



## LCFF Budget Overview for Parents

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

CDS Code: 48-70573

School Year: 2024-25

LEA contact information:

Sasha Begell

Associate Superintendent

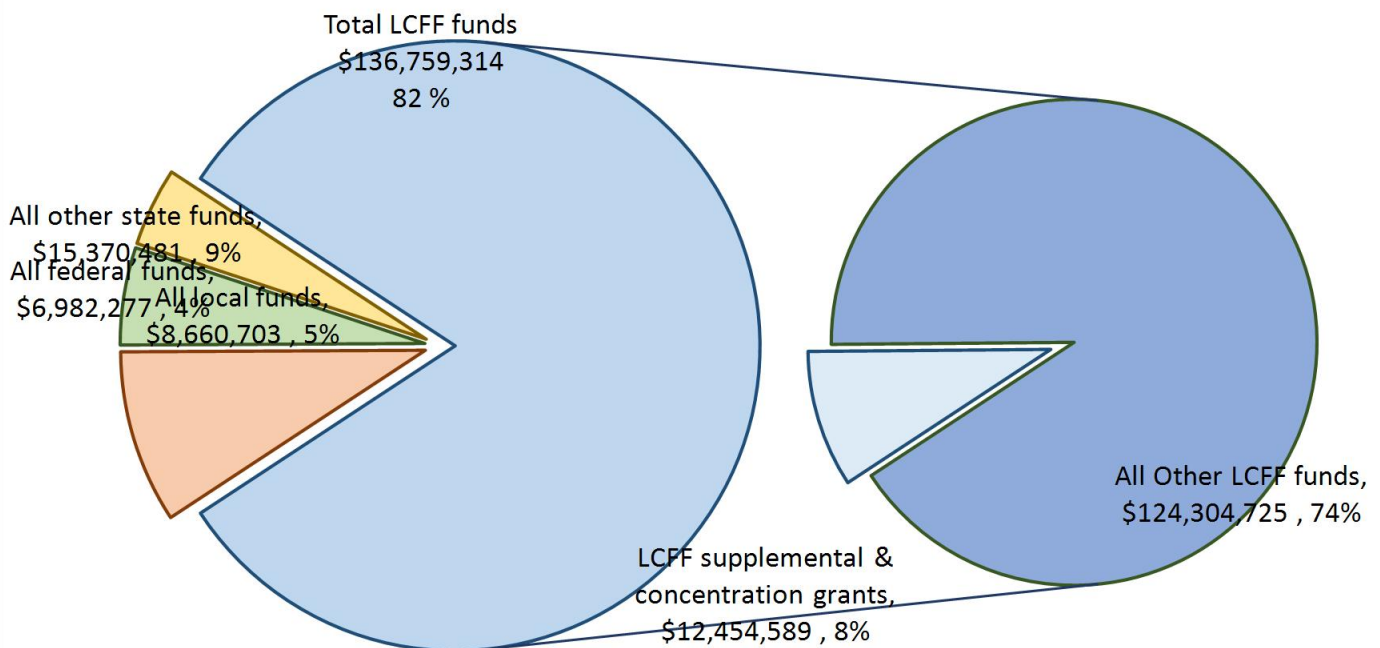
sashab@vacavilleusd.org

707-453-6110

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

### Budget Overview for the 2024-25 School Year

#### Projected Revenue by Fund Source

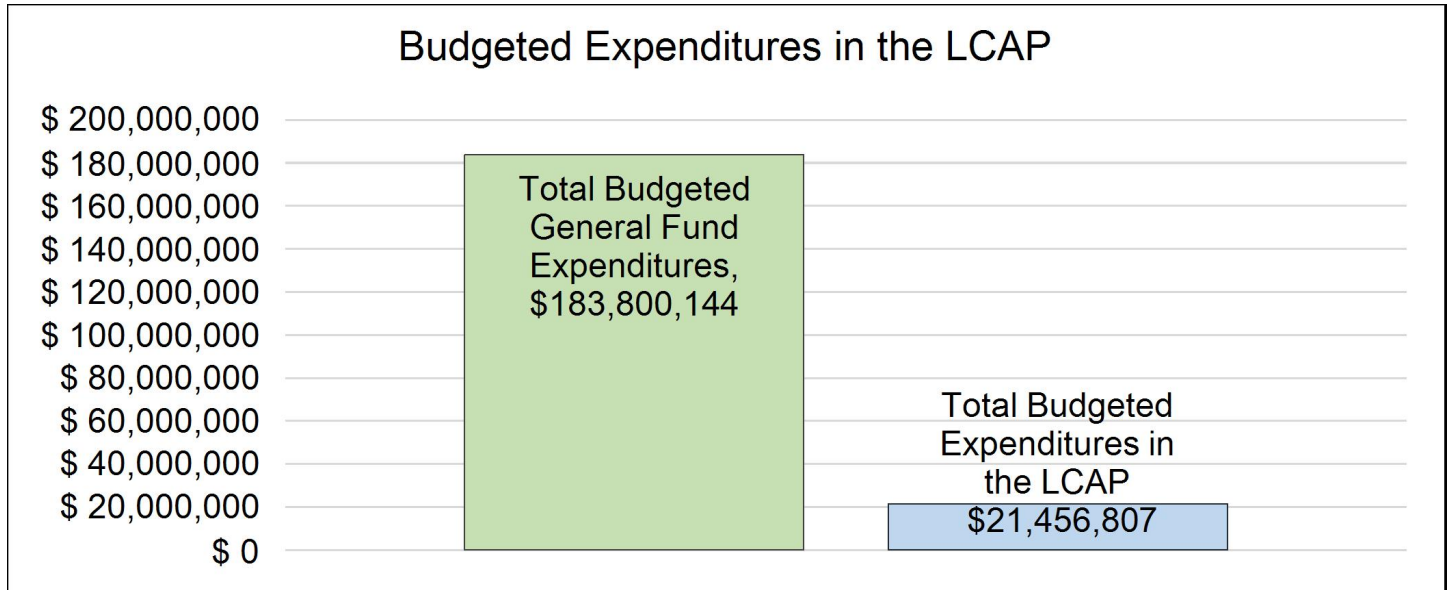


This chart shows the total general purpose revenue Vacaville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vacaville Unified School District is \$167,772,775, of which \$136,759,314 is Local Control Funding Formula (LCFF), \$15,370,481 is other state funds, \$8,660,703 is local funds, and \$6,982,277 is federal funds. Of the \$136,759,314 in LCFF Funds, \$12,454,589 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Vacaville Unified School District plans to spend \$183,800,144 for the 2024-25 school year. Of that amount, \$21,456,807 is tied to actions/services in the LCAP and \$162,343,337 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

