level		Student scores for 3-8 & 11 grade are as follows: All Students 50% Scored On or Above Grade Level 28% Scored 2 or more Grades Below Grade Level English Learners 39% Scored On or Above Grade Level 31% Scored 2 or more Grades Below Grade Level Foster Youth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth 5% Scored On or Above Grade Level 68% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 3% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level African American 4% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level American Indian 7% Scored On or Above Grade Level 52% Scored 2 or more Grades Below Grade Level	Foster Youth 14% Scored On or Above Grade Level 49% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 18% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level African American 14% Scored On or Above Grade Level 47% Scored 2 or more Grades Below Grade Level American Indian 15% Scored On or Above Grade Level 41% Scored 2 or more Grades Below Grade Level	Foster Youth 13% Scored On or Above Grade Level 58% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 23% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level African American 20% Scored On or Above Grade Level 53% Scored 2 or more Grades Below Grade Level American Indian 12% Scored On or Above Grade Level 41% Scored 2 or more Grades Below Grade Level		32% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level Socioeconomically Disadvantaged 41% Scored On or Above Grade Level 29% Scored 2 or more Grades Below Grade Level African American 42% Scored On or Above Grade Level 29% Scored 2 or more Grades Below Grade Level American Indian 48% Scored On or Above Grade Level 26% Scored 2 or more Grades Below Grade Level
% of students Graduating A-G	2019 Dashboard All Students : 40% of our students American Indian 39% of our students	2021 Graduates All Students : 20.8 % of our students American Indian 11.8% of our students	2022 Graduates All Students : 39.9 % of our students American Indian 13.3% of our students	2023 Graduates All Students : 41.4% American Indian 50% of our students English Learners	All Students : 45% of our students American Indian 45% of our students English Learners

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 11% of our students Socio-economic Disadvantaged 32% of our students Students with Disabilities 8% of our students Foster Students 26% of our students Homeless students 12% of our students	English Learners 4.9% of our students Socio-economic Disadvantaged 16.8% of our students Students with Disabilities 2.5% of our students Foster Students 23.5% of our students Homeless students 9.4% of our students	English Learners 12.7% of our students Socio-economic Disadvantaged 31% of our students Students with Disabilities 4.4% of our students Foster Students 4.2% of our students Homeless students 12.1% of our students	12.4% of our students Socio-economic Disadvantaged 32.6% of our students Students with Disabilities 8.6% of our students Foster Students 8.3% of our students Homeless students 20.5% of our students	20% of our students Socio-economic Disadvantaged 40% of our students Students with Disabilities 30% of our students Foster Students 35% of our students Homeless students 40% of our students
% of students Graduating as a pathway completer	2019 Dashboard All Students : 26% of our students American Indian 39% of our students English Learners 14% of our students Socio-economic Disadvantaged 24% of our students Students with Disabilities 17% of our students Foster Students	2021 Graduates: All Students : 14.3% of our students American Indian 17.6% of our students English Learners 6.6% of our students Socio-economic Disadvantaged 13.5% of our students Students with Disabilities 5% of our students	2022 Graduates: All Students : 27.8% of our students American Indian 6.7% of our students English Learners 8.6% of our students Socio-economic Disadvantaged 25.3% of our students Students with Disabilities 13.2% of our students	2023 Graduates: All Students : 28.1% of our students American Indian 43.8% of our students English Learners 11.9% of our students Socio-economic Disadvantaged 24.3% of our students Students with Disabilities 11.9% of our students	All Students : 30% of our students American Indian 39% of our students English Learners 20% of our students Socio-economic Disadvantaged 30% of our students Students with Disabilities 25% of our students Foster Students 20% of our students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11% of our students Homeless students 18% of our students	Foster Students 11.8% of our students Homeless students 3.8% of our students	Foster Students 16.7% of our students Homeless students 16.7% of our students	Foster Students 4.2% of our students Homeless students 19.1% of our students	Homeless students 23% of our students
English Learner Reclassification Rate	2019 7.0 %	2021 5.7%	2022 9.5%	2023 9.5%	12%
Broad Course of Study including unduplicated students and students with exceptional needs.	June 2021 Grades 1st – 6th All students have access to English, Mathematics, Social Sciences, Science, VAPA, Health, PE For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts 8th Grade has access to Spanish 9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education	June 2022 Grades 1st – 6th All students have access to English, Mathematics, Social Sciences, Science, VAPA, Health, PE For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts 8th Grade has access to Spanish 9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education	June 2023 Grades 1st – 6th All students have access to English, Mathematics, Social Sciences, Science, VAPA, Health, PE For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts 8th Grade has access to Spanish 9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education	June 2023 Grades TK – 6th All students have access to English, Mathematics, Social Sciences, Science, VAPA, Health, PE For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts 8th Grade has access to Spanish 9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education	Grades 1st – 6th All students have access to English, Mathematics, Social Sciences, Science, VAPA, Health, PE For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts 8th Grade has access to Spanish 9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state standards	June 2021 English Language Arts – Full Implementation English Language Development – initial Implementation Mathematics – Full Implementation Science – Initial Implementation History-Social Science – Full Implementation	June 2022 English Language Arts – Full Implementation English Language Development – initial Implementation Mathematics – Full Implementation Science – partial Implementation History-Social Science – Full Implementation	June 2023 English Language Arts – Full Implementation English Language Development – initial Implementation Mathematics – Full Implementation Science – partial Implementation History-Social Science – Full Implementation	Survey Not completed until 5/2024	English Language Arts – Full Implementation & Sustainability English Language Development – Full Implementation & Sustainability Implementation Mathematics – Full Implementation & Sustainability Science – Full Implementation & Sustainability History-Social Science – Full Implementation & Sustainability
School FIT Reports	June 2021 All Schools received a rating of "good".	2022 19 schools were rated "fair" 17 schools were rated "good"	2023 17 schools were rated "fair" 24 schools were rated "good"	Survey Not completed until 5/2024	All Schools received a rating of "good".
William's Visit Reports	June 2021 All students have standards-aligned instructional materials. (2020-21)	June 2022 All schools met the requirements for the William's Act.	June 2023 All schools met the requirements for the William's Act.	Survey Not completed until 5/2024	All students have standards-aligned instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Model School Library Standards	June 2023: Currently 97% of sites have 36+ hours of open library time weekly, 81% school libraries meet the California Model School Library Standards recommendations for collections with 2/3 of the collection being more recent than 15 years old, 10% of school library collections have a ratio of 28 books per student.		June 2023: Currently 97% of sites have 36+ hours of open library time weekly, 81% school libraries meet the California Model School Library Standards recommendations for collections with 2/3 of the collection being more recent than 15 years old, 10% of school library collections have a ratio of 28 books per student.	Survey Not completed until 5/2024 Currently 98% of sites have 36+ hours of open library time weekly, 85% school libraries meet the California Model School Library Standards recommendations for collections with 2/3 of the collection being more recent than 15 years old, 10% of school library collections have a ratio of 28 books per student.	36 hours min of open library time weekly at each school site; 28:1 ratio for books per child; 2/3 of each library collection is more recent than 15 years old; 1 new book per student in grades K-8 annually, 1 new book per every two students in grades 9-12 annually.
ELA/Math Intervention groups	Baseline will be established in June 2024		Baseline will be established in June 2024	75% of students will advance two or more grade levels within one school year. This includes an Increase in academic achievement for all students including the following student groups: English learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and	80% of students will advance two or more grade levels within one school year. This includes an Increase in academic achievement for all students including the following student groups: English learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				African American and American Indian students.	African American and American Indian students.
AVID site Team plans	All sites developed a plan. The goals will be reported in June of 2024		All sites developed a plan. The goals will be reported in June of 2024.	All sites developed a plan.	All sites will complete 100% of their AVID plan goals.

Goal Analysis

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

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

There was little differences regarding implementation of actions for goal #1.
1.1- All library support positions were hired. The position the Director who oversaw libraries was changed to a "District Librarian" positions.

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.

The planned expenditures of 1.3 & 1.9,were significantly different than the actual expenditures due to the expenditures were not needed or the additional materials were changed to a different account.
1.4 & 1.14 planned expenditures were significantly different due to over estimation of the cost of salaries.

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

To increase ELA scores the following actions were implemented based on the 2023/2024 LCAP:
1.1-Effective- Library Support- on average each student checked out 37 books;
1.2-Effective- Additional Library Support-all planned purchases were made
1.3 -Effective -Supplemental Materials- electronically book usage increased by 13% to 98,250 ytd.
1.4-Effective- Intervention- students participating made some growth.

1.5- Effective-Additional Intervention Support- additional classes were offered
1.6 & 1.7 - Effective-Extended Year/ELOP- students needing to attend summer school were offered the opportunity for intervention and acceleration and ELOP was offered to all low income students in the district.
1.8 - Effective-Early Childhood-Over 1,000 students attended preschool
1.9 - Effective-Additional Early Childhood Support- Teachers and materials were purchased to help better meet the needs of young students.
1.10 - Effective- Instructional Technology- supports Districtwide initiative of implementing Professional Learning Communities.
1.11 - Effective-Additional Program Support
1.12 - Effective-Support of English Learners- TK teachers were trained in EL strategies.
The actions were implemented and showed some difference; however based on the CAASPP there was little growth.

The following actions were developed to address disparity in College & Career and Course Access.
1.14- Effective- Course Access

To address Class size in elementary:
Without LCAP funded teachers (25):
with 5,471 K-2 students & 198 K-2 teachers the ratio would have been 27.63 student to teacher ratio
1.13 - Effective-Visual & Performing Arts
1.16 -Effective- Linked Learning & CTE Courses Grants; sites were able to purchases necessary materials for all CTE classes and have additional support through coaching and montitoring.
1.17- Effective- Linked Learning Academies & 1.18 CTE Courses-
1.15- Effective- Additional Course Access- all secondary sites offered AVID and prefirst classes (if needed),
Data showed there was no growth in C & C ready due to taking a CTE course: SED dropped from 25.35 to 24.3%; EL increased from 8.65 to 11.9%; Foster Youth dropped from 16.7% to 4.2%
Outcomes for these actions showed an increase in students Graduating A-G (EL increased from 12.7% to 44%;SED Increased from 31.0% to 72%)
For Visual & Performing Arts all 5 & 6 grade students had access to either classroom music or instrumental music.

In Elementary class sizes With 5,471 K-2 students & 223 K-2 teachers the ratio was 24.53 student to teacher ratio

1.19- Effective- Technology-All 3-12th grade students have chrome book assigned to them.

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

There are significant changes made in the 2024/2025 LCAP to address the lack of growth in student outcomes in Graduation rates, College and Career Readiness, ELA , math, and EL progress. To align the district LCAP to the district strategic plan Goal 1 was changed and aligns

several actions & metrics from goal 1 and goal 3. The district has developed learning community models for each of the feeder groups. This model will align the work and focus to better meet the needs of students.

Actions that have been changed to align the work and better support student outcomes are Professional Learning, site & student supports.
1.1 Library Support now included supplemental materials
1.3 Supplemental Materials- the library supplemental materials were moved to action 1.1 in the 2024/2025 LCAP.
1.4 Intervention was changed to 1.17 in the 2024/2025 LCAP.
1.9 Additional Early Childhood Support to 1.12 Transitional Kindergarten support. The allocation was reduced.
1.10 Instructional Technology- was changed to 1.13 in the 2024/2025 LCAP.
1.12 Support of English Learners-Was changed to Dual Immersion 1.3, and 1.26-Professional Learning in the 2024/2025 LCAP.
1.14 Course Access has been changed to 1.6 focusing on secondary and 1.2 focusing on Elementary in the 2024/2025 LCAP.
1.13 Visual & Performing Arts was changed to 1.20 Elementary Music Program in the 2024/2025 LCAP.
1.17 Linked Learning Academies to 1.15 in the 2024/2025 LCAP and has added a focus on student recruitment of unduplicated students.
1.18 CTE Courses was changed to 1.16 in the 2024/2025 LCAP and has added a focus on student recruitment of unduplicated students.

New Actions will be added in the 2024-25 LCAP to meet new mandated requirements.

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

Goals and Actions

Goal

Goal #	Description
2	To support student success the district will continue to develop a culture of collaboration for students, staff, parents, and the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Families served by the Family and Community Resource Center will have a better understanding of how to support their student by understanding how to access outside resources as measured by family survey.	Baseline will be established during the 2021/2022 school year.	a survey was not administered therefore the following actions were taken, FCRC Facebook information regarding services disseminated to parents and staff.	Based on conversations with families served by the FCRC 90% of families had a better understanding of services provided. In order to share services to other families, a newsletter was sent out three times during the year to share services provided.	Data not Available	100% Families served by the Family and Community Resource Center will have a better understanding of how to support their student by understanding how to access outside resources as measured by family survey..
Students receiving short-term counseling services will help students connect to school by improving SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, &	Baseline will be established during the 2021/2022 school year.	2021/2022 After completing the short term counseling students answered below: 98% of the students felt the counseling was helpful 100% of the student feel comfortable	2022/2023 After completing the short term counseling students answered below: 99% of the students felt the counseling was helpful 99% of the student feel comfortable	Data not Available	100% of students receiving short-term counseling services will help students connect to school by improving SEL Competencies: Self-Awareness, Self-Management, Social Awareness,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Responsible Decision Making as measured by student survey.		coming back for Social Worker intervention/support.	coming back for Social Worker intervention/support.		Relationship Skills, & Responsible Decision Making as measured by student survey.
Committee Advisory Survey: example questions: Do committee members feel the committee is useful? Do you feel the recommendations of the committee are taken into consideration?	Baseline will be established during the 2021/2022 school year.	This was not administered during the 2021/2022 school year.	Due to staffing and technical issues, this was not administered during the 2022/2023 school year.	Data not Available	95% of participates will find the committees useful.

95% of participates will fell the recommendations of the committee were taken into consideration. |
| Parent Survey: Do committee members feel the committee is useful? Do you feel the recommendations of the committee are taken into consideration? Parents will have a better understanding of district services to support their child. | Baseline will be established during the 2021/2022 school year. | 100% of the parents who completed the survey felt the District Advisory Committee was useful and helped they understand district services. | 100% of the parents who completed the survey felt the District Advisory Committee was useful and helped they understand district services. | Data not Available | 95% of participates will find the committees useful.

95% of participates will fell the recommendations of the committee were taken into consideration. |
| Survey to teachers regarding they feel the value of PLC's. | Baseline will be established during the 2021/2022 school year. | This was not administered during the 2021/2022 school year | Due to realigning PLC work and new training, this was not administered during | Data not Available | 95% of participates will find the committees useful. |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the 2022/2023 school year		
District Advisory Council Sign-In Sheets District English Learner Committee Sign-In Sheets Parent input into district decision-making, parental participating including parents of Unduplicated Pupils and those with exceptional needs.	2020-2021 15 sites had a representative at one DAC meeting 10 sites had a representative at one DELAC meeting	2021-2022 21 sites had a representative at one or more District Advisory Counsel (DAC) meetings 12 sites had a representative at one or more of the District English Learner Advisory Committee meetings.	2022-2023 23 sites had a representative at one or more District Advisory Counsel (DAC) meetings 11 sites had a representative at one or more of the District English Learner Advisory Committee meetings.	Data not Available	All sites have a representative at one DAC meeting All sites have a representative at one DELAC meeting

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

There was no significant differences.

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 in expenditures.

Actions that were contributing actions written in the 23/24 LCAP made a difference in parental support. With over 2,000 people visiting the resource family center and over 75% needing and receiving basic needs the center has made a difference with the families.
2.1 Family & Community Resource Center -Effective over 1,000 people needing food/clothing and other basic needs visited the resource center. 200 were on a person caseload for support/
2.2 Building Futures Program-Effective- 100 preschool families were served
2.3 American Indian Federal Grant-Effective- American Attendance increased
2.4 Community Outreach -Effective- With over 15,000 suggestions in how to make the district better the suggestions were taken into consideration during the LCAP process.

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

There are significant changes made in the 2024/2025 LCAP goal to align with the district strategic plan. To address alignment the 2023/2024 LCAP's goal 3 has been moved to goal 2. The focus of goal 2 is empowering students to become successful. The metric's for goal 2 is based on empowering students in self regulation, family support, and opportunities for success. The actions that addressed those metrics in 2023/2024 has been moved to goal 2 in the 2024/2025 LCAP.
In the 2023/2024 LCAP:
2.1- Family & Community Resource Center- Has been moved to goal 3 in the 24/25 LCAP.
The following actions were removed from the 24/25 LCAP. These actions are not contributing actions: 2.2,2.3,2.4

The following actions were added from the 23/24 Goal #3 LCAP:
2.1-Social Workers was 3.6 in the 23/24 LCAP
2.2 School Psychologists was 3.8 in the 23/24 LCAP
2.4 Elementary Assistant Principals-was part of 3.2 systems of support
2.5 High School Assistant Principals-was part of 3.2 systems of support
2.6 Kinder paraprofessionals-was part of 3.2 systems of support
2.7 Transportation-was part of 3.7
2.8 Behavior Team-was part of 3.2 systems of support
2.9 Engagement Team-was part of 3.2 systems of support
2.10 Attendance Team-was part of 3.1 systems of support

New Actions will be added in the 2024-25 LCAP to meet new mandated requirements.

