



LCFF Budget Overview for Parents

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

CDS Code: 54-72256-5430269

School Year: 2025-26

LEA contact information:

Nathan Hernandez

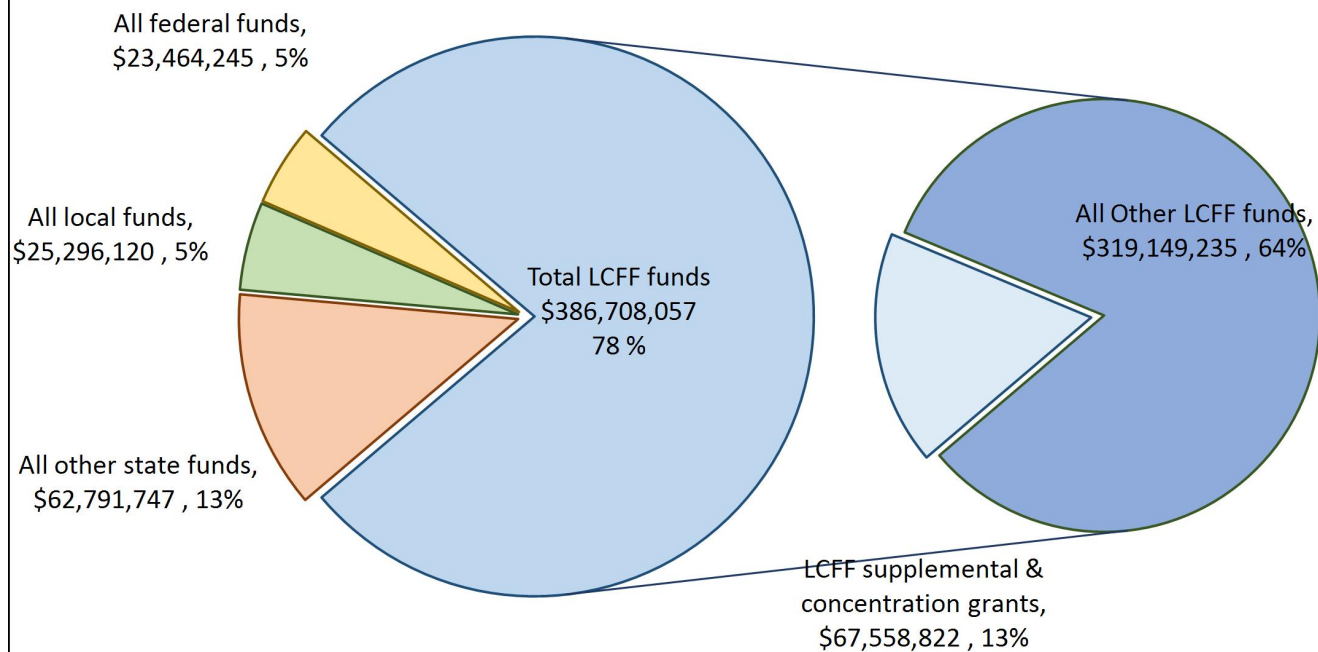
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

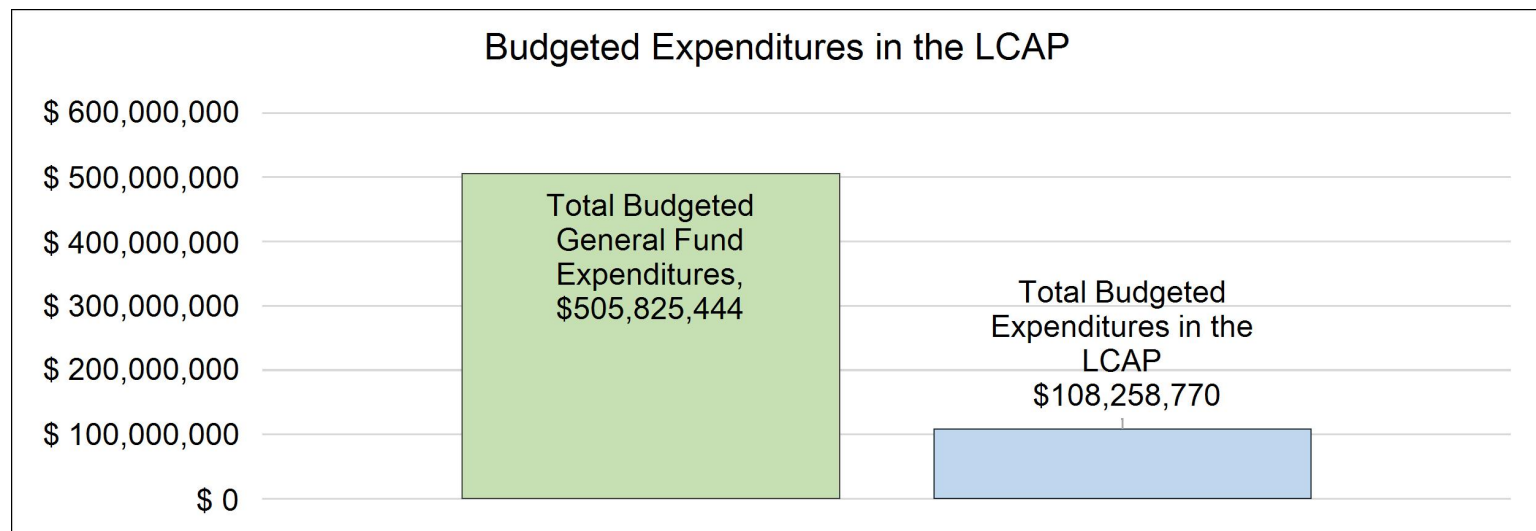


This chart shows the total general purpose revenue Visalia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Unified School District is \$498,260,169, of which \$386,708,057 is Local Control Funding Formula (LCFF), \$62,791,747 is other state funds, \$25,296,120 is local funds, and \$23,464,245 is federal funds. Of the \$386,708,057 in LCFF Funds, \$67,558,822 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Visalia Unified School District plans to spend \$505,825,444 for the 2025-26 school year. Of that amount, \$108,258,770 is tied to actions/services in the LCAP and \$397,566,674 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

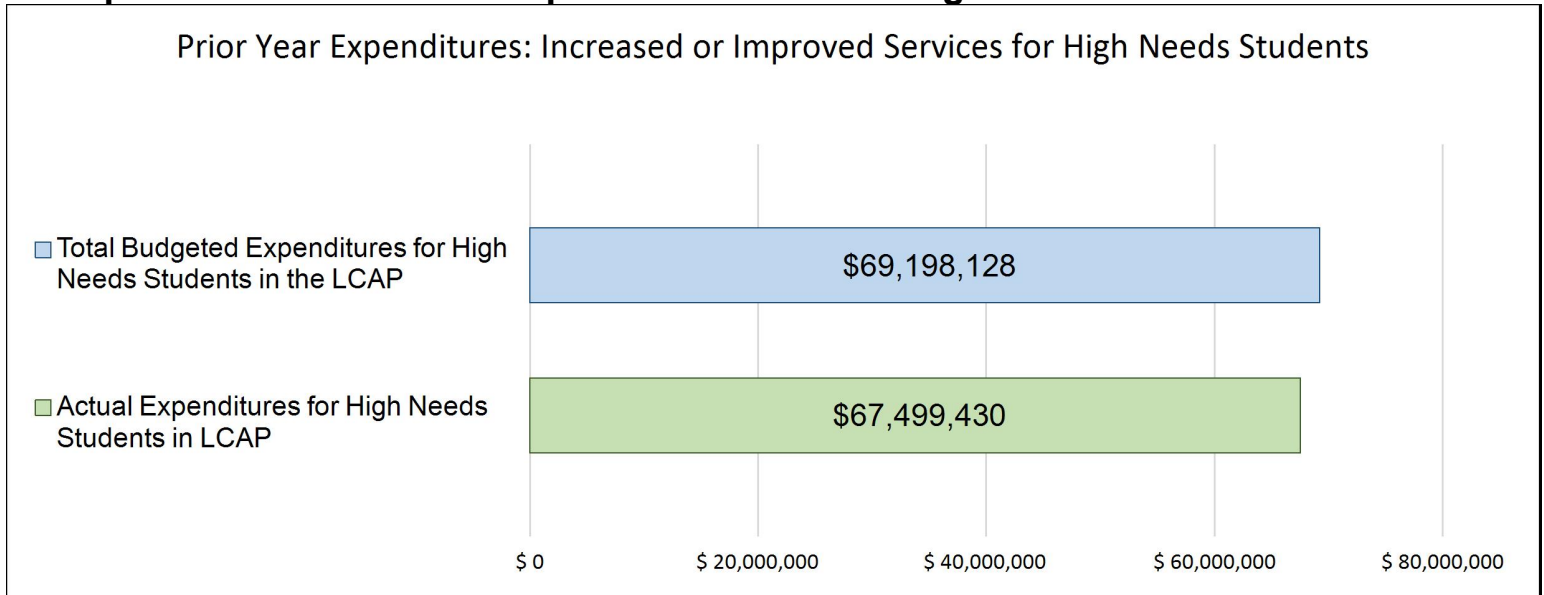
Maintenance and facilities for schools, district library, Family Resource Center, and administrative buildings. Also, teacher salaries, office staff, and other positions are not included in the LCAP. Other expenditures not included are: Many district office staff, site front office staff, home/school transportation, special education costs, and food service costs.

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

In 2025-26, Visalia Unified School District is projecting it will receive \$67,558,822 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 \$70,488,074.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2024-25, Visalia Unified School District's LCAP budgeted \$69,198,128.00 for planned actions to increase or improve services for high needs students. Visalia Unified School District actually spent \$67,499,430.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,698,698 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 one time funds were used.



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	Nathan Hernandez	nhernandez@vusd.org (559) 730-7300

Plan Summary [2025-26]

General Information

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

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 27 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, and a 9-12 technical early college program

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-373
- American Indian or Alaska Native-101
- Asian-1,124
- Filipino-213
- Hispanic/Latino-20,906
- Pacific Islander-51
- White-4,567
- Two or More Races-765
- Not Reported-793
- English Learner/Reclassified English Learners- 4,161

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.

Visalia Unified School District (VUSD) experienced both successes and challenges, as identified by our educational partners. Key data points from the 2024 dashboard include:

Based on the dashboard the district has had some success in the following areas:

- * Minimal increase in ELA & Math proficiency.
- * Graduation rate increased by 2.3%.
- * Chronic absenteeism decreased by 3.3%.
- * Students experiencing homelessness ELA scores increased by 6.0%.
- * Local data shows students are scoring higher on phonics assessments

These outcomes reflect both progress and areas requiring continued attention and improvement. In response to the data and with input from our community partners, the district has developed new systems and structures to be implemented in the 2025/2026 school year.

* To address student outcomes and further enhance academic and social-emotional support, the district has introduced several key initiatives:

- * Expanded services for special education students.
- * Targeted support for school sites in staff development to address suspensions and increase prevention strategies.
- * New systems and structures to prevent suspensions and improve student attendance.
- * Alignment of divisions and departments with the strategic plan

Through these efforts, VUSD is committed to creating an environment that supports the success of every student.

Below identifies each student group identified as red on the 2024 Dashboard.

- *English Learners-Mathematics
- *Long-Term English Learners-Suspension Rate, English Language Arts, and Mathematics
- *Foster Youth-Chronic Absenteeism
- *Homeless-Suspension Rate & Mathematics
- *Students with Disabilities-English Language Arts Mathematics, and College/Career
- * African American- Suspension Rate
- * American Indian-Chronic Absenteeism & English Language Arts

Below identifies each school and student groups identified as red on the 2023 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 Chronic Absenteeism, Suspension, Students with Disabilities
Willow Glen Students with Disabilities, ELA & Math

Visalia Unified School District (VUSD) has identified as having Learning Recovery Emergency Block Grant (LREBG) funds as carryover. In alignment with our ongoing commitment to support student success, the district has created Goal #6 "identified student groups will advance towards proficiency in English Language Arts (ELA), Math, and English Learner progress and will increase their engagement in school.

Action Plan:

Action #6.1: Addressing Behavior and Attendance

Since our suspension rates and chronic absenteeism rates are higher than the state average, the district has hired additional counselors, with an investment of \$5,303,298. These counselors will work directly with students who are struggling with attendance and/or behavior to provide social-emotional support and guidance, ensuring that students are engaged and supported in their learning. Counselors will provide supports at every school site to address other barriers to learning, implement appropriate interventions, and refer students for additional health, counseling, or mental health services. Research studies indicate, regular monitoring of individual student data as it relates to behavior, attendance and grades will increase student attendance, reduce behaviors and increase academic achievement. This Action is aligned to allowable uses for this funding. (Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs)

Action #6.2: Supporting Unduplicated and Special Education Students

Based on data showing that suspension rates for unduplicated students and special education students are higher than the district average as well as the state average, the district has taken targeted action by hiring campus supervisors, behavior intervention technicians, paraprofessionals, and an assistant principal at the community day school. This support, with a funding allocation of \$1,764,279, will help reduce suspension rates and ensure more consistent student engagement. These positions will have a caseload of students based on previous year's behavior to help prevent suspensions and offer additional support before students are suspended. Targeted intervention embedded in courses will address students academic needs on an individual basis. Research shows embedded interventions across all disciplines increase academic achievement. This Action is aligned to allowable uses for this funding. (Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs)

Action #6.3: Enhancing Math, ELA, and English Learner Progress

To improve performance in Math, ELA, and for English Learners, the district has hired instructional coaches, intervention teachers, and content specialists, with a total investment of \$7,255,532. Research studies found when professionals focus on providing interventions for students and supporting teachers with the implementation of research-based instructional strategies academic achievement increases in critical subject areas. This Action is aligned to allowable uses for this funding. (Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.)

Through these actions, VUSD aims to create a more supportive, engaging, and effective learning environment for all students.

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 2023 Dashboard in the areas of:

- *Homeless Academic and Suspension
- *Foster Youth Academic and Suspension
- *Students With Disability in Academics and Grad Rate

Visalia Unified has been identified as eligible for Differentiated Assistance based on the results from the 2024 Dashboard in the areas of:

- *Long-Term English Learners-Suspension Rate and academics
- *Homeless-Suspension Rate & Identified as red in Mathematics
- *Students with Disabilities- Identified as red in English Language Arts Mathematics, and College/Career
- * American Indian- Identified as red for Chronic Absenteeism & English Language Arts

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:

For suspension rates for Long Term English Learners and American Indian the district will implement the following:

- *Continue to review the data at with Assistant Principals and continue to build Other Means of Correction Systems
- *Bring data to the interdisciplinary meetings; so Administrators of school leadership can continue to coach around this data
- *Utilize our Learning Community especially with our younger students to coach our teachers and equip them with the tools (routines and procedures) to handle students. Build classroom systems/conditions to ensure student learning.
- The district has restructured support for sites in the area of behaviors by hiring a credentialed teacher to work with the "Feeder Teams" to support sites in the area of preventive support.

For academics the district will implement the following:

- 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

-The district has restructured support for sites in the area of academics and continues to focus professional learning in the area "Good First Teaching".

To create opportunities for collaboration between divisions and programs the district continues to transition 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 a content specialist that focuses on behavior. 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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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 (Local Bargaining Unit)	Met 1/22/2025 & 1/29/2025 -Shared how supplemental/concentration funds are allocated from the state. -Shared district and site data. Shared “how to read the LCAP”. Discussed principal survey and their needs. The union shared: -Class size reduction is important -Behavior support is important -Professional Learning needs to be reevaluated
CSEA (Local Bargaining Unit)	Met with Executive board 1/7/2025 -Shared how supplemental/concentration funds are allocated from the state. -Shared district and site data. Shared “how to read the LCAP”. Discussed principal survey and their needs. The union shared: -Document is overwhelming. • based on data continue with attendance support -based on data continue behavioral support.
Student Advisory Committee (Superintendents) and Students	Met w/ High schools students: 9/9/2024, 10/7/2024, 11/4/2024, 12/9/2024, 1/27/2025, 4/28/2025 Met w/ middle school students: 11/4/2024, 3/27/2025, 4/29/2025 Students were bussed from school sites to provide input to the superintendents. During the meetings the the advisory counsel discussed the district's strategic plan and how provided the following

Educational Partner(s)	Process for Engagement
	suggestions to address student voice and student engagement. The following is feedback from those meetings. -Design a “Voice in Action” initiative: Town hall model, student podcast, feedback loop system, digital idea board, etc. -Create a prototype or mock-up of a new recognition system (e.g., “Everyday Hero Shoutouts,” “Kindness Chain,” “Hidden Talents Wall”) -Build a transition support plan: Peer mentor program, welcome video series, “Ask Me Anything” lunch with older students, bridge events, etc. -A student survey was administered to all students to gather information about the LCAP. In addition to the student advisory council, during the month of March suggestions were given for the LCAP from AVID, ELD, and sped classes. The LCAP administrator visited classrooms and provided information regarding student services provided through feedback and the students gave the following information: school social workers and counselors were important. Students also discussed student bathrooms concerns.
District Advisory Committee (DAC) (Parents, staff, teachers)	11/18/2024,2/24/2025,4/28/2025,5/19/2025 The committee reviewed goals/actions, and budgets. Based on student data, the committee reviewed the current actions and provided feedback. The feedback included: Continue to focus on behavior, continue to focus on interventions for students. The DAC served as Parent Advisory Committee for purposes of LCAP development.