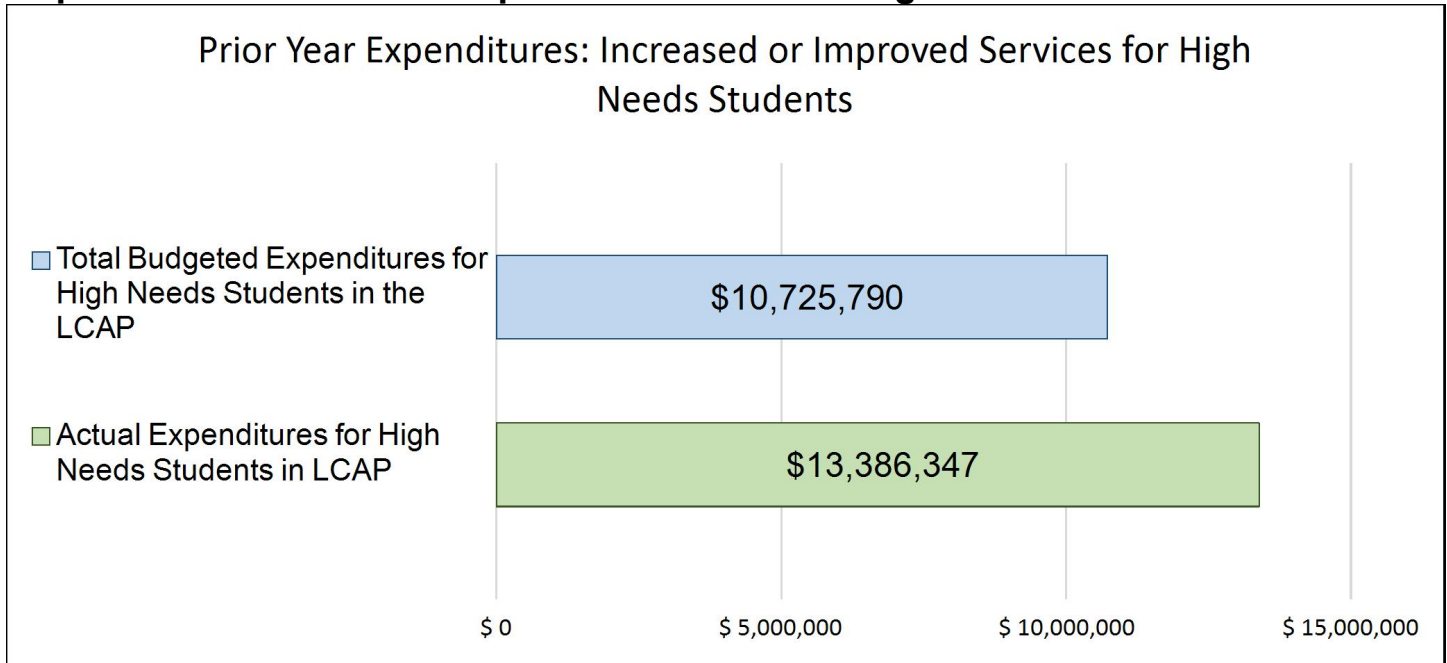
## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Vacaville Unified School District is projecting it will receive \$12,454,589 based on the enrollment of foster youth, English learner, and low-income students. Vacaville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vacaville Unified School District plans to spend \$14,157,151 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Vacaville Unified School District's LCAP budgeted \$10,725,790 for planned actions to increase or improve services for high needs students. Vacaville Unified School District actually spent \$13,386,347 for actions to increase or improve services for high needs students in 2023-24.



# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vacaville Unified School District	Sasha Begell Associate Superintendent	SashaB@vacavilleusd.org 707-453-6110

## Goals and Actions

### Goal

Goal #	Description
1	<p>While developing future-ready skills, our students will graduate with more than a diploma. All students will be college and career ready with the academic skills that prepare them for an ever-changing, increasingly competitive job market.</p> <p>State priorities: 1, 2, 4, 7</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Teachers are appropriately assigned and fully credentialed in subject areas and for the pupils they are teaching	2019-20 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.	2020-21 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.	2021-22 100% of teachers in the District are appropriately assigned and fully credentialed  Data Source: Local HR data, 2021-22	2022-23 100% of teachers in the District are appropriately assigned and fully credentialed  Data Source: Local HR data, 2022-23  86.2% of teachers qualifying as Clear  Data Source: Teaching Assignment Monitoring Outcomes 2021-22	100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.
Priority 1B Every pupil in the school district has	100% of students have access to the standards-aligned	100% of students have access to the standards-aligned	100% of students have access to the standards-aligned	2022-23 100% of students have access to the	100% of teachers in the District are appropriately

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficient access to the standards-aligned instructional materials	instructional materials resources	instructional materials resources	instructional materials resources	standards-aligned instructional materials resources  Data Source: Williams Act Report, 2022-23	assigned and fully credentialed in the subject area for the students they are teaching.
Priority 1C School facilities are maintained in good repair.	100% of school facilities are maintained in good repair.	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair	2022-23 100% of school facilities are maintained in good repair  Data Source: Facility Inspection Tool (FIT), 2022-23	100% of school facilities are maintained in good repair
Priority 2A Implementation of CCSS for all students including English Learners  Utilizing the self reflection tool, VUSD will be rated “met standards” in providing professional development and instruction that is aligned with the Common Core State Standards for English	2019-20 Met full implementation of standards for all	Met full implementation of standards for all	Met full implementation of standards for all	2022-23 Met full implementation of standards for all  Data Source: CA School Dashboard Reflection Tool, 2022-23	Met full implementation of standards for all