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

Goals and Actions

Goal

Goal #	Description
3	VUSD will increase student engagement for all students including the following student groups: Foster Youth, Students with Disabilities, and African American and American Indian students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	2019 Dashboard All Students - 6.5% Homeless-10% African American-13% Students w/ Disabilities-10.8% Foster Youth-18.3 % Socioeconomically Disadvantaged-7.7%	2022 Dashboard All Students - 5% Homeless-7.9% African American-10.2% Students w/ Disabilities-7.6% Foster Youth-14.1 % Socioeconomically Disadvantaged-5.8%	2022 Dashboard All Students - 5% Homeless-7.9% African American-10.2% Students w/ Disabilities-7.6% Foster Youth-14.1 % Socioeconomically Disadvantaged-5.8%	2023Dashboard All Students - 5.1% Homeless-8.6% African American-10.1% Students w/ Disabilities-7.7% Foster Youth-14.9 % Socioeconomically Disadvantaged-6%	All Students- 2.5% Homeless- 3.6% African American -3% Students w/ Disabilities-3.6% Foster Youth-8.3% Socioeconomically Disadvantaged-3.7%
Chronic Absenteeism rate	2019 Dashboard All Students-9.2% Homeless-25.6% African American-15.9%	2022 Dashboard All Students-36.8% Homeless-63.1% African American-36.6%	2022 Dashboard All Students-36.8% Homeless-63.1% African American-36.6%	2023 Dashboard All Students-22.8% Homeless-43.3% African American-29.9%	All Students-8.2% Homeless-8.2% African American-8.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/ Disabilities-15.9% Foster Youth-14.4% American Indian-15.9% Socioeconomically Disadvantaged-10.9%	Students w/ Disabilities-48.6% Foster Youth-38.4% American Indian-44.4% Socioeconomically Disadvantaged-42.2%	Students w/ Disabilities-48.6% Foster Youth-38.4% American Indian-44.4% Socioeconomically Disadvantaged-42.2%	Students w/ Disabilities-29.5% Foster Youth-26% American Indian-29.9% Socioeconomically Disadvantaged-42.2%	Students w/ Disabilities-8.2% Foster Youth-8.2% American Indian-8.2% Socioeconomically Disadvantaged-8.2%
Survey results regarding sense of Safety & School connectedness (Pupils sense of school connectedness)	Two or More Races-3.28 White-3.33 African American-3.19 Asian-3.49 Hispanic-3.37 Pacific Islander-3.41 American Indian-3.26	Not administered	2023 Survey Percentages will be used to measure progress see metric below. Two or More Races-88.99% White- 85.94% African American-84.65% Asian- 88.74% Hispanic-86.08% Pacific Islander- 100% American Indian-83.33%	2024 survey- Student group data is not available All students 89%	Two or More Races-92.99% White- 88.94% African American-88.65% Asian- 92.74% Hispanic-90.08% Pacific Islander- 100% American Indian-87.33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	2019-2020 Expulsion rate .12% of all students 0% of all African American students 0% of American Indian students .13 of all Hispanic students .11% of all White students .18% of students not reporting ethnicity	2021-2022 Expulsion rate .2% of all students .02% of all African American students 0% of American Indian students .2% of all Hispanic students .1% of all White students .1% of students not reporting ethnicity	2021-2022 Expulsion rate .2% of all students .02% of all African American students 0% of American Indian students .2% of all Hispanic students .1% of all White students .1% of students not reporting ethnicity	2022-2023 Expulsion rate .3.% of all students .7% of all African American students .8% of American Indian students .3% of all Hispanic students .1% of all White students .0% of students not reporting ethnicity	.9% of all students 0% of all African American students 0% of American Indian students .9 of all Hispanic students .9% of all White students .9% of students not reporting ethnicity
Attendance Rate	2019 Attendance Rate-95.59%	2020-2021 Attendance Rate-93.59%	2021-2022 Attendance Rate-90.28%	2022-2023 Attendance Rate-93.7%	Maintain Attendance Rate
Student survey results regarding sense of school safety & connectedness	Survey completed in the 2021/2022 School year 83.9% of the students completing the survey feel their teachers care about them 58.49% regularly participate in extra-curricular activities	Survey completed in the 2021/2022 School year 83.9% of the students completing the survey feel their teachers care about them 58.49% regularly participate in extra-curricular activities	Survey completed in Spring of 2023. 83.91 % of the students completing the survey feel their teachers care about them 59.39% regularly participate in extra-curricular activities	Survey completed in Spring of 2024. 83.63 % of the students completing the survey feel their teachers care about them 71.69% regularly participate in extra-curricular activities	96.25% of the students completing the survey feel they like they belong. 93% of the students completing the survey feel their teachers care about them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	80.47% feel they are part of the school	80.47% feel they are part of the school	80.42 % feel they are part of the school	80.21 % feel they are part of the school	88.42 % feel they are part of the school
Parent Survey results regarding sense of Safety & School connectedness	New metric for 2022/2023 The parent Overall Score was 2.15		2023-24 The parent Overall Score was 2.15	2024-25 The parent Overall Score was 2.35	The parent Overall Score was 3.5
Staff Survey results regarding sense of Safety & School connectedness	New metric for 2022/2023 Instructional staff Overall score: 2.79 Non instructional staff Overall score: 2.96		2023-24 Instructional staff Overall score: 2.79 Non instructional staff Overall score: 2.96	2024-2025-Data by subgroup not available Staff Overall score: 3.16	Instructional staff Overall score: 3.5 Non instructional staff Overall score: 3.5
Caseload Data (school psychologists, School Social Workers, Counselors, BIT's)	2023 will be the baseline year	New metric for 2022/2023	2023 will be the baseline year	78% of the students' on a caseload attendance and/or suspension rates will decrease.	80% of the students' on a caseload attendance and/or suspension rates will decrease.

Goal Analysis

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

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

There were no substantive differences in any action. Action 3.6- The hiring of additional social workers allowed more service to elementary sites than what was originally planned.

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 material differences in the following actions:
3.2-Systems of Support- the difference is due to some positions not being filled and an over estimation of cost of salaries
3.3- Counselors- Middle School Counselors were funded through other funds
3.5- The amount budgeted was for the five years of the grant. The expenditures represents the expenses for this year and this is the last year of the grant.
3.6 School Social Workers- The additional costs was due to under estimation of the cost of salaries and hiring an additional 2 social workers.

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

To address student engagement (suspensions, graduation, attendance) the following actions were created in the 23/24 LCAP.
3.1-Attendance-Effective- Attendance Rates increased
3.2 Systems of Supportive-Neutral-designed to support suspensions and academics.   The district's metrics in suspensions have shown little difference.
3.3 Counselors- Effective- C& C increased. Attendance Increased
3.4 TCOE-Learning Communities for School Success Program (LCCSSP)-Effective-Attendance increased, and homeless students received tutoring
3.6 School Social Workers-Effective- attendance increased & students attending groups incidents dropped
3.5 School Climate Transformation Federal Grant -Neutral- completed all grant requirements; however suspension rates didn't drop significantly
3.7-Transportation-Effective-attendance rates increased
3.8 School Psychologist Support-Effective- Suspensions for sped students dropped.
Actions
3.1 & 3.7 are district actions that support attendance and directly impacted the positive difference in student attendance
3.3 & 3.6 impacted student attendance at school site through the Tier ll teams

Actions 3.2 3.3,3.6, and 3.8 are designed to support suspensions and academics.   The district's metrics in suspensions have shown little difference.

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

There are significant changes made in the 2024/2025 LCAP goal to align with the district strategic plan. To address alignment the 2023/2024 LCAP's goal 3 has been moved to goal 2 & in the 23/24 Goal 2 was changed to goal 2. The wording and metrics have been changed.   The focus of goal 3 is empowering families and the community to support student success.   The metric's for goal 3 is based on empowering families and community to support students. The actions that addressed those metrics in 2023/2024 has been moved to goal 2 in the 2024/2025 LCAP.

In the 2023/2024 LCAP:
3.1 School Attendance- moved to 2.10
3.2 Systems of Support- several actions were created to address Systems of Support
3.3 Counselors
3.4 TCOE-Learning Communities for School Success Program (LCCSSP) -removed from LCAP
3.5 School Climate Transformation Federal Grant) -removed from LCAP -removed from LCAP
3.6 School Social Workers-moved to 2.1
3.7 Transportation moved to 2.7
3.8 School Psychologist Support moved to 2.2

New Actions will be added in the 2024-25 LCAP to meet new mandated requirements.

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

Goals and Actions

Goal

Goal #	Description
4	Teachers will be provided the opportunity to participate in professional learning in the areas of: content standards, English language development, student engagement, and instructional materials.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
survey completed by induction candidates	2020-2021 10% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 66% identifying support as very helpful regarding working with EL students. 8% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 60% identifying support as very helpful regarding working with students with disabilities.	2021-2022 4.3% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with EL students. 6.5% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with students with disabilities.	2022-2023 4.1% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with EL students. 8.3% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50 % identifying support as "very helpful" regarding working with students with disabilities	2022-2023 3.1% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with EL students. 6.3% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50 % identifying support as "very helpful" regarding working with students with disabilities	For support new teachers working with EL students, all responses will be either "helpful" or "very helpful" with an increase in "very helpful" moving to 70% Support for new teachers around working with students with disabilities so that all responses will be either "helpful" or "very helpful" with an increase in "very helpful" moving to 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	2020-2021 93% of teachers w/ Clear/Preliminary credential 7% of teachers w/ emergency credentials	2021-2022 91% of teachers with Clear/Preliminary credential 9% of teachers with emergency credentials	2022-2023 91.7% of teachers held a Clear or Preliminary Credential 8.3% of teachers did not hold Clear or Preliminary Credentials	2023-2024 91.7% of teachers held a Clear or Preliminary Credential 8.3% of teachers did not hold Clear or Preliminary Credentials	95% of teachers w/ Clear/Preliminary credential 5% of teachers w/ emergency credentials
Teachers appropriately assigned	2020/2021 99.28% of teachers teaching classes allowed by their credential	2021-2022 99.24% of teachers teaching classes allowed by their credential	2022-2023 98.7% of teachers teaching classes allowed by their credential	2023-2024 91.7% of teachers held a Clear or Preliminary Credential 8.3% of teachers did not hold Clear or Preliminary Credentials	100% of teachers teaching classes allowed by their credential

Goal Analysis

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

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

There were no significant differences in implementation.

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.

The two actions that have a material difference 4.1-Teacher Induction & 4.2 Professional Learning. For both of these actions expenditures were paid for out of other state funds and federal funds.

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

4.1 Teacher Induction and Clear Administrative Services Credential Program-Effective- All teacher without a clear credential were provided the necessary support to become highly qualified.
4.2 Professional Learning-Effective-These actions were to increase teacher credentials & teacher understanding of teaching strategies. All TK-3 teachers were trained in a new phonics program and/or ELD strategies. Math teachers were provided training and common assessments were developed.

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

Goal 4 was changed to meet the requirement for Sequoia being identified as receiving Equity Multiplier Funds.
Action 4.1 & 4.2 was combined and moved to Goal 1.

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

Goals and Actions

Goal

Goal #	Description
5	Effectively manage resources to strengthen our fiscal foundations, maintain prudent reserves, and meet the needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Consolidated Application and budgets	2020-2021 All reports are completed and school budgets are allocated appropriately	According to the 2021 Federal Program Monitoring Review all required documents were complete and accurate.	2022-2023 All reports are completed and school budgets are allocated appropriately	2023-2024 All reports are completed and school budgets are allocated appropriately	All reports are completed and school budgets are allocated appropriately
FPM reports	2020-2021 All School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	According to the 2021 Federal Program Monitoring Review all School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	CDE did not monitor the VUSD during the 2022-2023 school year; therefore there were no FPM reports. Based on local review, all School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	CDE did not monitor the VUSD during the 2023-2024school year; therefore there were no FPM reports. Based on local review, all School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	All School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements

Goal Analysis

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

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

No Significant difference in planned actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

All sites received funds and compliance has been met.

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

This goal was changed to address Creekside being identified to receive Equity Multiplier funds.
5.1 & 5.2 were moved to goal 1.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Unified School District	James Sullivan Administrator of Family & Community Services	jsullivan@vusd.org 5597307566

Plan Summary [2024-25]

General Information

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

Nestled close to the majestic Sierra Nevada mountains in the heart of California's San Joaquin Valley, the Visalia Unified School District is committed to providing students young and old with the tools and skills necessary to succeed in life. Established in 1885, VUSD is the oldest school district in Tulare County. Our services span 214 square miles with a population base of over 135,000. This mission of VUSD is "to connect every VUSD student to meaningful activities and build impactful relationships.

We govern 26 elementary schools, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a 7-12 charter independent study program, a K-8 charter home school program, a 9-12 technical early college program, and a k-8 elementary charter school.

Our outstanding workforce is comprised of over 2,900 certificated and classified staff. They make our district the jewel of the Central Valley. Our guiding principals are:
- Every VUSD student will be connected to meaningful activity (arts, sports, internships, mentorships).
- Every VUSD student will be known by name and have a connection with a trusted adult.

- District and community commit to providing meaningful interactions for all students

Demographics: Most of the district's students reside in the city of Visalia, but a significant number live in surrounding unincorporated areas that typify the county's rural roots. Students attend preschool/elementary schools in their community and then move into middle schools and high schools located in Visalia. Student population data depicts:

- 68% of the K-12th grade students qualify as socially economically disadvantaged
- Total number of Transitional Kindergarten-12 students: 28,893
- African American-395
- American Indian or Alaska Native-123
- Asian-1,157
- Filipino-213
- Hispanic/Latino-20,671
- Pacific Islander-48
- White-4,728
- Two or More Races-754
- Not Reported-804
- English Learner/Reclassified English Learners- 7,941

The following schools have been identified as eligible for receiving "Equity Multiplier Funds": Sequoia Continuation High School and Creekside Community Day School.

Reflections: Annual Performance

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

The district made progress in the area of "Chronic Absenteeism" . All student groups absenteeism rate dropped significantly with "All Students" declining by 14% to 22.8% with only 2 student groups identified in orange: American Indian (declined by 14.6% to 29.9%) and Pacific Islander (Declined by 6.9% to 23.1%). In all other areas (Academic Performance, Academic Engagement, and Conditions and Climate) the district showed little change. To address the district's progress the district has created and began to implement systems and structures that support tier I for all schools. The district has created learning opportunities for schools and staff to develop their systems to better support students academically and socially. Throughout the LCAP you will notice changes in systems and structures in Tier I as well as Tier II & III. To support student groups identified as red in any area the district reevaluated processes to student supports. Some examples of changes are:

- Family and Community Services Department is providing additional support by insuring students identified as homeless and foster will be placed on the School Social Workers, counselor, and/or Assistant Principal's caseload. These positions will meet with students on a regular bases to help prevent student incidents and help students to be more successful academically. In addition to additional support during the school day, Family and Community Services is focusing on parents of students identified as American Indian, homeless and foster to help with suspensions. These programs will provide opportunities for parents to better understand

how to support their children both academically and socially emotionally. Parents will have opportunities for family support groups that focus on behavioral concerns to address suspension rates.
- To better align student support the district office reorganized. The reorganization provides better opportunities for staff to collaborate and focus on areas of need.
- Leadership and Learning, Special Education, and Equity and Student Services focus is on tier I.

o Special Education is creating more opportunities for students with disabilities by changing their service delivery model.

o   Equity and Student Services focus will be providing training in behavior support

o   Leadership and Learning will focus on lesson plan designing.

Below identifies each school and student groups identified as red on the 2024 Dashboard:
School Student Group Indicator
Annie R. Mitchell/Suspension-ALL, Asian, EL, SED, SWD
Conyer Elementary/ELPI-English Learners,
Conyer Elementary/ELA, Math-Students With Disabilities,
Creekside Community Day/Suspension-ALL, Hispanic, SED,
Crestwood Elementary/Suspension-White
Crowley Elementary/Suspension-ALL, EL, Hispanic, SED
Crowley Elementary/ELPI-English Learners
Denton Elementary/ELA, Math-Students With Disabilities
District/Suspension- American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth
District/ELA-Foster Youth, Homeless Youth, Students With Disabilities
District/CCI-Foster Youth
District/Math, Graduation Rate-Students With Disabilities
Divisadero Middle ALL Suspension
Divisadero Middle English Learners ELA, ELPI
Divisadero Middle Hispanic, Multiple Race, SED,SWD Suspension
Divisadero Middle Students With Disabilities ELA
El Diamante High Black/African American Suspension
El Diamante High   English Learners   ELA, Math
El Diamante High Students With Disabilities ELA, Math
Four Creeks Elementary English Learners ELA, ELPI
Four Creeks Elementary Students With Disabilities Math
Golden Oak Elementary Multiple Races Suspension
Golden Oak Elementary Students With Disabilities ELA, Math
Golden West High ALL MATH
Golden West High English Learners Suspension, ELPI
Golden West High Hispanic Math, Suspension
Golden West High Socioeconomically Disadvantaged Math, Suspension

Golden West High Students With Disabilities ELA, Math, Suspension, Graduation Rate
Golden West High White MATH
Goshen Elementary ALL, Asian, SED Suspension
Goshen Elementary Students With Disabilities ELA
Green Acres Middle ALL, Hispanic, Multiple Races, SED, SWD Suspension
Green Acres Middle English Learners ELA, Math
Green Acres Middle Students With Disabilities ELA, Math, Suspension
Highland Elementary ALL, EL, SED, SWD ELA
Highland Elementary English Learners, SWD, Math
Highland Elementary English Learners, Hispanic, SWD Suspension
Hurley Elementary Asian, White Chronic Absenteeism
Hurley Elementary Students With Disabilities MATH
Ivanhoe Elementary Students With Disabilities ELA, Math, Suspension
La Joya Middle   English Learners   ELA, Suspension
La Joya Middle Hispanic Math, Suspension
La Joya Middle Socioeconomically Disadvantaged Suspension
La Joya Middle Students With Disabilities Suspension
Linwood Elementary Students With Disabilities ELA, Suspensions
Manuel F. Hernandez Students With Disabilities Suspension
Mt. Whitney High English Learner CCI, Graduation Rate
Mt. Whitney High Students With Disabilities Graduation Rate
Mt. Whitney High SWD CCI
Pinkham Elementary English Learners Math, Suspension
Pinkham Elementary Socioeconomically Disadvantaged Suspension
Pinkham Elementary Students With Disabilities ELA, Math
Pinkham Elementary White Suspension
Redwood High English Learners ELPI
Ridgeview Middle ALL, EL, Hispanic, SED,SWD Suspension
Ridgeview Middle English Learners ELA
Ridgeview Middle   Students With Disabilities ELA, Math,
Riverway Elementary Students With Disabilities ELA, Math
Royal Oaks Elementary English Learners Chronic Absenteeism
Royal Oaks Elementary Students With Disabilities ELA, Math
Sequoia High ALL, EL, Hispanic, Homeless, SED, SWD, White CCI
Sequoia High English Learners ELPI
Valley Oak Middle ALL, EL, Hispanic, SED MATH
Valley Oak Middle English Learners, SWD, ELA
Valley Oak Middle English Learners ELPI
Veva Blunt Elementary English Learners ELA, ELPI

Veva Blunt Elementary Students With Disabilities ELA, Math
Washington Elementary ALL ELA, Math
Washington Elementary English Learners ELA, ELPI
Washington Elementary Hispanic ELA, Math
Washington Elementary Socioeconomically Disadvantaged ELA, Math
Washington Elementary Students With Disabilities, Chronic Absenteeism, Suspension, ELA, Math

The following three schools have been identified as meeting the eligibility for Comprehensive Support and Improvement: Sequoia Continuation High School, Creekside Community Day School, and Washington Elementary.