Educational Partner(s)	Process for Engagement
District English Learner Advisory Committee (DLAC) (English Learner Advisory Committee)	Met with the DLAC on a 3/10/2025. During the meetings student/program data was shared and programs that support the data was shared. Discussion on how to support our English Learners provided information regarding additional classes for students who are not progressing.
Parents	Met monthly with English Learner, Migrant, Homeless parents. During the meeting the LCAP was shared, a discussion was lead to discuss student progress, and how actions to address the goals. Parents were happy with the support being offered and shared support with Dual Enrollment, and the activities for homeless students.
The superintendent met with teachers, staff, and parents.	Met: 8/13/24, 9/9/24,9/12/24, 9/16/24, 9/17/24, 9/19/24, 9/30/24, 10/1/24, 10/7/24,10/17/24,10/21/24,10/22/24,10/28/24,11/4/24,11/5/24,11/7/24,11/12/24, 11/18/24,11/21/24,12/9/24,12/16/24,12/18/24,12/19/24,1/21/25; Suggestions for behavior: -Increase behavioral support staff and ensure full-time presence where needed -Provide training in crisis response and de-escalation (e.g., Handle with Care) -Expand structured behavior programs like BIT and restorative practices -Create alternative settings for students with extreme behaviors -Improve coordination with families and involve outside agencies for comprehensive support -Emphasize consistent, district-wide implementation of behavior systems -Promote equity and early intervention starting in early grades -Strengthen communication between staff, admin, and support teams regarding behavioral issues and follow-up Curriculum Support -more professional development, training, and support for new curriculum rollouts

Educational Partner(s)	Process for Engagement
	-Greater support is needed for intervention, small group instruction, and equitable resources
Principals/Administrators	Met 11/20/2024, 12/18/2024 1/29/2025 -Shared how supplemental/concentration funds are allocated from the state. -Shared district and site data. Principals and administrators completed a survey. -Survey results were shared with principals: • identified Math & ELA support is the highest priority -Continue with current behavior support
School Site Council (Creekside & Sequoia)	In February/March, the District met with the schools' staff & SSC to discuss goals and supports for students. During the meeting school data was shared and current actions that are funded using Equity Multiplier Funds. Staff & SSC provided feedback on current actions and suggested changes. Each SSC reviewed current goals for the school that have been written into the LCAP.
SELPA	District Special Education Personal attend TCOE Director of Special Education meetings on a monthly basis during the 24/25 school year, at which LCAP information is shared.

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

Student's shared their continue need of counselors and school social workers. VUTA again shared concerns regarding class sizes and how larger class sizes affects Tier I First Instruction. They shared since we fund teachers already in LCAP that we should fund more to reduce class size. CSEA shared their concerns regarding instructional aide hours and how funds should be directed towards those positions. 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. Administrators completed a survey that ranks math support as most needed and to continue all social emotional support. DAC would like to see more support for interventions. In May a full draft of the LCAP was reviewed by DAC, LCAP Advisory Committee, and ELAC where goals and actions were reviewed. The Superintendent responded in writing to these groups. For the schools receiving Equity Multiplier funds, current LCAP goals and actions were used and the input gathered from the engagement opportunities suggested continuance of the current actions.

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: 41 below standard White:	2024 Dashboard All Students: 22.9 below standard African American: 51.7below standard American Indian: 71.6 below standard Asian: 7.2 Filipino: 38.1 Hispanic: 35 below standard		English Language Arts All students: 5 points above standard African American: 31.7below standard American Indian: 2 points below standard Filipino: 50.1 Hispanic: 15 below standard	English Language Arts All students: 3 points African American: 9.7 American Indian: - 21.6 Asian: 2.8 Filipino: -10.1 Hispanic: 2.4 Pacific Islander: 36.5 White:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	Pacific Islander: 4.5 below standard White: 19.1 above standard Two or More Races: 3.8 below standard English Learners: 63.2 below standard Long Term English Learners: 93.6 below standard Socioeconomically Disadvantaged: 41.6 below standard Students with Disabilities: 109.7 below standard Foster Students: 76.4 below standard Homeless Students: 58.9 below standard		Pacific Islander: 4.5 above standard White: 25 above standard Two or More Races: 3. above standard Students with Disabilities: 74.4 below standard English Learner: 9.8 below standard Long Term English Learners: 83.6 below standard Foster Youth: 25.1 below standard Homeless: 15.6 below standard Socioeconomically Disadvantaged: below 3.5 standard Hispanic: 15.5 below standard	5.9 Two or More Races: 3.3 English Learners: 3.2 Long Term English Learners: .7 Socioeconomically Disadvantaged: 2.9 Students with Disabilities: 1.6 Foster Students: 8.5 Homeless Students: 20.6
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	2024 Dashboard All Students: 65.6 below standard African American: 102.3 below standard		Math All students: 24.7 below standard American Indian: 40 points below standard	All students: 1.5 points African American: 6 American Indian:- .3 Asian: -3.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 Socioeconomically Disadvantaged: 84 below standard Students with Disabilities: 140.3 below standard Foster Students: 118 below standard Homeless Students: 105.8 below standard	American Indian: 92.8 below standard Asian: 28.3 below standard Filipino: 9.8 below standard Hispanic: 79 below standard Pacific Islander: 41.8 below standard White: 23.7 below standard Two or More Races: 45.3 below standard English Learners: 97.8 below standard Long Term English Learners: 153 below standard Socioeconomically Disadvantaged: 83.3 below standard Students with Disabilities: 139.3. below standard		Students with Disabilities: 140.3 below standard African American: 73 below standard English Learner: 9.8 below standard Long Term EL: 75.9 Foster Youth: 72.9 below standard Homeless: 50.8 below standard Socioeconomically Disadvantaged: below 41.5 standard Hispanic: 65.5 below standard	Filipino: -9.5 Hispanic: .9 Pacific Islander: 24.2 White: 3.0 Two or More Races: 2.8 English Learners: -.4 Long Term English Learners: -.7 Socioeconomically Disadvantaged: .7 Students with Disabilities: .1 Foster Students: 7.2 Homeless Students:3.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Students:110.8below standard Homeless Students: 109.7below standard			
1.3	CAASPP Science Dashboard	No comparable data available	2024 Dashboard All Students: 16.5 below standard African American: 21.7below standard American Indian: 29.5 below standard Asian: 11.2 below standard Filipino: .7 below standard Hispanic: 19.1 below standard Pacific Islander: fewer than 11 students White: 7.9 below standard Two or More Races: 12.7 below standard English Learners:		Science 2024 Dashboard All Students: 9.5 below standard African American: 16.7below standard American Indian: 24.5 below standard Asian: 6.2 below standard Filipino: 0.5 below standard Hispanic: 14.1 below standard Pacific Islander: fewer than 11 students White: 2.9 below standard Two or More Races: 7.7 below standard English Learners:	No comparable data available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			25.3 below standard Long Term English Learners: 30.4 below standard Socioeconomically Disadvantaged: 19.9 below standard Students with Disabilities: 29.8 below standard Foster Students:21.7 below standard Homeless Students: 25.2 below standard		20.3 below standard Long Term English Learners: 25.4 below standard Socioeconomically Disadvantaged: 14.9 below standard Students with Disabilities: 24.8 below standard Foster Students:16.7 below standard Homeless Students: 20.2 below standard	
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: Data suppressed to protect student privacy - less than 11 students White: 60.2% Two or More Races: 53.7%	2024 Dashboard All Students: 42.7% African American: 21.9% American Indian: Data suppressed to protect student privacy - less than 11 students Asian:53.2% Filipino:61.1% Hispanic:39.4% Pacific Islander: Data suppressed		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: Data suppressed to protect student	All Students:-1.7% African American:-3.1% American Indian 0.0% Asian:-.8% Filipino:14.1% Hispanic:0.0% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: -6.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 11.4% Socioeconomically Disadvantaged: 36.0% Students with Disabilities: 10.2% Foster Students: 4.5% Homeless Students: 21.2%	to protect student privacy - less than 11 students White: 54.2% Two or More Races: 47.6% English Learners: 13.2% Long Term English Learners: 13.0% Socioeconomically Disadvantaged: 36.5% Students with Disabilities: 8.2% Foster Students: 16.07% Homeless Students: 28.4%		privacy - less than 11 students White: 70.2% Two or More Races: 65.7% English Learners 35.7% are prepared Long Term EL- 30% Socio-economic Disadvantaged 50.9% are prepared Students with Disabilities 25.7% are prepared Foster Students 40.9% of are Homeless students 40.9%	Two or More Races: -6.1% English Learners 1.9 % are prepared Long Term EL- 1.5% Socio-economic Disadvantaged .4% are prepared Students with Disabilities -2.1% are prepared Foster Students 12.1% of are Homeless students 7.3%
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: Data suppressed to protect student privacy - less than 11 students White: 39.5% Two or More Races: 37.9%	2024 Dashboard All Students: 15.8% African American: 6.3% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: 24.4% Filipino: 33.3% Hispanic: 14.2%		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: Data suppressed to protect student privacy - less than 11 students	All Students: - 18.3% African American: - 23.7% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: -13.1% Filipino: -4.2% Hispanic: -16.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 16.0% Socioeconomically Disadvantaged: 30.35 Students with Disabilities: 14.35 Foster Students: 0.0% Homeless Students: 22.2%	Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 20.7% Two or More Races: 14.1% English Learners: 2.0% Long Term English Learners: 2.0% Socioeconomically Disadvantaged: 12.9% Students with Disabilities: 2.4% Foster Students: 8.3% Homeless Students: 8.6%		White: 46.1% Two or More Races: 46.0% English Learners: 36.0% Long Term EL: 25% Socioeconomically Disadvantaged: 44.35 Students with Disabilities: 34.35 Foster Students: 20.0% Homeless Students: 42.2%	Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 18.8% Two or More Races: 23.8% English Learners: -14% Long Term English Learners: 2.0% Socioeconomically Disadvantaged: 18% Students with Disabilities: 2.4% Foster Students: 13.9% Homeless Students: -13.6%
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% Filipino: 29.4% Hispanic: 26.8% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 33% Two or More Races: 27.8%	2024 Dashboard All Students: 28.0% African American: 15.6% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: 34.6% Filipino: 33.3% Hispanic: 26.4% Pacific Islander: Data suppressed		All Students: 38.1% African American: 38.1% American Indian: 45.8% Asian: 38.1% Filipino: 38.1% Hispanic: 38.1% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 38.1%	All Students: -.1% African American: 1.9% American Indian: 8.3% Asian: 8.3% Filipino: 3.9% Hispanic: -.4% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: .5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 11.9% Socioeconomically Disadvantaged: 24.3% Students with Disabilities: 11.9% Foster Students: 4.2% Homeless Students: 9.1%	to protect student privacy - less than 11 students White:33.5% Two or More Races:29.7% English Learners: 11.7% Long Term English Learners: 12.7% Socioeconomically Disadvantaged:25.3% Students with Disabilities:13.9% Foster Students:20.8% Homeless Students:24.1%		Two or More Races: 38.1% English Learners: 31.9% Long Term EL: 20.0% Socioeconomically Disadvantaged: 24.3% Students with Disabilities: 31.9% Foster Students: 24.2% Homeless Students: 20.1%	Two or More Races: 1.9% English Learners: -.2% Long Term EL: % Socioeconomically Disadvantaged: 1.0% Students with Disabilities: 2% Foster Students: 16.6% Homeless Students: 15%
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: Data suppressed to protect student privacy - less than 11 students White: 56.4% Two or More Races: 48.1% English Learners: 12.4%	2024 Dashboard All Students: 40.1% African American:37.5% American Indian: Data suppressed to protect student privacy - less than 11 students Asian:51.3% Filipino:72.2% Hispanic:35.3% Pacific Islander: Data suppressed to protect student		All Students: 51.4% African American: 45.5% American Indian: 55% Asian: 57.3% Filipino: 69.7% Hispanic: 47.7% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 63.4% Two or More Races: 56.1%	All Students: -1.3% African American: 5% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: -4% Filipino: 7.5% Hispanic: -4% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White:-1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 32.6% Students with Disabilities: 8.6% Foster Students: 8.3% Homeless Students: 20.5%	privacy - less than 11 students White:54.2% Two or More Races:46.9% English Learners: 13.7% Long Term English Learners: 14.7% Socioeconomically Disadvantaged:31.9% Students with Disabilities:11.4% Foster Students:12.5% Homeless Students:20.7%		English Learners: 25.4% Long Term EL: 20.0% Socioeconomically Disadvantaged: 51.6% Students with Disabilities: 26.6% Foster Students: 8.3% Homeless Students: 40.5%	Two or More Races: -.6% English Learners: 1.3% Long Term English Learners: 1% Socioeconomically Disadvantaged:-.7% Students with Disabilities:-2.1% Foster Students:5.2% Homeless Students:.2%
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: Data suppressed to protect student privacy - less than 11 students White: 69.79% Two or More Races: 58.82%	2024 Dashboard ELA All Students: 56.96% African American: 50% American Indian: Data suppressed to protect student privacy - less than 11 students Asian:67.95% Filipino: 77.77% Hispanic: 52.63% Pacific Islander: Data suppressed to protect student		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%	ELA All Students: -3.35% African American: +5.27% American Indian: Data suppressed to protect student privacy - less than 11 students Asian:-3.965% Filipino: -10.47% Hispanic: 52.63% Pacific Islander: Data suppressed to protect student privacy - less than 11 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: Data suppressed to protect student privacy - less than 11 students White: 28.5% Two or More Races: 18.45% English Learners: 1.04% Socioeconomically Disadvantaged: 11.27% Students with Disabilities: 1.8% Foster Students: 0.00% Homeless Students: 15.38%	privacy - less than 11 students White: 72.23% Two or More Races: 55.91% English Learners: 13.37% Socioeconomically Disadvantaged: 50.09% Students with Disabilities: 15.81% Foster Students: 37.5% Homeless Students: 36.36% Math All Students: 16.88% African American: 17.85% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: 23.38% Filipino: 33.33% Hispanic: 12.97% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 29.38%		Socioeconomically Disadvantaged: 61.50% Students with Disabilities: 36.06% Foster Students: Data suppressed to protect student privacy - less than 11 students Homeless Students: 55.98% Math All Students: 37.09% African American: 31.54% American Indian: 30.33% Asian: 48.57% Filipino: 42.29% Hispanic: 29.58% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 38.5% Two or More Races: 38.45% English Learners: 26.04% Socioeconomically Disadvantaged: 35.27%	White: +2.44% Two or More Races: 2.91% English Learners: +.61% Socioeconomically Disadvantaged: -3.07% Students with Disabilities: +3.62% Foster Students: +12.5% Homeless Students: -5.95% Math All Students: -.21% African American: +6.31% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: -5.19% Filipino: -1.96% Hispanic: -.11% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: +.88% Two or More Races: +2.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two or More Races: 21.11% English Learners: .48% Socioeconomically Disadvantaged: 11.19% Students with Disabilities: 2.56% Foster Students: 5.88% Homeless Students: 2.94%		Students with Disabilities: 36.8% Foster Students: N/A Homeless Students: 37.38%	English Learners: +46.96% Socioeconomically Disadvantaged: +.8% Students with Disabilities: +.7% Foster Students: +5.88% Homeless Students: -12.44%
1.10	Percentage of students scoring Early, mid, or above Grade level iReady Math	All Students-22% EL-7% Sped-7% SED-17% Homeless-12% Foster-9%	All Students-23% EL-8% Sped-7% SED-18% Homeless-12% Foster-13%		All Students-33% EL-20% Sped-20% SED-26% Homeless-24% Foster-21%	All Students-+1% EL-+1% Sped-0% SED-+1% Homeless-0% Foster-+4%
1.11	ELPAC English Learner Progress	2023 Dashboard 44.9%	2024 Dashboard 45.3%		English Learner Progress 50%	.4%
1.12	Percentage of students scoring Early, mid, or above Grade level iReady ELA	2023/2024 School Year 2nd Administration All Students-32% EL-12% Sped-9% SED-27% Homeless-20% Foster-18%	2024/2025 All Students-36% EL-14% Sped-12% SED-31% Homeless-24% Foster-21%		All Students All Students-41% English Learners - 33% Sped-25% Socioeconomically Disadvantaged- 40% Homeless-35% Foster Youth -43%	All Students-+4% EL-+2% Sped-+3% SED-+4% Homeless-+4% Foster-+3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	English Learner Reclassification Rate	2023/2024 School Year 10.24%	2024/2025 School Year 21.00%		16.24%	Increased 10.76%
1.14	Percentage passing AP exam with a score of 3 or higher	2023 Dashboard All Students: 15.7% African American: 10.0% American Indian: 0.0% Asian:18.6% Filipino: 25% Hispanic: 13.3% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White:18.5% Two or More Races: 31.0% English Learners: 4.0% Socioeconomically Disadvantaged: 10% Students with Disabilities: 4.8% Foster Students: 0.00% Homeless Students:16.7%	2024 Dashboard All Students: 18.5% African American: 28.6% American Indian: 0.0% Asian:12.2% Filipino: 27.3% Hispanic: 14.6% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White:29% Two or More Races: 20% English Learners: 9.4% Long Term English Learners: 3.8% Socioeconomically Disadvantaged: 13% Students with Disabilities: 10.5% Foster Students: 0.00% Homeless Students:9.1%		67% of the students taking AP tests will score a 3 or better.	All Students:2.8 % African American: 18.6 % American Indian: 0.0% Asian: 6.4% Filipino: 2.3% Hispanic: 1.3% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 10.5% Two or More Races: -20 % English Learners: 5.4 % Long Term English Learners: 2 % Socioeconomically Disadvantaged: 3 % Students with Disabilities: .5 % Foster Students: 0.00% Homeless Students: -7.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 1. English Language Arts – Full Implementation and Sustainability 2. English Language Development – Initial Implementation 3. Mathematics – Full Implementation and Sustainability 4. Science – Initial Implementation 5. History-Social Science – Beginning Development	2024/2025 School Year 1. English Language Arts – Full Implementation and Sustainability 2. English Language Development – Initial Implementation 3. Mathematics – Full Implementation and Sustainability 4. Science – Initial Implementation 5. History-Social Science – Beginning Development		Full implementation of all academic standards	There is no difference between 2023/24/ & 24/25 implementation of standards.
1.16	Instructional Materials: Every student has standards-aligned materials	2023/2024 School Year 100% of the students have standards-aligned materials	2024/2025 School Year 100% of the students have standards-aligned materials		100% of the students have standards-aligned materials	0% difference
1.17	Teachers: Fully Credentialed & appropriately assigned	2022/2023 School Year 2.5% of the teachers were considered teaching out of field. 2022/2023 School Year	2024/2025 School Year 3.3% of the teachers were considered teaching out of field.		1.5% of the teachers were considered teaching out of field.	Difference between 2024/2025 & 2022/2023 School Year +.8% of the teachers were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% of the teachers held a clear or preliminary credential	2024/2025 School Year 92% of the teachers held a clear or preliminary credential		2022/2023 School Year 89% of the teachers held a clear or preliminary credential	considered teaching out of field. 2024/2025 School Year +7% of the teachers held a clear or preliminary credential
1.18	Percentage of High School Students passing w/ C or better	2023/2024 1st semester English EL-60% Foster-52% 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%	2024/20250 1st Semester English EL-49% Foster-60% SPED-66% SED -72% All-78% Math EL-38% Foster-51% SPED-53% SED -62% All-69% Science EL-51% Foster-67% SPED-62% SED -75% All-81% Social Science EL-60%		English EL-80% Foster-75% SPED-85% SED -85% All-85% 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%	English EL- +11% Foster- -8 % SPED- -7% SED - -0 % All- -1% Math EL- +8% Foster- +3% SPED- -9% SED - -1% All- -1% Science EL- 0% Foster- +13% SPED- -2% SED - +4% All- +4% Social Science EL- +3 % Foster- +13% SPED- +7% SED - +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	Foster-61% SPED-72% SED -75% All-79% Health EL-59% Foster-80% SPED-65% SED -79% All-83% PE EL-66% Foster-67% SPED-78% SED -81% All-85% VAPA EL-87% Foster-79% SPED-83% SED -90% All-93% CTE EL-63% Foster-71% SPED-70% SED -83% All-87% World Languages EL-73% Foster-69% SPED-69%		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% 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%	All- +6% Health EL- -3% Foster- +40% SPED- 0% SED - +7% All- +6% PE EL- -3% Foster- +14% SPED- +2% SED - +3% All- +2% VAPA EL- 3% Foster- -4% SPED- +1% SED - +1% All- +1 CTE EL- -7% Foster- -15% SPED- -5% SED - -0% All- -0% World Languages EL- % Foster- % SPED- % SED - % All- % ELD