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Language Arts (ELA) and Math, English Language Development (ELD) aligned to ELA Standards, the Next Generation Science Standards (NGSS), the new history-Social Science framework, and EL students accessing CCSS and ELD standards					
Priority 2B All programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2019-20 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum and placement with bilingual teachers as available	100% of English Learners have access	100% of English Learners have access	2022-23 100% of English Learners have access  Data Source: CA School Dashboard Reflection Tool, 2022-23	100% of English Learners have access
Priority 4A	2018-2019	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard	2022-23	Overall ELA performance level for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	ELA for all students = Green (52.22% met or exceeded standard)		% met or exceeded standard for all students: 45.75%	ELA for all students = Orange (53.5% met or exceeded standard)  Data Source: CA School Dashboard, 2022-23	CAASPP is green or blue
Priority 4A Increase overall CAASPP performance in ELA for all student groups using the metric from the CA School Dashboard by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2018-2019 English Learners = Yellow (8.99%) Foster Youth = Orange (NA) Homeless = Yellow (36.05%) Socioeconomically Disadvantaged = Yellow (39.16%) Students with Exceptional Needs = Orange (12.79%) African American = Yellow (36.99%) Hispanic = Yellow (42.3%)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard English Learners = 6.81% Foster Youth = 26.67% Homeless = 19.04% Socioeconomically Disadvantaged = 34.47% Students with Exceptional Needs = 9.22% African American = 30.30% Hispanic = 36.44%	2022-23 Color and % met or exceeded standard English Learners = Red (10.75%) Foster Youth = No Color (19.49%) Homeless = Orange (25.62%) Socioeconomically Disadvantaged = Orange (34.98%) Students with Exceptional Needs = Red (15.35%) African American = Orange (29.46%) Hispanic = Orange (35.71%)  Data Source: CA School Dashboard, 2022-23	Overall ELA performance level for CAASPP for all students groups is green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Increase overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2018-2019 Math for all students = Orange (37.06% met or exceeded standard)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard All students: 28.88%	2022-23 Math for all students = Orange (24.04% met or exceeded standard) Data Source: CA School Dashboard, 2022-23	Overall Math performance level for CAASPP is green or blue
Priority 4A Increase overall CAASPP performance in Math for all student groups using the metric from the CA School Dashboard by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2018-2019 English Learners = Orange (6.59%) Foster Youth = Orange (NA) Homeless = Red (15.73%) Socioeconomically Disadvantaged = Orange (25.03%) Students with Exceptional Needs = Orange (10.86%) African American = Orange (23.14%) Hispanic = Orange (27.73%)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard English Learners = 5.18% Foster Youth = 14.28% Homeless = 14.64% Socioeconomically Disadvantaged = 20.03% Students with Exceptional Needs = 7.67% African American = 12.71% Hispanic = 19.99%	2022-23 Color and % met or exceeded standard English Learners = Red (9.94%) Foster Youth = No Color (10.66%) Homeless = Orange (16.21%) Socioeconomically Disadvantaged = Orange (22.93%) Students with Exceptional Needs = Red (10.04%) African American = Red (16.78%) Hispanic = Orange (22.62%)	Overall Math performance level for CAASPP for all students groups is green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data Source: CA School Dashboard, 2022-23	
Priority 4B: Increase the percentage of all students who complete a CTE pathway (as measured by the CA School Dashboard) by 3 percentage points per year	2019-2020 All students = 8.4%	All students = 26.4%	All students = 27.2%	2022-23 All students = 19.9%  Data Source: CA School Dashboard, 2022-23	Increase to at least 18.4%
Priority 4B: Increase the percentage of student groups who complete a CTE pathway (as measured by the CA School Dashboard) by 4 percentage points per year	2018-2019 English Learners = 12% Homeless = 3.7% Socioeconomically Disadvantaged = 11.4% Students with Exceptional Needs = 14.9% African American = 6.3% Hispanic = 10.8%	English Learners = 23.7% Homeless = 19.2% Socioeconomically Disadvantaged = 23.1% Students with Exceptional Needs = 28.2% African American = 23% Hispanic = 25.9%	English Learners = 12.2% Homeless = 13.3% Socioeconomically Disadvantaged = 22.9% Students with Exceptional Needs = 19.4% African American = 20.5% Hispanic = 24.9%	2022-23 English Learners = 4.4% Homeless = 14.8% Socioeconomically Disadvantaged = 16.1% Students with Exceptional Needs = 17.6% African American = 15.6% Hispanic = 15%  Data Source: CA School Dashboard, 2022-23	Increase to at least: English Learners = 24% Homeless = 15.7% Socioeconomically Disadvantaged = 25.4% Students with Exceptional Needs = 26.9% African American = 18.3% Hispanic = 22.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4C Increase the percentage of all students completing courses that satisfy UC and/or CSU entrance requirements (A-G) by 2 percentage points per year	2019-2020 All students = 53%	All students = 55.8%	All students = 54.2%	All students = 48.1%	Increase to at least 59%
Priority 4C Increase the percentage of student groups completing courses that satisfy UC and/or CSU entrance requirements (A-G) by 4 percentage points per year	2019-2020 English Learners = 9.4% Homeless = 27.7% Socioeconomically Disadvantaged = 36.5% Students with Exceptional Needs = 14% African American = 42.6% Hispanic = 43.2%	English Learners = 5.9% Homeless = No Data available Socioeconomically Disadvantaged = 41.8% Students with Exceptional Needs = 12% African American = 35.7% Hispanic = 41%	English Learners = 25.6% Homeless = 26.1% Socioeconomically Disadvantaged = 40.8% Students with Exceptional Needs = 16.2% African American = 34.1% Hispanic = 42.7%	2022-23 English Learners = 15.6% Homeless = 11.1% Socioeconomically Disadvantaged = 37.4% Students with Exceptional Needs = 9.8% African American = 44.4% Hispanic = 39.4%  Data Source: CA School Dashboard, 2022-23	Increase to at least: English Learners = 21.4% Homeless = 31.7% Socioeconomically Disadvantaged = 48.5% Students with Exceptional Needs = 26% African American = 54.6% Hispanic = 55.2%
Priority 4D Increase the percentage of English Learners demonstrating at least one year of progress	2018-19 56.7% making progress towards English language proficiency	Dashboard data unavailable for 20-21	47.4% making progress towards English language proficiency Performance Level = Medium	2022-23 53.8% making progress towards English language proficiency Increased 6.3%	Increase to at least 63.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward English fluency as measured by the ELPAC by 3 percentage points per year	Performance Level = High % EL progressing at least one level = 54.8%		% EL progressing at least one level = 47.1%	Data Source: CA School Dashboard, 2022-23	
Priority 4E Increase the percentage of English Learners being reclassified by at least 1 percentage point per year	2018-19 17% reclassified	13.5% reclassified	15.4% reclassified	15% reclassified  Data Source: Dataquest	Increase to at least 20% reclassified
Priority 4F Increase the percentage of all students who pass an Advanced Placement (AP) test with a score of 3 or better by 2% points per year	2019-2020 All = 61.7%	49% passed	64% passed	65% passed  Data Source: College Board	Increase to at least: 67.7%
Priority 4F Increase the percentage of student groups who pass an Advanced Placement (AP) test with a score of 3 or better by at least 2% points per year	2019-2020 Socioeconomically Disadvantaged = 60% African American = 27% Hispanic = 63%	Socioeconomically Disadvantaged = 35% African American = 19% Hispanic = 40%	Socioeconomically Disadvantaged = 53% African American = 37% Hispanic = 63%	Socioeconomically Disadvantaged = 68% African American = 70% Hispanic = 61%  Data Source: College Board	Increase to at least: Socioeconomically Disadvantaged = 67.7% African American = 33% Hispanic = 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4F Increase the number of AP tests passed with a score of 3 or better by 2 percentage points per year	2019-2020 662 tests passed	429 tests passed	564 tests passed	712 tests passed  Data Source: College Board	Increase to at least: 690 tests passed
Priority 4F Increase the percentage of seniors passing at least one AP test with a score of 3 or better within their high school career by 2 percentage points per year	2019-2020 28% of seniors	23% of seniors	20.5% of seniors	26.4% of seniors  Data Source: College Board	Increase to at least: 34%
Priority 4G: Increase the percentage of all Grade 11 students who demonstrate college preparedness in ELA on the Early Assessment Program (EAP) by 3 percentage points per year.	2018-2019 ELA for all students = 31.29%	CAASPP data unavailable for 20-21	ELA for all students = 20.29%	2022-23 ELA for all students = 23.11%  Data Source: CAASPP 2023	Increase to at least 40.29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4G: Increase the percentage of Grade 11 student groups who demonstrate college preparedness in ELA on the Early Assessment Program (EAP) by 4 percentage points per year.	2018-2019 English Learners = 0% Homeless = 12.5% Socioeconomically Disadvantaged = 16.08% Students with Exceptional Needs = 4.05% African American = 15.38% Hispanic = 20.17%	CAASPP data unavailable for 20-21	English Learners = 0% Homeless = NA Socioeconomically Disadvantaged = 9.36% Students with Exceptional Needs = 0% African American = 14.29% Hispanic = 11.96%	2022-23 English Learners = 0% Homeless = NA Socioeconomically Disadvantaged = NA Students with Exceptional Needs = 0% African American = 13.79% Hispanic = 15.38%  Data Source: CAASPP 2023	Increase to at least: English Learners = 12% Homeless = 24.5% Socioeconomically Disadvantaged = 28.08% Students with Exceptional Needs = 16.05% African American = 27.38%
Priority 4G: Increase the percentage of all Grade 11 students who demonstrate college preparedness in Math on the Early Assessment Program (EAP) by 3 percentage points per year.	2018-2019 Math for all students = 12.78%	CAASPP data unavailable for 20-21	Math for all students = 6.43%	2022-23 Math for all students = 9.22%  Data Source: CAASPP 2023	Increase to at least 24.78%
Priority 4G: Increase the percentage of Grade 11 student groups who demonstrate college preparedness	2018-2019 English Learners = 0% Homeless = 0%	CAASPP data unavailable for 20-21	English Learners = 0% Homeless = NA Socioeconomically Disadvantaged = 3.10%	2022-23 English Learners = 0% Homeless = NA	Increase to at least: English Learners = 12% Homeless = 12%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in Math on the Early Assessment Program (EAP) by 4 percentage points per year	Socioeconomically Disadvantaged = 6.35% Students with Exceptional Needs = 2.86% African American = 4% Hispanic = 7.87%		Students with Exceptional Needs = 0% African American = 2.13% Hispanic = 3.64%	Socioeconomically Disadvantaged = 5.25% Students with Exceptional Needs = 0% African American = 0% Hispanic = 4.78%  Data Source: CAASPP 2023	Socioeconomically Disadvantaged = 18.35% Students with Exceptional Needs = 14.86% African American = 16% Hispanic = 19.87%
Priority 7A: Increase enrollment in CTE courses and/or work-based internships by 2 percentage per year	2019-2020 1,037 semester course enrollments = 28%	1,313 semester course enrollments = 37%	1,152 semester course enrollments = 40%	2022-23 1,136 semester course enrollments = 38%  Data Source: Local Student Information System data	Increase to at least: 34%
Priority 7B: Increase unduplicated student enrollment in CTE courses and/or work-based internships by 2 percentage per year	2019-2020 338 semester course enrollments = 21%	345 semester course enrollments = 24%	386 semester course enrollments = 23%	2022-23 425 semester course enrollments = 26%  Data Source: Local Student Information System data	Increase to at least: 27%
Priority 7C: Increase students with exceptional needs	2019-2020 95 semester course enrollments = 28%	128 semester course enrollments = 33%	95 semester course enrollments = 24%	2022-23 120 semester course enrollments = 25%	Increase to at least: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrollment in CTE courses and/or work-based internships by 3 percentage per year				Data Source: Local Student Information System data	