Reflections: Technical Assistance

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

Visalia Unified has been identified as eligible for Differentiated Assistance based on the results from the 2022 and 2023 Dashboard in the areas of:
Students with Disabilities: Academics & Suspensions
Foster Youth: English Language Arts & Suspensions
Homeless: English Language Arts & Suspensions

Each Program (Special Education, Family and Community Engagement Services (McKenny Vento, Foster Youth) and Student Services analyzed student dashboard data and current processes. During their evaluation each team developed a plan on student/staff support. After the teams created a plan, the teams then shared their plans with the district's leadership team. This meeting allowed teams to discover overlapping support systems. The team evaluated and changed current processes and procedures. Based on the root cause analysis some of the following focus areas were developed by the leadership team:

- Secondary Special Education Delivery Model will be a co-plan/coteach model.
- Family & Community Services support model for Foster and Homeless students will include tutoring, transportation, referrals and basic needs
- Professional learning will be planned in areas of Trauma Informed Practices, Restorative Practices

To create opportunities for collaboration between divisions and programs the district is transitioning to a Learning Community Model (LCM). Through alignment of district staff and resources, the LCM promotes interdependence between district departments and school sites, ensuring coordinated support systems that effectively operationalize the district's Mission/Vision, Strategic Plan, and Initiatives. The LCM structure will be four teams assigned to feeder schools with each team made up of an Area Administrator, Special Education Program Consultant, Content Specialist, and Behavioral technician. This team will support sites in creating systems and structures to increase academics and support for behavior interventions.

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.

The following school are identified as eligible for Comprehensive Support and Improvement:
- Washington Elementary for academics
- Creekside Community Day School for suspensions
- Sequoia Continuation High School for graduation rate

Support for Identified Schools

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

1. Describe educational partner groups that were included and how the LEA used their feedback to develop the CSI plan
The district met each school to support their process in developing their plan for student success. The district had required each school to have completed a school level needs assessment. The needs assessment was co-created with each of the schools following teams:
- School Site Councils, English Learner Advisory Committees, Students, Site Administration, Teachers from the sites, District Departments

Once identified each school updated any new data that was available, reviewed their current plan, and updated as necessary. In addition the district completed an evaluation of staff credentials, site FIT report, and budgets with no findings.

2. Describe the LEA's needs assessment, including the type(s) of data and information that were examined and how these data informed development of the CSI plan.
The Educational Service team (Equity and Student Services, Family Community Services, Special Education Services), administrator from Assessment (new position), the sites' area administrator, and each school leadership team reviewed different data points. The data consisted of student outcome data (suspensions, grades, local scores, graduation rates), interviews (conducted by the Family and Community Service team), teacher/admin perception data.

3. Include a brief description of how evidence-based interventions were identified and selected, including a discussion of the LEA's Washington:
The data informed the plan for Washington by helping staff to be creative. Their current interventions are working but to many students are needing the interventions and staff realized that the school should continue to focus on Tier I. The staff will be reviewing systems and structures in Tier I. Staff is also developing a plan to support school climate.

Creekside:

The data informed the plan for Creekside in creating opportunities for reteaching and acceleration. After further analysis and staff and student feedback, alternative ways to motivate students is being explored. Staff is working with students and other programs in providing creative ways to motivate students to participate in their learning.

Sequoia:

The data informed the plan for Sequoia in planning alternative ways to motivate students, provide additional career development programs, and support to help students return to their home school.

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4. Describe the way(s) in which the LEA identified resource inequities and how resource inequities are being addressed through implementation of the CSI plan.

The district reviewed staffing, funding, and other resources. For findings:

Washington has no inequities regarding staff and funding.

The district will continue to support Creekside & Sequoia in the area of staffing. As new staffing is hired, the district will take into consideration credentials, years of service, and student/teacher ratios. For both sites the teacher:student ratio is significantly higher than other sites. In addition the administrative support, student support, and classified staff ratio to students is significantly higher as well.

5. A description of the supports, resources, and services the LEA is using to build school and educational partner capacity for continuous improvement.

The district provides support in the area of curriculum coaching, funds for Professional Learning, and time for PLC work to improve learning.

Monitoring and Evaluating Effectiveness

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

1. Describe the types of data and information the LEA is collecting and analyzing to inform ongoing decision making.

Data to be collected will be student grades, suspension/absenteeism, student evaluation plans. The data will be reviewed every 6-8 weeks.

2. Include in the descriptions how the LEA is partnering with educational partners to monitor and evaluate implementation and effectiveness of the CSI plan.

During the 2023/2024 school year each site will meet with the district leadership team. The district leadership team will meet with the schools' leadership team every six/eight weeks to review the schools' process. During the review, the team will review local data using a data review process. The sites leadership team will review the data with all staff, parent groups, and their School Site Council. In additions sites reviewed data and determined the following patterns will be part of the plan: Parent workshop services, student groups, and staff meeting agendas

3.A description of the supports, resources, and services the LEA is using to build school and educational partner capacity for continuous improvement.

As systems and processes are developed, the systems and processes will be monitored and added to the schools' district and schools leadership teams agendas. As new resources prove to work, the district will evaluate funding to continue the services.

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
Visalia Teachers Union	Met with their leadership team on 4/25. Discussed required changes to LCAP. Shard presentation with student outcomes and current programs to support outcomes. Left them to provide input on a document to return by 5/3. Offered to meet with other union members. One of the input ideas was concerns regarding class size when adding specialized classes.
CSEA	Met with their leadership team on 4/25. Discussed required changes to LCAP. Shard presentation with student outcomes and current programs to support outcomes. The leadership team provided input in programs. Discussion on the importance of many classified positions.
Superintendents Student Advisory Committee	Meet w/ students k3-12 grade students on 3/19. Discussed services funded by LCAP and asked for input from students.
District Advisory Committee (DAC) (Parents , staff, teachers)	The district advisory committee met 9/25/2023,10/30/2023,12/4/2023,1/29/2024,3/18,2024.4/29/2024,5/20/2024. The committee reviewed goals/actions, and budgets. They helped developed new goals and suggested actions, and reviewed the 2024/2025 LCAP
District English Learner Advisory Committee (DLAC)	Met with the DLAC on a 4/8/2024. During the meetings student/program data was shared and programs that support the data was shared. Discussion on how to support families from the Resource Center and how to inform parents on the importance of the ELPAC and reclassification of English Learners.

Parents	Based on input using Thought Exchange with over 2,000 participants.
The superintendent met with staff and parents.	During community events and staff meetings the Superintendent met with staff and parents. These meetings included survey data, student data. Participants then discussed and shared ideas and suggestions. Participants were encouraged to use Thought Exchange as well.
Principals/Administrators	Met on January 10, 2024. Site admin decided on site goals and discussed LCAP actions that support their site regarding student outcomes.
School Site Council (Creekside & Sequoia)	The District met with the schools' staff & SSC to discuss goals and supports for students. During the meeting school data was shared. Staff & SSC provided feedback on desired support to the school to meet the needs of students. Each SSC developed goals for the school that have been written into the LCAP.

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

Student's shared the importance of counselors and school social workers (middle school students). They shared how much the social workers and counselors support them. In addition of school social workers students shared their frustration with facilities particularly bathrooms. VUTA shared concerns regarding class sizes and how larger class sizes affects Tier I First Instruction. CSEA shared their concerns regarding funding in the future and how important behavior specialists are for student support. Administrators worked with their school site councils to determine how best to meet the needs of their students identified in red at their sites using the allocated funds allocated through the district's LCAP. Interventions for schools with student groups identified in red were based on administrator input. Parents requested more social workers and different ideas specific for their schools (addressed in each schools' SPSA). Goals and actions were developed for the schools receiving Equity Multiplier funds using the suggestions from the SSC's for Creekside & Sequoia.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of 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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. Based on district data, there has been little or no progress in most academic areas; therefore this goal has been a high priority for parents, staff, and administration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Dashboard	2023 Dashboard All Students: 25.9 below standard African American: 61.4 below standard American Indian: 50 below standard Asian: 4.4 Filipino: 48.2 Hispanic: 37.4 below standard Pacific Islander:			English Language Arts All students: 5 points above standard American Indian: 2 points below standard Students with Disabilities: 74.4 below standard	

		41 below standard White: 13.2 above standard Two or More Races: 7.1 below standard English Learners: 66.4 below standard Socioeconomically Disadvantaged: 44.5 below standard Students with Disabilities: 111.3 below standard Foster Students: 84.9 below standard Homeless Students: 79.5 below standard			African American: 5 below standard English Learner: 9.8 below standard Foster Youth: 25.1 below standard Homeless: 15.6 below standard Socioeconomically Disadvantaged: below 3.5 standard Hispanic: 15.5 below standard	
1.2	CAASPP Math Dashboard	2023 Dashboard All Students: 67.1 below standard African American: 108.3 below standard American Indian: 92.5 below standard Asian: 24.7 below standard Filipino: 0.3 below standard Hispanic: 79.9 below standard Pacific Islander: 75.5 below standard White: 26.7 below standard Two or More Races: 48.1 below standard English Learners: 96.8 below standard			Math All students: 24.7 below standard American Indian: 40 points below standard Students with Disabilities: 140.3 below standard African American: 73 below standard English Learner: 9.8 below standard Foster Youth: 72.9 below standard Homeless: 50.8 below standard Socioeconomically Disadvantaged: below 41.5 standard	

		Socioeconomically Disadvantaged: 84 below standard Students with Disabilities: 140.3 below standard Foster Students: 118 below standard Homeless Students: 105.8 below standard			Hispanic: 65.5 below standard	
1.3	CAASPP Science Dashboard	Not provided until 2025			No provided until 2025	
1.4	Percentage of Students graduating College & Career Prepared	2023 Dashboard All Students: 44.4% African American:25% American Indian:37.5% Asian:54.1% Filipino:47.1% Hispanic:39.4% Pacific Islander: N/A White: 60.2% Two or More Races: 53.7% English Learners: 11.4% Socioeconomically Disadvantaged:36.0% Students with Disabilities:10.2% Foster Students:4.5% Homeless Students:21.2%			All Students: 54% of our students are prepared African American:36% American Indian 50.7% Asian:65% Filipino:57.1% Hispanic:50.4% Pacific Islander: N/A White: 70.2% Two or More Races: 65.7% English Learners 35.7% are prepared Socio-economic Disadvantaged 50.9% are prepared Students with Disabilities	

					25.7% are prepared Foster Students 40.9% of are Homeless students 40.9%	
1.5	Percentage of students graduating having completed CTE pathways and A-G courses	2023 Dashboard All Students:34.1% African American:30.0% American Indian:83.3% Asian:37.5% Filipino:37.5% Hispanic:30.6% Pacific Islander: N/A White:39.5% Two or More Races:37.9% English Learners: 16.0% Socioeconomically Disadvantaged:30.35 Students with Disabilities:14.35 Foster Students:0.0% Homeless Students:22.2%			2023 Dashboard All Students:44.1% African American:44.10% American Indian:83.3% Asian:44.5% Filipino:47.5% Hispanic:44.1% Pacific Islander: N/A White:46.1% Two or More Races:46.0% English Learners: 36.0% Socioeconomically Disadvantaged:44.35 Students with Disabilities:34.35 Foster Students:20.0% Homeless Students:42.2%	
1.6	Percentage of students graduating having completed a CTE pathway	2023 Dashboard All Students: 28.1% African American: 17.5% American Indian: 43.8% Asian: 26.3%			All Students: 38.1% African American: 38.1% American Indian: 45.8%	

		Filipino: 29.4% Hispanic: 26.8% Pacific Islander: * White: 33% Two or More Races: 27.8% English Learners: 11.9% Socioeconomically Disadvantaged: 24.3% Students with Disabilities: 11.9% Foster Students: 4.2% Homeless Students: 9.1%			Asian: 38.1% Filipino: 38.1% Hispanic: 38.1% Pacific Islander: * White: 38.1% Two or More Races: 38.1% English Learners: 31.9% Socioeconomically Disadvantaged: 24.3% Students with Disabilities: 31.9% Foster Students: 24.2% Homeless Students: 20.1%	
1.7	Percentage of students graduating meeting UC/CSU requirements	2023 Dashboard All Students: 41.4% African American: 32.5% American Indian: 50% Asian: 55.3% Filipino: 64.7% Hispanic: 35.7% Pacific Islander: * White: 56.4% Two or More Races: 48.1% English Learners: 12.4% Socioeconomically Disadvantaged: 32.6% Students with Disabilities: 8.6% Foster Students: 8.3%			All Students: 51.4% African American: 45.5% American Indian: 55% Asian: 57.3% Filipino: 69.7% Hispanic: 47.7% Pacific Islander: * White: 63.4% Two or More Races: 56.1% English Learners: 25.4% Socioeconomically Disadvantaged: 51.6% Students with Disabilities: 26.6%	

		Homeless Students: 20.5%			Foster Students: 8.3% Homeless Students: 40.5%	
1.8	Percentage of students graduating prepared for college by the Early Assessment Program (EAP)	2023 Dashboard ELA All Students: 60.31% African American: 41.38% American Indian: 58.34% Asian:71.95% Filipino: 88.24% Hispanic: 57.19% Pacific Islander: N/A White: 69.79% Two or More Races: 58.82% English Learners: 12.76% Socioeconomically Disadvantaged: 53.16% Students with Disabilities: 13.89% Foster Students: 25 Homeless Students:42.31% Math All Students: 17.09% African American: 11.54% American Indian: 8.33% Asian:28.57% Filipino: 35.29% Hispanic: 13.08% Pacific Islander: N/A White:28.5%			ELA All Students: 69.16% African American: 55.67% American Indian: 69.75% Asian:49.13% Filipino: 70.59% Hispanic: 65..48% Pacific Islander: N/A White: 73.51% Two or More Races: 69.84% English Learners: 35.00% Socioeconomically Disadvantaged: 61.50% Students with Disabilities: 36.06% Foster Students: N/A Homeless Students:55.98% Math All Students: 37.09% African American: 31.54%	

		Two or More Races: 18.45% English Learners: 1.04% Socioeconomically Disadvantaged: 11.27% Students with Disabilities: 1.8% Foster Students: N/A Homeless Students:15.38% Homeless Students:42.31%				American Indian: 30.33% Asian:48.57% Filipino: 42.29% Hispanic: 29.58% Pacific Islander: N/A White:38.5% Two or More Races: 38.45% English Learners: 26.04% Socioeconomically Disadvantaged: 35.27% Students with Disabilities: 36.8% Foster Students: N/A Homeless Students:37.38%	
1.9							
1.10	Percentage of students scoring Early, mid, and above Grade level iReady ELA	2023/2024 School Year 2nd Administration All Students-32% EL-12% Sped-9% SED-27% Homeless-20% Foster-18%				All Students All Students-41% English Learners - 33% Sped-25% Socioeconomically Disadvantaged- 40% Homeless-35% Foster Youth -43%	
1.11	Percentage of students scoring Early, mid, and above Grade level iReady Math	All Students-22% EL-7% Sped-7% SED-17%				All Students-33% EL-20% Sped-20% SED-26%	

		Homeless-12% Foster-9%			Homeless-24% Foster-21%	
1.12	ELPAC English Learner Progress	2023 Dashboard 44.9%			English Learner Progress 50%	
1.13	English Learner Reclassification Rate	2023/2024 School Year 10.24%			16.24%	
1.14	Percentage passing AP exam with a score of 3 or higher	2023 57% of the students taking AP tests will score a 3 or better.			67% of the students taking AP tests will score a 3 or better.	
1.15	Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards.	2023/2024 School Year See CDE Dashboard			Full implementation of all academic standards	
1.16	Instructional Materials: Every student has standards-aligned materials	2023/2024 School Year 100% of the students have standards-aligned materials			100% of the students have standards-aligned materials	
1.17	Teachers: Fully Credentialed & appropriately assigned	2023/2024 School Year 22 missassigned teachers			10 missassigned teachers	
1.18	Percentage of High School Students passing w/ C or better	2023/2024 1st semester English EL-60% Foster-52%			English EL-80% Foster-75% SPED-85% SED -85% All-85%	

| | | SPED-70%
SED -72%
All-77%

Math
EL-46%
Foster-48%
SPED-62%
SED -63%
All-70%

Science
EL-51%
Foster-54%
SPED-64%
SED -71%
All-77%

Social Science
EL-57%
Foster-48%
SPED-65%
SED -68%
All-73%

Health
EL-62%
Foster-40%
SPED-65%
SED -72%
All-77%

PE
EL-69%
Foster-53%
SPED-76%
SED -78%
All-83% | | | Math
EL-75%
Foster-75%
SPED-85%
SED -85%
All-85%

Science
EL-75%
Foster-75%
SPED-80%
SED -85%
All-85%

Social Science
EL-75%
Foster-75%
SPED-80%
SED -85%
All-85%

Health
EL-85%
Foster-85%
SPED-80%
SED -85%
All-90%

PE
EL-85%
Foster-85%
SPED-80%
SED -85%
All-90%

VAPA
EL-99%
Foster-99% | |

		VAPA EL-80% Foster-83% SPED-82% SED -89% All-92% CTE EL-70% Foster-86% SPED-75% SED -83% All-87% World Languages EL-73% Foster-69% SPED-69% SED-80% All-84% ELD EL-78% Foster-80% SPED-63% SED -78% All-78%			SPED-99% SED -99% All-99% CTE EL-99% Foster-99% SPED-99% SED -99% All-99% World Languages EL-99% Foster-99% SPED-99% SED -99% All-99% ELD EL-99% Foster-90% SPED-99% SED -99%	
1.19	CAASPP-ELA Schools & Student Groups identified in Red	2023 Dashboard Schools & Student Groups identified in Red in ELA Conyer-Elementary Students With Disabilities-122.9 below standard Denton Elementary			See each schools' "School Plan for Student Achievement" https://www.vusd.org/school-plans-sarcs-district-required-plans	

| | | Students With Disabilities-77.30 below standard

Divisadero Middle
English Learners-82.90 below standard
Students With Disabilities-149.2 below standard