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED-80% All-84% ELD EL-78% Foster-80% SPED-63% SED -78% All-78%	SED-80% All-84% ELD EL-82% Foster-88% SPED-76% SED -82% All-83%		ELD EL-99% Foster-90% SPED-99% SED -99%	EL- -4% Foster- -8% SPED- -13% SED - -4% All- -5%
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 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	Schools & Student Groups identified in Red in ELA Conyer- Elementary Students With Disabilities-114.2 below standard Denton Elementary Students With Disabilities-62.1 below standard Divisadero Middle English Learners- 84 below standard Students With Disabilities-125.8 below standard El Diamante High English Learners- 20.5 below standard		Conyer- Elementary Students With Disabilities- 110.61 Below Standard Denton Elementary Students With Disabilities- 69.57 Below Standard Divisadero Middle English Learners- 74.61 Below Standard Students With Disabilities- 134.28 Below Standard El Diamante High English Learners- 47.52 Below Standard Students With Disabilities- 91.80 Below Standard	Conyer- Elementary Students With Disabilities-8.7 Denton Elementary Students With Disabilities-15.2 Divisadero Middle English Learners- - 1.1 Students With Disabilities- 23.4 El Diamante High English Learners- 32.3 Students With Disabilities- 23.4 Four Creeks Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities-102 below standard	Students With Disabilities-98.3 below standard		Four Creeks Elementary English Learners-82.80 Below Standard	English Learners-8
		Four Creeks Elementary English Learners-92.00 below standard	Four Creeks Elementary English Learners-84.00 below standard		Golden Oak Elementary Students With Disabilities- 115.02 Below Standard	Golden Oak Elementary Students With Disabilities- 21.8
		Golden Oak Elementary Students With Disabilities-127.80 below standard	Golden Oak Elementary Students With Disabilities-106 below standard		Golden West High Students With Disabilities- 158.49 Below Standard	Golden West High Students With Disabilities- 70.1
		Golden West High Students With Disabilities-176.1 below standard	Golden West High Students With Disabilities-146 below standard		Goshen Elementary Students With Disabilities- 42.66 Below Standard	Goshen Elementary Students With Disabilities-88.9
		Goshen Elementary Students With Disabilities-47.40 below standard	Goshen Elementary Students With Disabilities-136.3 below standard		Green Acres Middle English Learners-84.51 Below Standard	Green Acres Middle English Learners-.1
		Green Acres Middle English Learners-93.9 below standard	Green Acres Middle English Learners-93.8 below standard		Students With Disabilities- 122.58 Below Standard	Students With Disabilities- .9
		Students With Disabilities-136.20 below standard	Students With Disabilities--135.3 below standard		Highland Elementary ALL- 69.03 Below Standard	Highland Elementary ALL-28
		Highland Elementary ALL-76.70 below standard				English Learners--5.4
		English Learners-88.4 below standard				Socioeconomically -28.7
						Students With Disabilities--325

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged -77.5 Students With Disabilities-143.00 below standard	Highland Elementary ALL-48.6 below standard English Learners-65.9 below standard		English Learners-79.56 Below Standard Socioeconomically Disadvantaged-69.75 Below Standard	Ivanhoe Elementary Students With Disabilities--.8
		Ivanhoe Elementary Students With Disabilities-136.20 below standard	Socioeconomically Disadvantaged -48.8 Students With Disabilities-110.5 below standard		Students With Disabilities- 128.70 Below Standard	La Joya Middle English Learners-19.5
		La Joya Middle English Learners-87.1 below standard	Ivanhoe Elementary Students With Disabilities-137 below standard		Ivanhoe Elementary Students With Disabilities- 122.58 Below Standard	Linwood Elementary Students With Disabilities- -29.1
		Linwood Elementary Students With Disabilities-99.40 below standard	La Joya Middle English Learners-67.6 below standard		La Joya Middle English Learners-78.39 Below Standard	Pinkham Elementary Students With Disabilities- -16
		Pinkham Elementary Students With Disabilities-84.70 below standard	Linwood Elementary Students With Disabilities-128.5 below standard		Linwood Elementary Students With Disabilities- 89.46 Below Standard	Ridgeview Middle English Learners-8.1
		Ridgeview Middle English Learners-70.6 below standard	Pinkham Elementary Students With Disabilities-100.7 below standard		Pinkham Elementary Students With Disabilities- 76.23 Below Standard	Ridgeview Middle Students With Disabilities-48.9
		Ridgeview Middle Students With Disabilities-111.40 below standard			Ridgeview Middle	Riverway Elementary Students With Disabilities-145.6
		Riverway Elementary				Royal Oaks Elementary Students With Disabilities -4.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities-148.1 below standard	Ridgeview Middle English Learners-62.5 below standard		English Learners-63.54 Below Standard	Valley Oak Middle English Learners-21.9
		Royal Oaks Elementary Students With Disabilities -114.40 below standard	Ridgeview Middle Students With Disabilities-135.1 below standard		Ridgeview Middle Students With Disabilities- 100.26 Below Standard	Valley Oak Middle Students With Disabilities-.2
		Valley Oak Middle English Learners-95.1 below standard	Riverway Elementary Students With Disabilities-145.6 below standard		Riverway Elementary Students With Disabilities- 133.29 Below Standard	Veva Blunt Elementary English Learners--11
		Valley Oak Middle Students With Disabilities-160.40 below standard	Royal Oaks Elementary Students With Disabilities -109.8 below standard		Royal Oaks Elementary Students With Disabilities - 102.96 Below Standard	Veva Blunt Elementary Students With Disabilities -5.5
		Veva Blunt Elementary English Learners-83.5 below standard	Valley Oak Middle English Learners-73.2 below standard		Valley Oak Middle English Learners-85.59 Below Standard	Washington Elementary ALL -78.9 English Learners-72.6
		Veva Blunt Elementary Students With Disabilities 106.70 below standard	Valley Oak Middle Students With Disabilities-140.6 below standard		Valley Oak Middle Students With Disabilities- 144.36 Below Standard	Washington Elementary Hispanic 2.2 Socioeconomically Disadvantaged 5.4
		Washington Elementary ALL -86.4 below standard English Learners-73.40 below standard	Veva Blunt Elementary English Learners-94.5 below standard		Veva Blunt Elementary English Learners-75.15 Below Standard	Willow Glen Elementary Students With Disabilities 22.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged -84.2 below standard Willow Glen Elementary Students With Disabilities 168.2 below standard	Veva Blunt Elementary Students With Disabilities 112.2 below standard Washington Elementary ALL -78.9 below standard English Learners-72.6 below standard Washington Elementary Hispanic 87.1 below standard Socioeconomically Disadvantaged -78.8 below standard Willow Glen Elementary Students With Disabilities 145.8 below standard		Veva Blunt Elementary Students With Disabilities- 96.03 Below Standard Washington Elementary ALL- 77.76 Below Standard English Learners-66.06 Below Standard Washington Elementary Hispanic 80.37 Below Standard Socioeconomically Disadvantaged-75.78 Below Standard Willow Glen Elementary Students With Disabilities- 151.38 Below Standard	
1.20	CAASPP-Math Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary Students With Disabilities-144.8 below standard	2024 Dashboard Conyer Elementary Students With Disabilities-128.4 below standard		Conyer Elementary Students With Disabilities- 130.32 below standard	Conyer Elementary Students With Disabilities-16.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Denton Elementary Students With Disabilities-105.5 below standard	Denton Elementary Students With Disabilities-96.9 below standard		Denton Elementary Students With Disabilities- 94.95 below standard	Denton Elementary Students With Disabilities-8.6
		El Diamante High English Learners 159 Students With Disabilities-198.9 below standard	El Diamante High English Learners - 152.3 Students With Disabilities-215.9 below standard		El Diamante High English Learners 143.10 below standard Students With Disabilities- 179.01 below standard	El Diamante High English Learners- 6.7 Students With Disabilities- -17
		Four Creeks Elementary Students With Disabilities-119.7 below standard	Four Creeks Elementary Students With Disabilities-122.4 below standard		Four Creeks Elementary Students With Disabilities- 107.73 below standard	Four Creeks Elementary Students With Disabilities- -2.7
		Golden Oak Elementary Students With Disabilities-152 below standard	Golden Oak Elementary Students With Disabilities-146.6 below standard		Golden Oak Elementary Students With Disabilities- 136.80 below standard	Golden Oak Elementary Students With Disabilities-5.4
		Golden West High ALL -140.8 below standard	Golden West High ALL -135.4 below standard		Golden West High ALL 126.72 below standard	Golden West High ALL - 5.4
		Hispanic-150.1 below standard	Hispanic-140.2 below standard		Hispanic- 135.09 below standard	Hispanic- 9.9
		Socioeconomically Disadvantaged-153.2 below standard	Socioeconomically Disadvantaged-134.2 below standard		Socioeconomically Disadvantaged-137.88 below standard	Socioeconomically Disadvantaged- 119
		Students With Disabilities-280.2 below standard				Students With Disabilities -58.3
		White-116.8 below standard				White- -19
		Green Acres Middle				Green Acres Middle English Learners-13.8
						Students With Disabilities- 7.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners-140 below standard 140 Students With Disabilities-167.9 below standard	Students With Disabilities-221.9 below standard White-135.8 below standard		Students With Disabilities- 252.18 below standard White- 105.12 below standard	Highland Elementary English Learners- 1.6 Students With Disabilities- 3.7
		Highland Elementary English Learners-97.9 below standard Students With Disabilities-157.1 below standard	Green Acres Middle English Learners- 126.2 below standard Students With Disabilities-160.8 below standard		Green Acres Middle English Learners- 126.00 below standard Students With Disabilities- 151.11 below standard	Hurley Elementary Students With Disabilities- 13.6
		Hurley Elementary Students With Disabilities-114.1 below standard	Highland Elementary English Learners- 96.3 below standard Students With Disabilities-153.4 below standard		Highland Elementary English Learners- 88.11 below standard Students With Disabilities- 141.39 below standard	Ivanhoe Elementary Students With Disabilities- 26.6
		Ivanhoe Elementary Students With Disabilities-144.9 below standard				La Joya Middle Hispanic-10.8
		La Joya Middle Hispanic-112.9 below standard	Hurley Elementary Students With Disabilities-100.5 below standard		Hurley Elementary Students With Disabilities- 102.69 below standard	Pinkham Elementary English Learners- 17.5 Students With Disabilities- 2.5
		Pinkham Elementary English Learners-100.5 below standard Students With Disabilities-119.2 below standard	Ivanhoe Elementary Students With Disabilities-118.3 below standard		Ivanhoe Elementary Students With Disabilities- 130.41 below standard	Ridgeview Middle Students With Disabilities- -22.1
		Ridgeview Middle	La Joya Middle		La Joya Middle	Riverway Elementary Students With Disabilities- -7.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities-140 below standard	Hispanic-102.1 below standard		Hispanic- 101.61 below standard	Royal Oaks Elementary Students With Disabilities- -8.7
		Riverway Elementary Students With Disabilities-155.4 below standard	Pinkham Elementary English Learners-83 below standard		Pinkham Elementary English Learners-90.45 below standard	Valley Oak Middle ALL- 11
		Royal Oaks Elementary Students With Disabilities-118.6 below standard	Students With Disabilities-116.7 below standard		Students With Disabilities- 107.28 below standard	English Learners- -92
		Valley Oak Middle ALL-122.2 below standard	Ridgeview Middle Students With Disabilities-162.1 below standard		Ridgeview Middle Students With Disabilities- 126.00 below standard	Hispanic- 13.8
		English Learners 41.5	Riverway Elementary Students With Disabilities-162.5 below standard		Riverway Elementary Students With Disabilities- 139.86 below standard	Socioeconomically Disadvantaged-16.9
		Hispanic-130.9 below standard	Royal Oaks Elementary Students With Disabilities-127.3 below standard		Royal Oaks Elementary Students With Disabilities- 106.74 below standard	Veva Blunt Elementary Students With Disabilities- 20
		Socioeconomically Disadvantaged -135 below standard	Valley Oak Middle ALL-111.2 below standard		Valley Oak Middle ALL- 109.98 below standard	Washington Elementary ALL- 3.2
		Veva Blunt Elementary Students With Disabilities-129.3 below standard	English Learners -133.5		English Learners 37.35 below standard	Hispanic- -2
		Washington Elementary ALL-109.4 below standard	Hispanic-117.1 below standard		Hispanic- 117.81 below standard	Socioeconomically Disadvantaged 1.6
		Hispanic-111.7 below standard	Socioeconomically Disadvantaged -108.5 below standard			Willow Glen Elementary Students With Disabilities -
		Socioeconomically Disadvantaged -108.5 below standard				Students With Disabilities - 4.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Willow Glen Elementary Students With Disabilities -172.1 below standard	118.1 below standard Veva Blunt Elementary Students With Disabilities-109.3 below standard Washington Elementary ALL-106.2 below standard Hispanic-113.7 below standard Socioeconomically Disadvantaged - 106.9 below standard Willow Glen Elementary Students With Disabilities -167.2		Socioeconomically Disadvantaged 121.50 below standard Veva Blunt Elementary Students With Disabilities- 116.37 below standard Washington Elementary ALL- 98.46 below standard Hispanic- 100.53 below standard Socioeconomically Disadvantaged- 97.65 below standard Willow Glen Elementary Students With Disabilities - 154.89 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	2024 Dashboard Mt. Whitney High Students With Disabilities 10.3 % English Learners 14.5%		Mt. Whitney High Students With Disabilities 17.90% English Learners 19.40% Sequoia High	Mt. Whitney High Students With Disabilities 2.4% English Learners 5.1% Sequoia High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners 0.00% Hispanic-1.00% Socioeconomically Disadvantaged-1.20% Students With Disabilities-0.00%	Sequoia High English Learners 0.00% Hispanic-1.5% Socioeconomically Disadvantaged-.4% Students With Disabilities-0.00%		English Learners 10.00% Hispanic-11.00% Socioeconomically Disadvantaged-11.20% Students With Disabilities-10.00%	English Learners 0.00% Hispanic- -.5% Socioeconomically Disadvantaged- -.8% Students With Disabilities-0.00%
1.22	English Learner Progress Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary 28.60% 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%	2024 Dashboard Conyer Elementary 61.0% Crowley Elementary 33.7% Divisadero Middle 60.9% Four Creeks Elementary-34.9% Golden West High 36.1% Redwood High-52.6% Sequoia High-17.8% Valley Oak Middle-48.4%		Conyer Elementary 31.46% Crowley Elementary 66.33% Divisadero Middle 60.83% Four Creeks Elementary-37.95% Golden West High 37.62% Redwood High-23.10% Sequoia High-18.37% Valley Oak Middle-48.95%	Conyer Elementary 32.4% Crowley Elementary -26.6% Divisadero Middle 5.6% Four Creeks Elementary- -.4% Golden West High 1.9% Redwood High-31.6% Sequoia High-1.1% Valley Oak Middle-3.9 % Veva Blunt Elementary 13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Washington-Elementary 32.50%	Veva Blunt Elementary -49.1% Washington- Elementary 37.2%		Veva Blunt Elementary - 39.60% Washington- Elementary 35.75%	Washington- Elementary 4.7 %
1.23	Graduation Rate Schools & Student Groups identified in Red	2023 Dashboard Golden West Students with Disabilities-57.9%	2024 Dashboard Golden West Students with Disabilities-70%		Golden West Students with Disabilities-77.9%	Golden West Students with Disabilities-70%
1.24	K-2 class size	2023/2024 School Year With LCAP support: 24.53 student to teacher ratio Without LCAP support 27.63 student to teacher ratio	2024/2025 School Year With LCAP support: 23.17 student to teacher ratio Without LCAP support 25.66 student to teacher ratio		Maintain current class size average	With LCAP support: 1.36 student to teacher ratio Without LCAP support 1.97 student to teacher ratio
1.25	School FIT Reports	June 2024 22 schools were rated "good" 15 schools were rated "fair"	5 schools were rated "good" 32 schools were rated "fair"		All Schools received a rating of "good".	17 schools changed from "good" to "fair", resulting in 5 schools rating "good" and 32 schools rating "fair"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.26	Elementary Class Size	2023/2024 24.53 student to teacher ratio	2024/2025 25.94 student to teacher ratio		Maintain 24.53 student to teacher ratio	+1.41 student to teacher ratio
1.27	% of students needing a chrome book	0% of students need a chrome book	0% of students need a chrome book		0% of students need a chrome book	0%
1.28	Students graduating A-G w/ music credits	Baseline established in 2024/2025 school year. 28% of students enrolled in a music class completed A-G music requirement.	28% of students enrolled in a music class completed A-G music requirement. 2024-25		Baseline established in 2024/2025 school year	No comparison data available.
1.29	Students suspension rate enrolled in music classes	2024 70 of the 1,715 students enrolled in a music class were suspended, equating to 4%.	2024 70 of the 1,715 students enrolled in a music class were suspended, equating to 4%.		Suspension rate of 3% for students enrolled in a music class.	No comparison data available.
1.30	% of students enrolled in a CTE course	2023/2024 Female-40.54% Male-59.05 English Learners-6.10% SPED-9.84% SED-13.05%	2024/2025 Female-41% Male-59% English Learners-6% SPED-10.0% SED-62%		Female-50.0% Male-50.0% English Learners-6.10% SPED-19.84% SED-25.05%	2024/2025 Female-0% Male--.05% English Learners- .1% SPED-.16% SED-48.95%
1.31	DRDP in the area of language development	17% of preschool students scored as Integrating Earlier 35% scored Building Later	2024/25 33% of preschool students scored as Building Earlier		25% of preschool students scored as Integrating Earlier 30% scored Building Later	+16% of preschool students scored as Building Earlier +18% scored Building Later and Integrating Earlier

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			53% scored Building Later and Integrating Earlier			

Goal Analysis [2024-25]

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

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

1.1 Library Media Support-This action has been fully implemented. Challenge was there have been roving vacancies this year due to retirements, vacancy, and medical leaves.