## Goal Analysis

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

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

Overall we were able to implement our plan without any major modifications. Regarding successes: our AVID program continues to grow in enrollment, particularly with our unduplicated student population. We attribute this growth to the targeted outreach performed by our College and Career Readiness team and the support of our school counselors. We have experienced similar gains in our Advanced Placement program, again thanks to the focused efforts of our staff. This same staff has also been focusing on our A-G completion rates. We have not yet seen the progress we expect to see based on our efforts. However, this metric is the culmination of four years of coursework, so it is expected that this metric may take longer to see true gains from any of our implemented actions. Another challenge we are encountering is related to our teacher retainment efforts. We have greatly expanded our use of mentors to support not just our new teachers through Induction, but also to support our Intern teachers, which is a growing percentage of our new hires. Implementing this action is highly dependent on finding willing teacher mentors, which has been a struggle.

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

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

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

Our efforts in pursuing Goal 1 have led to significant advancements across many of our student metrics. These include notable rises in our Career and Life Readiness metrics, such as our Career and Technical Education (CTE) course enrollment and pathway completion metrics. For all students, CTE course enrollment increased by 10% (to 38% from 28%) and our CTE pathway completion rate increased 11.5% (to

19.9% from 8.4%). We also experienced growth in most but not all of our student groups. In terms of CTE course enrollment, we did experience an increase in the percentage of our unduplicated students by 5% (to 26% from 21%). However, CTE course enrollment for Students with Exceptional Needs decreased by 3% (to 25% from 28%). Regarding CTE pathway completion, we experienced an increase for in all student groups except for our Emergent Bilinguals (English Learners), which decreased by 7.6%: Homeless students increased by 11.1%; Low Income students increased by 4.7%; Students with Exceptional Needs increased by 2.7%; African American students increased by 9.3%; Hispanic students increased by 4.2%.

Also a focus within our Goal 1 is in the area of College Readiness. For most related metrics, it is clear that our efforts are effectively narrowing the achievement gap between our overall student body and our unique student populations. In particular, our Advanced Placement (AP) results have improved to the point that we have surpassed our pre-pandemic levels. In addition to increasing the percentage of AP tests passed (up 3.3% for all students; up 8% for Low Income Students, up 43% for African American Students), we have also increased the number of AP tests (up 50 tests to 712 tests passed). In addition to AP tests, we also focused our College Readiness efforts on improving a-g completion rates. For the first two years of our three year plan, we saw progress in this metric for all students and all student groups. However, when analyzing year 3 data, we took a step backwards (decreasing overall by 4.9%). Regarding our various student groups, our year 3 data was mixed, with Emergent Bilinguals (English Learners), Low Income students, and African American students increasing (6.2%, 1%, and 1.8% respectively), while our Homeless students, Students with Exceptional Needs, and Hispanic students decreasing (16.6%, 4.2%, 3.8% respectively).

Within our Goal 1, the student metrics in which we experience the most significant declines were our CAASPP proficiency rates in both English Language Arts (ELA) and Mathematics. While our goal was to score Green or Blue on the CA School Dashboard, we declined from Green to Orange in ELA and from Yellow to Orange in Mathematics. This decline prompted a reorganization of our Goals and Actions so that we can address this deficiency.

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

Our Goal 1 primarily focused on College and Career Readiness. As we refine our actions related to Career Readiness, we are focusing additional resources to address the achievement gap that exists for CTE course enrollment and CTE pathway completion. These actions can be found in Actions 1.5 and 1.6, particularly related to increasing student access to career and life skills development inside and outside of the classroom. As we refine our actions related to College Readiness, our a-g completion rate in year 3 caused some concern. While we believe the Year 3 dip in this metric is an anomaly, we are nevertheless going to hone our actions to address this area to assure continued growth going forward. These actions can be found in Action 1.4, particularly related to plans to increase the outreach efforts of our College and Career readiness team. As we work to improve student achievement on the ELA and Math CAASPP, we are putting a renewed emphasis on good first teaching practices (see Actions 1.1-1.3), as well as providing targeted interventions for students (see Actions 1.7, 1.8, 1.9, 1.11, and 2.1), and increased professional development for staff (see Action 1.11).