El Diamante High
English Learners-52.80 below standard
Students With Disabilities-102 below standard

Four Creeks Elementary
English Learners-92.00 below standard

Golden Oak Elementary
Students With Disabilities-127.80 below standard

Golden West High
Students With Disabilities-176.1 below standard

Goshen Elementary
Students With Disabilities-47.40 below standard

Green Acres Middle | | | | |

| | | English Learners-93.9 below standard Students With Disabilities-136.20 below standard

Highland Elementary
ALL-76.70 below standard
English Learners-88.4 below standard
Socioeconomically Disadvantaged -77.5
Students With Disabilities-143.00 below standard

Ivanhoe Elementary
Students With Disabilities-136.20 below standard

La Joya Middle
English Learners-87.1 below standard

Linwood Elementary
Students With Disabilities-99.40 below standard

Pinkham Elementary
Students With Disabilities-84.70 below standard

Ridgeview Middle
English Learners-70.6 below standard | | | | |
|---|---|---|---|---|---|---|

| | | Ridgeview Middle Students With Disabilities-111.40 below standard

Riverway Elementary Students With Disabilities-148.1 below standard

Royal Oaks Elementary Students With Disabilities -114.40 below standard

Valley Oak Middle English Learners-95.1 below standard

Valley Oak Middle Students With Disabilities-160.40 below standard

Veva Blunt Elementary English Learners-83.5 below standard

Veva Blunt Elementary Students With Disabilities 106.70 below standard

Washington Elementary ALL -86.4 below standard English Learners-73.40 below standard | | | | |

		Washington Elementary Hispanic 89.30 below standard Socioeconomically Disadvantaged -84.2 below standard Willow Glen Elementary Students With Disabilities 168.2 below standard				
1.20	CAASPP-Math Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary Students With Disabilities-144.8 below standard Denton Elementary Students With Disabilities-105.5 below standard El Diamante High English Learners 159 Students With Disabilities-198.9 below standard Four Creeks Elementary Students With Disabilities-119.7 below standard Golden Oak Elementary			See each schools' "School Plan for Student Achievement" https://www.vusd.org/school-plans-sarcs-district-required-plans	

| | | Students With Disabilities-152 below standard

Golden West High
ALL -140.8 below standard
Hispanic-150.1 below standard
Socioeconomically Disadvantaged-153.2 below standard
Students With Disabilities-280.2 below standard
White-116.8 below standard

Green Acres Middle
English Learners-140 below standard
Students With Disabilities-167.9 below standard

Highland Elementary
English Learners-97.9 below standard
Students With Disabilities-157.1 below standard

Hurley Elementary
Students With Disabilities-114.1 below standard

Ivanhoe Elementary | | | | |

| | | Students With Disabilities-144.9 below standard

La Joya Middle
Hispanic-112.9 below standard

Pinkham Elementary
English Learners-100.5 below standard
Students With Disabilities-119.2 below standard

Ridgeview Middle
Students With Disabilities-140 below standard

Riverway Elementary
Students With Disabilities-155.4 below standard

Royal Oaks Elementary
Students With Disabilities-118.6 below standard

Valley Oak Middle
ALL-122.2 below standard
English Learners 41.5
Hispanic-130.9 below standard
Socioeconomically Disadvantaged -135 below standard | | | | |

		Veva Blunt Elementary Students With Disabilities-129.3 below standard Washington Elementary ALL-109.4 below standard Hispanic-111.7 below standard Socioeconomically Disadvantaged -108.5 below standard Willow Glen Elementary Students With Disabilities -172.1 below standard				
1.21	College and Career Ready Schools & Student Groups identified in Red	2023 Dashboard Mt. Whitney High Students With Disabilities 7.90% English Learners 9.40% Sequoia High English Learners 0.00% Hispanic-1.00% Socioeconomically Disadvantaged-1.20% Students With Disabilities-0.00%			See each schools' "School Plan for Student Achievement" https://www.vusd.org/school-plans-sarcs-district-required-plans	
1.22	English Learner Progress Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary 28.60%			See each schools' "School Plan for Student Achievement"	

		Crowley Elementary 60.30% Divisadero Middle 55.30% Four Creeks Elementary-34.50% Golden West High 34.20% Redwood High-21.00% Sequoia High-16.70% Valley Oak Middle-44.50% Veva Blunt Elementary -36.00% Washington-Elementary 32.50%			https://www.vusd.org/school-plans-sarcs-district-required-plans	
1.23	Graduation Rate Schools & Student Groups identified in Red	20223 Dashboard Golden West Students with Disabilities-57.9%			See each schools' "School Plan for Student Achievement" https://www.vusd.org/school-plans-sarcs-district-required-plans	
1.24	K-2 class size	2023/2024 School Year With LCAP support: 24.53 student to teacher ratio Without LCAP support			Maintain current class size average	

		27.63 student to teacher ratio				

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Library Media Support	To increase reading scores and provide low income and English learners access to high interest books, the district will continue to fund a full time district librarian position and 8 hour library technicians at all school sites.	$2,222,140.00	Yes
1.2	Elementary Teachers	The district provides an additional teacher to decrease class size at all elementary sites.	$5,357,009.00	Yes

1.3	Dual Immersion-42030	Dual Immersion- the district has 2 dual immersion programs at Mountain View and at Willow Glen. Both programs will be expanding up to the next grade level this upcoming year. This is a district-wide program that has an open registration for all entering TK/K students. The district provides two additional bilingual teachers and additional paraprofessionals. This action is written to address English Language Learners. Classroom teachers- Title lll-aides & support teachers	$1,986,538.00	No
1.4	Professional Learning 07267/30100-5855/40350	In order to meet the needs of students the district has identified professional learning for teachers, administrators, and other staff members. Training will include a focus on differentiation for Tier I and the implementation of PLCs. For Tier II & Tier III: interventions, systems & structures. Other Professional Learning is support for AVID, proper use of funds, and SEL support. 40350-Content specialist-$538,783 30100-Content specialist-$1,002,798	$4,963,831.00	Yes
1.5	Technology	The district provides students with a chrome book; so students can complete assignments at home and access on line tutoring. To provide support for the district has hired an additional 5 tech support Technition.	$3,819,680.00	Yes
1.6	Course Access 07268	The district will continue to provide additional classes/sections in the middle/high schools. The district provides additional interventions in the area of intervention for secondary students. 07268	$3,713,477.00	Yes
1.7	Secondary Special Education Support	The district has hired additional special education teachers to create a service delivery model of co-plan/coteach. The model will be implemented in 7-9 grades . The model will address the data of special educations students being identified as red in ELA, math, C& C readiness, and	$710,000.00	No

graduation rate for our special education secondary students. This action will allow students to have easier access to grade level standards and flexibility with schedules to be able to enroll in electives that address C & C readiness and graduation requirements. 4 Ed specialist at middle school level & 1 content specialist.

The action address schools identified in red:

District -ELA, Math, Graduation Rate
Divisadero Middle-ELA
El Diamante High- ELA, Math
Golden West High- ELA, Math, Graduation Rate
Green Acres Middle-ELA, Math
Mt. Whitney High-Graduation Rate, College and Career Ready
Ridgeview Middle-ELA, Math
Valley Oak Middle-ELA

| 1.8 | Counseling Team 07283 41270 | The district has hired a director of student services and a coordinator of counseling to support, train and implement ASCA for the 26 High School Counselors. The School Counselors meet with parents and students. They provide Academic, Social Emotional, and College and Career supports. They support staff in the area of professional learning in regard to students supports and classroom accommodations. School Counselors connect with community partners to provide access to outside programs and services to their students. Students are assigned to individual school counselors who function as their case manager to support in the areas of academic, behavior, social emotional, and college and career readiness. The district will pay for 1 AP test for every student in their VUSD career. | $5,043,958.00 | Yes |
| 1.9 | Assessment and Instructional Technology 07212 | The District continues to provide district and site-level support in the area of assessment and instructional technology. Assessment data are used to strengthen instructional planning, MTSS implementation, accountability, and systems of support. Instructional technology is used to enhance instruction through increased engagement, real-world application, student-centered learning opportunities, and improved communication with students and families. The district provides additional services for ELPAC testing and assessment staff. | $1,712,198.00 | Yes |

| 1.11 | School Support 07290 07200 | In order to help schools meet the needs of low income, English learners, foster youth students, all qualified schools receive state supplemental and concentration funds as well as Federal Title I funds. Supplemental and Concentration funds are distributed based on unduplicated counts while Federal funds are distributed on Free and Reduced lunch counts. Coordinator & Administrator, Budget Analysis are hired to support this action.

The amount received for state funds for each unduplicated student is as follows:
Elementary-$163.48
Middle schools-$172.74
High Schools-$74.79

The following high impact elementary schools sites receive and additional $30 per unduplicated student:
Crowley, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington

The following high impact high schools sites receive and additional $326 per unduplicated student: Sequoia

For Federal Title I funds, $197.24 is received for each student qualifying for Free & Reduced lunch. High Schools receive $175 for each student qualifying for Free & Reduced lunch. The expenditure of these funds are addressed in each schools' Single Plan for Student Achievement. The funds are to address the needs (based on school data) of each school's unduplicated and underperforming student group. The expenditures/activities are monitored by the school's School Site Council as well as the districts State & Federal Projects department.

According to Education Code section 64001 "LCAPs must be consistent with school plans". "The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans." Every school plan as at a minimum one action to address each of their student groups identified in Red.
07290-Site Funds | $12,741,134.00 | Yes |

		• District support 07200 Additional support the district provides for implementation of site interventions & Professional Learning Communities (PLC) $275,000 for sub release $400,000 for printing $850,000 for SCICON To support students who have been expelled the district allocates additional funds for the Creekside $85,000-Supplemental/Concentration Funds $40,000-Title I		
1.12	Early Childhood Support	After analyzing the Desired Results Developmental Profile data there was evidence that unduplicated students are entering transitional kindergarten less prepared. At the end of the year data demonstrated that the sites where high concentrations of unduplicated students attended showed less kindergarten readiness. In order to prepare unduplicated children for kindergarten the district is funding additional services for preschool age students who are in a full day transitional kindergarten program. The specific sites are those which have an 80 percent or higher concentration of socially economically disadvantaged and English Learner students. The services include: full-time preschool teachers teaching side by side transitional kindergarten teachers supporting the roll out of the Desired Results Developmental Profile (DRDP), the Learning Foundations for Early Education, understanding learning through play and reconfiguring the class to follow the Early Childhood Environmental Scale. The classrooms are required to provide distinct interest areas inside of the classroom and in outdoor learning spaces. The spaces are required to be different from traditional tk or kindergarten spaces. They also include substantial materials which are required to be shared and are required to be switched out often to keep student interest and are aligned to curriculum. Sobrato Early Academic Language (SEAL) professional learning opportunities will continue. Twenty-six teachers need training to effectively deliver the instruction with fidelity. SEAL is research based and proven to develop the academic language in children via social studies and	$287,250.00	Yes

		science content. This will benefit 16 of the 28 elementary schools. This curriculum requires all materials be hands-on. Purchases are made in alignment with 4 particular units of study. The focus of the blended preschool sites are to align current practices to prepare students equitably for kindergarten. Blended Early Childhood classrooms described above are housed at 15 sites. With the support of supplemental and concentration funds, the early childhood education program is able to serve over 700 students.		
1.13	Instructional Technology 07200, 30100	The District continues to provide district and site-level support in the area of instructional technology. Instructional technology is used to enhance instruction through increased engagement, real-world application, student-centered learning opportunities, and improved communication with students and families. Instructional technology support takes many forms, including but not limited to: Set-up and Management - Set-up and management of instructional technology systems and applications so that they are available and appropriately configured for teachers, administrators, and all students. Training and Support - Working collaboratively with other lead teams to train and support staff in understanding and effectively using instructional technology to strengthen learning opportunities for all students. Develop systems for initial and ongoing training to support teachers and staff at all levels of experience. Analysis and Action - Analyze instructional technology implementation and academic outcome data to track progress for all students and student groups, and to provide targeted systems of support. Data and Reporting - Provide accurate and useful instructional technology data for LCAP reporting. * Address SED (homeless), Foster, EL * Address parent feedback	$1,364,561.00	Yes

		07200-$166,170-Schoology 30100-Qualtrics, iReady Director		
1.14	ELD Pathway for Newcomers and Long-Term English Learners:	To support ELs, Visalia Unified has enhanced an English Language Development (ELD) Pathway for both Newcomers and Long-Term English Learners (LTELs). VUSD has created a comprehensive framework that outlines clear processes, sets expectations, and ensures alignment across all levels of instruction. With feedback from principals, assistant principals, registrars, counselors, parents, and students, we have created a clear ELD Pathway that delineates the clear identification of ELs, placement into appropriate ELD programs, and opportunities for reclassification. We have aligned curriculum, instructional practices, assessment tools, and support services to provide a cohesive experience for ELs. To support EL students, duel immersion, and creating systems and structures for AVID the district has also hired a director.	$195,000.00	Yes
1.15	Support for CTE pathway graduation 07284 07285	In order to support students graduating with a CTE pathway and provide multiple pathways to address student interests and market needs of our community the district hires an additional 40 CTE credentialed teachers. To provide opportunities for students to access work base experiences the district has hired 2 work based learning coordinators, director & coordinator. 07284-596,222 07286-1,417,150	$3,027,047.00	Yes
1.16	Targeted Secondary Math Support 40350	The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model. The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson. School Student Group Green Acres Middle English Learners,	$100,000.00	No

		La Joya Middle Hispanic Valley Oak Middle ALL, English Learners, Hispanic, Socioeconomically Disadvantaged Golden West All, Hispanic, Socioeconomically Disadvantaged El Diamante English Learners		
1.17	Intervention Support 30100 07216	Analyzing data provided through iReady and CAASPP assessments, we recognize a need to address student success in reading and math. The data show that our socioeconomically disadvantaged (homeless), English Learners, and foster students are showing proficiency at a lower rate than their peers. To address this need, Student Success Teachers have been placed at schools that indicate the highest need for student support in the areas of reading and math. The primary focus of Student Success Teachers will center on reading intervention in grades K-2 and math fluency and instructional strategies for students in grades 3-6. Student Success Teachers are assigned based on student requirements. The following schools have been identified to receive additional support from a reading intervention teacher based on ELA CAASPP data: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanhoe, Royal Oaks, Conyer, Homeless student. Math Student Success Teachers are assigned based on student needs. The following schools have been identified to receive additional support from a math intervention teacher due to scoring red in : Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oak. Analyzing our student math outcomes, our unduplicated students are performing below district averages, but making progress at our sites with an SST. In addition to servicing 3rd through 6th grade students at sites, SSTs also began to push into classrooms on Wednesdays to help support their students with Tier 1 acceleration. For secondary students: The district provides a Learning Liaison that meets regularly with teenage parents to support their understanding of child development.	$1,335,942.00	Yes

| 1.18 | Learning Community Model Curriculum Content Specialists | The district has hired 12 content specialists focusing on implementing Tier 1 support at school sites. Content Specialist in the areas of math, literacy, science, social science, world languages, and ELD will support engagement among students, educators, and broader stakeholders, facilitating knowledge-sharing, collaborative projects, and mutual support in the learning process. By emphasizing collective efforts, the LCM seeks to create enriched learning experiences and maximize student success. Under the LCM framework, team members will be deployed to school sites for up to three days a week to support site administrators, instructional coaches, and teachers directly. Furthermore, up to two days a week will be dedicated to professional learning and development sessions with department administrators, ensuring continuous growth and alignment with evolving educational practices.

Transitioning to a community model within our district organization reflects a strategic shift towards enhancing the support structures for schools. The district office aims to establish conducive conditions for educational teams at school sites to cultivate engaging, rigorous, and successful learning environments for all students. Through alignment of district staff and resources, the LCM promotes interdependence between district departments and school sites, ensuring coordinated support systems that effectively operationalize the district's Mission/Vision, Strategic Plan, and Initiatives. | $1,167,100.00 | No |
| 1.19 | Curriculum Staff | The presence of dedicated Curriculum Coordinators & Administrator of Leaders and Learning overseeing STEM (Science, Technology, Engineering, and Mathematics) and literacy programs within Visalia Unified School District is instrumental in advancing student achievement and educational outcomes.

These Coordinators of Curriculum focus on promoting academic development across all content areas, with a particular emphasis on reading, writing, and communication skills. Their role is pivotal in aligning curriculum standards, instructional practices, and assessment strategies | $1,319,838.00 | Yes |

| | | across grade levels and schools. They are committed to ensuring that all students, especially those from socioeconomically disadvantaged backgrounds, foster youth, homeless, and English learners, have access to the necessary support to succeed in their classes. Additionally, Coordinators of Curriculum play a crucial role in successfully implementing intervention programs, such as Student Success Teachers, at designated sites to address the needs of our unduplicated students.

The responsibilities of the Coordinators of Curriculum encompass a diverse array of leadership activities. They lead the design and implementation of rigorous and relevant curricula that meet state standards and incorporate best practices in education. Furthermore, they provide ongoing support and professional learning opportunities for teachers to enhance their instructional skills. Collaborating with district stakeholders, they secure resources to enrich classroom experiences and promote student success. These Coordinators also offer coaching and professional development to teachers, helping them integrate research-based strategies into diverse subject areas. They utilize assessment data to identify strengths and areas for improvement, implementing targeted interventions to support struggling students and ensure equitable learning outcomes for all. | | |
|---|---|---|---|---|
| **1.20** | Music Program | VUSD music support includes 4-6 music teachers, theater staff, and administrators. In additions funds are allocated for music programs to provide opportunities to purchase sheet music, instruments, and performance fees without fundraising. | $5,240,944.00 | Yes |
| **1.21** | Targeted Elementary Math Support | The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model. The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson.