1.2 Elementary Teachers-All teachers were hired. Success was securing mentors for all new teachers.

1.3 Dual Immersion-Our district has successfully implemented two Dual Language programs. This year, Mountain View offers TK–3rd grade, while Willow Glen provides TK–1st grade. Challenge is availability of facilities for new cohorts.

1.4 Professional Learning-Professional Learning for all CTE teachers on supporting students who receive SPED services was held on 9/12/24 and facilitated by a team of district SPED experts and the CTE team. No specific challenges or successes.

1.5 Technology-100% of students have a chrome book. No specific challenges or successes.

1.6 Course Access- We have increased course access. No specific challenges or successes.

1.7 Secondary Special Education Support-All of our teachers implementing the co-teach model of instruction have received training. Challenge is aligning prep times for co-teachers.

1.8 Counseling Team-Each comprehensive school in Visalia Unified has highly qualified school counselors. No specific challenges or successes.

1.9 Assessment and Instructional Technology-the District develops an annual assessment calendar for grades K-12. Successes with supporting sites with implementation and data analysis. ELPAC testing is a collaborative process between the District's Language Assessment Center (LAC) and sites. Additionally, the District maintains platforms for assessment administration and analysis of data at the classroom, site, and District level. Instructional technology is managed centrally, with support and training for users provided as needed.

1.11 School Support- each site was allocated funds based on low income for Title I, unduplicated using supplemental/concentration funds, and enrollment for general fund. Success was supporting all new principals with SPSA development.

1.12 Early Childhood Support- all sites received additional support as needed. Challenge in hiring staff for all vacancies.

1.13 Instructional Technology-Training was created. Challenge is getting all staff trained.

- 1.14 ELD Pathway for Newcomers and Long-Term English Learners: We have implemented the ELD Pathway. No specific challenges or successes.
- 1.15 Support for CTE pathway graduation; Support was given to all programs. No specific challenges or successes.
- 1.16 Targeted Secondary Math Support: District math content specialists have been working with the school site collaborative grade level teams to support implementation of the balanced math instructional model. Professional learning is being provided to teacher teams on integrated academic math language routines. Success with participation in CVNIC at TCOE to enhance Building Thinking Classrooms.
- 1.17 Intervention Support: All sites identified have been assigned a Student Success Teacher and working with groups of students to support reading intervention and support for math fluency. No specific challenges or successes.
- 1.18 Learning Community Model Curriculum Content Specialists: The LCM teams have met weekly to discuss support for school sites according to need based on CAASPP data as well as school selected focus areas. No specific challenges or successes.
- 1.19 Curriculum Staff: Teaching and Learning has held 90 professional learning sessions for teachers and classified staff from TK-12 all content areas. No specific challenges or successes.
- 1.20 Music Program: Teachers, theater techs, and administrators are in place providing music instruction. Funding is being used to provide sheet music, instruments, and performance fees. No specific challenges or successes.
- 1.21 Targeted Elementary Math Support: District math content specialists have been working with the school site collaborative grade level teams to support implementation of the balanced math instructional model. Professional learning is being provided to teacher teams on integrated academic math language routines. Success with participation in CVNIC at TCOE to enhance Building Thinking Classrooms.
- 1.23 Target Designated ELD Support: We have piloted Designated ELD lessons at the elementary level with content specialists, Instructional Coaches, and the Elementary Newcomer Teacher. We are currently working on ELD lesson design using the close reading strategy with science and math. Success with the following: lessons taught and brought back to the team for feedback. In middle school, we have met with teachers to provide support. We have presented at the middle school level on supporting ELs during content courses. At the high school level, we have met with principals, APs and Instructional Coaches to provide support.
- 1.24 Target ELA support: Professional Development for secondary teachers on Readership is ongoing and will continue until the end of the 2024-2025 school year. Monthly meetings are held at various sites and attended by choice by teachers. Foundations training for new teachers and for paraprofessionals has been facilitated by Content Specialists at the District Office. Challenge is regular attendance at voluntary monthly meetings.
- 1.25 Targeted Homeless/Foster Youth Support: There are 988 students identified as homeless. Transportation has been provided for 52 students. Challenge is securing qualified bus drivers.
- 1.26 Targeted Elementary Special Education Support: We have provided or scheduled training on inclusive practices and supporting individualization of services to 78.6% of the schools identified in red. Challenge is securing special education staff.
- 1.27 Targeted Graduation and CCI support: Counselors support students by monitoring grades, graduation progress, and college and career readiness. They connect students and families with resources for smooth transitions and collaborate with the district ELD department to ensure appropriate course placement and support. No specific challenges or successes.

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.

- 1.1 Library Media Support- Increase of Library hours, underestimated salaries
- 1.2 Elementary Teachers- Overestimated salaries
- 1.3 Dual Immersion-hired part time paraprofessionals
- 1.4 Professional Learning- restructuring department lead to saving;.
- 1.5 Technology- fewer web based programs were purchased than budgeted.
- 1.6 Course Access-Overestimated salaries
- 1.7 Secondary Special Education Support- No difference
- 1.8 Counseling Team- Overestimated salaries
- 1.9 Assessment and Instructional Technology-didn't purchase web based programs
- 1.11 School Support-Overestimated salaries & restructure
- 1.12 Early Childhood Support: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.13 Instructional Technology: Under estimated costs of technology platforms being implemented.
- 1.14 ELD Pathway for Newcomers and Long-Term English Learners: Added additional support (paraprofessionals)
- 1.15 Support for CTE pathway graduation- No material difference between budgeted expenditures and estimated actual expenditures.
- 1.16 Targeted Secondary Math Support :No material difference between budgeted expenditures and estimated actual expenditures.
- 1.17 Intervention Support-Didn't purchase materials & overestimated salaries
- 1.18 Learning Community Model Curriculum Content Specialists: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.19 Curriculum Staff: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.20 Music Program: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.21 Targeted Elementary Math Support: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.23 Target Designated ELD Support-no cost was needed. the action was part of another action already accounted for.
- 1.24 Target ELA support: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.25 Targeted Homeless/Foster Youth Support Overestimated salaries
- 1.26 Targeted Elementary Special Education Support: No material difference between budgeted expenditures and estimated actual expenditures.
- 1.27 Targeted Graduation and CCI support: No material difference between budgeted expenditures and estimated actual expenditures.

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

- 1.1 Library Media Support: Effective as evident with an increase of 4% on iReady ELA for the All Students group and all other significant student groups listed, per Metric 1.12.
- 1.2 Elementary Teachers: Partially effective-ELA dashboard scores did not show growth. Math-maintained as evident through the dashboard.
- 1.3 Dual Immersion: Effective-increased percentage of reclassified students.
- 1.4 Professional Learning: Effective as evident with an increase of 4% on iReady ELA for the All Students group and all other significant student groups listed per Metric 1.12. Metric 1.10 shows a 2% increase in for the All Students group in iReady Math with listed significant

student groups increasing or maintaining percentage outcomes. Metric 2.7 show that for suspensions there was a very slight increase for some significant student group but relatively maintained.

1.5 Technology: Effective-all students have a laptop (Metric 1.27) and access to online educational platforms. 2024 Dashboard results for showed improvement in Distance from Standard for Unduplicated Pupil (English Learners, Socioeconomically Disadvantaged and Foster Youth) in ELA (Metric 1.1) and maintenance of results for these same groups in Math (Metric 1.2).

1.6 Course Access: Partially Effective-Decreased in College and Career Readiness as evident on the dashboard. Programmatically effective: Over the past year, VUSD has gained approval for 119 NCAA courses, providing students with more opportunities to meet eligibility requirements for collegiate athletics. We have also focused on implementing academic supports through the Pre-SST, SST, and 504 processes to ensure students receive the appropriate interventions needed for academic success. This has been done through professional development for Site SST/504 Coordinators. This year we increased course offerings at school sites through the offering of dual enrollment courses as evident through our course handbook.

1.7 Secondary Special Education Support: Effective-Grew by 1.6 points as evident on the dashboard. 21 SWD who are seniors currently have one or more Fs as evident through PowerSchool data. Last year at this time there were 41 students as evident through PowerSchool data.

1.8 Counseling Team: Effective-Current Counseling Impact Data Total Student Counseling Contacts: 120,208

1.9 Assessment and Instructional Technology: Effective-Suspension remained the same, chronic absenteeism dropped.

1.11 School Support: Effective-Suspension remained the same, chronic absenteeism dropped.

1.12 Early Childhood Support: Effective - Results from DRDP in 2024-25 demonstrate a 16% increase in the number of preschool students scoring in the Building Earlier range and an 18% increase in the number of preschoolers performing in the Building Later and Integrating Earlier range.

and 18% scored Building Later and Integrating Earlier.

1.13 Instructional Technology: Effective-maintained device ratio and implementation of online platforms.

1.14 ELD Pathway for Newcomers and Long-Term English Learners: Not Effective-Long Term English Learners scored red in suspensions, ELA and Math.

1.15 Support for CTE pathway graduation: Effective-The percentage of high school students participating in CTE pathways increased from 57% in Fall 2023 to 60% in Fall 2024. Participation by English learners increased or stayed the same in 46% of pathways; participation by students who receive SPED services increased or stayed the same in 60% of pathways.

1.16 Targeted Secondary Math Support: Partially Effective-Evidence of implementation through the Visalia Math Collaborative (VMC) convening professional learning meetings.

1.17 Intervention Support: Partially effective-maintained intervention supports offered to students but working on all students actively participating in interventions.

1.18 Learning Community Model Curriculum Content Specialists: Effective-student achievement had some growth.

1.19 Curriculum Staff: Effective-professional learning sessions engaged 1,400 teachers in curriculum development, instructional practices, curriculum adoptions, and assessment development

1.20 Music Program: Effective-28% of students enrolled in a music class completed A-G music requirements.

1.21 Targeted Elementary Math Support: Effective- Growth in local measures as evident through iReady results.

1.23 Target Designated ELD Support: Effective-Growth in local measures as evident through the 21% of reclassified students.

1.24 Target ELA support: Effective-Growth in local measures as evident in iReady results.

1.25 Targeted Homeless/Foster Youth Support: Effective-Chronic Absenteeism rate has dropped to 24%. There are 228 Foster Youth: Chronic absenteeism rate has dropped to 22%

- 1.26 Targeted Elementary Special Education Support: Effective-services provided at all elementary sites for targeted support for special education students.
- 1.27 Targeted Graduation and CCI Support: Effective-All secondary students have advising on college and career plans.

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.

- 1.1 Library Media Support- Elementary Library Technician will no longer be funded using ELOP funds. This causes salary and benefits to be funded using Supplemental and Concentration Funds.
- 1.2 Elementary Teachers- No change
- 1.3 Dual Immersion-Each school will add an additional grade to each program. Mt. View will add 3rd grade students and Willow Glen will add
- 1.4 Professional Learning- changes will include focus on new curriculum
- 1.5 Technology- No change
- 1.6 Course Access-action description was updated
- 1.7 Secondary Special Education Support-No change
- 1.8 Counseling Team-No change
- 1.9 Assessment and Instructional Technology-No change
- 1.11 School Support -No change
- 1.12 Early Childhood Support-No change
- 1.13 Instructional Technology-No change
- 1.14 ELD Pathway for Newcomers and Long-Term English Learners-No change
- 1.15 Support for CTE pathway graduation- the district has restructured and has one administrator, coordinator, to support CTE pathways.
- 1.16 Targeted Secondary Math Support--No change
- 1.17 Intervention Support- Math intervention teachers were eliminated for the 2025/2026 school year & summer school was added
- 1.18 Learning Community Model Curriculum Content Specialists- No change
- 1.19 Curriculum Staff-No change
- 1.20 Music Program-No change
- 1.21 Targeted Elementary Math Support-No change
- 1.22 No action-left blank on 24-25 submission as the result of an error.
- 1.23 Target Designated ELD Support-No change
- 1.24 Target ELA support -No change
- 1.25 Targeted Homeless/Foster Youth Support-No change
- 1.26 Targeted Elementary Special Education Support -No change
- 1.27 Targeted Graduation and CCI support -No change

Addition of LTEL to Metrics 1.1, 1.2, 1.4, 1.5, 1.6, and 1.7

Removal of Metric 1.9, left blank on 24-25 submission as the result of an error.

Change of Metric 1.1 target outcome for African American student group due to Year 1 Outcomes.

Change of Metric 1.25 to correctly report the number of schools in baseline data.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 6 hour library technicians at all school sites. R07263 R30100	\$3,248,823.00	Yes
1.2	Elementary Teachers	The district provides an additional teacher to decrease class size at all elementary sites. R07268/G111100/S301:399	\$3,299,734.00	Yes
1.3	Dual Immersion-	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 (Mountain View will be TK-4th & Willow Glen will be TK-2nd) . This is a district-wide program that has an open registration for all entering TK/K students. The district provides additional paraprofessionals. This action is written to address English Language Learners. Classroom teachers-R0000-11 teacher Title III-aides & support teachers R42030/T5920	\$2,164,513.00	Yes
1.4	Professional Learning	In order to meet the needs of students who are struggling (SED, Foster, English Learners, and homeless) the district has identified professional learning for teachers, administrators, and other staff members. Training	\$2,437,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will include a focus on differentiation for Tier I and the implementation of PLCs. For Tier II & Tier III strategies the district has begun focusing on both behavior & academic services. Based on input from administrators, counselors, social workers, and district office staff Professional learning would help create, implement, and design systems and structures to support Tier II & Tier III services. Other Professional Learning is support for AVID, proper use of funds, and SEL support. R07267 R30100/T5855-Salaries R40350		
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 Technician. R07264	\$3,299,837.00	Yes
1.6	Course Access	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. The district continues to work on expanding NCAA-approved course offerings for students. Over the past year, VUSD has gained approval for 119 NCAA courses, providing students with more opportunities to meet eligibility requirements for collegiate athletics. Includes: SCICON & AP Exams & HS Credit recovery R07268/T1295 R07268/G11375&G11417 R41270/G11318&G11417 R07268/G11351	\$4,377,513.00	Yes
1.7	Targeted 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

Action #	Title	Description	Total Funds	Contributing
		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 00000-Sped		
1.8	Counseling Team	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. R07283 R30100-Mgr 500	\$4,593,181.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Assessment and Instructional Technology	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. R07212	\$910,394.00	Yes
1.11	School Support	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 and distributed based on the number of unduplicated students. Elementary-\$209.23 Middle schools-\$163.15 High Schools-\$72.37 The following high impact elementary schools sites receive and additional \$20 per unduplicated student: Crowley, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington The following high impact high schools sites receive and additional \$169 per unduplicated student: Sequoia For Federal Title I funds, \$334.06 is received for each student qualifying for Free & Reduced lunch. High Schools receive \$170 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)	\$11,186,879.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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-\$3,348,854 -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 R07200/F21000&F73100-\$722250-salaries for S& F R07260-school business subs & site printing-\$704,106 R07290/M440-\$3348854 R30100/M440-\$5,703,943 Creekside - R07217&T5870-\$100,000 30100-Type 5870 site 732 \$50,000 30100-Type 5870 site 732- Staff \$557,726		
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	\$294,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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. R07241		
1.13	Instructional Technology	With district ELA scores showing 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	\$1,082,219.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 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. 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.		