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

## Goals and Actions

### Goal

Goal #	Description
2	<p>Using a variety of interventions from our Multi-Tiered System of Supports, we will help students transcend learning barriers (academic, social/emotional, trauma, language) so that they may learn at high levels and achieve their academic and future-ready goals.</p> <p>State Priorities: 5, 8</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Pupil Outcomes Increase the percentage of K-6th grade students meeting standard in ELA on the Star Assessment System by 5 percentage points, when comparing first trimester to third trimester data	2020-2021 K = 73% to 67% = -6% 1st = 37% to 45.4% = +8.4% 2nd = 45% to 61.2% = +16.2% 3rd = 62% to 61% = -1% 4th = 57% to 60% = +3% 5th = 50% to 58% = +8% 6th = 47% to 55% = +8%	2021-2022 K = Not tested 1st = Not tested 2nd = 61% to 70% = +9% 3rd = 60% to 67% = +7% 4th = 60% to 66% = +7% 5th = 57% to 56% = -1% 6th = 55% to 57% = +2%	2022-2023 K = Not tested 1st = Not Tested 2nd = Not Tested 3rd = 57% to 78% = +21% 4th = 59% to 60% = +1% 5th = 52% to 59% = +7% 6th = 46% to 58% = +12%	2023-24 K = Not tested 1st = Not Tested 2nd = Not Tested 3rd = +9% 4th = +3% 5th = +7% 6th = +4%  Data Source: Star Renaissance Assessment	Increase by: 5 percentage points when comparing first trimester to third trimester data
Priority 8: Other Pupil Outcomes	2020-2021 2nd = 45% to 61% = +16%	2021-2022 K = Not tested 1 = Not tested	2022-2023 K = Not tested 1st = Not tested	2023-24 K = Not tested 1st = Not tested	Increase by: 5 percentage points when comparing first

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of 2nd-6th students meeting standard in Math on the Star Assessment System by 5 percentage points, when comparing first trimester to third trimester data	3rd = 69% to 64% = -5% 4th = 63% to 56% = -7% 5th = 59% to 58% = -1% 6th = 54% to 54% = 0%	2 = 55% to 68% = +13% 3 = 67% to 72% = +5% 4 = 58% to 67% = +9% 5 = 61% to 62% = +1% 6 = 51% to 60% = +9%	2nd = Not tested 3rd = Not tested 4th = 66% to 64% = +0% 5th = 61% to 56% = -5% 6th = 53% to 59% = +6%	2nd = Not tested 3rd = Not tested 4th = +2% 5th = +1% 6th = -3%  Data Source: Star Renaissance Assessment	trimester to third trimester data
Priority 5A Increase school attendance rates by 0.2 percentage points annually (comparing P1 from prior to P1 of current year, and the same for P2)	2019-2020 P1 = 95.8% P2 = 95.9%	2021-22 P1: 91.62% P2: 90.29%	2022-23 P1: 92.2% P2: 91.4%	2023-24 P1: 94.29% P2: 94.41%  Data Source: Local Student Information System Data	Increase to at least: P1: 96.4% P2: 96.5%
Priority 5B Decrease the percentage of all students who are chronically absent (more than 10% absentee rate) using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 Green	No Data published on Dashboard for 20-21	2021-22 No colors for 21-22 32% chronic absence*  * note - Covid quarantine rules impacted chronic absence data	2022-23 Yellow (24.8% chronically absent)  Data Source: CA School Dashboard 2023	Chronic absenteeism rate for all students is in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 5B</p> <p>Decrease the percentage of student groups who are chronically absent (more than 10% absentee rate) by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024</p>	<p>2018-2019</p> <p>English Learners: Orange (8.7%)</p> <p>Homeless Youth: Orange (32.8%)</p> <p>Socioeconomically disadvantaged: Yellow (11.6%)</p> <p>Students with exceptional needs: Yellow (13.7%)</p> <p>African American: Orange (16.5%)</p> <p>Hispanic: Green (8.3%)</p>	<p>No Data published on Dashboard for 20-21</p>	<p>2021-2022</p> <p>No colors for 21-22</p> <p>English Learners: 35.8%</p> <p>Homeless Youth: 62.9%</p> <p>Socioeconomically disadvantaged: 39.5%</p> <p>Students with exceptional needs: 41.8%</p> <p>African American: 43.1%</p> <p>Hispanic: 36.7%</p>	<p>2022-23</p> <p>English Learners: Yellow (27.2%)</p> <p>Homeless Youth: Orange (50.8%)</p> <p>Socioeconomically disadvantaged: Yellow (32.1%)</p> <p>Students with exceptional needs: Yellow (37%)</p> <p>African American: Yellow (35.8%)</p> <p>Hispanic: Yellow (28%)</p> <p>Data Source: CA School Dashboard 2023</p>	<p>Chronic absentee rate for all student groups are in the green or blue</p>
<p>Priority 5C</p> <p>Cohort middle school dropout data will decrease for all students by at least two students per year</p>	<p>2019-20</p> <p>9 students</p>	<p>6 students</p>	<p>5 students</p>	<p>2022-23</p> <p>0 students</p> <p>Data Source: CALPADS</p>	<p>Decrease to 3 students or less</p>
<p>Priority 5D</p> <p>Cohort high school dropout data will decrease for all students by 1 percentage point per year</p>	<p>2019-20</p> <p>All Students: 6.6%</p>	<p>All Students: 3.1%</p>	<p>All Students: 2.1%</p>	<p>2022-23</p> <p>All Students: 2.8%</p> <p>Data Source: CALPADS</p>	<p>Decrease to at least 3.6%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5D Cohort dropout data (for both middle and high school) will decrease for student groups by at least 2 percentage point per year for English Learners and Homeless Youth and by at least 1 percent for all other student groups	2019-20 English Learners: 25.5% Socioeconomically disadvantaged: 10.5% Students with Exceptional Needs: 18.3% Homeless Youth: 25% African American: 6.3% Hispanic: 8.2%	English Learners: 13.3% Socioeconomically disadvantaged: 4.6% Students with Exceptional Needs: 10.7% Homeless Youth: 7.7% African American: 1.7% Hispanic: 4.7%	English Learners: 4.9% Socioeconomically disadvantaged: 3.2% Students with Exceptional Needs: 3.4% Homeless Youth: 10.3% African American: 4.5% Hispanic: 1.2%	2022-23 English Learners: 4.9% Socioeconomically disadvantaged: 4.2% Students with Exceptional Needs: 10.1% Homeless Youth: 13.8% African American: 4.5% Hispanic: 1.5%  Data Source: CALPADS	Decrease to at least: English Learners: 19.5% Socioeconomically disadvantaged: 7.5% Students with Exceptional Needs: 15.3% Homeless Youth: 19% African American: 3.3% Hispanic: 5.2%
Priority 5E Improve graduation rate for the district by at least 1 percentage point per year	2019-20 All Students: 92%	All Students: 94.6%	All Students: 96.3%	2022-23 All Students: 93.8%  Data Source: CA School Dashboard 2023	Increase to at least: All: 95.1%
Priority 5E Improve graduation rate for student groups by at least 2 percentage point per year for English Learners and	English Learner: 72.3%. Homeless: 72.2% Socioeconomically Disadvantaged: 91.8%	English Learner: 76.3% Homeless: 88.5% Socioeconomically Disadvantaged: 92%	English Learner: 95.1% Homeless: 80% Socioeconomically Disadvantaged: 94.4%	2022-23 English Learner: 77.3% Homeless: 51.9% Socioeconomically Disadvantaged: 91.5%	Increase to at least: English Learner: 78.3%. Homeless: 78.2% Socioeconomically Disadvantaged: 94.8%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Homeless Youth and by at least 1 percent for all other student groups	Students with Exceptional Needs: 75% African American: 92.2% Hispanic: 90.4%	Students with Exceptional Needs: 75.5% African American: 98.4% Hispanic: 92.8%	Students with Exceptional Needs: 80.6% African American: 93.2% Hispanic: 97.7%	Students with Exceptional Needs: 75.3% African American: 86.7% Hispanic: 92.5%  Data Source: CA School Dashboard 2023	Students with Exceptional Needs: 78% African American: 95.2% Hispanic: 93.4%
Priority 8: Other Pupil Outcomes Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time by 2 percentage points per year. Indicators: in 8th grade, students have a GPA of 2.0 or higher, 90% attendance or better, and no D's/F's in English or Math, and no more than one suspension in 8th grade.	2019-20 Jepson: 60% Vaca Pena: 56%	Jepson: 58% Vaca Pena: 60%	Jepson: 65% Vaca Pena: 64%	2022-23 Jepson: 66% Vaca Pena: 65%  Data Source: Local Student Information System data	Increase to at least: Jepson: 66% Vaca Pena: 62%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Pupil Outcomes Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school by at least 2 percentage point per year.	2019-20 82% met this metric	2020-21 73% met this metric	2021-22 85% met this metric	2022-23 86%  Data Source: Local Student Information System data	Increase to at least: 88% meeting this metric