School   Student Group
Highland   English Learners
Pinkham Elementary   English Learners | $106,100.00 | No |

		Washington Elementary ALL, Hispanic, Socioeconomically Disadvantaged		
1.22	Targeted Secondary Math Professional Learning	Our district is dedicated to ensuring that every student receives a quality education, regardless of their background or circumstances. The focus of the cross-site visits will be the VUSD Balanced Math Instructional Model. Professional learning will be provided to sites to ensure an understanding and implementation of instructional strategies to meet the needs of students in a balanced math classroom. To address the diverse needs of our student population, part of our comprehensive plan will include cross-site visits within secondary math departments. This plan aims to support student subgroups, including socioeconomically disadvantaged (SED), students with disabilities (SWD), English learners (EL), Hispanic students, and white students, ensuring equitable access to high-quality math education. Schools have been indicated as sites where unduplicated student subgroups have scored below their peers at other sites. El Diamante High School, Golden West High School, La Joya Middle School, Valley Oak Middle School	$285,250.00	No
1.23	Target Designated ELD Support	The district will provide additional support for the identified schools to monitor efficacy of designated ELD. Support will include additional observational visits and training. Substitutes are available for support. The following schools have been identified in red for EL progress and have been discerned as recipients who would benefit from additional support in this area: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, and Washington.	$743,550.00	No Yes
1.24	Target ELA support	Using the LCM model, the district will continue to refine the implementation of READERSHIP in secondary sites. The focus of the implementation will be on conferring, goal setting, and increasing reading volume. For	$20,000.00	No

elementary sites the focus will be to continue to work on K-2nd Milestone (Elementary sites) -Continue Implementation Support with Fundations; training for new teachers and teachers who would benefit from further professional learning using the Plan, Do, Study, Act (PDSA) cycle.

District Foster Youth, Homeless Youth
Divisadero Middle English Learners
El Diamante High English Learners
Four Creeks Elementary English Learners
Green Acres Middle English Learners
Highland Elementary ALL, English Learners, Socioeconomically Disadvantaged
La Joya Middle English Learners
Ridgeview Middle English Learners
Valley Oak Middle English Learners
Veva Blunt Elementary English Learners
Washington Elementary ALL, English Learners, Hispanic, Socioeconomically Disadvantaged

| 1.25 | Targeted Homeless/Foster Youth Support 30100 | The district provides a Student Welfare Attendance Technicians to each program and a reading intervention teacher. The | $580,000.00 | No Yes |
| 1.26 | Targeted Elementary Special Education Support | The district has hired a Program Consultant and Instructional Coach whose primary focus is on inclusion and supporting elementary site's development of their Learning Centers to provide more individualized services. Keeping students in the GE as much as possible (especially TK-3rd grade) to reduce the achievement gap that's happening because they're missing out on grade level curriculum. The following sites will be the first to receive training and will be part of the improvement cycles for implementation purposes.

Conyer Elementary ELA, Math
District-ELA, Math | $420,000.00 | No |

| | | Four Creeks Elementary-Math
Golden Oak- ELA, Math
Goshen Elementary-ELA
Ivahnoe-ELA, Math
Linwood-ELA
Ridgeview-ELA, Math
Royal Oaks-ELA, Math
Will Glen, ELA, Math
Denton-ELA, Math
Highland Elementary-ELA, Math
Pinkham Elementary-ELA, Math
Veva Blunt Elementary-ELA, Math | | |
| **1.27** | Increasing Graduation Rate for English Learners | Mt Whitney school counselors will meet with English Learners on a regular basis to provide support for graduation. | | |

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. Their input shared that cultural and climate should be a focus for the district. In addition to the input district data shows that little progress has been made in the areas of suspensions and our chronic absenteeism rate remains significantly higher than our 2019 dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Cumulative District Total of Actual Attendance	2023 93.17%			2023 95.00%	
2.2	Chronic Absenteeism rates	2023 Dashboard All Students: 22.8% African American: 29.9% American Indian: 29.9% Asian: 14% Filipino: 10.2% Hispanic: 24.3% Pacific Islander: 23.1%			All Students: 12.8% African American: 17.9% American Indian: 17.9% Asian: 12% Filipino: 10.2% Hispanic: 12.8%	

		White: 18.9% Two or More Races: 21% English Learners: 20.7% Socioeconomically Disadvantaged: 26.3% Students with Disabilities: 29.5% Foster Students: 26% Homeless Students: 43.3%			Pacific Islander: 13% White: 12.8% Two or More Races: 12.8% English Learners: 12.8% Socioeconomically Disadvantaged: 12.8% Students with Disabilities: 15.5% Foster Students: 13% Homeless Students: 23.3%	
2.3	Teacher Attendance Rate	Average number of days absent: 4.48			Average number of days absent: 3.48	
2.4	Graduation Rate	2023 Dashboard-5 year graduation rate All Students: 89.6% African American: 82.5% American Indian: 87.5% Asian: 93.4% Filipino: 88.2% Hispanic: 88.7% Pacific Islander: * White: 93.3% Two or More Races: 87% English Learners: 80.5% Socioeconomically Disadvantaged: 87.7% Students with Disabilities: 59%			Dashboard-5 year graduation rate All Students: 93.6% African American:93.6% American Indian: 93.6% Asian: 95.4% Filipino: 93.6% Hispanic: 93.6% Pacific Islander: * White: 93.6% Two or More Races: 93.6% English Learners: 90.5%	

		Foster Students: 79.2% Homeless Students: 71.6%			Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 89% Foster Students: 93.6% Homeless Students: 91.6%	
2.5	High School Drop Out Rate	Class of 2023 All Students: 7% African American: 13% American Indian: 10% Asian: 4% Filipino: 6% Hispanic: 8% Pacific Islander: * White: 5% Two or More Races: 9% English Learners: 16.5% Socioeconomically Disadvantaged: 8.1% Students with Disabilities: 22.4% Foster Students: 13.6% Homeless: 20% Homeless Students:			Class of 2023 All Students: 5% African American: 5% American Indian: 5% Asian: 2% Filipino: 2% Hispanic: 5% Pacific Islander: * White: 5% Two or More Races: 5% English Learners:7% Socioeconomically Disadvantaged: 5% Students with Disabilities: 9% Foster Students: 6% Homeless: 9%	
2.6	Middle School Drop Out Rate	2023 Less than 1 percent			Less than 1 percent	
2.7	Suspension Rate	2023 Dashboard			All Students: 4.1 %	

	Percentage of students suspended at least one day	All Students: 5.1 % African American: 10.1% American Indian: 12.4% Asian: 3.3% Filipino:1.4% Hispanic:5.4% Pacific Islander: .19% White: 3.8% Two or More Races: 5.2% English Learners: 5.3% Socioeconomically Disadvantaged: 6% Students with Disabilities: 7.7% Foster Students: 14.9% Homeless Students: 8.6%			African American: 5.1% American Indian: 6.4% Asian: 3.3% Filipino:1.4% Hispanic:4.1% Pacific Islander: .19% White: 3.8% Two or More Races: 4.1% English Learners: 4.1 % Socioeconomically Disadvantaged: 4.1 % Students with Disabilities: 4.1 % Foster Students: 7.9% Homeless Students: 5.6%	
2.8	Expulsion Rate	2022/2023 School Year All Students: .2% African American: .7% American Indian: .8% Asian: .08% Filipino: 0% Hispanic: .3% Pacific Islander: 0% White: .08% Two or More Races: .1% English Learners: .4% Socioeconomically Disadvantaged: .28%			All Students: .2% African American: .2% American Indian: .2% Asian: .08% Filipino: 0% Hispanic: .2% Pacific Islander: 0% White: .08% Two or More Races: .1% English Learners: .2%	

		Students with Disabilities: .7% Foster Students: 2% Homeless Students: .3%			Socioeconomically Disadvantaged: .1% Students with Disabilities: .2% Foster Students: .2%	
2.9	Parent Survey	2023/2024 The parent overall score was 3.5			The parent overall score was 4.0	
2.10	Staff Survey	2023/2024 3.16			4.0	
2.11	Student Survey	2023/2024 83.63% of the students completing the survey feel their teacher cares about them 71.69% regularly participate in extra-curricular activities 80.21% feel they are part of the school.			90% of the students completing the survey feel their teacher cares about them 82%regularly participate in extra-curricular activities 90% feel they are part of the school.	
2.13	Students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, and world language)	See dashboard for response			See dashboard for response	
2.14	Schools/Student Groups Identified in Red in Chronic Absenteeism	2023 Dashboard. Hurley Elementary Asian 34.00% White 23.80%			See each schools' "School Plan for Student Achievement"	

		Royal Oaks Elementary English Learners 29.20% Washington Elementary Students With Disabilities 50.00%			https://www.vusd.org/school-plans-sarcs-district-required-plans	
2.15	Suspension Rate-Schools/Student Groups Identified in Red	2023 Dashboard Ivanhoe Elementary Students With Disabilities 11.70% La Joya Middle English Learners 4.60% Hispanic 3.20% Socioeconomically Disadvantaged 3.50% Students With Disabilities 9.20% Linwood Elementary Students With Disabilities 6.60% Manuel F. Hernandez Students With Disabilities 6.60% Pinkham Elementary English Learners 6.00% Socioeconomically Disadvantaged 4.00% White 8.00% Ridgeview Middle ALL 11.70%			See each schools' "School Plan for Student Achievement" https://www.vusd.org/school-plans-sarcs-district-required-plans	

		English Learners 14.60% Hispanic 13.80% Socioeconomically Disadvantaged 14.50% Students With Disabilities 26.20% Riverway Elementary White 6.90% Washington Elementary Students With Disabilities 7.00% Creekside Community Day All 38.00%				

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Social Workers	The district has hired 28 School Social Workers with 1 lead. Social Workers are assigned schools based on student needs. The Social Workers meet with parents, provides Social Emotional Groups, supports staff in the area of professional learning and works with community partners to provide support for schools. Students are assigned to the Social Worker caseload based on attendance, behavioral support, or family needs.	$5,037,031.00	Yes
2.2	School Psychologists	To increase the number of School Psychologists the district funds 45% of their salaries. This allows them to focus on multitiered systems of support including social skills, behavioral skills, increased engagement in the learning environment by creating opportunities for socialization and connection, and academic intervention groups.	$8,718,838.00	Yes
2.3	Targeted Suspension Support Special Education-	Based on suspension rates for school identified in red for special education, training will be provided in functional assessment and development of behavioral plans. In addition the district is reviewing the MTSS process and requires training in the following areas: discipline alternatives for discipline writing effective behavioral plan. The following schools will receive the training to address their special education students in the area of suspensions: Annie R. Mitchell Conyer Elementary Divisadero Middle Golden West High Green Acres Middle Highland Elementary Ivanhoe Elementary	$500,000.00	No

		La Joya Middle Linwood Elementary Manuel F. Hernandez Ridgeview Middle Washington Elementary		
2.4	Elementary Assistant Principals 07220	The Elementary Assistant Principals coordinate and facilitate the school sites' Tier II meetings. The foci of Tier II meetings are providing support to identified students in the areas of academics and social emotional needs as well as monitoring all English Learner Progress. In addition AP's coordinate and facilitate preschool transition meetings focusing on student behavior and academic needs.	$5,245,781.00	Yes
2.5	High School Assistant Principals 07220	The Secondary Assistant Principals coordinate and facilitate the school sites' Tier II meetings. The foci of Tier II meetings are providing support to identified students in the areas of academics and social emotional needs as well as monitoring all English Learner Progress. In addition AP's coordinate and facilitate middle school transition meetings to high school focusing on student behavior and academic needs. They also provide support in transitioning expelled students back to a traditional high school as well as credit recovery students returning back from the continuation high school.	$1,199,833.00	Yes
2.6	Kinder Paraprofessionals 07215	The district has assigned a paraprofessional to support kindergarten. The support is allocated by the number of kinder classes and the need of students. The role of the paraprofessional will be to support students in the area of ELA with small group support.	$789,913.00	Yes
2.7	Transportation	To enable better recruitment and consistency with bus drivers, the district has created full time bus driver position. Transportation also includes VAPA & Sports transportation & officials.	$3,598,099.00	Yes

2.8	Behavior Intervention Team 07220 07291	The district has hired a director of student services to train, monitor, support administrators and all site staff on behavioral prevention which includes: 37 Behavior Intervention Technicians with 4 leads and an OCI team that consist of a 1 Social worker, 1 BCBA, 4 Behavior intervention Specialist, 4 OCI teachers, and 8 paraprofessionals. Each school site is assigned 1 Behavior Intervention Technician. At the site the BIT is assigned students based on data from the Tier 2 meeting. They provide Social Emotional Groups, and Behavioral Interventions to students 1:1 and in groups. They meet with parents to support progress monitoring with behavior interventions. Each Middle School and High School Site is equipped with campus supervisors (some who specialize in students impacted by gangs) that support student behavior during unstructured time to prevent suspensions and expulsions. BIT-07220 07291-OCI-$10,610 & 1,102,546 07291-Paraprofessionals 07291-Campus Supervisor-$823,007	$2,456,263.00	Yes
2.9	Engagement Team 07220-	The district has hired two coordinators, and two periods of the high school activity advisors that will specifically identify and work with specific student groups to increase student engagement and prevent suspensions/expulsions and increase attendance through gang awareness, high school activities, community involvement, summer and afterschool connections and mentorship programs. In addition, the district has contracted with outside agencies in order to work with specific students on preventative and conduct strategies. The district offers gang prevention, drug counseling as a prevention.	$1,694,650.00	Yes
2.10	Attendance Team 07252	The district has hired Coordinator, 7 Student Welfare and Attendance Technicians (SWAT) and 5 district liaisons to support students, schools, and families with attendance.	$1,952,489.00	Yes

2.11	Targeted Attendance Support	The district has allocated a District Liaison to support sites in red to address Chronically Absenteeism. These Liaisons will be meeting with sites on a regular bases during Tier II meetings to insure student attendance is a focus. They will be conducting home visits to the students who have been identified as chronically absent. Schools identified in red with additional support: Hurley Elementary-Asian, White Royal Oaks Elementary-English Learners Washington Elementary-Students With Disabilities	$215,477.00	No
2.12	Targeted Suspension Support 30100	To meet the needs of students who are suspended, the Tier II teams will participate in Professional Learning with a district and support at their meetings. The Professional Learning will include Alternative means of correction and on-campus intervention before considering a suspension. Tier II teams will meet to collaborate in creating systems and structures to provide interventions before suspensions and will document and utilize the PowerSchool Tier Intervention data and Matching tool to assist all students. The following schools will participate in the Professional Learning to address specific student groups: School Student Group Annie R. Mitchell ALL, Asian ,English Learners, Socioeconomically Disadvantaged Creekside Community Day ALL, Hispanic, Socioeconomically Disadvantaged Crestwood Elementary White Crowley Elementary ALL, English Learners, Hispanic, Socioeconomically Disadvantaged District American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth Divisadero Middle ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged El Diamante High Black/African American Golden Oak Elementary Multiple Races Golden West High English Learners, Hispanic, Socioeconomically Disadvantaged	$150,000.00	

| | | Goshen Elementary   ALL, Asian, Socioeconomically Disadvantaged
Green Acres Middle   ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged
Highland Elementary   English Learners, Hispanic
La Joya Middle   English Learners, Hispanic, Socioeconomically Disadvantaged
Pinkham Elementary   English Learners, Socioeconomically Disadvantaged, White
Ridgeview Middle   ALL, English Learners, Hispanic, Socioeconomically Disadvantaged
Riverway Elementary   White

To address districtwide black/African American student suspension a district wide student advisory group has been established. Funds have been allocated to support activities for the group | | |

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Survey from families participating in activities at the Family Community Resource Center	Will be established in 2024/2025 school year			Will be established in 2024/2025 school year	
3.2	Survey from community partners	Will be established in 2024/2025 school year			Will be established in 2024/2025 school year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach 07200 30100	The district has hired an Outreach and Community Administrator and a Digital Media & Content Specialist. The goal of this team is to build collaboration between community, school, and the district. Collaboration allows schools and the district to better serve our students/families that have a difficult time accessing both academic/social emotional resources. This team will be responsible for disseminating school and district events through local media and social media. The team will be responsible for ensuring data and community input is shared received as part of building a community input system. The district funds two translators for parent and community outreach. 30100-Family & Student Engagement Specialists	$670,202.00	Yes
3.2	Family and Community Resource Center (FCRC) 07200 30100	The district will continue to support the Family and Community Resource Center (FCRC). The Mission of the resource center is "Building Family, Community, and School Partnerships" The goals of the Resource Center's Goals are as follows: Build: In order to increase services the FCRC will build partnerships with parents/guardians, schools and community partners. Empower: In order to empower parents the FCRC will provide opportunities for parents/guardians to better understand laws, decision making processes,	$1,237,434.00	Yes

and knowledge to support their children's learning, growth, and development
In order to link families to services the FCRC will provide case management (coordinate, provide, and refer services) and wrap around services .

The following programs are housed in the resource center: American Indian Program, Attendance Support Building Futures Program (First 5 granted funded), Families in Transition Support (Homeless), Foster Youth Program, Family Support Services (District Liaisons & School Social Workers) Migrant Education Program, and Parent University.

The FCRC is expanding district support for enrollment. The goal of the enrollment supports to allow easier access for families to enroll and provide opportunities for the district to share various resources to families upon enrollment. With one department monitoring enrollment will provide consistency with data input into our student information system.
Staff: Director, Special Projects Tech, district liaisons, clerical,
Staffing included: Special Projects Technician, Family Engagement Specialists, Homeless/Foster Youth Student Welfare and, Attendance Technician Director and two Coordinators.
Some of the following activities are funded through the FCRC:

To support foster & homeless students the district has hired a Student Welfare & Attendance Technician (SWAT) to each program. The SWAT works with families for enrollment, basic need support, and foster family support to address suspensions.