Action #	Title	Description	Total Funds	Contributing
		* Address SED (homeless), Foster, EL * Address parent feedback R07200/M145 R30100/M145		
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 (LTEs). 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, dual immersion, and creating systems and structures for AVID the district has also hired a director. R07268/G11367	\$310,418.00	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. One administrator and coordinator to support CTE pathways. R07284 R07285	\$3,093,552.00	Yes
1.16	Targeted Secondary Math Support	The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model.	\$335,000.00	No

Action #	Title	Description	Total Funds	Contributing												
		The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson. The following schools have student groups identified in red: <table><thead><tr><th>School</th><th>Student Group</th></tr></thead><tbody><tr><td>Green Acres Middle</td><td>English Learners,</td></tr><tr><td>La Joya Middle</td><td>Hispanic</td></tr><tr><td>Valley Oak Middle</td><td>ALL, English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Golden West</td><td>All, Hispanic, Socioeconomically Disadvantaged, white</td></tr><tr><td>El Diamante</td><td>English Learners</td></tr></tbody></table> 40350	School	Student Group	Green Acres Middle	English Learners,	La Joya Middle	Hispanic	Valley Oak Middle	ALL, English Learners, Hispanic, Socioeconomically Disadvantaged	Golden West	All, Hispanic, Socioeconomically Disadvantaged, white	El Diamante	English Learners		
School	Student Group															
Green Acres Middle	English Learners,															
La Joya Middle	Hispanic															
Valley Oak Middle	ALL, English Learners, Hispanic, Socioeconomically Disadvantaged															
Golden West	All, Hispanic, Socioeconomically Disadvantaged, white															
El Diamante	English Learners															
1.17	Intervention Support	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, Pinkham, Four Creeks, Crestwood, Washington, Houston, Veva Blunt, Ivanhoe, Sierra View, Goshen, Conyer, Homeless student. For secondary students: The district provides a Learning Liaison that meets regularly with teenage parents to support their understanding of child development. Summer School: The district provides summer school for high school students to support students who failed a class and wanted a class to free	\$5,402,815.00	Yes												

Action #	Title	Description	Total Funds	Contributing
		up their schedule during the school year, and for elementary and middle school students to mitigate summer loss. R07215 R07213		
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. R30100/F21400 R40350/F21400	\$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	\$1,319,838.00	No

Action #	Title	Description	Total Funds	Contributing
		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 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. 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. R07267		
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. R07269	\$5,708,877.00	Yes

Action #	Title	Description	Total Funds	Contributing								
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. The following schools have student groups identified in red: <table><tr><td>School</td><td>Student Group</td></tr><tr><td>Highland</td><td>English Learners</td></tr><tr><td>Pinkham Elementary</td><td>English Learners</td></tr><tr><td>Washington Elementary</td><td>ALL, Hispanic, Socioeconomically Disadvantaged</td></tr></table>	School	Student Group	Highland	English Learners	Pinkham Elementary	English Learners	Washington Elementary	ALL, Hispanic, Socioeconomically Disadvantaged	\$106,100.00	No
School	Student Group											
Highland	English Learners											
Pinkham Elementary	English Learners											
Washington Elementary	ALL, Hispanic, Socioeconomically Disadvantaged											
1.22												
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: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.	\$743,550.00	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 elementary sites the focus will be to continue to work on K-2nd Milestone (Elementary sites) -Continue Implementation Support with Foundations; training for new teachers and teachers who would benefit from further professional learning using the Plan, Do, Study, Act (PDSA) cycle.	\$20,000.00	No								

Action #	Title	Description	Total Funds	Contributing
		The following schools have student groups identified in red: 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	The district provides a Student Welfare Attendance Technicians to each program and a reading intervention teacher. This support is targeted for those two student groups district wide. In addition the district reviews data attendance data monthly, calls families needing additional support to help eliminate barriers for students to attend school. 30100	\$385,000.00	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. The following schools have student groups identified in red: Conyer Elementary ELA, Math District-ELA, Math	\$420,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Four Creeks Elementary-Math Golden Oak- ELA, Math Goshen Elementary-ELA Ivahnoe-ELA, Math Linwood-ELA Riverway-ELA, Math Royal Oaks-ELA, Math Will Glen, ELA, Math Denton-ELA, Math Highland Elementary-ELA, Math Hurley-Math Pinkham Elementary-ELA, Math Veva Blunt Elementary-ELA, Math Willow Glen-ELA, Math		
1.27	Targeted Graduation and CCI support	Counselors will meet with the following student groups on a regular bases to monitor grades, suspensions and to support the students to better enable them to graduate and graduate College and Career. In addition for Foster Youth the Foster Youth liaison will meet with all foster youth to discuss supports needed for success. This address: The Differentiated Assistance to address Foster Youth suspensions and the red state dashboard indictor for these student groups. District wide: Foster Youth Mt. Whitney: English Learners, SWD ELs - Grad Rate and CCI SWD - Grad Rate and CCI	\$0.00	No

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%	2024 93.68%		95.00%	.51%
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% White: 18.9%	2024 Dashboard All Students: 19.5% African American: 27.8% American Indian: 31.1% Asian: 13.4% Filipino: 10.3% Hispanic: 20.2%		All Students: 12.8% African American: 17.9% American Indian: 17.9% Asian: 12% Filipino: 10.2% Hispanic: 12.8% Pacific Islander: 13% White: 12.8% Two or More	All Students: -3.3% African American: 2.1% American Indian: 1.3% Asian: -0.5% Filipino: 0.1% Hispanic: -4.0% Pacific Islander: -4.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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: 19.0% White: 17.1% Two or More Races: 19.1% English Learners: 18.6% Long Term EL: 18.4% Socioeconomically Disadvantaged: 23.1% Students with Disabilities: 26.1% Foster Students: 28.5% Homeless Students: 36.4%		Races: 12.8% English Learners: 12.8% Long Term EL: 14.5% Socioeconomically Disadvantaged: 12.8% Students with Disabilities: 15.5% Foster Students: 13% Homeless Students: 23.3%	White: -1.8% Two or More Races: 1-1.9 % English Learners: -2.1 % Long Term EL: -2.7 % Socioeconomically Disadvantaged: -3.2% Students with Disabilities: -3.4% Foster Students: 2.5% Homeless Students: -6.8%
2.3	Teacher Attendance Rate	Average number of days absent: 4.48 The above data was reported in error. The correct data is included below. Average number of days absent: 14.48 (2023)	2024 Average number of days absent: 14.28		Average number of days absent: 13.48	Difference is 0.20
2.4	Graduation Rate	2023 Dashboard-5 year graduation rate All Students: 89.6% African American: 82.5% American Indian: 87.5%	2024 Dashboard-5 year graduation rate All Students: 91.9%		Dashboard-5 year graduation rate All Students: 93.6% African American: 93.6%	All Students: 2.3% African American: 5.0% American Indian: Data suppressed to protect student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 93.4% Filipino: 88.2% Hispanic: 88.7% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 93.3% Two or More Races: 87% English Learners: 80.5% Socioeconomically Disadvantaged: 87.7% Students with Disabilities: 59% Foster Students: 79.2% Homeless Students: 71.6%	African American: 87.5% American Indian: Data suppressed to protect student privacy - less than 11 students Asian: 93.6% Filipino: 94.4% Hispanic: 91.6% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 93.7% Two or More Races: 95.3% English Learners: 85.9% Long Term EL: 89.7% Socioeconomically Disadvantaged: 90.6% Students with Disabilities: 72.7% Foster Students: 70.8% Homeless Students: 77.6%		American Indian: 93.6% Asian: 95.4% Filipino: 93.6% Hispanic: 93.6% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 93.6% Two or More Races: 93.6% English Learners: 90.5% Long Term EL: 93.6% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 89% Foster Students: 93.6% Homeless Students: 91.6%	privacy - less than 11 students Asian: 0.2% Filipino: 6.2% Hispanic: 2.9% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 0.4% Two or More Races: 8.3% English Learners: 5.4% Long Term EL: 1.4% Socioeconomically Disadvantaged: 2.9% Students with Disabilities: -6.5% Foster Students: -8.3% Homeless Students: 6.0%
2.5	High School Drop Out Rate	Class of 2023 All Students: 7% African American: 13% American Indian: 10% Asian: 4%	Class of 2024 All Students: 5.6% African American: 6%		All Students: 5% African American: 5% American Indian: 5%	Difference Between 2023 & 2024 All Students: -1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Filipino: 6% Hispanic: 8% Pacific Islander: Data suppressed to protect student privacy - less than 11 students 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%	American Indian: NA% Asian: 4% Filipino: 0% Hispanic: 5.5% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 4% Two or More Races: 4.7% English Learners: 16.5% Socioeconomically Disadvantaged: 6.0% Students with Disabilities: 14.5% Foster Students: 13.6% Homeless: 14.2%		Asian: 2% Filipino: 2% Hispanic: 5% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 5% Two or More Races: 5% English Learners: 7% Socioeconomically Disadvantaged: 5% Students with Disabilities: 9% Foster Students: 6% Homeless: 9%	African American: -7% American Indian: N/A% Asian: 0% Filipino: -6% Hispanic: -2.5% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: -1% Two or More Races: -3.3% English Learners: 16.5% Socioeconomically Disadvantaged: -2.1% Students with Disabilities: -7.9% Foster Students: 0% Homeless: -5.8%
2.6	Middle School Drop Out Rate	2023 Less than 1 percent	2024 Less than 1 percent		Less than 1 percent	No difference
2.7	Suspension Rate Percentage of students suspended at least one day	2023 Dashboard All Students: 5.1 % African American: 10.1% American Indian: 12.4% Asian: 3.3% Filipino: 1.4%	2024 Dashboard All Students: 5.5% African American: 11.2% American Indian: 11.3%		All Students: 4.1 % African American: 5.1% American Indian: 6.4% Asian: 3.3% Filipino: 1.4%	All Students: .4% African American: 1.1% American Indian: -1.1% Asian: .4% Filipino: .4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	Asian: 3.7% Filipino:1.8% Hispanic:5.9% Pacific Islander: 0.0% White: 3.8% Two or More Races: 6.2% English Learners: 6.6% Long-Term EL-13.2% Socioeconomically Disadvantaged:6.8 % Students with Disabilities:7.8% Foster Students: 14.1% Homeless Students: 9.1%		Hispanic:4.1% Pacific Islander: .19% White: 3.8% Two or More Races: 4.1% English Learners: 4.1 % Long-Term EL-6.2 % Socioeconomically Disadvantaged: 4.1 % Students with Disabilities: 4.1 % Foster Students: 7.9% Homeless Students: 5.6%	Hispanic: .5% Pacific Islander: -1.9% White: 0.0% Two or More Races: 1.0% English Learners: 1.3 % Long-Term EL-2.6% Socioeconomically Disadvantaged:.8 % Students with Disabilities: .1% Foster Students: -.8% Homeless Students: .4 %
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%	2023/2024 School Year All Students: .2% African American: .7% American Indian: .9% Asian: 0% Filipino: 0% Hispanic: .2% Pacific Islander: 0% White: .1% Two or More Races: .1%		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%	All Students: .0% African American: .0% American Indian: -.1% Asian: 0% Filipino: 0% Hispanic: -.1% Pacific Islander: 0% White: .02% Two or More Races: .0% English Learners:-.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: .7% Foster Students: 2% Homeless Students: .3%	English Learners: .2% Socioeconomically Disadvantaged: .3% Students with Disabilities: .4% Foster Students: .8% Homeless Students: .5%		Socioeconomically Disadvantaged: .1% Students with Disabilities: .2% Foster Students: .2%	Socioeconomically Disadvantaged: .02% Students with Disabilities: -.4% Foster Students: -1.4% Homeless Students: .2%
2.9	Parent Survey	2023/2024 The parent over all satisfaction score was 3.5 out of 4	2024/2025- Outcome as a new baseline since the survey and data point was changed The parent over all satisfaction score was 3.2 out of 4		The parent over all satisfaction score will be 3.9 out of 4	New baseline was established
2.10	Staff Survey	2023/2024 The staff over all satisfaction score was 3.16 out of 4	2024/2025 72% of the teachers completing the survey feel they belong. New baseline data due to survey and data point change.		85% of teachers completing survey will feel they belong.	the survey was changed to reflect the strategic plan. No comparison data available.
2.11	Student Survey	2023/2024 83.63% of the students completing the survey feel their teacher cares about them	2024/2025 87% of the students completing the survey feel their		90% of the students completing the survey feel their	+3.37% of the students completing the survey feel their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		71.69% regularly participate in extra-curricular activities 80.21% feel they are part of the school.	teacher cares about them 65% regularly participate in extra-curricular activities 77% feel they are part of the school.		teacher cares about them 82% regularly participate in extra-curricular activities 90% feel they are part of the school.	teacher cares about them -6.69% regularly participate in extra-curricular activities -3.48% 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)	Dashboard: Met	Dashboard: Met		Dashboard: Met	No difference
2.14	Schools/Student Groups Identified in Red in Chronic Absenteeism	2023 Dashboard. Hurley Elementary Asian 34.00% White 23.80% Royal Oaks Elementary English Learners 29.20% Washington Elementary Students With Disabilities 50.00%	2024 Dashboard. Hurley Elementary Asian 17.3% White 12.8% Royal Oaks Elementary English Learners 29.4% Washington Elementary Students With Disabilities 44.4%		Hurley Elementary Asian 24.00% White 18.80% Royal Oaks Elementary English Learners 18.20% Washington Elementary Students With Disabilities 30.00%	Hurley Elementary Asian 16.7% White 11% Royal Oaks Elementary English Learners 0.2% Washington Elementary Students With Disabilities 5.6%
2.15	Suspension Rate-Schools/Student Groups Identified in Red	2023 Dashboard Ivanhoe Elementary Students With Disabilities 11.70% La Joya Middle	2024 Dashboard Ivanhoe Elementary Students With Disabilities 11.8%		Ivanhoe Elementary Students With Disabilities 8% La Joya Middle	Ivanhoe Elementary Students With Disabilities 1.1% La Joya Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% 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%	La Joya Middle English Learners 13.0% Hispanic 9.0% Socioeconomically Disadvantaged 11.3% Students With Disabilities 15.3% Linwood Elementary Students With Disabilities 3.9% Manuel F. Hernandez Students With Disabilities 5.2% Pinkham Elementary English Learners 5.3% Socioeconomically Disadvantaged 7.5% White 9.2% Ridgeview Middle ALL 11.70% English Learners 16.2% Hispanic: 13.4% Socioeconomically Disadvantaged 14.8%		English Learners 4% Hispanic 3% Socioeconomically Disadvantaged 3% Students With Disabilities 7% Linwood Elementary Students With Disabilities 5% Manuel F. Hernandez Students With Disabilities 5% Pinkham Elementary English Learners 5% Socioeconomically Disadvantaged 3% White 6% Ridgeview Middle ALL 9% English Learners 14.60% Hispanic 11% Socioeconomically Disadvantaged 11% Students With Disabilities 21%	English Learners 8.4% Hispanic 5.8% Socioeconomically Disadvantaged 7.8% Students With Disabilities 16.1% Linwood Elementary Students With Disabilities -2.7% Manuel F. Hernandez Students With Disabilities 1.4% Pinkham Elementary English Learners -.7% Socioeconomically Disadvantaged 3.5% White 1.2% Ridgeview Middle ALL 0% English Learners 2% Hispanic: -.4% Socioeconomically Disadvantaged .3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Creekside Community Day All 38.00%	Students With Disabilities 15.1% Riverway Elementary White 10.7% Washington Elementary Students With Disabilities 11.1% Creekside Community Day All 26.1%		Riverway Elementary White 5% Washington Elementary Students With Disabilities 6% Creekside Community Day All 30%	Students With Disabilities -11.1% Riverway Elementary White 13.8% Washington Elementary Students With Disabilities 13.1% Creekside Community Day All -11.9%
2.16	Recidivism rates of On Campus Intervention (OCI)	2024 183 out of 703 students returned to OCI 26% Recidivism rate	2024 183 out of 703 students returned to OCI 26% Recidivism rate		Recidivism rate will be 20%.	New baseline data established.
2.17	Number of translations provided by the communication and FCRC team	2024 Communication and FCRC teams provided 582 direct interpreting services.	2024 Communication and FCRC teams provided 582 direct interpreting services.		Communication and FCRC teams provided 682 direct interpreting services.	New baseline data established.
2.18	Attendance for students on FCRC staff caseload	FCRC caseload 38% of students on SARB contracts are not chronically absent.	FCRC caseload 38% of students on SARB contracts are not chronically absent.		FCRC caseload 54% of students on SARB contracts are not chronically absent.	New baseline data established.

Goal Analysis [2024-25]

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

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

- 2.1 School Social Workers- Full Implementation: Success with student groups are happening at the site to develop skills and to support mental health concerns. Challenge with parents regularly attending group sessions.
- 2.2 School Psychologists-Full Implementation: Success with School psychologists supporting sites by attending all Tier 2 and Tier 3 meetings. Attendance data is now discussed as an ongoing agenda item.
- 2.3 Targeted Suspension Support Special Education: Full Implementation: A two-day training on functional assessment and the development of behavior intervention plans was held on 8/5-8/6 with school psychologists from the student groups identified in red attending at 100%. No specific challenges or successes.
- 2.4 Elementary Assistant Principals: Full Implementation: hired all elementary assistant principals needed. No specific challenges or successes.
- 2.5 High School Assistant Principals Full Implementation: hired all high school assistant principals needed. No specific challenges or successes.
- 2.6 Kinder Paraprofessionals hired all paraprofessionals needed. Challenge was hiring qualified paraprofessionals.
- 2.7 Transportation: drivers are still being hired. Challenge is availability of bus drivers to hire.
- 2.8 Behavior Intervention Team: All employees were hired. Support was expanded to support sites. No specific challenges or successes.
- 2.9 Engagement Team All employees were hired. No specific challenges or successes.
- 2.10 Attendance Team All employees were hired. No specific challenges or successes.
- 2.11 Targeted Attendance Support: All planned support was provided. Challenge was training all staff on attendance procedures and interventions.
- 2.12 Targeted Suspension Support: All planned support was provided. Challenge was training all staff on behavior supports.

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.

- 2.1 School Social Workers-No material Difference
- 2.2 School Psychologists-No material Difference
- 2.3 Targeted Suspension Support Special Education-No material Difference
- 2.4 Elementary Assistant Principals-Over estimated of salaries
- 2.5 High School Assistant Principals-No material Difference
- 2.6 Kinder Paraprofessionals-Material Difference was caused to hiring full time paraprofessionals.
- 2.7 Transportation-No material Difference
- 2.8 Behavior Intervention Team- support was expanded
- 2.9 Engagement Team- a few positions were hired late to cause the material difference.
- 2.10 Attendance Team-No material Difference
- 2.11 Targeted Attendance Support-No material Difference

2.12 Targeted Suspension Support -No material Difference

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

- 2.1 School Social Workers: Effective-Chronic absenteeism dropped.
- 2.2 School Psychologists: Effective-Students with disabilities: Chronic absenteeism rate is 19%, which indicates an improvement of 7.1%
- 2.3 Targeted Suspension Support Special Education: Effective-Current data indicates a drop in rate of students in special education with at least one day of suspension from 7.8% to 5.1%.
- 2.4 Elementary Assistant Principals: Partially effective-according to the CDE dashboard suspension rate has maintained.
- 2.5 High School Assistant Principals Partially effective-according to the CDE dashboard suspension rate has maintained.
- 2.6 Kinder Paraprofessionals: Partially effective-incidences have maintained.
- 2.7 Transportation: Effective-absenteeism rates dropped.
- 2.8 Behavior Intervention Team: Partially effective-suspension rates have maintained.
- 2.9 Engagement Team: Partially effective-suspension rates have maintained.
- 2.10 Attendance Team: Effective-absenteeism rates dropped.
- 2.11 Targeted Attendance Support: Effective-absenteeism rates dropped.
- 2.12 Targeted Suspension Support: Partially effective-suspension rates have maintained.