## Goal Analysis

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

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

Overall we were able to implement our plan without any major modifications. Our biggest success in this Goal was the decreasing percentages of student dropouts (Actions 2.10-2.12) and the progress of our English Learners towards proficiency according to the CA School Dashboard 2023 (Action 2.1). The implementation of actions in these areas are clearly having an impact. We expect that continued implementation will bring about more progress for our English Learners on other metrics going forward, such as Graduation Rate and ELA and Mathematics performance on the CAASPP. A significant challenge to the implementation of our plan to provide intervention for struggling students is our ability to provide timely professional development for staff. Since the pandemic, a shortage of substitute teachers has greatly impacted our ability to provide even half day trainings for teachers. Therefore, most of our professional development options are provided after school hours which leads to decreased teacher participation.

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

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

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

Our second goal primarily focused on Student Engagement metrics such as chronic absenteeism rates, graduations rates, dropout rates, etc. When analyzing these students outcome metrics, our results were mixed. In particular, we are still struggling to return to pre-pandemic levels for chronic absenteeism data. Our goal was to improve our Chronic Absenteeism rate overall from Green (pre-pandemic) to Blue on the CA School Dashboard. However, even in year 3 of our plan, our Chronic Absenteeism rate was still higher than our baseline data, resulting in a Yellow designation on the Dashboard. Again, we saw similar results for our student groups, with our Emergent Bilingual (English Learners), Low Income students, and African American Hispanic students qualifying in the Yellow, and our Homeless students qualifying in the Orange.

While our absenteeism data declined, we experienced marked improvement in our graduation and dropout rates. Our overall graduation rate increased by 1.8% to 93.8%. Many of our student groups maintained or improved upon their pre-pandemic levels: Emergent Bilinguals increased by 5%, Hispanic students increased by 2.1%, and Low Income and Students with Exceptional needs decreased by less than 1%. The most significant decrease came from our Homeless students (declined by 20%). We experienced similar positive growth with our dropout metrics. Our overall dropout rate decreased by 3.8% to 2.8% and all of our student groups improved upon their pre-pandemic levels: Emergent Bilinguals decreased by 20.6%, Low Income students decreased by 6.3%, Students with Exceptional Needs decreased by 8.2%, Homeless students decreased by 11.2%, Hispanic students decreased by 6.7%, and African American students decreased by 1.8%.

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

The primary focus of our Goal 2 was to create learning environments that were conducive for all students so that they could achieve to their highest potential. These goals were greatly impacted by the subsequent pandemic. It is well-known that the pandemic disrupted traditional patterns of student attendance and behavior, leading to challenges in assessing and addressing absenteeism, suspension, graduation, and dropout rates during this unprecedented time. When reevaluating our goals and actions, our student outcome data revealed the need to increase our focus and utilization of resources related to our school climate metrics, such as chronic absenteeism rates. These actions can be found in Actions 2.2 and 2.3, particularly conducting a needs assessment related to our mental health offerings / services in order to determine if our current system is meeting the needs of all students and providing additional training and professional development to staff including Trauma Informed Teaching with an equity lens and Social Emotional Learning (SEL) to support all students. While we are pleased with our progress related to student engagement metrics such as Graduation and Dropout rates, more work still needs to be done to address achievement gaps in these areas. Based on our analysis of this data, we revised our goals and actions, particularly Actions 1.7, 1.8, 1.9, 2.2, and 2.3 to address the root causes of these gaps.

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

## Goals and Actions

### Goal

Goal #	Description
3	<p>We will provide all of our students with a safe and welcoming learning environment that encourages the development of the necessary social-emotional competencies to ensure they are life-ready upon graduation. Those competencies include a strong work ethic, resilience, critical thinking / problem solving skills, and empathy.</p> <p>State Priorities: 3, 6</p>