Finger printing-2,500
Parent Engagement Printing
FCRC funds for community outreach/office-$50,000
30100 Outside agency contracts $110,000
Enrollment support-07200-$50,000
Homeless/Foster Youth-30100
Translation Services-30100

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Continuation High School will increase graduation rates and English Learning Progress as measured by the 2025 dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed due to Sequoia's graduation rates for all students and English Learner Progress .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2024 Dashboard All Students-71% English Learners-79.6% Socioeconomically Disadvantaged-71.8%			2024 Dashboard All Students-81% English Learners-85% Socioeconomically Disadvantaged-81%	
4.2	CAASP	2024 Dashboard ELA All Students-218 points below standard Hispanic-206.4 points below standard			ELA All Students-150points below Hispanic-146.4 points below standard	

		Socioeconomically Disadvantaged-211.6 points below standard Math All Students-274 points below standard Hispanic-264.6 points below standard Socioeconomically Disadvantaged-266.5 points below standard			Socioeconomically Disadvantaged-150points below standard Math All Students-180 points below standard Hispanic-190 points below standard Socioeconomically Disadvantaged-195.5 points below standard	
4.3	English Learner Progress	2024 Dashboard 16.7%			Dashboard 26.7%	
4.4	Suspension Rate	2024 Dashboard All Students-13% English Learners-10.7% Students with Disabilities-21.1% White-17.5% Hispanic-11.4% Socioeconomically Disadvantaged-12.9%			All Students-7% English Learners-4% Students with Disabilities-10% White-8.5% Hispanic-6% Socioeconomically Disadvantaged-6%	

Goal Analysis [2023-24]
An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation Support	Two additional Counselors and an additional Assistant Principal will be hired. The goal of the support is prevention and support for students to return to their home school. After reviewing data the team will support students to reach their goal of returning to their home school, graduating C& C ready, and preparing for after graduation.	$450,000.00	No
4.2	Attendance Support	Based on data, In Quarter 3, I23 students in with attendance of 69.99% to 0%. Data indicates that when students attend school 100%-80% of the time, they are more likely to meet the graduation requirements. A District liaison will be hired to support family involvement and attendance.	$120,000.00	No
4.3	Sequoia English Learner Progress	Based on Sequoia's increasing EL population (21%), the site will partner with the Multilingual department in analyzing ELPAC data to inform needs for professional learning for teachers. This professional learning model will consist of specific strategies chosen in collaboration with site leadership. Additionally, Sequoia will revise their intake form and attach an EL goal-setting sheet so students and teacher may track their progress,	$9,986.00	

4.4	Transportation	Provide school to home transportation to support students attending school.	$140,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Creekside Community Day School will lower its suspension rate while focusing as indicated on the 2025 dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Creekside Community Day School is eligible for Equity Multiplier Funds and CSI. Both Socioeconomically Disadvantaged and Hispanic student groups were identified as red on the state dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	2023 Dashboard All students 38% Suspension Rate Hispanic 40.6% Socioeconomically Disadvantaged-36.7%			All students 18% Suspension Rate Hispanic 20% Socioeconomically Disadvantaged-16%	
5.2	CAASP	ELA-No performance color Math-348 points below standard			Math-248 points below standard	
5.3	Attendance	No Performance				

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Suspension Support	The district provides additional paraprofessionals to support students.	$928,904.00	No
5.2	Community Support	To support students and families the district has provided a district liaison. The liaison supports families to help with attendance, basic needs, and linkage to outside agencies.	$91,735.00	No
5.3	Engagement Support	The district will provide additional opportunities for students to participate in ways to connect to the school. Transportation Parent meetings, "Community Store", motivational speakers.	$40,000.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$61,895,807	$

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
20.980%	1.762%	$$5,220,479.99	22.742%

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:** Library Media Support **Need:** To increase reading scores and provide low-income and English learners access to high-interest books, the district will continue to fund a full-time district librarian position and 8-hour	During the three-year LCAP cycle, initiated actions positioned libraries to be more accessible to and equitable for the learning community with a focus on the collection development and support for English Learners. Hours of operation were expanded at all library sites, allowing for the addition of a well-utilized after-school makerspace program at elementary sites and space for	We will monitor: 1. Collection circulation specific to: A. Foster Youth B. Homeless C. Socio-Economically Disadvantaged

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
	library technicians at all school sites, and the implementation of the following of the district library program: continued annual review of school library collections (analyses of gaps in diversity, bilingual books, multilingual collections), purchase of additional high-interest library books in print and digital formats to support increased access, new onboarding program for new library staff, mentoring and support of all site library technicians with a focus on collection development and high-interest book access for English learner and low-income students, and increased communication to staff and outreach to families regarding increased book/library access. **Scope:** LEA-wide	collaborative small group work and individual study at secondary sites. School library collections, more closely aligned with California State Model School Library Standards, are positioned to meet the diverse learning needs and varied interests of students. Identified gaps in diversity, bilingual, and multilingual collections were addressed with the expansion of both print and digital collections. Additionally, the relevance and currency of district library collections have led to an increase in the circulation of materials. Ongoing training for library technicians and new library staff led to genrefied fiction collections, targeted print and electronic acquisitions, and increased engagement with students, teachers, and families. These actions are being done LEA-Wide so as to not limit access to any group but focus outreach on unduplicated students.	2. Monitor Book collections to provide a collection that meets the needs of a diverse learning population.
1.2	**Action:** Elementary Teachers **Need:** The district's CAASP ELA scores shows significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points	To address the parent's and teacher's feedback the class sizes have been reduced by 3 students per class.	Class size

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
	below standard. Their ELA scores are 66.4 points below standard. The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard. Parent and teachers feedback revealed that they wish to have lower class sizes in the primary grades. **Scope:** LEA-wide		
1.4	**Action:** Professional Learning 07267/30100-5855/40350 **Need:** Based on staff observation, input, and student outcomes staff will be trained in EL strategies, language strategies to be used in Tier I instruction. For Tier II & Tier III training staff will focus on development of systems and structures to support staff.	This action will address student needs through teachers having a stronger understanding of differentiation and through the use of PLC's a focus on students struggling to develop strategies to meet student needs.	iReady-Mth & ELA Implementation of PLC's Grades

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
	All teams will continue to develop stronger processes in the area of PLC's. The following data supports the needs for language development & stronger Tier I teaching. **Scope:** LEA-wide		
1.5	**Action:** Technology **Need:** Based on parent and staff input not all students have access to chrome books at home. **Scope:** LEA-wide	Purchasing chrome books for students to insure every student has access to a chrome books during the school day and at home.	P:ercentage of students having access to a chrome book
1.6	**Action:** Course Access 07268 **Need:** 44.4% of our students graduate C& C Ready while 11.4% of our EL students,4.5% our Foster Youth, and 36% of our Socioeconomically Disadvantaged graduate C & C Ready. When students fail a course the additional FTE allows for students to retake the course.	Based on staff, with fewer FTE's would make it difficult to schedule students to insure C& C ready.	Graduation Rates & College and Career Ready for English Learner, Foster Youth, & SED

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:
	  LEA-wide
	  Schoolwide		

1.8	**Action:** Counseling Team 07283 41270 **Need:** At the high school level, overall graduation rate is 89.6% and all four and College and Career readiness is at 44.4% At all High schools unduplicated students have a lower college and career readiness rate than the district average and their site average. Golden West: All Students: 36.7% of the students are graduating with college and career readiness. SED students: 11.1% Homeless students (SED): 31% English Learners:13.2% Foster Youth: data not displayed for privacy. El Diamante High School: All Students:58.2% of the students are graduating with college and career readiness. SED students: 51.3% Homeless students (SED): 35.7% English Learners:17.1% Foster Youth: data not displayed for privacy. Mt. Whitney: All Students: 36.2% of the students are graduating with college and career readiness.	Site staff and district staff has expressed the need to have an increase in our student graduation rate and college and career readiness graduation rates. School counselors are focusing on supporting students in being successful in their academic classes, understanding and accessing college and career pathways, and outside higher education institutions for dual/current enrollment. Counselors run target groups and lessons for unduplicated students to support them in being academically successful in their classes and accessing high educational opportunities. This includes building target groups and lessons with social emotional skills for unduplicated students who are not currently on track for graduation or college and career readiness. Counselors support our unduplicated students in accessing high education through facilitating college visits with various college representatives based on unduplicated career and educational interests. This information is gathered through 1:1 meeting with counselors (ILP). Site staff and district staff has expressed the need to have direct proactive discipline interventions for students. School counselors are using school behavior as one indicator to run counseling groups and specific targeted classroom lessons. Counselors run target groups and lessons for unduplicated students identified in Tier II meetings and while also serving other students. This includes building target groups and lessons to	Graduation Rates, College and Career Readiness, Grade/Transcript Reports

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
	SED students: 32.2% Homeless students (SED): 27.8% English Learners:9.4% Foster: data not displayed for privacy. Redwood: All Students: 65.8% of the students are graduating with college and career readiness. SED students: 54.5% English Learners 23.5% Homeless: data not displayed for privacy. Foster Youth: data not displayed for privacy. At the high school level, all four high schools suspension rates are higher than the district average. In addition at all high schools unduplicated students have a greater chance of being suspended. El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28% Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8% Mt. Whitney:	build the social emotional skills of 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

	All Students: 6.2% of the students are suspended
	SED students: 7.4%
	English Learners 6.7%
	Foster6.3%
	
	Redwood:
	All Students: 5.2% of the students are suspended
	SED students: 6.8%
	English Learners 7.6%
	Homeless: 10.6%
	Foster Youth: 15%
	
	Scope:
	  LEA-wide
	  Schoolwide		

1.9	**Action:** Assessment and Instructional Technology 07212 **Need:** A review of District-wide and school-level data reveal significant performance gaps between identified subgroups and other student groups. In addition, these student groups have shown regression since the pandemic. In ELA, Special Education, Foster, and Homeless students are in the Red (CA	Based on a review of data and practices, assessment and instructional technology are critical to supporting the following actions designed to address the student needs outlined above. These actions will directly support the academic needs of Unduplicated pupils who, on average, are performing both below standard and below the District average in ELA. In Math, these students are also performing below standard, with just one group performing above the District average. • Core Instruction - Assessment and instructional technology supports the teacher's ability to plan for and provide effective core instruction.	The following metrics have been identified to monitor the effectiveness of the District's Instructional Technology program: 1) Teacher usage metrics - Data regarding how teachers use the assessment and instructional technology tools provides important insights into how best to

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
	Dashboard), falling short of both growth and performance goals. All identified subgroups (African American, American Indian, English Learner, Foster, Hispanic, Homeless, Special Education, and Socioeconomically Disadvantaged) are performing below the average of All Students in points below standard, with All Students posting a -25.9 Distance From Standard (DFS) score. In Math, only Special Education students are in the Red (CA Dashboard). However, almost all identified subgroups (American Indian, English Learner, Foster, Hispanic, Homeless, Special Education, and Socioeconomically Disadvantaged) are performing below the average of All Students in points below standard. Only the African American identified subgroup is performing better than All Students (-67.1 DFS). **Scope:** LEA-wide	• Intervention - Assessment and instructional technology provides adaptive, personalized independent practice to students in ELA and Math, while also creating more opportunities for teachers to identify student needs for small group instruction, allowing for more targeted, individualized instruction. • Primary Language Support - Many of the instructional technology programs used by the District allow users to toggle between languages (e.g., primary and target language), and even receive live support in several languages. • English Language Development (ELD) Strategies for All - Instructional technology allows teachers to strengthen instruction with more authentic pictures, engaging videos, interactive displays, and real-world applications. These strategies support increased understanding for English Learners and have been proven effective for all student groups. • Culturally Relevant Pedagogy - Instructional technology provides tools for the teacher to engage in instruction that is culturally relevant, connecting with student experiences and honoring students' histories. • Family Engagement - Instructional technology can be leveraged to increase family connection for our students with the highest needs. Furthermore, several of these tools allow for translation, removing the barrier for teachers to speak with families in their preferred language.	support and improve effective usage. 2) Data for PLCs - To support effective implementation of PLCs, assessment programs made critical academic performance data instantly available to PLCs for instructional planning and MTSS implementation. 3) Student academic performance - The ultimate evidence of effective assessment and instructional technology implementation is the improvement in student academic outcomes (e.g., CAASPP, CA Dashboard).

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		The following actions, specific to assessment and instructional technology, provide critical management and support to ensure the previous actions can be realized: • Set-up and Management - Set-up and management of assessment and instructional technology systems and applications so that they are available and appropriately configured for teachers, administrators, and all students. • Training and Support - Working collaboratively with other lead teams to train and support staff in understanding and effectively using assessment and instructional technology to strengthen learning opportunities for all students. Develop systems for initial and ongoing training to support teachers and staff at all levels of experience. • Analysis and Action - Analyze assessment and instructional technology implementation and academic outcome data to track progress for all students and student groups, and to provide targeted systems of support. • Data and Reporting - Provide accurate and useful assessment and instructional technology data for LCAP and other reporting needs, as well as to inform continuous improvement processes. While these actions focus on the needs of identified subgroups, research and practice show that they are beneficial to all students to be college and career-ready.	

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1.11	**Action:**
	School Support
	07290
	07200
	
	Need:
	The District English Learner Advisory Committee, the District Advisory Committee, staff, and parents all expressed the need to allocate additional funding to schools in order for them to meet the needs of unduplicated students. Schools were required to meet the needs of all student groups while writing actions for each student group in red with the indicator. Funding for those groups are Title I and Supplemental/Concentration funds.
	
	Scope:
	  LEA-wide
	  Schoolwide
			School Sites dashboard

1.12	**Action:** Early Childhood Support **Need:** In our blended sites (Title 1) we have three times more children than in our nonblended sites. Over 40% of the students are English Learners and the sites have a high concentration of of socially economically disadvantaged students. There are significant increases in the data for blended sights. In several cases double digit increases on specific standards. 71% of last year's transitional kindergarten students came from	The preschool teacher expertise in the DRDP, Learning Genie, ECERS and intentional use of SEAL will continue to close the achievement gap in our unduplicated student population.	We will continue to utilize the comprehensive view of the assessment framework in the Desired Results Developmental Profile. All 56 DRDP measures are analyzed and next steps are identified on a Summary of Findings. The Summary of Findings drive the instruction and support the differentiated instruction for children in the class.

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	blended sites. We will continue to use SEAL as a supplemental curriculum because it is aligned with the California EL Roadmap and is research based and proven to develop academic language in children. **Scope:** LEA-wide		
1.13	**Action:** Instructional Technology 07200, 30100 **Need:** A review of District-wide and school-level data reveal significant performance gaps between identified subgroups (e.g., African American, American Indian, English Learner, Foster. Hispanic. Homeless, Special Education, Socioeconomically Disadvantaged) and other student groups. In nearly every measure, these students perform less well than their peers. In addition, these student groups have shown significant regression on many metrics since the pandemic. The needs for unduplicated student groups include: Core Instruction - Instructional technology supports the teacher's ability to provide effective core instruction. Intervention - Instructional technology provides adaptive, personalized independent practice to	The provision and quality utilization of instructional technology aims to address these identified needs in the following ways: Primary Language Support - Many of the instructional technology programs used by the District allow users to toggle between languages (e.g., primary and target language), and even receive live support in several languages. Personalized Instruction - The District has contracted with a vendor to provide interactive, adaptive independent practice opportunities for students through a digital learning program in Math and ELA (grades K-8). English Language Development (ELD) Strategies for All - Instructional technology allows teachers to strengthen instruction with more authentic pictures, engaging videos, interactive displays, and real-world applications. These strategies support increased understanding for English Learners and have been proven effective for all student groups. Communication with Families - Teachers have multiple tools at their disposal to increase and	The following metrics have been identified to monitor the effectiveness of the District's Instructional Technology program: 1) Teacher usage metrics 2) Student engagement metrics 3) Impact metrics

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	students in ELA and Math, while also creating more opportunities for small group instruction by the teacher, allowing for more targeted, individualized instruction. Culturally Relevant Pedagogy - Instructional technology provides tools for the teacher to engage in instruction that is culturally relevant, connecting with student experiences and honoring students' histories. Family Engagement - Instructional technology can be leveraged to increase family connection for our students with the highest needs. **Scope:** LEA-wide	strengthen communication with families, which has a positive effect on student learning. Furthermore, several of these tools allow for translation, removing the barrier for teachers to speak with families in their preferred language.	
1.14	**Action:** ELD Pathway for Newcomers and Long-Term English Learners: **Need:** **Scope:** LEA-wide		
1.15	**Action:** Support for CTE pathway graduation 07284 07285	In order to better meet their needs and interests the district has hired teachers to reduce class and provide 9 linked learning pathways and 45 additional CTE pathways.	- The percentage of unduplicated students participating in CTE pathway

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	Need: The lowest percentage of CTE Pathway completers for the district are English learners (16 percent of CTE Completers) and Students With Disabilities (14 percent of CTE Completers), and 24% of SED while the district average is @ 8%. **Scope:** Schoolwide		• The percentage of unduplicated students graduating in CTE pathways.
1.17	**Action:** Intervention Support 30100 07216 **Need:** Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, English learners, and students from socioeconomically disadvantaged backgrounds demonstrate markedly lower performance levels compared to the district-wide average. In the areas or reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of socioeconomically disadvantaged (homeless) students, 22% of foster youth, and 12% of English Learners. The Smarter Balanced ELA assessment, 41.73% of district students meet or exceed standards, compared to 34.42% of socioeconomically disadvantaged students,	A review of data and practices shows that student success teachers and coordinators of curriculum are crucial for implementing actions to meet the student needs described above. These measures will specifically address the academic needs of unduplicated pupils, who on average are performing below both the standard and the District average in ELA. In Math, these students are also performing below standard, with only one group exceeding the District average. To address the needs of our unduplicated students, Student Success Teachers will prioritize critical math and reading concepts necessary for student success and mastering content standards. This will involve Student Success Teachers focusing on both Tier 2 acceleration and Tier 1 support, emphasizing core instruction to address foundational student needs and reduce the necessity for further interventions. Coordinators of Curriculum in the areas of Literacy and STEM will play a critical role with the success of intervention students and Student Success Teachers. Curriculum coordinators will collaborate	iReady Diagnostic: SED, Homeless, Foster, EL BAS: K-2 SED, K-2 Homeless, K-2 Foster, K-2 EL CAASPP: K-6 SED, 3-6 Homeless, 3-6 Foster, 3-6 EL

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	19.39% of foster youth, and 12.74% of English Learners.