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.

- 2.1 School Social Workers-No change
- 2.2 School Psychologists-No change
- 2.3 Targeted Suspension Support Special Education-No change
- 2.4 Elementary Assistant Principals-No change
- 2.5 High School Assistant Principals-No change
- 2.6 Kinder Paraprofessionals-No change
- 2.7 Transportation-No change
- 2.8 Behavior Intervention Team-No change
- 2.9 Engagement Team-No change
- 2.10 Attendance Team-No change
- 2.11 Targeted Attendance Support -No change
- 2.12 Targeted Suspension Support -No change

LTEL data added to Metrics 2.2, 2.4, 2.5, and 2.7

Metric 2.10 Survey and data point changed. Reflects new measurement tool.

Metric 2.3 data has been corrected in the Baseline and Target for Year 3. There was an error in data reporting for 2023 Baseline.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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. \$4,291,061 is allocated using additional concentration funds. R07230/F31300-Discretionary R07291/F31300 07220-Coordinator	\$4,732,773.00	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. \$869,268 is allocated using additional concentration funds. R07232/F31200 R07291/F31200	\$9,535,542.00	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:	\$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		The following schools have student groups identified in red: Annie R. Mitchell Conyer Elementary Divisadero Middle Golden West High Green Acres Middle Highland Elementary Ivanhoe Elementary La Joya Middle Linwood Elementary Manuel F. Hernandez Ridgeview Middle Washington Elementary		
2.4	Elementary Assistant Principals	The Elementary Assistant Principals coordinate and facilitate the school sites' Tier II meetings. The foci of Tier II meetings are providing services 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. R07220/S300	\$4,571,139.00	Yes
2.5	High School Assistant Principals 07220	The Secondary Assistant Principals coordinate and facilitate the school sites' Tier II & Tier III meetings. The foci of Tier II meetings are providing services 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. R07220/S500:699	\$1,016,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
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. R07215	\$945,827.00	Yes
2.7	Transportation	To enable better recruitment and consistency with bus drivers, the district has created full time bus driver position to continue support transportation for chronic absenteeism. Transportation also includes VAPA & Sports transportation & officials. R07230/F42000 R07268 R07269	\$3,268,588.00	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. The district provides drug counseling in Federal Funds Concentration Funds for campus supervisors is \$1,017,544 R07220/F31100 R07291/F10000&F39100-	\$5,273,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
		R07221-Drug Counseling 41270-\$225,000		
2.9	Engagement Team	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. In addition the district funds officiating for athletics. R07230	\$1,215,613.00	Yes
2.10	Attendance Team	The district has hired Coordinator, 7 Student Welfare and Attendance Technicians (SWAT) and 5 district liaisons to support students, schools, and families with attendance. R07251 R07252	\$1,583,321.00	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	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	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing																																		
		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: The following schools have student groups identified in red: <table><tr><td>School</td><td>Student Group</td></tr><tr><td>Annie R. Mitchell</td><td>ALL, Asian ,English Learners, Socioeconomically Disadvantaged</td></tr><tr><td>Creekside Community Day</td><td>ALL, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Crestwood Elementary</td><td>White</td></tr><tr><td>Crowley Elementary</td><td>ALL, English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>District</td><td>American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth</td></tr><tr><td>Divisadero Middle</td><td>ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged</td></tr><tr><td>El Diamante High</td><td>Black/African American</td></tr><tr><td>Golden Oak Elementary</td><td>Multiple Races</td></tr><tr><td>Golden West High</td><td>English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Goshen Elementary</td><td>ALL, Asian, Socioeconomically Disadvantaged</td></tr><tr><td>Green Acres Middle</td><td>ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged</td></tr><tr><td>Highland Elementary</td><td>English Learners, Hispanic</td></tr><tr><td>La Joya Middle</td><td>English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Pinkham Elementary</td><td>English Learners, Socioeconomically Disadvantaged, White</td></tr><tr><td>Ridgeview Middle</td><td>ALL, English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Riverway Elementary</td><td>White</td></tr></table>	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	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		
School	Student Group																																					
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Pinkham Elementary	English Learners, Socioeconomically Disadvantaged, White																																					
Ridgeview Middle	ALL, English Learners, Hispanic, Socioeconomically Disadvantaged																																					
Riverway Elementary	White																																					

Action #	Title	Description	Total Funds	Contributing
		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 30100		

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 3: Parental Involvement (Engagement)

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. The district recognizes community partner input and family involvement provides support for students academic and social growth. This goal supports the input from parents and staff that in order to better support students behavior (suspension rates) the district needs staff, parents, and students to feel comfortable to participate in the students' educational meetings and school activities. .

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	98% of the parents felt the FCRC helped them.		Will be established in 2024/2025 school year	New data
3.2	Survey from community partners	Will be established in 2024/2025 school year	Was not administered		Will be established in 2024/2025 school year	Was not administered
3.3	Parent & Family Engagement Survey	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with		All areas will be identified as "Full Implementation"	There were no differences in outcomes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		families - Initial Implementation	families - Initial Implementation			
		Creating welcoming environments for all families in the community - Full Implementation	Creating welcoming environments for all families in the community - Full Implementation			
		Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Initial Implementation	Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Initial Implementation			
		Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators - Initial Implementation	Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators - Initial Implementation			
		Professional learning and support to teachers and principals to improve a school's capacity to partner with families - Initial Implementation	Professional learning and support to teachers and principals to improve a school's			
		Providing families with information and resources to support				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		student learning - Initial Implementation Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes - Initial Implementation Supporting families to understand their legal rights and advocate for their own students and all students - Initial Implementation Build the capacity of principals and staff to engage families in advisory groups - Initial Implementation Build the capacity of family members to engage in advisory groups and decision-making - Initial Implementation Opportunities to have families and staff work together to plan, design, implement and evaluate family engagement	capacity to partner with families - Initial Implementation Providing families with information and resources to support student learning - Initial Implementation Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes - Initial Implementation Supporting families to understand their legal rights and advocate for their own students and all students - Initial Implementation Build the capacity of principals and staff to engage families in advisory			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		activities at school and district levels - Initial Implementation Provide families with opportunities to provide input on policies and programs, and implementing strategies to seek input from underrepresented groups - Initial Implementation	groups - Initial Implementation Build the capacity of family members to engage in advisory groups and decision-making - Initial Implementation Opportunities to have families and staff work together to plan, design, implement and evaluate family engagement activities at school and district levels - Initial Implementation			

Goal Analysis [2024-25]

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

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

3.1 Community Outreach: Success-Program was expanded to include a web designer which allowed the web page to become more user friendly.

3.2 Family and Community Resource Center (FCRC)- Success with full implementation and supporting sites with services provided to families.

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.

- 3.1 Community Outreach-Program was expanded to include a web designer
- 3.2 Family and Community Resource Center (FCRC)- positions were open and changed throughout the year.

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

- 3.1 Community Outreach- Parents, teachers outreach provided input for LCAP. More parents attended meetings due to translating options being provided.
- 3.2 Family and Community Resource Center (FCRC)- Absenteeism decreased

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.

- 3.1 Community Outreach- the administrator will be replaced with a director
- 3.2 Family and Community Resource Center (FCRC)- no change

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	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. R07200/F71800	\$1,397,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
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, 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	\$1,101,807.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 This resource is located at the District's Family Community Resource Center and is available to all district families that are in need to services and In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils that action is implemented district wide. R07200/F21500 R07250/F24950&31300-\$455,894 R30100/T0056-		

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 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Sequoia was identified as qualifying for Equity Multiplier Funds(78.9% non-stability and Over 80% SED)and with the input of the school's school site council, the district advisory council, and district input, this goal was developed to address 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% Hispanic-70%	2024 Dashboard All Students-75.1% English Learners-74.2% Socioeconomically Disadvantaged-75.0% Hispanic-76.8%		2024 Dashboard All Students-81% English Learners-85% Socioeconomically Disadvantaged-81% Hispanic-81%	All Students-4.1%% English Learners-5.4% Socioeconomically Disadvantaged-3.2% Hispanic-6.8%
4.2	CAASP	2024 Dashboard ELA All Students-218 points below standard Hispanic-206.4 points below standard	2024 Dashboard ELA All Students-243.5 points below standard Hispanic-247.1 points below standard		ELA All Students-150points below Hispanic-146.4 points below standard Socioeconomically Disadvantaged-	ELA All Students- -25.5 Hispanic- -40.7 Socioeconomically Disadvantaged-233.9 English Learner- -55.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged-211.6 points below standard English Learner-188.9 points below standard Math All Students-274 points below standard Hispanic-264.6 points below standard Socioeconomically Disadvantaged-266.5 points below standard English Learner-250.2 points below standard	Socioeconomically Disadvantaged-245.5 points below standard English Learner-210.4 points below standard Math All Students-292 points below standard Hispanic-294.1 points below standard Socioeconomically Disadvantaged-300 points below standard English Learner-274.5 points below standard		150points below standard English Learner-150.2 points below standard Math All Students-180 points below standard Hispanic-190 points below standard Socioeconomically Disadvantaged-195.5 points below standard English Learner-150.2 points below standard	Math All Students- -18 Hispanic- -29.5 Socioeconomically Disadvantaged- --33.5 English Learner- -24.3
4.3	English Learner Progress	2024 Dashboard 16.7%	2024 Dashboard 17.8%		Dashboard 26.7%	1.1%
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%	2024 Dashboard All Students-23.2% English Learners-16.0% Students with Disabilities-28.7% White-15.0% Hispanic-24.1% Socioeconomically Disadvantaged-24.8%		All Students-7% English Learners-4% Students with Disabilities-10% White-8.5% Hispanic-6% Socioeconomically Disadvantaged-6%	All Students-10.2% English Learners-5.3% Students with Disabilities- 7.6% White- -2.5% Hispanic-1 12.7% Socioeconomically Disadvantaged-11.9%

Goal Analysis [2024-25]

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

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

- 4.1 Graduation Support- all planned actions were implemented. No specific successes or challenges.
- 4.2 Attendance Support- after employee was hired all planned actions were implemented. Challenge with training staff on attendance procedures.
- 4.3 Sequoia English Learner Progress- all planned actions were implemented. No specific successes or challenges.
- 4.4 Transportation- all planned actions were implemented. Challenge with hiring sufficient staff.

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

- 4.1 Graduation Support-no material difference
- 4.2 Attendance Support- the employee was hired mid year
- 4.3 Sequoia English Learner Progress-no material difference
- 4.4 Transportation-no material difference

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

- 4.1 Graduation Support- Effective: graduation rate increased
- 4.2 Attendance Support- Effective: Attendance is increased
- 4.3 Sequoia English Learner Progress- Effective: There was growth towards English Language proficiencies as reflected by Metric 4.3.
- 4.4 Transportation-Effective: Attendance is increased

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.

- 4.1 Graduation Support-no change
 - 4.2 Attendance Support-no change
 - 4.3 Sequoia English Learner Progress-no change
 - 4.4 Transportation-no change
- Priority 1 was removed from "State Priorities addressed by this goal" due to a typo in 24-25

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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. The counselors will continue to work with COS to offer classes or provide classes through the adult school. The counselors are working to create CTE opportunities. The following groups are identified in red on the state dashboard for the College and Career Indicator: All students English Learners Hispanic Homeless SED Students with Disabilities White R73990/F31100 R73990/F27000	\$450,000.00	No
4.2	Attendance Support	Based on data, In Quarter 3, 123 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. R73990/F24950	\$120,000.00	No
4.3	Sequoia English Learner Progress	Based on Sequoia's increasing EL population (21%) and being identified in red on English Learner Progress, the site will partner with the Multilingual	\$9,986.00	No

Action #	Title	Description	Total Funds	Contributing
		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, R73990		
4.4	Transportation	Provide school to home transportation to support students attending school. R73990	\$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 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Both Socioeconomically Disadvantaged and Hispanic student groups were identified as red on the state dashboard. Creekside Community Day School was identified as qualifying for Equity Multiplier Funds (88.7% non-stability and Over 80% SED) and CSI with the input of the school's school site council, the district advisory council, and district input, this goal was developed to address Creekside Community Day School's suspension rates (red on dashboard) and academic performance.

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% Hispanic 40.6% Socioeconomically Disadvantaged-36.7%	2024 Dashboard All students 26.1% Hispanic 28.2% Socioeconomically Disadvantaged-26%		All students 18% Suspension Rate Hispanic 20% Socioeconomically Disadvantaged-16%	All students - 11.9% Hispanic -12.4% Socioeconomically Disadvantaged - 10.7
5.2	CAASPP	All students ELA-No performance color All students Math-348 points below standard Hispanic-348 points below standard	2024 Dashboard Fewer than 11 students - data not displayed for privacy		All students ELA-No performance color All students Math-248 points below Hispanic-248 points below	Fewer than 11 students - data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Chronic Absenteeism Rate	All students Chronic Absenteeism Rate: 60% SED-66.7%	2024 Dashboard All students: 81.5% SED-Fewer than 11 students - data not displayed for privacy		All students Chronic Absenteeism Rate: 40% SED-42.77%	All students: - 21.5%

Goal Analysis [2024-25]

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

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

5.1 Suspension Support- All planned actions were implemented . Challenges were hiring personnel
5.2 Community Support- All planned actions were implemented . Successful with on campus support through VYS.
5.3 Engagement Support - All planned actions were implemented

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

5.1 Suspension Support- Program was restructured
5.2 Community Support- No material difference
5.3 Engagement Support - Transportation costs were under estimated.

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

5.1 Suspension Support: Effective-Due to the additional support suspension and chronic absenteeism dropped significantly as compared to the previous year.
5.2 Community Support: Effective-Due to the additional support suspension and chronic absenteeism rates dropped significantly as compared to the previous year.
5.3 Engagement Support: Effective-due to the additional support suspension and chronic absenteeism rates dropped significantly as compared to the previous year.

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.

5.1 Suspension Support: Action 5.1 was changed to add the support of an intervention teacher.

5.2 Community Support: There were no changes

5.3 Engagement Support: transportation costs were underestimated

There was a change to the priorities addressed under the goal. Priority 1 was removed to accurately align with actions and metrics.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Suspension Support	The district provides additional paraprofessionals and an intervention teacher to support students. The teacher screens each student, creates an Individual Learning Plan as needed, and provides small group instruction. R30100/T5870	\$958,904.00	No
5.2	Community Support	To support students and families the district has provided a district liaison. The liaison completes an ASES assessment develops a support plan for families to help with attendance, basic needs, and linkage to outside agencies as needed. R73990	\$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. R07217	\$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	To improve English Language Arts (ELA), Math, and English Learner progress for identified student groups and enhance overall student engagement, the district has increased services using Learning Recovery Block Grant funds. These resources aim to provide targeted support to students, helping them recover from disruptions in learning and reach academic proficiency in these key areas.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal has been created to share the actions and expenditures of carryover Learning Emergency Recovery Block Grant Funds. After a data review the district's suspension rates and Chronic Absenteeism rates are higher than the state average. With the input of educational partners, the district wanted to continue to supporting students to decrease suspensions and absenteeism. By adding additional counselors we will address the need of suspensions and chronic absenteeism. By adding additional instructional support, we will address the math and ELA needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension Rate:	Dashboard 2024 Long-Term English Learners-13.23% Foster Youth14.1% Homeless-9.1% African American-11.2% American Indian-11.3%	Dashboard 2024 Long-Term English Learners-13.23% Foster Youth14.1% Homeless-9.1% African American-11.2% American Indian-11.3%		Long-Term English Learners-6.2% Foster Youth-7.9% Homeless-5.6% African American-5.1% American Indian-6.4%	No comparison data to attain a difference from Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	Suspension Rate Creekside:	Dashboard 2024 26.1% Suspended	Dashboard 2024 26.1% Suspended		20% Suspended	No comparison data to attain a difference from Baseline.
6.3	Chronic Absenteeism	Dashboard 2024 Foster Youth-28.5% American Indian-31.1% Homeless-36.4%	Dashboard 2024 Foster Youth-28.5% American Indian-31.1% Homeless-36.4%		Foster Youth-13% American Indian-17.9% Homeless-23.3%	No comparison data to attain a difference from Baseline.
6.4	ELA	2024 Dashboard Long-Term English Learners --93.6 Students w/ Disabilities-109.7 American Indian--71.6	2024 Dashboard Long-Term English Learners --93.6 Students w/ Disabilities-109.7 American Indian--71.6		Long-Term English Learners -83.6 below standard Students w/ Disabilities-74.4 below standard American Indian-2 below standard	No comparison data to attain a difference from Baseline.
6.5	Math	2024 Dashboard English Learner -97.8 Long-Term English Learners -153 Foster Youth -110.8 Homeless -109.7 Students /w Disabilities -139.3 African American -102.3	2024 Dashboard English Learner -97.8 Long-Term English Learners -153 Foster Youth -110.8 Homeless -109.7 Students /w Disabilities -139.3 African American -102.3		English Learner -9.8 below standard Long-Term English Learners -75.9 below standard Foster Youth -72.9 below standard Homeless -50.8 below standard Students w/ Disabilities -140.3 below standard African American -73 below standard	No comparison data to attain a difference from Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.6	College/Career	Dashboard 2024 Students W/ Disabilities-8.2% Foster Youth-16.7% Long-Term English Learners-13.0%	Dashboard 2024 Students W/ Disabilities-8.2% Foster Youth- 16.7% Long-Term English Learners-13.0%		Students W/ Disabilities-25.7% Foster Youth- 40.9% Long-Term English Learners-35.7%	No comparison data to attain a difference from Baseline.

Goal Analysis [2024-25]

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

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

Created for the 2025/2026 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.

Created for the 2025/2026 LCAP

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

Created for the 2025/2026 LCAP

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.