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 Yellow	No Color for 2020-21 3.4% - Down from 3.8% in 2018-2019	No Color for 2021-22 4.3%	2022-23 Orange 5.3%  Data Source: CA School Dashboard 2023	Suspension rate for all students is in the green or blue
Priority 6A Improve the suspension rate of student groups by moving up a performance color every year until they reach green, with the	2018-2019 English Learners: Orange Foster Youth: Orange Socioeconomically disadvantaged: Orange	English Learners: 3.7% - up from 2.8% Foster: 11.1% - up from 8.8% Socioeconomically disadvantaged: 4.1% - down from 5.75	English Learners: 4.5% Foster: 12.5% Socioeconomically disadvantaged: 5.9% Students with exceptional needs: 8.7% Homeless: 13.8%	2022-23 English Learners: Orange (4.9%) Foster: Red (13%) Socioeconomically disadvantaged: Orange (7%)	Suspension rates for all student groups are in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ultimate goal to reach green or blue by 2024	Students with Exceptional Needs: Yellow Homeless Youth: Orange African American: Orange Hispanic: Yellow	Students with exceptional needs: 8.5% - up from 7.4% Homeless: 18.2% - up from 9.9% African American: 12.4% - up from 9.4% Hispanic: 3.35 - Down from 4.2%	African American: 10.5% Hispanic: 4.4%	Students with exceptional needs: Red (9.5%) Homeless: Yellow (11.8%) African American: Red (13.5%) Hispanic: Orange (5.4%)  Data Source: CA School Dashboard 2023	
Priority 6A Improve the suspension rate for all students at all schools using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 Alamo: Blue Browns Valley: Orange Cooper: Blue Edwin Markham: Orange Eugene Padan: Blue Hemlock: Green Jean Callison: Blue Orchard: Orange Sierra Vista K-8: Green Vaca Pena Middle: Orange Vacaville High: Green Will C. Wood High: Yellow Willis Jepson Middle: Orange	Alamo: 0.3% - down from 0.5% Browns Valley: 0.9% - down 1.5% Cooper: 0.7% - up from 0.2% Edwin Markham: 1.3% - same as 1.3% Eugene Padan: 1.7% - up from 1.0% Hemlock: 1.0% - down from 1.6% Jean Callison: 2.1% - up from .8% Orchard: 1.6% - up from 1.1% Sierra Vista K-8: 2.3% - same as 2.3% Vaca Pena: 9.5% - down from 9.8%	Alamo: 0.3% Browns Valley: 0.9% Cooper: 0.5% Edwin Markham: 2.7% Eugene Padan: 3.5% Hemlock: 2.4% Jean Callison: 3.8% Orchard: 1.2% Sierra Vista K-8: 2.1% Vaca Pena: 9.4% Vacaville High: 4.5% Will C. Wood High: 7.3% Willis Jepson: 8.1%	2022-23 Alamo: Blue Browns Orange Cooper: Orange Edwin Markham: Orange Eugene Padan: Red Hemlock: Orange Jean Callison: Green Orchard: Orange Sierra Vista K-8: Orange Vaca Pena: Orange Vacaville High: Orange Will C. Wood High: Orange Willis Jepson: Yellow	Suspension rates for all school are in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Vacaville High: 4.2% - down from 4.2% Will C. Wood High: 5.8% - down from 6.3% Willis Jepson: 6.8% - down from 7.9%		Data Source: CA School Dashboard 2023	
Priority 6B Maintain the current rate of expulsions	2019-2020 0.008%	Maintained at less than 1%	Maintained at less than 1%	2022-23 Maintained at less than 1%  Data Source: Local Student Information System data	Maintain at less than 1%
Priority 6C Increase the percentage of students in Grades 5, 7, 9 and 11 reporting school connectedness on the bi-annual California Healthy Kids Survey (CHKS) by 3 percentage point per year	2019-2020 5th grade: 73% 7th grade: 59% 9th grade: 57% 11th grade: 49%	California Healthy Kids Survey 5th grade: 73% 7th grade: 52% 9th grade: 53% 11th grade: 45%	Local measure equivalent: 5th grade: 78% 7th grade: 67% 9th grade: 61% 11th grade: 74%	2022-23 California Healthy Kids Survey 5th grade: 91% 7th grade: 90% 9th grade: 86% 11th grade: 81%  Data Source: California Healthy Kids Survey	Increase to at least: 5th grade: 85% 7th grade: 71% 9th grade: 69% 11th grade: 61%
Priority 6C Increase the percentage of students in Grades 5,	2019-2020 5th grade: 76% 7th grade: 59% 9th grade: 57%	California Healthy Kids Survey 5th grade: 80% 7th grade: 49%	Local measure equivalent: 5th grade: 81% 7th grade: 62%	2022-23 California Healthy Kids Survey 5th grade: 95%	Increase to at least: 5th grade: 88% 7th grade: 71% 9th grade: 69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7, 9 and 11 reporting school as being safe or very safe on the bi-annual California Healthy Kids Survey (CHKS) by 3 percentage point per year	11th grade: 55%	9th grade: 52% 11th grade: 48%	9th grade: 71% 11th grade: 65%	7th grade: 87% 9th grade: 86% 11th grade: 84%  Data Source: California Healthy Kids Survey	11th grade: 67%
Priority 3: Parental Involvement VUSD will administer at least two measures (or surveys) to parents to gather perception data and assist in site and district planning and direction. The surveys will provide additional input (beyond meeting times) in order to assist the district in making decisions. Exceptional effort will be made to obtain valid and reliable information from parents of unduplicated students and students with exceptional needs.	2019-2020 At least two events per year per school	Maintained current rate	Maintained current rate	2022-23 Maintained current rate  Data Source: Local survey data and meeting participation tracking	Maintain or improve current rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3B VUSD will meet with the families of unduplicated students to gain their feedback	2019-2020 DELAC meets multiple times per year  Foster Parent Advisory Committee meets at least annually	Maintained current rate	Maintained current rate	2022-23 Maintained current rate  Data Source: Meeting agenda and participation tracking	Maintain or improve current rate
Priority 3C VUSD will meet with the families of students with exceptional needs to gain their feedback	2019-2020 Special Needs Parent Liaison meets quarterly with parents of students with exceptional needs	Maintained current rate	Maintained current rate	2022-23 Maintained current rate  Data Source: Meeting agenda and participation tracking	Maintain or improve current rate

## Goal Analysis

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

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

Overall we were able to implement our plan without any major modifications. The action focused on our Equity Taskforce was particularly successful. The goal of the task force was to develop a district Equity Plan that would provide guidelines for our district on a number of topics including HR hiring practices, needed professional development for staff, etc. Over the course of this three-year LCAP, the task force created this Equity plan which also informs many of the actions in our new 2025-28 LCAP (see Actions 1.10, 2.1, 2.2, and 2.3). One area of challenge in this goal is our ability to assess the effectiveness of our student participation efforts. While we know our many students are participating in a variety of co-curricular and extracurricular activities, we do not currently have an effective method of tracking this. We plan to remedy this deficiency in our next LCAP (see Actions 2.1 and 2.2).



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

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

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

Similar to our Chronic Absenteeism rate data from Action 3.2, our Suspension rate data still has a long way to go in order to return to pre-pandemic levels. Again, our goal was to improve our suspension rate overall from Green (pre-pandemic) to Blue on the CA School Dashboard. However, even in year 3 of our plan, our suspension rate was still higher than our baseline data, resulting in an Orange designation on the Dashboard. We saw similar results for our student groups, with Homeless students qualifying in the Yellow, our Emergent Bilingual (English Learners), Low Income students, and Hispanic students qualifying in the Orange, and our Foster students, Students with Exceptional Needs, and African American students qualifying in the Red.

However, we did experience areas of growth within this goal, particularly in the area of student perception data (Actions 3.4 and 3.5). Utilizing both the California Healthy Kids Survey and our own local survey, we annually track our students' perceptions about school. Of specific interest is their perception related to school connectedness and safety. Our efforts in this goal proved effective as our student perception data has improved in both areas compared even to pre-pandemic levels. Regarding school connectedness, our perception data improved over all surveyed grade levels: 5th grade increased by 5%, 7th grade increased by 8%, 9th grade increased by 4%, and 11th grade increased by 20%. Regarding feeling safe at school, our perception data improved over all surveyed grade levels: 5th grade increased by 5%, 7th grade increased by 3%, 9th grade increased by 14%, and 11th grade increased by 10%.

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

With Goal 3, the focus was on building school cultures that were safe and welcoming to all. That climate could be measured both by student perception data, which are overall positive, and other student metrics such as suspension rates, which are still deficient compared to pre-pandemic levels. Based on our analysis of this data, we revised our goals and actions, particularly Actions 2.2, 2.3, 2.4, and 2.5 to increase our social-emotional interventions and address issues related to safety and connectedness for both students and families.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vacaville Unified School District	Sasha Begell Associate Superintendent	SashaB@vacavilleusd.org 707-453-6110

## Plan Summary [2024-25]

### General Information

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

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

The Vacaville Unified School District (VUSD) serves approximately 12,000 students in grades TK-12. VUSD operates eight elementary schools, one elementary charter school, two middle schools, one K-8 school, two comprehensive high schools, one charter high school, and one 8-12 independent learning charter academy with a continuation program. In addition, the district offers the following programs: preschool and Transitional Kindergarten (TK) programs at multiple school sites, Vacaville Early College High School (VECHS), Spanish Immersion Cultural Education (SPICE), Alternative Cooperative Education (ACE), adult education, and one community day school, which received Equity Multiplier funding for the 2023-24 school year..

VUSD educates a diverse group of students with Hispanic (40.8%), White (35.4%), Two or more races (9.5%), African American (5.8%), Filipino (3.9%), Asian (3.1%), Pacific Islander (0.6%), and American Indian (0.4%). More than half (55%) of VUSD students fall into the state-defined category of unduplicated students, meaning they are Low Income (45.3%), English learners (8.5%), foster youth (0.4), or homeless youth (1%).