Math indicates similar patterns as ELA and reading using iReady and Smarter Balanced assessments. iReady math diagnostics indicate that 28% of district students are at or above grade level, while only 23% of socioeconomically disadvantaged (homeless) students 13% of foster youth, and 13% of English Learners meet this standard. The Smarter Balanced Math assessment, 26.51% of district students meet or exceed standards, with 20.48% of socioeconomically disadvantaged (homeless) students, 12.24% of foster youth, and 9.72% of English learners meeting the standard. These findings underscore the urgent need for targeted interventions to address these achievement gaps.

Empathy interviews were conducted with our unduplicated students to better understand their needs in mathematics. Findings revealed that students enrolled in Tier 2 math intervention programs are not performing as well as their peers. Additionally, needs assessments were conducted with our math intervention teachers to pinpoint areas where students could benefit from Student Success Team (SST) interventions. These interviews highlighted a pressing need for Tier 1 support in classrooms, aimed at enabling students to effectively engage with grade-level math standards while addressing and closing learning gaps. | with site principals, instructional coaches, and SSTs to implement PDSA cycles for continuous improvement based on data analysis. | |

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	Scope: Schoolwide		
1.19	**Action:** Curriculum Staff **Need:** The identified needs of unduplicated students, including socioeconomically disadvantaged students, foster youth, homeless students, and English learners, require focused attention and targeted strategies within our school district to ensure equitable educational opportunities and support. The Curriculum Coordinators play a vital role in addressing these needs through many key areas. By addressing these needs, the Coordinators of Curriculum play a pivital role in promoting equity, fostering academic success, and supporting the development of student within our school district. Their efforts contribute to a more inclusive and supportive educational environment where every student has the opportunity to reach their full potential. Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, English learners, and students from socioeconomically disadvantaged backgrounds demonstrate markedly lower performance levels compared to the district-wide average. In the areas or reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of	A review of data and practices shows that Curriculum Coordinators and the Administrator of Leaders are crucial for implementing actions to meet the student needs described above. These measures will specifically address the academic needs of unduplicated pupils, who on average are performing below both the standard and the District average in ELA. In Math, these students are also performing below standard, with only one group exceeding the District average. The Coordinators of Curriculum role will impact unduplicated student subgroups by supporting school sites to meet our student's unique and diverse needs. The coordinators will benefit each unduplicated group by the following: English Learners: Curriculum Coordinators will address the needs of English learners by integrating language development support within academic content areas. They will collaborate with educators to implement differentiated instructional strategies that accommodate diverse language proficiency levels in core subjects such as English Language Arts, Mathematics, Science, and Social Studies. This includes providing scaffolded materials, language-rich activities, and targeted language support to ensure English learners can access and engage with academic content effectively. Foster Youth:	CAASPP: EL, Homeless, Foster, SED BAS: EL, Homeless, Foster, SED iReady: EL, Homeless, Foster, SED

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	socioeconomically disadvantaged (homeless) students, 22% of foster youth, and 12% of English Learners. The Smarter Balanced ELA assessment, 41.73% of district students meet or exceed standards, compared to 34.42% of socioeconomically disadvantaged students, 19.39% of foster youth, and 12.74% of English Learners. Math indicates similar patterns as ELA and reading using iReady and Smarter Balanced assessments. iReady math diagnostics indicate that 28% of district students are at or above grade level, while only 23% of socioeconomically disadvantaged (homeless) students 13% of foster youth, and 13% of English Learners meet this standard. The Smarter Balanced Math assessment, 26.51% of district students meet or exceed standards, with 20.48% of socioeconomically disadvantaged (homeless) students, 12.24% of foster youth, and 9.72% of English learners meeting the standard. These findings underscore the urgent need for targeted interventions to address these achievement gaps. Academic Achievement and Intervention Support: Unduplicated students often face academic challenges due to various factors such as language barriers, economic hardships, or disruptions in their living situations. The Curriculum Coordinators prioritize implementing research-based instructional strategies and interventions tailored to meet the unique needs of these students. This includes providing additional	Curriculum Coordinators will focus on providing academic support and enrichment programs within core academic content areas to benefit foster youth. These initiatives aim to address educational gaps, enhance academic skills, and provide stability through consistent academic support within key content areas like English Language Arts, Mathematics, Science, and Social Studies. Socioeconomically Disadvantaged Students: Curriculum Coordinators will promote academic equity and excellence by enriching core academic content areas for socioeconomically disadvantaged students. They will advocate for resources and programs that enhance access to rigorous and relevant curricula aligned with state standards. This includes implementing academic enrichment programs, providing access to advanced coursework, and integrating real-world applications into subjects like English Language Arts, Mathematics, Science, and Social Studies. By strengthening academic content areas, curriculum coordinators aim to improve cognitive skills, foster academic success, and promote educational opportunities for socioeconomically disadvantaged students.	

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	academic support, personalized learning plans, and access to resources like intervention programs to improve their academic outcomes. Language Development and Support for English Learners: English learners require specialized language development support to achieve proficiency in English and academic success. The Curriculum Coordinators collaborate with educators to design and implement effective English Language Development (ELD) programs. These programs focus on enhancing language skills, promoting language acquisition, and ensuring equitable access to core curriculum content for English learners across grade levels. Access to Rigorous and Relevant Curriculum: Unduplicated students require access to rigorous and relevant curricula that meet state standards and incorporate research based teaching practices. The Curriculum Coordinators lead efforts to align curriculum standards, instructional practices, and assessment strategies to ensure that all students receive a quality education that prepares them for college, career, and beyond. They advocate for inclusive instructional materials and resources that reflect diverse perspectives and backgrounds. Professional Development for Educators: Effective teaching and support for unduplicated students require ongoing professional development for educators. The Curriculum Coordinators organize targeted		

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	training sessions, workshops, and coaching opportunities to enhance educators' cultural competence, instructional strategies, and understanding of trauma-informed practices. This professional development empowers teachers to better meet the diverse needs of unduplicated students in their classrooms. **Scope:** LEA-wide		
1.20	**Action:** Music Program **Need:** VUSD's music program provides course access to a opportunities that create a well rounded program that most SED students do not have access to unless the district provides choir and instrumental music. Based on community input the 4-6 music classes is instrumental in creating a strong secondary program and their parents perception is their child would not have the interest in learning an instrument in high school or middle school. The secondary program provides a place for students to engage in school activities. In addition Many theories have been proposed to explain why music and songs might support second language learning: neural, cognitive, mnemonic, phonological, and emotional/ motivational (Schön et al. 2008; Spicher & Sweeney 2007; Fomina, 2000; Medina 1990). **Scope:**	Based on parent input their students would not have had any musical experience without VUSD supporting the 4-6 music program.	Students graduating A-G w/ music credits. Suspension rates of students who participate in music and musical theater classes in high schools vs. not music and musical theater students.

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	LEA-wide Schoolwide		
2.1	**Action:** School Social Workers **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. Parent and staff feedback revealed that they wish to have the additional support provided by the school social worker: so their child can learn how to self monitor their behavior, have the additional family support when in crisis and attendance becomes and issue. **Scope:**	We allocate social worker resources based on each school's need. The social worker's focus of support are unduplicated students and provides groups to help with coping skills, reaches out to families and student who are struggling with attendance and behavior, and links families to community partners' resources. We expect the additional services will provide the support to families and students before students are suspended and before students are identified as chronically absent. This activity will decrease attendance & suspension rates.	Chronically Absenteeism Rate: SED, Homeless, Foster Suspension Rate: SED, Homeless, Foster

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	LEA-wide Schoolwide		
2.2	**Action:** School Psychologists **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The absenteeism rate for Special Education is 29.5%, and the suspension rate is 7.7%. **Scope:** LEA-wide Schoolwide	Staff feedback revealed that they wish to have the additional support provided by the school psychologist to help prevent suspension and provide strategies for student success in behavior and academic support with proactive measures. With over 70% of students identified as Socially Economically Disadvantaged being referred to Tier II support and Tier III individualized support, this allows for an increased of school allocation of days to support of sites. This activity will decrease suspension rates and increase student engagement and attendance..	Suspension Rate: SED, Homeless, Foster Attendance: SpEd
2.4	**Action:** Elementary Assistant Principals 07220 **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator to support students with Tier II needs. The Assistant principals will target unduplicated students first and while also serving all students. With over 70% of students identified as Socially Economically Disadvantaged being referred to Tier II support, this allows for an increased of school allocation of days to support of sites. This activity will decrease attendance &	Attendance Suspension iReady Math & ELA BAS ELPAC

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
	5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. The district's academic scores reflect the same disparity as absenteeism and suspensions. The district's English Learner progress shown little change. Site staff and district staff has expressed the need to have additional administrators to monitor student progress and support the implementations of Tier ll efforts. The Assistant principals will target unduplicated students first in Tier ll meetings and while also serving all students. **Scope:** LEA-wide	suspension rates while increasing academic scores.	

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2.5	**Action:** High School Assistant Principals 07220 **Need:** At the high school level, all four high schools suspension rates are higher than the district average. In addition at all High schools unduplicated students have a greater chance of being suspended. El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28% Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8% Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3% Redwood: All Students: 5.2% of the students are suspended	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator to support students with Tier II needs. The Assistant principals will target unduplicated students first in Tier II meetings and while also serving all students. This activity will decrease attendance & suspension rates while increasing academic scores.	Suspension Rates for Redwood, El Diamante, Golden West, and Mt. Whitney All Students: SED students: English Learners Homeless: Foster Youth:

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	SED students: 6.8%
	English Learners 7.6%
	Homeless: 10.6%
	Foster Youth: 15%
	
	Site staff and district staff has expressed the need to have additional administrators to monitor student progress and support the implementations of Tier ll efforts. The Assistant principals will target unduplicated students first in Tier ll meetings and while also serving all students.
	
	Scope:
	  LEA-wide
	  Schoolwide		

2.6	**Action:** Kinder Paraprofessionals 07215 **Need:** Based on this years 2nd administration of iReady 53% of kindergarten scored "Early on Grade Level or Mid or Above Grade Level" while 41% of English Learners, 49% SED, 37% of homeless, and 33% of Foster Youth scored "Early on Grade Level or Mid or Above Grade Level". In addition teachers and administrators feel the need to provide additional support in kinder classes. **Scope:**	In order to address the disparity between all student scores and SED, EL and Foster. The Kinder para will provide interventions at all sites to target unduplicated students first and while also serving all students.	Kinder iReady ELA & Math

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	LEA-wide		
2.7	**Action:** Transportation **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Based on District Advisory Committee is was stated that transportation is a vital district support to enable students to attend school and participate in sports, and before/after school programs. **Scope:** LEA-wide	To continue to provide bussing within the board adopt range the district provides funding to support bus driver salaries and other transportation costs. The district provides transportation for foster youth students to insure they are able to attend their school of origin.	Chronically Absenteeism Rate Socioeconomically Disadvantaged English Learners Foster Youth
2.8	**Action:** Behavior Intervention Team 07220 07291 **Need:**	Behavior Intervention Team will work with students on proactive behavior interventions to support students in improving their behavior prior to suspension or expulsions. At the site the BIT is assigned students who are unduplicated students based on data from the Tier 2 meeting. They provide Social Emotional Groups, and Behavioral	Suspension Rates, Expulsion Rates, Recidivism rates of OCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district's suspension rate has significant disparities in rates among unduplicated students The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6%. The suspension rate for foster students is at 14.9% The average expulsion rate for all students is .2. For expelled students 67.5% are identified as SED. Out of all expulsions 4% are Homeless and 7% are Foster. 20% of students expelled are EL students. **Scope:** LEA-wide Schoolwide	Interventions to students 1:1 and in groups to unduplicated students. They meet with parents to support progress monitoring with behavior interventions. The district BIT leads will be supporting and training site BITs with providing services to unduplicated students at their respective sites. The district BCBA will work with sites to support unduplicated Tier 2 and Tier 3 students to observe behaviors and consider on campus intervention placement. The goal of OCI is early intervention to prevent expulsions and prepare and teach students on self-regulation strategies in order for them to better access Tier 1 instruction. Each Middle School and High School Site is equipped with campus supervisors to support unduplicated students impacted by gangs. They also promote appropriate behavior during unstructured time to prevent suspensions and expulsions.	
2.9	**Action:** Engagement Team 07220- **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among unduplicated student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the	Site staff and district staff has expressed the need to have additional district support for Tier 2 and Tier 3 unduplicated students. The coordinators will target unduplicated students first in Tier II meetings while also serving all students. Over 60% of our expulsion rates are unduplicated students who have been impacted by gangs, these positions were created to engage these specific student groups. Their goal is to create a school environment in which our unduplicated students can fill connected and engage in activities at their school site. Students who are engaged at school are more likely to have a higher attendance rate and graduation rate.	Chronically Absenteeism Rate: SED, Homeless, Foster Suspension Rate: SED, Homeless, Foster Expulsion Rate: SED, Homeless, Foster

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	average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. At the high school level, all four high schools suspension rates are higher than the district average. In addition at all High schools unduplicated students have a greater chance of being suspended. El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28% Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8% Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3%	In order to address the disparity these coordinators will identify staff to train and support with Tier ll and Tier 3 unduplicated students. This activity will decrease attendance, suspension & expulsion rates while increasing student engagement.	

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	Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15% **Scope:** LEA-wide		
2.10	**Action:** Attendance Team 07252 **Need:** The district's chronically absenteeism rate has significant disparities in rates among unduplicated student groups. The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. **Scope:**	The Attendance Team meets with schools to review and support attendance procedures and organizes SARB hearings. The team supports sites and parents to address barriers that affect student attendance. This allows barriers to be removed so that our unduplicated students can attend school regularly. To educate the community videos and announcements that are shared throughout the community on the importance of attending school every day.	Chronically Absenteeism Homeless Foster Socially Economically Disadvantaged English Learners.

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
	LEA-wide		
3.1	**Action:** Community Outreach 07200 30100 **Need:** With over 5,000 students identified as English Learner and with over 90% of them speaking Spanish the district has hired 2 district translators. **Scope:** LEA-wide	Translation at community meetings and parent meetings will remove one of the barriers for parents to share their thoughts and ideas. Additionally, providing access to all stakeholders in Spanish and English will support stronger engagement in students and parents which has been shown to foster higher success rates in academic outcomes. These actions are focused on English learner families. The services are offered LEA-wide to promote equity and access across a broad range of services that may not otherwise be available or supported with out the addition of formal translation support.	Number of translations
3.2	**Action:** Family and Community Resource Center (FCRC) 07200 30100 **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different unduplicated student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at	The FCRC supports unduplicated students and families of unduplicated students by providing a place for families to receive food, clothing, toiletries, family support, and family group support. In addition, the staff organizes and participates in community events to help identify homeless families and families needing additional support so that they are able to support their child's education. The FCR supports school sites with the enrollment of students and the Attendance Team works directly supports unduplicated students and families of unduplicated students by working to remove the barriers that is keeping them from attending school on a regular basis. The FCRC provides unduplicated students and families of unduplicated students by running social emotional groups to give them the skills they need	Attendance for students on staff caseload Referrals to outside agencies Attendance in Parent Groups

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
	14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. Homeless & Foster Parents have shared the inconsistencies with enrollment at many school sites. The additional enrollment support will provide one place for Parents' of New Comers, Families experiencing homelessness, and foster parents to receive support. The district funds a homebase liaison (title l) to support teenage parents and the homeless shelter. **Scope:** LEA-wide	to support students being successful in and outside of school.	

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.14	**Action:** ELD Pathway for Newcomers and Long-Term English Learners: **Need:** Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level. In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards compared to 12.74% of English learners met or exceeded standards.In the Math portion of the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards. **Scope:** Limited to Unduplicated Student Group(s)	Actions that VUSD will take to Address the Needs of all English Learners are: 1. Creating clarity of ELD Support in grades 9-12: Implementing the ELD Pathway for Newcomers and Long-Term English Learners (LTELs) to establish a transparent framework for students, parents, and staff members. 2. Differentiation in Support: Each Newcomer and Long-Term English Learner will be placed into the pathway strand tailored with course outlines and supports. 3. Consistency in Resources: We will be consistent in the use of materials for each course, including a structured course outline, district-approved curriculum, and ELD Signature Strategies. 4. Clarity in Reclassification Process: Implementing a systematic approach to clarify the reclassification process for ELs including informative presentations, goal-setting, and documentation for students and parents to help understand the importance of reclassification 5. Multiple Reclassification Opportunities: Increasing the frequency of reclassification opportunities for ELs throughout the school year.	We will monitor effectiveness through: 1. ELPAC (percentage of students growing one level or more) 2. CAASPP (percentage of students getting closer to distance from 3. Reclassification (percentage of students reclassified) 4. IReady (percentage of students increasing in their diagnostic)
1.23	**Action:** Target Designated ELD Support **Need:**	To ensure that Designated ELD is consistently being implemented, we will capitalize on the Learning Community (LCM) Model that consists of district and site administrators, content specialists, and instructional coaches. The LCM will meet to	We will monitor effectiveness through: 1. Daily schedule will include Designated ELD

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Our data analysis has brought to light significant disparities in English Language Arts (ELA) achievement of EL students. English Learners consistently exhibit lower proficiency rates in ELA when compared with their counterparts. Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level. In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards compared to 12.74% of English learners met or exceeded standards.In the Math portion of the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards. **Scope:** Limited to Unduplicated Student Group(s)	discuss baseline data, develop systems of support, and track progress in English Language Learners. Based on data, the team will decide on-site professional opportunities in the area of ELD based on their needs. We will co-develop the PL plan so that school sites have autonomy and are invested in the process. Professional Learning will include the following learning opportunities: 1. Review of ELD standards 2. Backwards mapping with ELPAC Performance Tasks 3. Best Practices for English Learners 4. Co-teaching of VUSD ELD Signature Strategies 5. Teacher Clarity in ELD and Language Objective This action will support to address the needs of ELs because it is based on data.	2. ELPAC (percentage of students growing one level or more) 3. CAASPP (percentage of students getting closer to distance from 3) 4. Reclassification (percentage of students reclassified) 5. IReady (percentage of students increasing in their diagnostic) 6.. Diagnostic Data from core curriculum (Read 180 and Engish 3D)
1.25	**Action:** Targeted Homeless/Foster Youth Support 30100	The technicians support families by providing case management (outside agency referrals, monitoring attendance, providing basic needs). To address suspension rates all foster youth and homeless	Homeless Suspension & ELA Foster Youth

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: This action is to address the District's reason for being identified needing Differentiated Assistance for Foster Youth and homelessness in ELA and suspension. Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, and students from socioeconomically disadvantaged (homeless) backgrounds demonstrate markedly lower performance levels compared to the district-wide average. In the areas or reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of socioeconomically disadvantaged (homeless) students, 22% of foster youth. In addition the average suspension rate for all students is 5.1%. For Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, **Scope:** Limited to Unduplicated Student Group(s)	are assigned to a school social worker caseload. Secondary students are offered Why Try the curriculum is designed for foster youth students. The teacher has assigned a reading intervention teacher to address low reading scores.	Suspension & ELA

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.