Created for the 2025/2026 LCAP

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Continuing Counselors-LREBG	In order to address behavior and attendance the district has hired additional counselors. Counselors will meet with their caseload to help remove barriers in the area of behavior and attendance. The middle school counselors will help support the new CTE programs at the middle school. Metrics: 6.1,6.2,6.3, 6.6 LREBG funding: \$5,303,298	\$5,303,298.00	No
6.2	Continuing Behavior Support-LREBG	Based on data our unduplicated students, Long Term English Learners, and special education students suspension rates are higher than the district average as well as district wide we are higher than the state average in suspensions. To support students the district hired campus supervisors, behavior Intervention Techs, paraprofessionals, and an assistant principal at the community day school. Metrics: 6.1,6.2,6.3, 6.4, 6.5, 6.6 LREBG funding: \$1,764,279	\$1,764,279.00	No
6.3	Continuing Academic Support-LREBG	With our scores having "maintained" the district is continuing with the academic support of academic coaches. In order to increase math, ELA, and English Learner Progress the district hired instructional coaches and content specialists. Their role is student interventions and supporting teaching in implementation of research based instructional strategies. Metrics:6.4, 6.5, 6.6 LREBG funding: \$\$7,255,532	\$7,255,532.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$67,558,822	\$6,113,418

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
22.371%	0.571%	\$1,661,737.25	22.942%

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 6-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 collaborative small group work and individual study at secondary sites. School library collections, more	1.12 Reading iReady Student Groups: Homeless Foster Socio Economic Disadvantage 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
	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. Scores that support this action are: i Ready 2023/2024 School Year 2nd Administration All Students-32% EL-12% SED-27% Homeless-20% Foster-18% Scope: LEA-wide	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 generifed fiction collections, targeted print and electronic acquisitions, and increased engagement with students, teachers, and families. These actions are being done LEA-Wide to provide equitable access to all students but focus outreach on unduplicated students.	
1.2	Action: Elementary Teachers Need: The district's CAASPP ELA scores shows significant disparities in rates among different	To address the parent's and teacher's feedback the class sizes have been reduced by 3 students per class across all elementary schools in grades TK-2. Since all teachers have English Learners, students identified as SED or Foster Youth, teachers were add to all elementary sites. Fewer	1.12 Reading iReady 1.24 Class size 1.1 & 1.2 ELA/Math CAASP 2.7 Suspensions

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student groups. The average ELA scores for all students is 25.9 points below standard. 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 below standard. English Learner scores are 66.4 points below standard. The district's CAASPP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. 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. In the area of suspensions, there is a difference between "All students" vs. SED students. 5.1% of student are likely to be suspended while 7.7% of SED students are likely to be suspended. Parent and teachers feedback revealed that they wish to have lower class sizes in the primary grades. Scope: Schoolwide	students allows for more individualized attention for teachers to build relationships to prevent suspensions, address behavior issues, allows more interaction for language development and increased engagement which affects English Learners as well as SED students.	Student Groups: Homeless Foster Socio Economic Disadvantage 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
1.4	Action: Professional Learning Need: With district 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 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. 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	As the support systems will be developed, Professional learning will address each sites needs in their plans in developing stronger services. Professional learning may include: reading instruction, services that address SEL and behavior, English Learner strategies, engagement strategies, etc.. The professional learning address the district's need to increase English Learner scores in ELA & Math. Training will provide trauma informed practices that affect our homeless & foster youth students. It is district wide due to the fact that all teachers and staff work with English Learners, homeless students, and foster youth students. Since all teachers have identified SED, Homeless, Foster Youth, and/or homeless students all teachers will be provided professional learning.	Unduplicated student scores in: 1.10 & 1.12 iReady-Mth & ELA Attendance 2.7 Suspensions 1.8 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
	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%. Based on staff observation, input, and student outcomes professional learning would help create, implement, and design systems and structures to support Tier II & Tier III services. In addition unduplicated students consistently underperform our "all student groups" ;therefore, to address those students are identified for Tier II & Tier III systems. Scope: LEA-wide		
1.5	Action: Technology Need: Teachers require students use computers on a daily bases and based on parent and staff input not all students have access to chrome	Providing Chromebooks and hotspots to students can significantly help close the digital divide. This action provides equal access to technology for families who can't afford computers. The action insures students have access to digital interventions anytime after school.	1.27 Percentage of students having access to a chrome book 1.1 & 1.2 ELA/Math Dashboard scores for unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	books at home. Students from economically disadvantaged backgrounds are less likely to have personal computers or reliable internet access at home, which limits their ability to fully participate in learning opportunities and in all subjects unduplicated students based on grades score lower than all students. Scope: LEA-wide		
1.6	Action: Course Access 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. Scope: Schoolwide	The district has reviewed ELD classes and is requiring more students to be scheduled in ELD courses which causes an increase of FTE's for secondary. also based on staff input, the sites offer more C&C courses then necessary to provide flexibility in scheduling to allow more students who are struggling (based on data, SED, homeless, foster youth, English Learners) to enroll in C & C courses. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.4 Graduation Rates 1.4 College and Career Ready Student Groups English Learner, Foster Youth, & SED
1.8	Action: Counseling Team Need:	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	2.4 Graduation Rates, 1.4 College and Career Readiness, 1.18 Grades 2.7 suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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. 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%	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 build the social emotional skills of unduplicated students. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

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
	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: 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%		

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
	English Learners 7.6% Homeless: 10.6% Foster Youth: 15% Scope: Schoolwide		
1.9	Action: Assessment and Instructional Technology 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 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.	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. • 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	Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism 1.1 & 1.2 ELA, and math. 1.12 iReady Scores 1.1 & 1.2 CAASP ELA & Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	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. 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	

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		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 and thus will be provided on an LEA-wide basis.	
1.11	Action: School Support Need:	Funds are distributed to sites based on the number of unduplicated students and each site has a large number of unduplicated students enrolled and their site. Each School Plan address unduplicated student needs with the input of their school site council. Actions might be:	Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism

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	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 focus on unduplicated students needing additional services. Each service is determined based on student data. Funding for the services are Title I and Supplemental/Concentration funds. Scope: LEA-wide	Additional academic support through additional teachers, aides, and supplemental materials. Additional SEL support through Behavior Technicians, supplemental materials, rewards based on each students behavior plan. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1 & 1.2 ELA, and math. 1.12 iReady Scores 1.1 & 1.2 CAASP ELA & Math
1.12	Action: Early Childhood Support Need: At our highest needs schools over 40% of the students are English Learners and the sites have a high concentration of of socially economically disadvantaged students. In several cases double digit increases on specific standards. 71% of last year's transitional kindergarten students came from our highest needy sites. Research identifies that students living in low socio-economic households are less likely to have strong language as compared to high economic households. and with 16% of our kinder students identified as English Learners and the sites have a high concentration of of socially economically disadvantaged students, the district provides support TK to enhance language development. .	The district will provide SEAL training to all teachers to support English Learners as a supplemental curriculum that is aligned with the California EL Roadmap and is research based and proven to develop academic language. A focus on language provides support for English Learners and SED students leads to higher reading scores. Teachers use the strategies while teaching whole group to meet the needs of English Learners therefore it is necessary to implement the action district wide.	1.31 DRDP in the area of language development

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	Scope: LEA-wide		
1.13	Action: Instructional Technology Need: With the District ELA scores showing 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 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. A review of District-wide and school-level data reveal significant performance gaps between	The provision and quality utilization of instructional technology aims to address these identified needs of unduplicated 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 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.	Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism 1.1 & 1.2 ELA, and math. 1.12 iReady Scores 1.1 & 1.2 CAASP ELA & Math

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	identified subgroup and the needs for unduplicated student groups include: Core Instruction - Instructional technology supports the teacher's ability to provide effective core instruction to meet the students needs during the first instruction. Intervention - Instructional technology provides adaptive, personalized independent practice to 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	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.15	Action: Support for CTE pathway graduation 07284 07285	Hiring additional Career and Technical Education (CTE) teachers to support unduplicated students improves educational equity by offering more flexibility in scheduling and expanding opportunities for unduplicated students to enroll in	1.30 -The percentage of unduplicated students participating in CTE pathway 1.6 The percentage of unduplicated students

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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	CTE courses that can have a significant positive impact on student outcomes. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	graduating in CTE pathways.
1.17	Action: Intervention Support 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 of 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, 19.39% of foster youth, and 12.74% of English Learners.	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. To address the needs of our unduplicated students, Student Success Teachers will prioritize critical 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 will play a critical role with the success of intervention students and Student Success Teachers. Curriculum coordinators will collaborate with site principals, instructional coaches, and SSTs to implement PDSA cycles for continuous	1.12 iReady Diagnostic: SED, Homeless, Foster, EL 1.1 CAASPP: K-6 SED, 3-6 Homeless, 3-6 Foster, 3-6 EL

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	Scope: Schoolwide	improvement based on data analysis. Since all sites have a significantly large group of unduplicated students and all teachers have unduplicated students in their class, support is provided district wide and In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
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 of the high cost of private music classes and the inability for low income students to have access to community classes 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/	Based on parent input their students would not have had any musical experience without VUSD supporting the 4-6 music program. Part of the district's strategic plan is for all students be engaged in a extra curricular activity. Providing the opportunity for students who could not afford music lessons allows those students to be more likely to participate in music and play programs when in middle and high school. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.28 Students graduating A-G w/ music credits. 1.29 Suspension rates of students who participate in music and musical theater classes in high schools vs. not music and musical theater students. Percentage of unduplicated students participating in music programs.

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	motivational (Schön et al. 2008; Spicher & Sweeney 2007; Fomina, 2000; Medina 1990). Scope: Schoolwide		
1.23	Action: Target Designated ELD Support Need: Scope: 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'	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. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to	2.2 Chronically Absenteeism Rate: SED, Homeless, Foster 2.7 Suspension Rate: SED, Homeless, Foster

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	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: LEA-wide	maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
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%. Staff feedback revealed that they wish to have the additional support provided by the school psychologist to help prevent suspension and	This action allows for an increased of school allocation of days to support unduplicated students at sites. This activity will decrease suspension rates and increase student engagement and attendance. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.7- Suspension Rate: Unduplicated Students 2.2 Attendance: Unduplicated Students : and Students w/ Disabilities

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	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, Scope: LEA-wide		
2.4	Action: Elementary Assistant Principals Need: Tier II & Tier III services address absenteeism rate, suspension rates, and academic achievement. With the district's chronically absenteeism rate and suspension rate showing 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%.	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator to support students identified as needing Tier II & Tier III services. This activity of implementing Tier II & Tier III services will increase attendance and decrease suspension rates while increasing academic scores. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Unduplicated students data for 2.2Chronically absenteeism 2.7 Suspension 1.10 & 1.12 iReady Math & ELA 1.11 ELPAC

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	The district's academic scores reflect the same disparity as absenteeism and suspensions. The district's English Learner progress shown little change. The assistant principal will lead the implementation of Tier II & Tier III services. Scope: Schoolwide		
2.5	Action: High School Assistant Principals 07220 Need: Tier II & Tier III services address absenteeism rate, suspension rates, and academic achievement. 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%	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator and monitor to support students with Tier II needs. The Assistant principals will target and schedule necessary services for unduplicated students first in Tier II meetings. This activity will increase attendance and decrease suspension rates while increasing academic scores. and Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.7 Suspension Rates for Redwood, El Diamante, Golden West, and Mt. Whitney All Students: SED students: English Learners Homeless: Foster Youth:

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	Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2% 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 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 II efforts. The Assistant principals will target unduplicated students first in Tier II meetings and while also serving all students. Scope: Schoolwide		

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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, unions, and administrators feel the need to provide additional support in kinder classes. Scope: Schoolwide	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. Interventions may include additional language support, 1:1 support, and small group support. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.10 & 1.12 Kinder iReady ELA & Math
2.7	Action: Transportation Need: The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different 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% . Parents share the difficulty of transportation due to not having reliable transportation or are	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. The action provides transportation while parents are working and/or don't have transportation for their family. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other	2.2 Chronically Absenteeism Rate for unduplicated students

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	not able to transport students to school because of their work schedule. 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	students who also exhibit the need for these services.	
2.8	Action: Behavior Intervention Team 07220 07291 Need: 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.	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 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.	2.7Suspension Rates 2.8 Expulsion Rates 2.16 Recidivism rates of OCI

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	Scope: Schoolwide	They also promote appropriate behavior during unstructured time to prevent suspensions and expulsions. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.9	Action: Engagement Team 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 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 coordinators will target unduplicated students first in Tier II meetings. The team's 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. In order to address the disparity these coordinators will identify staff to train and support with Tier II and Tier 3 unduplicated students. This activity will decrease attendance, suspension & expulsion rates while increasing student engagement. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.2 Chronically Absenteeism Rate: SED, Homeless, Foster 2.7 Suspension Rate: SED, Homeless, Foster 2.8 Expulsion Rate: SED, Homeless, Foster

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	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. While the state average is 3.5% suspended at least one day. 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 SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15%		

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	Site staff and district staff has expressed the need to have additional district support for Tier 2 and Tier 3 in implementing services for unduplicated students and over 60% of our expulsion rates being unduplicated students who have been impacted by gangs, these positions were created to engage these specific student groups. Scope: LEA-wide		
2.10	Action: Attendance Team 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%. The district has surveyed our homeless & SED families and they have identified the following services that help support their children to attend school: -access to food pantry -clothing available for emergency purposes -access to school supplies -transportation (homeless)	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. the Following services are provided at the Family Resource Center: -access to food pantry -clothing available for emergency purposes -access to school supplies -transportation (homeless) -support with enrollment for ease. -access to outside agencies for support -support for our TK families funded -support to our American Indian Families	2.2 Chronically Absenteeism: Homeless Foster Socially Economically Disadvantaged English Learners.

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	-support with enrollment for ease. Scope: LEA-wide	Since all sites have a significantly large group of unduplicated students and the resources are housed at one location and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
3.1	Action: Community Outreach 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 educational partners 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.	2.17Number 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	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.	2.2 Attendance for students on FCRC staff caseload

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
	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 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 I) to support teenage parents and the homeless shelter. Scope: LEA-wide	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 to support students being successful in and outside of school. Since all sites have a significantly large group of unduplicated students and the FCRC is located in one building and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: Dual Immersion- Need: To address the district's long term English Learners percentage of 38% while the state average is 28% and sores in ELA of 66.4 below standard and 96.8 below standard in math the district has created a program to accelerate English Development and increase academic scores. In addition the district educational partners has expressed the need for a program that teachers both English and Spanish. Other scores this program address are: iReady ELA "all students" scoring Early, mid, or above Grade level are 32% with 12% of our English Learners scoring Early, mid, or above Grade level and in math 22% of all students are scoring Early, mid, or above Grade levelwhile and only 7% of our English Learners. Scope: Limited to Unduplicated Student Group(s)	Providing a Dual Immersion Program will help increase the district's redesignation rate, address the community need, and increases academic growth for English Learners.	1.13 English Learner Reclassification Rate 1.12 & 1.10 ELA & Math iReady for English Learners 1.1 & 1.2 ELA & Math Dashboard for English Learners Student Groups: Students in Dual Immersion
1.14	Action: ELD Pathway for Newcomers and Long-Term English Learners:	Actions that VUSD will take to Address the Needs of all English Learners are:	We will monitor effectiveness through:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)	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.	1.11 ELPAC (percentage of students growing one level or more) 1.1 & 1.2 ELA & Math CAASPP 1.3. Reclassification (percentage of students reclassified) 1.2. IReady
1.23	Action: Target Designated ELD Support Need: Our data analysis has brought to light significant disparities in English Language Arts (ELA) achievement of EL students. English	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 discuss baseline data, develop systems of	We will monitor effectiveness through: 1. Daily schedule will include Designated ELD 2. ELPAC (percentage of students growing one level or more)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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:	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.	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 English 3D)
1.25	Action: Targeted Homeless/Foster Youth Support Need: This action is to address the District's reason for being identified needing Differentiated	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 are assigned to a school social worker caseload. Secondary students are offered Why Try the curriculum is designed for foster youth students.	2.7 Suspension 1.1 ELA Student Groups: Foster Youth Homeless

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 of 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)	The teacher has assigned a reading intervention teacher to address low reading scores.	

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.

N/A

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. The actions that are funded in using the additional concentration funds are: 2.1-School Social Workers, 2.2 School Psychologists, and 2.9 Engagement Team

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 1:37. 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 1:245	For all elementary schools with a concentration of greater than 55% the average staff to student ratio 1:33. All middle schools have a concentration of more than 55%. The average staff to student ratio is 1:39 At the high school level all schools with a concentration of greater than 55% the average staff to student ratio 1:114
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 1:20.0 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 1:21.76 .	For all elementary schools with a concentration of greater than 55% the average staff to student ratio 1:19. All middle schools have a concentration more than 55%. The average staff to student ratio is 1:24.3. At the high school level all schools with a concentration of greater than 55% the average staff to student ratio is 1:20.2

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$301,993,735	67,558,822	22.371%	0.571%	22.942%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$71,807,912.00	\$22,413,263.00	\$0.00	\$14,037,595.00	\$108,258,770.00	\$80,725,067.00	\$27,533,703.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Library Media Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$2,748,823.00	\$500,000.00	\$2,798,823.00			\$450,000.00	\$3,248,823.00	
1	1.2	Elementary Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary	ongoing	\$3,299,734.00	\$0.00	\$3,299,734.00				\$3,299,734.00	
1	1.3	Dual Immersion-	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Willow Glen & Mt. View	ongoing	\$2,142,382.00	\$22,131.00	\$1,650,000.00			\$514,513.00	\$2,164,513.00	
1	1.4	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,437,499.00	\$1,000,000.00	\$1,039,293.00			\$1,398,206.00	\$2,437,499.00	
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$799,837.00	\$2,500,000.00	\$3,299,837.00				\$3,299,837.00	
1	1.6	Course Access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	ongoing	\$3,407,513.00	\$970,000.00	\$2,676,383.00			\$1,701,130.00	\$4,377,513.00	
1	1.7	Targeted Secondary Special Education Support	Students with Disabilities	No			All Schools Specific Schools: Divisader	ongoing	\$710,000.00	\$0.00		\$560,000.00		\$150,000.00	\$710,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							o Middle El Diamante High Golden West High Green Acres Middle Mt. Whitney High Ridgevie w Middle Valley Oak Middle									
1	1.8	Counseling Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	ongoing	\$4,053,416.00	\$539,765.00	\$4,078,416.00			\$514,765.00	\$4,593,181.00	
1	1.9	Assessment and Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$660,394.00	\$250,000.00	\$910,394.00				\$910,394.00	
1	1.11	School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$722,250.00	\$10,464,629.00	\$4,875,210.00			\$6,311,669.00	\$11,186,879.00	
1	1.12	Early Childhood Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$44,083.00	\$250,000.00	\$294,083.00				\$294,083.00	
1	1.13	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$1,082,219.00	\$1,082,219.00				\$1,082,219.00	
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$310,418.00	\$0.00	\$310,418.00				\$310,418.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.15	Support for CTE pathway graduation 07284 07285	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	ongoing	\$2,938,552.00	\$155,000.00	\$3,093,552.00				\$3,093,552.00	
1	1.16	Targeted Secondary Math Support	All Student groups identified in red	No			All Schools Specific Schools: Green Acres Middle School, La Joya Middle, Valley Oak Middle, Golden West, El Diamante	ongoing	\$235,000.00	\$100,000.00				\$335,000.00	\$335,000.00	
1	1.17	Intervention Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washingt	ongoing	\$3,874,815.00	\$1,528,000.00	\$5,402,815.00				\$5,402,815.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							on, Four Creeks, and Golden Oa K-2 Reading & 3-6 Math									
1	1.18	Learning Community Model Curriculum Content Specialists	All	No			All Schools	ongoing	\$1,167,100.00	\$0.00		\$1,167,100.00			\$1,167,100.00	
1	1.19	Curriculum Staff	All	No			All Schools	Ongoing	\$924,838.00	\$395,000.00	\$1,319,838.00				\$1,319,838.00	
1	1.20	Music Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary 4-6 grades.	ongoing	\$4,638,877.00	\$1,070,000.00	\$5,708,877.00				\$5,708,877.00	
1	1.21	Targeted Elementary Math Support	All	No			All Schools Specific Schools: Highland, Pinkham, Washington	ongoing	\$0.00	\$106,100.00				\$106,100.00	\$106,100.00	
1	1.23	Target Designated ELD Support	English Learners	Yes	School wide	English Learners	Specific Schools: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.	ongoing	\$0.00	\$743,550.00	\$743,550.00				\$743,550.00	
1	1.24	Target ELA support	All	No			All Schools Specific Schools: The schools	ongoing	\$0.00	\$20,000.00				\$20,000.00	\$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							identified through our comprehensive needs assessment are: Conyer, Denton, Divisadero, El Diamante, Four Creeks, Golden Oak, Golden West, Goshen, Green Acres, Highland, Hurley, Ivanhoe, La Joya, Linwood, Pinkham, Ridgeview, Royal Oaks, Valley Oak, Veva Blunt, Washington									
1	1.25	Targeted Homeless/Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	\$165,000.00	\$220,000.00	\$165,000.00			\$220,000.00	\$385,000.00	
1	1.26	Targeted Elementary Special Education Support	Students with Disabilities	No			All Schools Specific Schools: Elementary Sites	ongoing	\$420,000.00	\$0.00				\$420,000.00	\$420,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.27	Targeted Graduation and CCI support	All English Learners	No			All Schools Specific Schools: Mount Whitney	ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.1	School Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,712,773.00	\$20,000.00	\$4,732,773.00				\$4,732,773.00	
2	2.2	School Psychologists	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	\$9,535,542.00	\$0.00	\$5,669,957.00	\$3,865,585.00			\$9,535,542.00	
2	2.3	Targeted Suspension Support Special Education-	Students with Disabilities	No			Specific Schools: Annie R. Mitchell Conyer Elementary Divisadero Middle Golden West High Green Acres Middle Highland Elementary Ivanhoe Elementary La Joya Middle Linwood Elementary Manuel F. Hernandez Ridgeview Middle Washington Elementary	ongoing	\$500,000.00	\$0.00		\$500,000.00			\$500,000.00	
2	2.4	Elementary Assistant Principals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Elementary	ongoing	\$4,571,139.00	\$0.00	\$4,571,139.00				\$4,571,139.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Schools									
2	2.5	High School Assistant Principals 07220	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Redwood , El Diamante , Golden West, and Mt. Whitney	ongoing	\$1,016,542.00	\$0.00	\$1,016,542.00				\$1,016,542.00	
2	2.6	Kinder Paraprofessionals 07215	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary	ongoing	\$945,827.00	\$0.00	\$945,827.00				\$945,827.00	
2	2.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$3,268,588.00	\$3,268,588.00				\$3,268,588.00	
2	2.8	Behavior Intervention Team 07220 07291	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood	ongoing	\$4,554,878.00	\$719,000.00	\$5,044,878.00			\$229,000.00	\$5,273,878.00	
2	2.9	Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$935,613.00	\$280,000.00	\$1,215,613.00				\$1,215,613.00	
2	2.10	Attendance Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,533,321.00	\$50,000.00	\$1,583,321.00				\$1,583,321.00	
2	2.11	Targeted Attendance Support	All Hurley Elementary Asian Chronic Absenteeism Hurley Elementary White Chronic Absenteeism	No			All Schools Specific Schools: Hurley, Royal	ongoing	\$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	Planned Percentage of Improved Services
			Royal Oaks Elementary English Learners Chronic Absenteeism Washington Elementary Students With Disabilities Chronic Absenteeism				Oaks, and Washington									
2	2.12	Targeted Suspension Support	All	No			All Schools Specific Schools: Annie Mitchell, Creekside, Crestwood, Crowley, Divisadero, El Diamante, Golden Oak, Golden West, Goshen, Green Acres, Highland, La Joya, Pinkham, Ridgeview, Riverway	ongoing	\$0.00	\$150,000.00				\$150,000.00	\$150,000.00	
3	3.1	Community Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	\$1,232,604.00	\$165,000.00	\$194,856.00	\$1,202,748.00			\$1,397,604.00	
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	ongoing	\$931,807.00	\$170,000.00	\$815,976.00			\$285,831.00	\$1,101,807.00	
4	4.1	Graduation Support	All	No			All Schools Specific	ongoing	\$0.00	\$450,000.00		\$450,000.00			\$450,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Schools: Sequoia									
4	4.2	Attendance Support	All Students Struggling with Attendance	No			All Schools Specific Schools: Sequoia	ongoing	\$0.00	\$120,000.00		\$120,000.00			\$120,000.00	
4	4.3	Sequoia English Learner Progress	All English Learners	No			All Schools Specific Schools: Sequoia	ongoing	\$0.00	\$9,986.00		\$9,986.00			\$9,986.00	
4	4.4	Transportation	All	No			All Schools Specific Schools: Sequoia	ongoing	\$0.00	\$140,000.00		\$140,000.00			\$140,000.00	
5	5.1	Suspension Support	All Creekside	No			All Schools Specific Schools: Creekside	ongoing	\$928,904.00	\$30,000.00		\$30,000.00		\$928,904.00	\$958,904.00	
5	5.2	Community Support	All	No			All Schools Specific Schools: Creekside	ongoing	\$67,000.00	\$24,735.00		\$24,735.00		\$67,000.00	\$91,735.00	
5	5.3	Engagement Support	All Creekside	No			All Schools Specific Schools: Creekside	ongoing	\$20,000.00	\$20,000.00		\$20,000.00		\$20,000.00	\$40,000.00	
6	6.1	Continuing Counselors-LREBG	All	No			Specific Schools: Elementary & High Schools	2025/2026 school year	\$5,303,298.00	\$0.00		\$5,303,298.00			\$5,303,298.00	
6	6.2	Continuing Behavior Support-LREBG	Students with Disabilities unduplicated students, Long Term English Learners,	No				2025/2026 school year	\$1,764,279.00	\$0.00		\$1,764,279.00			\$1,764,279.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.3	Continuing Academic Support-LREBG	All	No			All Schools	2025/2026 school year	\$7,255,532.00	\$0.00		\$7,255,532.00			\$7,255,532.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$301,993,735	67,558,822	22.371%	0.571%	22.942%	\$70,488,074.00	0.000%	23.341 %	Total:	\$70,488,074.00
								LEA-wide Total:	\$31,780,943.00
								Limited Total:	\$2,125,418.00
								Schoolwide Total:	\$36,581,713.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Library Media Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,798,823.00	
1	1.2	Elementary Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary	\$3,299,734.00	
1	1.3	Dual Immersion-	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Willow Glen & Mt. View	\$1,650,000.00	
1	1.4	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,039,293.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,299,837.00	
1	1.6	Course Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	\$2,676,383.00	

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	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	\$4,078,416.00	
1	1.9	Assessment and Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$910,394.00	
1	1.11	School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,875,210.00	
1	1.12	Early Childhood Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$294,083.00	
1	1.13	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,082,219.00	
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$310,418.00	
1	1.15	Support for CTE pathway graduation 07284 07285	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$3,093,552.00	
1	1.17	Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington,	\$5,402,815.00	

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 (%)
						Four Creeks, and Golden Oa K-2 Reading & 3-6 Math		
1	1.20	Music Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary 4-6 grades.	\$5,708,877.00	
1	1.23	Target Designated ELD Support	Yes	Schoolwide	English Learners	Specific Schools: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.	\$743,550.00	
1	1.25	Targeted Homeless/Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$165,000.00	
2	2.1	School Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,732,773.00	
2	2.2	School Psychologists	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$5,669,957.00	
2	2.4	Elementary Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	\$4,571,139.00	
2	2.5	High School Assistant Principals 07220	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood, El Diamante, Golden West, and Mt. Whitney	\$1,016,542.00	
2	2.6	Kinder Paraprofessionals 07215	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary	\$945,827.00	
2	2.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,268,588.00	
2	2.8	Behavior Intervention Team 07220	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: OCI Elementary	\$5,044,878.00	

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 (%)
		07291			Low Income	Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood		
2	2.9	Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,215,613.00	
2	2.10	Attendance Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,583,321.00	
3	3.1	Community Outreach	Yes	LEA-wide	English Learners	All Schools	\$194,856.00	
3	3.2	Family and Community Resource Center (FCRC) 07200 30100	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$815,976.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$93,688,932.00	\$86,364,321.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Library Media Support R07263 R30100	Yes	\$2,222,140.00	3,065,595.00
1	1.2	Elementary Teachers R07268/G11100/S301:399	Yes	\$5,357,009.00	3,295,186.00
1	1.3	Dual Immersion R42030/T5920	No Yes	\$1,986,538.00	1,589,029
1	1.4	Professional Learning R07267 R30100/T5855 R40350	Yes	\$4,963,831.00	3,800,132.00
1	1.5	Technology R07264	Yes	\$3,819,680.00	3,377,654.00
1	1.6	Secondary Course Access R07268/T1295 R07268/G11375&G11417 R30100/G11375&G11417 R41270/G11318&G11417	Yes	\$3,713,477.00	3072516.00
1	1.7	Targeted Secondary Special Education Support	No	\$710,000.00	\$710,000
1	1.8	Counseling Team R07283	Yes	\$5,043,958.00	3,958,075.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.9	Assessment and Instructional Technology R07212	Yes	\$1,712,198.00	906,465
1	1.11	School Support R07200/F21000&F73100 R07260 R07268/G11351 R07290/M440 R30100/M440 Creekside - R07217&T5870	Yes	\$12,741,134.00	9,693,045.00
1	1.12	Early Childhood Support R07241	Yes	\$287,250.00	294,625.00
1	1.13	Instructional Technology R07200/M145 R30100/M145	Yes	\$1,364,561.00	1,082,219.00
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners R07268/G11367	Yes	\$195,000.00	308,905.00
1	1.15	Support for CTE pathway graduation R07284 R07285	Yes	\$3,027,047.00	3,060,256.00
1	1.16	Targeted Secondary Math Support 40350	No	\$335,000.00	\$335,000.00
1	1.17	Intervention Support R07215	Yes	\$1,335,942.00	2,894,335.00
1	1.18	Learning Community Model Curriculum Content Specialists R30100/F21400 R40350/F21400	No	\$1,167,100.00	1,150,563.00
1	1.19	Curriculum Staff R07267	Yes	\$1,319,838.00	1,418,656

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	1.20	Music Program R07269	Yes	\$5,240,944.00	5,771,636.00
1	1.21	Targeted Elementary Math Support	No	\$106,100.00	\$106,100.00
1	1.22				
1	1.23	Target Designated ELD Support	No Yes	\$743,550.00	\$743,550.00
1	1.24	Target ELA support	No	\$20,000.00	\$20,000.00
1	1.25	Targeted Homeless/Foster Youth Support 30100	No Yes	\$580,000.00	\$296,997.00
1	1.26	Targeted Elementary Special Education Support	No	\$420,000.00	\$420,000.00
1	1.27	Targeted Graduation and CCI support	No	\$0.00	\$0.00
2	2.1	School Social Workers R07220/F31300 R07230/F31300 R07291/F31300	Yes	\$5,037,031.00	4,951,078.00
2	2.2	School Psychologists R07232/F31200 R07291/F31200	Yes	\$8,718,838.00	8,462,095
2	2.3	Targeted Suspension Support Special Education-	No	\$500,000.00	\$500,000.00
2	2.4	Elementary Assistant Principals	Yes	\$5,245,781.00	4,351,558.00

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)
		R07220/S300			
2	2.5	High School Assistant Principals R07220/S500:699	Yes	\$1,199,833.00	1,005,875.00
2	2.6	Kinder Paraprofessionals R07215	Yes	\$789,913.00	911,052.00
2	2.7	Transportation R07230/F42000 R07268 R07269	Yes	\$3,598,099.00	3,268,588.00
2	2.8	Behavior Intervention Team R07220/F31100 R07291/F10000&F39100	Yes	\$2,456,263.00	4,372,373.00
2	2.9	Engagement Team R07230	Yes	\$1,694,650.00	1,419,683.00
2	2.10	Attendance Team R07251 R07252	Yes	\$1,952,489.00	1,936,265.00
2	2.11	Targeted Attendance Support	No	\$215,477.00	\$215,477.00
2	2.12	Targeted Suspension Support 30100	No	\$150,000.00	\$150,000.00
3	3.1	Community Outreach R07200/F71800	Yes	\$670,202.00	1,158,656.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Family and Community Resource Center (FCRC) R07200/F21500 R07250/F24950&31300 R30100/T0056	Yes	\$1,237,434.00	969,903.00
4	4.1	Graduation Support R73990/F31100 R73990/F27000	No	\$450,000.00	466,517.00
4	4.2	Attendance Support R73990/F24950	No	\$120,000.00	48,338.00
4	4.3	Sequoia English Learner Progress R73990	No	\$9,986.00	\$9,986.00
4	4.4	Transportation R73990	No	\$140,000.00	140,000
5	5.1	Suspension Support R30100/T5870	No	\$958,904.00	519,700.00
5	5.2	Community Support R73990	No	\$91,735.00	88,558.00
5	5.3	Engagement Support R07217	No	\$40,000.00	48,080.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$64,134,840	\$69,198,128.00	\$67,499,430.00	\$1,698,698.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Library Media Support R07263 R30100	Yes	\$1744690	1,065,595		
1	1.2	Elementary Teachers R07268/G11100/S301:399	Yes	\$5,357,009.00	3,295,186.00		
1	1.3	Dual Immersion R42030/T5920	Yes	\$1250000	1,250,000		
1	1.4	Professional Learning R07267 R30100/T5855 R40350	Yes	\$2,822,250.00	2,111,098		
1	1.5	Technology R07264	Yes	\$3,819,680.00	3,377,654.00		
1	1.6	Secondary Course Access R07268/T1295 R07268/G11375&G11417 R30100/G11375&G11417 R41270/G11318&G11417	Yes	\$2,364,287.00	1,501,700		
1	1.8	Counseling Team R07283	Yes	\$4,962,996.00	3,958,075		
1	1.9	Assessment and Instructional Technology R07212	Yes	\$1,712,198.00	906,465		
1	1.11	School Support R07200/F21000&F73100 R07260 R07268/G11351 R07290/M440	Yes	\$5,676,344.00	5,488,890		

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)
		R30100/M440 Creekside - R07217&T5870					
1	1.12	Early Childhood Support R07241	Yes	\$287,250.00	294,625.00		
1	1.13	Instructional Technology R07200/M145 R30100/M145	Yes	\$446,000.00	1,082,219		
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners R07268/G11367	Yes	\$195,000.00	125,195		
1	1.15	Support for CTE pathway graduation R07284 R07285	Yes	\$3,027,047.00	3,060,256		
1	1.17	Intervention Support R07215	Yes	\$210,000.00	2,894,335		
1	1.19	Curriculum Staff R07267	Yes	\$1,319,838.00	1,418,656		
1	1.20	Music Program R07269	Yes	\$5,240,944.00	5,771,636		
1	1.23	Target Designated ELD Support	Yes	\$743,550.00	743,550		
1	1.25	Targeted Homeless/Foster Youth Support 30100	Yes	\$360,000.00	296,997		
2	2.1	School Social Workers R07220/F31300 R07230/F31300 R07291/F31300	Yes	\$5,037,031.00	4,951,078.00		
2	2.2	School Psychologists R07232/F31200 R07291/F31200	Yes	\$4,853,253.00	5,362,623		
2	2.4	Elementary Assistant Principals R07220/S300	Yes	\$5,245,781.00	4,351,558		
2	2.5	High School Assistant Principals R07220/S500:699	Yes	\$1,199,833.00	1,005,875		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	Kinder Paraprofessionals R07215	Yes	\$789,913.00	911,052.		
2	2.7	Transportation R07230/F42000 R07268 R07269	Yes	\$3,598,099.00	3,268,588		
2	2.8	Behavior Intervention Team R07220/F31100 R07291/F10000&F39100	Yes	\$2,456,263.00	4,372,373		
2	2.9	Engagement Team R07230	Yes	\$1,455,925.00	1,419,683		
2	2.10	Attendance Team R07251 R07252	Yes	\$1,952,489.00	1,936,265		
3	3.1	Community Outreach R07200/F71800	Yes	\$482,285.00	363,300		
3	3.2	Family and Community Resource Center (FCRC) R07200/F21500 R07250/F24950&31300 R30100/T0056	Yes	\$588,173.00	914,903		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
291,043,848	\$64,134,840	1.727%	23.763%	\$67,499,430.00	0.000%	23.192%	\$1,661,737.25	0.571%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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