All schools in the Visalia Unified School District have Unduplicated student concentrations of greater than 55 percent (exception of the following schools: Denton, Hurley, Redwood, Shannon Ranch, Oak Grove). The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at all schools with over 55% unduplicated.

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	Elementary (Denton, Hurley, Oak Grove & Shannon Ranch): The average staff to student ratio is 1:67. All middle schools have a concentration more than 55%. At the high school level Redwood is the school with a concentration of less than 55%. Their average staff to student ratio is 1:250	For all elementary schools with a concentration of greater than 55% the average staff to student ratio 1:35. All middle schools have a concentration of more than 55%. The average staff to student ratio is 1:98. At the high school level all schools with a concentration of greater than 55% the average staff to student ratio 1:116
Staff-to-student ratio of certificated staff providing direct services to students	Elementary (Denton, Hurley, Oak Grove & Shannon Ranch): The average staff to student ratio is 1:20.9 All middle schools have a concentration more than 55%. At the high school level Redwood is the school with a concentration of less than 55%. Their average staff to student ratio is 1:23.6 .	For all elementary schools with a concentration of greater than 55% the average staff to student ratio 1:23.9 All middle schools have a concentration more than 55%. The average staff to student ratio is 1:25 At the high school level all schools with a concentration of greater than 55% the average staff to student ratio is 1:24

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	295,024,755	61,895,807	20.980%	1.762%	22.742%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$69,198,128.00	$10,050,376.00		$14,460,678.00	$93,709,182.00	$62,682,871.00	$31,026,311.00

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
This table was automatically populated from this LCAP.															
1	1.1	Library Media Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,686,640.00	$535,500.00	$1,744,690.00			$477,450.00	$2,222,140.00
1	1.2	Elementary Teachers	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,357,009.00	$0.00	$5,357,009.00				$5,357,009.00
1	1.3	Dual Immersion- 42030	English Learners All	No			Specific Schools:		$1,986,538.00	$0.00	$1,250,000.00			$736,538.00	$1,986,538.00
1	1.4	Professional Learning 07267/30100-5855/40350	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,541,581.00	$3,422,250.00	$2,822,250.00			$2,141,581.00	$4,963,831.00
1	1.5	Technology	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$974,680.00	$2,845,000.00	$3,819,680.00				$3,819,680.00
1	1.6	Course Access 07268	Foster Low Youth Income	Yes	LEA-wide Schoolwide	Foster Youth Low Income	7-12		$3,713,477.00	$0.00	$2,364,287.00			$1,349,190.00	$3,713,477.00
1	1.7	Secondary Special Education Support	Students with Disabilities	No					$710,000.00	$0.00		$560,000.00		$150,000.00	$710,000.00
1	1.8	Counseling Team 07283 41270	English Foster Learners Youth	Yes	LEA-wide Scho	English Learners Foster Youth	Specific Schools: All high		$4,927,858.00	$116,100.00	$4,962,996.00			$80,962.00	$5,043,958.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low	Income		olwide	Low Income	Schools 9-12								
1	1.9	Assessment and Instructional Technology 07212	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,194,748.00	$517,450.00	$1,712,198.00				$1,712,198.00
1	1.11	School Support 07290 07200	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$686,660.00	$12,054,474.00	$5,676,344.00	$3,192,970.00		$3,871,820.00	$12,741,134.00
1	1.12	Early Childhood Support	English	Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$287,250.00	$287,250.00				$287,250.00
1	1.13	Instructional Technology 07200, 30100	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$446,000.00	$918,561.00	$446,000.00			$918,561.00	$1,364,561.00
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	English	Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools		$195,000.00	$0.00	$195,000.00				$195,000.00
1	1.15	Support for CTE pathway graduation 07284 07285	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools		$2,830,372.00	$196,675.00	$3,027,047.00				$3,027,047.00
1	1.16	Targeted Secondary Math Support 40350	All		No			Specific Schools:		$0.00	$100,000.00				$100,000.00	$100,000.00
1	1.17	Intervention Support 30100 07216	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: K-2 Reading: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washingt		$1,125,942.00	$210,000.00	$210,000.00			$1,125,942.00	$1,335,942.00

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
							on, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oa K-2 Reading & 3-6 Math								
1	1.18	Learning Community Model Curriculum Content Specialists	All	No					$1,167,100.00	$0.00		$1,167,100.00			$1,167,100.00
1	1.19	Curriculum Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$924,838.00	$395,000.00	$1,319,838.00				$1,319,838.00
1	1.20	Music Program	Low Income	Yes	LEA-wide Schoolwide	Low Income	All Schools 4-6 grades.		$4,223,179.00	$1,017,765.00	$5,240,944.00				$5,240,944.00
1	1.21	Targeted Elementary Math Support	All	No					$0.00	$106,100.00				$106,100.00	$106,100.00
1	1.22	Targeted Secondary Math Professional Learning	All	No					$285,250.00	$0.00				$285,250.00	$285,250.00
1	1.23	Target Designated ELD Support	English Learners All	No Yes	Limited to Unduplicated Student Group(				$0.00	$743,550.00	$743,550.00				$743,550.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					s)										
1	1.24	Target ELA support	All	No					$0.00	$20,000.00				$20,000.00	$20,000.00
1	1.25	Targeted Homeless/Foster Youth Support 30100	Foster Youth Low Income	No Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools Specific Schools: ELA intervention elementary schools		$360,000.00	$220,000.00	$360,000.00			$220,000.00	$580,000.00
1	1.26	Targeted Elementary Special Education Support	Students with Disabilities	No					$420,000.00	$0.00				$420,000.00	$420,000.00
1	1.27	Increasing Graduation Rate for English Learners													
2	2.1	School Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$4,973,031.00	$64,000.00	$5,037,031.00				$5,037,031.00
2	2.2	School Psychologists	Foster Youth Low Income	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		$8,718,838.00	$0.00	$4,853,253.00	$3,865,585.00			$8,718,838.00
2	2.3	Targeted Suspension Support Special Education-	Students with Disabilities	No					$500,000.00	$0.00		$500,000.00			$500,000.00
2	2.4	Elementary Assistant Principals 07220	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary School		$5,245,781.00	$0.00	$5,245,781.00				$5,245,781.00
2	2.5	High School Assistant Principals 07220	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood, El Diamante, Golden West, and Mt. Whitney		$1,199,833.00	$0.00	$1,199,833.00				$1,199,833.00
2	2.6	Kinder Paraprofessionals 07215	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			$0.00	$789,913.00	$789,913.00				$789,913.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income									
2	2.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,598,099.00	$3,598,099.00				$3,598,099.00
2	2.8	Behavior Intervention Team 07220 07291	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood		$2,445,553.00	$10,710.00	$2,456,263.00				$2,456,263.00
2	2.9	Engagement Team 07220-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$495,295.00	$1,199,355.00	$1,455,925.00			$238,725.00	$1,694,650.00
2	2.10	Attendance Team 07252	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,894,439.00	$58,050.00	$1,952,489.00				$1,952,489.00
2	2.11	Targeted Attendance Support	Hurley Elementary Asian Chronic Absenteeism Hurley Elementary White Chronic Absenteeism Royal Oaks Elementary English Learners Chronic Absenteeism Washington Elementary Students With Disabilities Chronic Absenteeism	No						$215,477.00	$0.00				$215,477.00	$215,477.00

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
2	2.12	Targeted Suspension Support 30100							$0.00	$150,000.00				$150,000.00	$150,000.00
3	3.1	Community Outreach 07200 30100	English Learners	Yes	LEA-wide	English Learners	All Schools		$384,202.00	$286,000.00	$482,285.00			$187,917.00	$670,202.00
3	3.2	Family and Community Resource Center (FCRC) 07200 30100	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$837,646.00	$399,788.00	$588,173.00			$649,261.00	$1,237,434.00
4	4.1	Graduation Support	All	No					$0.00	$450,000.00		$450,000.00			$450,000.00
4	4.2	Attendance Support	Students Struggling with Attendance All	No					$0.00	$120,000.00		$120,000.00			$120,000.00
4	4.3	Sequoia English Learner Progress							$0.00	$9,986.00		$9,986.00			$9,986.00
4	4.4	Transportation	All	No					$0.00	$140,000.00		$140,000.00			$140,000.00
5	5.1	Suspension Support	All	No					$928,904.00	$0.00				$928,904.00	$928,904.00
5	5.2	Community Support	All	No					$67,000.00	$24,735.00		$24,735.00		$67,000.00	$91,735.00
5	5.3	Engagement Support							$20,000.00	$20,000.00		$20,000.00		$20,000.00	$40,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
295,024,755	61,895,807	20.980%	1.762%	22.742%	$67,948,128.00	0.000%	23.031 %	**Total:**	$67,948,128.00
								LEA-wide Total:	$63,607,531.00
								Limited Total:	$1,298,550.00
								Schoolwide Total:	$35,027,998.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Library Media Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,744,690.00	
1	1.2	Elementary Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,357,009.00	
1	1.3	Dual Immersion- 42030				Specific Schools:	$1,250,000.00	
1	1.4	Professional Learning 07267/30100-5855/40350	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,822,250.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,819,680.00	
1	1.6	Course Access 07268	Yes	LEA-wide Schoolwide	Foster Youth Low Income	7-12	$2,364,287.00	

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	1.8	Counseling Team 07283 41270	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	$4,962,996.00	
1	1.9	Assessment and Instructional Technology 07212	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,712,198.00	
1	1.11	School Support 07290 07200	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,676,344.00	
1	1.12	Early Childhood Support	Yes	LEA-wide	English Learners	All Schools	$287,250.00	
1	1.13	Instructional Technology 07200, 30100	Yes	LEA-wide	English Learners Foster Youth Low Income		$446,000.00	
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$195,000.00	
1	1.15	Support for CTE pathway graduation 07284 07285	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$3,027,047.00	
1	1.16	Targeted Secondary Math Support 40350				Specific Schools:		
1	1.17	Intervention Support 30100 07216	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: K-2 Reading: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks,	$210,000.00	

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 (%)
						Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oa K-2 Reading & 3-6 Math		
1	1.19	Curriculum Staff	Yes	LEA-wide	English Learners Low Income	All Schools	$1,319,838.00	
1	1.20	Music Program	Yes	LEA-wide Schoolwide	Low Income	All Schools 4-6 grades.	$5,240,944.00	
1	1.23	Target Designated ELD Support	Yes	Limited to Unduplicated Student Group(s)			$743,550.00	
1	1.25	Targeted Homeless/Foster Youth Support 30100	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools Specific Schools: ELA intervention elementary schools	$360,000.00	
2	2.1	School Social Workers	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,037,031.00	
2	2.2	School Psychologists	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	$4,853,253.00	
2	2.4	Elementary Assistant Principals 07220	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary School	$5,245,781.00	
2	2.5	High School Assistant Principals 07220	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood, El Diamante, Golden West, and Mt. Whitney	$1,199,833.00	
2	2.6	Kinder Paraprofessionals 07215	Yes	LEA-wide	English Learners Foster Youth Low Income		$789,913.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,598,099.00	
2	2.8	Behavior Intervention Team 07220 07291	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood	$2,456,263.00	
2	2.9	Engagement Team 07220-	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,455,925.00	
2	2.10	Attendance Team 07252	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,952,489.00	
3	3.1	Community Outreach 07200 30100	Yes	LEA-wide	English Learners	All Schools	$482,285.00	
3	3.2	Family and Community Resource Center (FCRC) 07200 30100	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$588,173.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$112,377,423.00	$87,905,899.00

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	1.1 Library Support	Yes	$3,484,241.00	3,817,389
1	1.2	1.2 Additional Library Support	No	$750,000.00	771,377
1	1.3	1.3 Supplemental Materials	Yes	$2,900,000.00	1,061,164
1	1.4	1.4 Intervention	Yes	$6,199,193.00	3,888,475
1	1.5	1.5- Additional Intervention Support	No	$1,829,978.00	1,564,127
1	1.6	1.6 Extended Year	No	$550,000.00	443,417
1	1.7	1.7 Expanded Learning Opportunity Program	No	$829,713.00	$829,713.00
1	1.8	1.8 Early Childhood	No	$3,669,080.00	$3,869150.00
1	1.9	1.9 Additional Early Childhood Support	Yes	$1,540,000.00	182,189

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.10 Instructional Technology	Yes	$1,081,882.00	954,224
1	1.11	1.11 Additional Program Support	Yes	$1,586,200.00	1,152,697
1	1.12	1.12 Support of English Learners	Yes	$805,321.00	622,114
1	1.13	1.13 Visual & Performing Arts	Yes	$7,312,133.00	6,744,819
1	1.14	1.14 Course Access	Yes	$10,517,810.00	7,241,584
1	1.15	1.15 Additional Course Access	No	$3,817,672.00	2,941,831
1	1.16	1.16 Linked Learning & CTE Courses Grants	No	$2,587,598.00	1,848,949
1	1.17	1.17 Linked Learning Academies	Yes	$1,112,713.00	927,666
1	1.18	1.18 CTE Courses	Yes	$2,263,441.00	2,029,033
1	1.19	1.19 Technology	Yes	$2,585,365.00	2,603,250
1	1.22				
2	2.1	2.1 Family & Community Resource Center	Yes	$699,276.00	551,790
2	2.2	2.2 Building Futures Program	No	$162,525	181,671

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	American Indian Federal Grant	No	$145,874	108,160
2	2.4	2.4 Community Outreach	No	$1,379,662.00	1,399,265
3	3.1	3.1 School Attendance	Yes	$1,283,670.00	1,255,448
3	3.2	3.2 Systems of Support	Yes	$13,274,374.00	9,467,298
3	3.3	3.3 Counselors	Yes	$6,656,913.00	4,182,841
3	3.4	3.4 TCOE-Learning Communities for School Success Program (LCCSSP)	No	$372,333.00	670,715
3	3.5	3.5 School Climate Transformation Federal Grant	No	$2,250,000.00	811,252
3	3.6	3.6 School Social Workers	Yes	$3,153,317.00	4,377,686
3	3.7	3.7 Transportation	Yes	$3,976,610.00	2,911,653
3	3.8	3.8 School Psychologist Support	Yes	$5,074,442.00	5,225,455
4	4.1	4.1 Teacher Induction and Clear Administrative Services Credential Program	Yes	$251,489.00	5,920
4	4.2	4.2 Professional Learning	Yes	$5,325,903.00	2,829,266
5	5.1	5.1 Site Funds	Yes	$6,726,799.00	6,048,094

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)
5	**5.2**	5.2 District Support	Yes	$3,871,896.00	4,386,217

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
63,584,746	$82,927,576.00	$72,466,272.00	$10,461,304.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	1.1 Library Support	Yes	$3,484,241.00	3,817,389		
1	1.3	1.3 Supplemental Materials	Yes	$1,200,000.00	1,061,164		
1	1.4	1.4 Intervention	Yes	$6,199,193.00	3,888,475		
1	1.9	1.9 Additional Early Childhood Support	Yes	$1,540,000.00	182,189		
1	1.10	1.10 Instructional Technology	Yes	$1,081,882.00	954,224		
1	1.11	1.11 Additional Program Support	Yes	$1,586,200.00	1,152,697		
1	1.12	1.12 Support of English Learners	Yes	$346,333.00	622,114		
1	1.13	1.13 Visual & Performing Arts	Yes	$7,312,133.00	6,744,819		
1	1.14	1.14 Course Access	Yes	$10,517,810.00	7,241,584		
1	1.17	1.17 Linked Learning Academies	Yes	$1,112,713.00	927,666		
1	1.18	1.18 CTE Courses	Yes	$2,263,441.00	2,029,033		

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	1.19	1.19 Technology	Yes	$2,585,365.00	2,603,250		
2	2.1	2.1 Family & Community Resource Center	Yes	$699,276.00	551,790		
3	3.1	3.1 School Attendance	Yes	$1,283,670.00	1,255,448		
3	3.2	3.2 Systems of Support	Yes	$12,321,077.00	9,467,298		
3	3.3	3.3 Counselors	Yes	$6,656,913.00	4,182,841		
3	3.6	3.6 School Social Workers	Yes	$3,153,317.00	4,377,686		
3	3.7	3.7 Transportation	Yes	$3,976,610.00	2,911,653		
3	3.8	3.8 School Psychologist Support	Yes	$5,074,442.00	5,225,455		
4	4.1	4.1 Teacher Induction and Clear Administrative Services Credential Program	Yes	$251,489.00	5,920		
4	4.2	4.2 Professional Learning	Yes	$3,285,007.00	2,829,266		
5	5.1	5.1 Site Funds	Yes	$3,124,568.00	6,048,094		
5	5.2	5.2 District Support	Yes	$3,871,896.00	4,386,217		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
296260630	63,584,746	4.76%	26.222%	$72,466,272.00	0.000%	24.460%	$5,220,479.99	1.762%

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.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners
Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

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.

   o 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,

   o 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:

  o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric #

- 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.

- o 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).

- o 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.

- o Indicate the school year to which the baseline data applies.

- o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

  o 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.

  o 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.

  o 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.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  o 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.

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

  o 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:

  o **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.

  o **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.

  o **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).

- o **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.

  - o **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.

  - o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

    o 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**

    o 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)**

    o 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 (%)**

    o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

    o 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)**

    o 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 %)**

    o 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)**

    o 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)**

    o 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)**

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

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