Vacaville Unified considers itself a district of choice and a destination district. Prior to the pandemic, our enrollment had been increasing slightly each year and choices for families also increasing. As the impact from the pandemic subsides, we are beginning to see a return to an

increasing enrollment. In addition to enrollment, we continue to address the lingering effects of the pandemic, particularly the impact on our students' academic and social-emotional health.

## Reflections: Annual Performance

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

### SUCSESSES

When analyzing our successes and challenges, we worked with our Educational Partners to review a wide range of metrics. One metric required is the California School Dashboard: California's accountability system to report district and school progress on the state priorities. The state priorities define a quality education more broadly than a single test score. For each state indicator, districts, schools, and student groups receive a color-coded performance level. The five color-coded performance levels are as follows: Blue=very high; Green=high; Yellow=medium; Orange=low; and Red=very low (except for Suspension Rates and Chronic Absenteeism Rates, in which the color coding is reversed). The dashboard website is located at [www.caschooldashboard.com](http://www.caschooldashboard.com) to learn more.

Analyzing both California School Dashboard data, as well as other relevant state and local indicators, we have identified a number of areas in which we have experienced significant growth over the course of this 3-year plan. As we have been working towards returning to pre-pandemic norms, our efforts have been largely focused on enhancing our Multi-tiered System of Support (MTSS) continuum to address both academic and socio-emotional needs, as well as our College and Career Readiness metrics.

When compared to the 2022-23 school year, we have seen a significant improvement in our Chronic Absenteeism rate, which decreased districtwide by 7.3%. We also achieved a significant decrease in almost all of our student groups: English Learners decreased by 8.6%; Students with Exceptional Needs decreased by 4.8%; Low Income students decreased by 7.4%; Homeless Youth decreased by 12.1%; African American students decreased by 7.3%; Hispanic students decreased by 8.6%; Students of Two or More Races decreased by 11.2%; Filipino students decreased by 5.3%.

Also related to our MTSS efforts on academic achievement, we have seen a significant decrease in our Dropout Rate even when comparing our pre-pandemic metrics. Compared to 2019-20, our overall high school Dropout Rate decreased by 3.8% to 2.8% overall. By student group, the decrease is even more notable: English Learners decreased by 20.6%; Students with Exceptional Needs decreased by 8.2%; Low Income decreased by 6.3%; Homeless Youth decreased by 11.2%; African American students decreased by 1.8%; and Hispanic students decreased by 6.7%.

One local metric we developed to help prevent dropouts was to track credit deficiency in students beginning in the ninth grade. By the end of ninth grade, we worked to increase the percentage of students completing 50 or more credits in that first, important year of high school. For the 2019-20 school year, 82% of our ninth grade students met this metric. For the 2022-23 school year, 86% met this metric, an increase of 4%.

Our English Learner student group is a particular area of focus. As indicated by the improvement in both their Chronic Absenteeism rate

(decreased by 8.6%) and Dropout Rate (decreased by 20.6%), we have seen some improvement in many of their metrics. Another metric of improvement for this student group is the Dashboard indicator for English Learner Progress. For the 2022-23 school year, 53.8% of our English Learners made progress towards proficiency, an increase of 6.3% resulting in achieving Green on the Dashboard.

In the area of College and Career Readiness, we are able to note increasing gains in many important metrics. For College Readiness, we have increased the percentage of students who pass an Advanced Placement (AP) test by 3.3% for 2022-23 when compared to our pre-pandemic numbers in the 2019-2020 school year. At the same time, we also increased the number of exams taken by students in order to meet our 3 year goal of increasing that number by 2% points per year: Target = 702; Result = 712.

For Career Readiness, we have increased the percentage of students completing a Career and Technical Education (CTE) pathway by 11.5% districtwide in the 2022-23 school year compared to the 2018-19 school year. We also experienced growth in many of our student groups, including a 11.1% increase for our Homeless Youth, 4.7% for our Low Income students, 2.7% increase for our Students with Exceptional Needs, 9.3% for our African American students, and 4.2% for our Hispanic students. Furthermore, we are making progress in increasing our enrollment in such courses which lead to the completion of a CTE pathway. Compared to 2019-20, we increased our semester course enrollment by 10% for all students and by 5% for our unduplicated students.

## CHALLENGES

After collaborating with district staff and educational partnership to analyze our district CA School Dashboard 2023 data, as well as other relevant state and local indicators, we have identified a number of areas in which we plan to focus our improvement efforts. While we have continued to see gains overall in Chronic Absenteeism, Dropout Rates, Advanced Placement, and Career and Technical Education metrics, more work still needs to be done to surpass our pre-pandemic performance in these metrics and others.

The areas in which the pandemic-induced learning loss is still most apparent are literacy skills, mathematics, and school climate. Regarding academic performance in English Language Arts and Mathematics, our focus will be to improve outcomes for our English Learners, Students with Exceptional Needs, and African American students.

It has been well established the negative consequences of the pandemic on the academic performance of our students, particularly those who had unequal access to learning opportunities during the extended periods of remote and hybrid learning. Our efforts to continue to mitigate these impacts include expanding our use of our district LCAP workgroups to tackle some of our biggest challenges, including improving literacy K-6, developing a comprehensive K-12 Math Plan, and expanding upon our current offerings for our Emergent Bilingual (English Learners) students.

As indicated by the Suspension Rate data from the CA School Dashboard, school climate and culture continues to be an area of need. The disruption of daily routines, social isolation, and heightened levels of stress resulting from the pandemic have taken a toll on our students' and staff's emotional and mental well-being. For our students, this stress can often manifest as increased anxiety, depression, attention difficulties, and disruptive behaviors in the classroom. As a result, school climate and culture are the primary focus of our second broad LCAP goal and includes utilizing resources to address the socio-emotional needs of our school community.

Areas of Need identified by the CA School Dashboard include:



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

- ELA districtwide for English Language Learners, African Americans students, and Students with Exceptional Needs (see Actions 1.2, 1.4, 1.7, 1.9, 1.10, and 2.1)
- ELA for student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School (See Actions 1.2, 1.7, 1.9, 2.1)
- Mathematics districtwide for English Language Learners, Students with Exceptional Needs, African American students, as well as students at Vaca Pena Middle School and Will C. Wood High School. (see Actions 1.3, 1.7, 1.9, 1.10, 2.1)
- Mathematics for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, and Jean Callison Elementary; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.
- College and Career Indicator - Very low districtwide for English Learners and Students with Exceptional Needs

#### ACADEMIC ENGAGEMENT VIA CHRONIC ABSENTEEISM AND GRADUATION RATES:

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

#### CONDITIONS AND CLIMATE VIA SUSPENSION RATES:

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



Reflections: Technical Assistance

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

We qualified for Technical Assistance districtwide in ELA for Emergent Bilinguals (English Learners), African Americans students, and Students with Exceptional Needs, in Mathematics for Emergent Bilinguals (English Learners), Students with Exceptional Needs, and African American Students, Graduation Rate for Homeless Youth, Chronic Absenteeism for Foster Youth, and Suspension rate for African American students, Students with Exceptional Needs, and Foster Youth. We have been working with our county office of education to address both our Chronic Absenteeism rates, as well as improving all student outcomes for our Emergent Bilinguals (English Learners).

For the 2022-23 school year, our collaborative work was focused on improving our Chronic Absenteeism rates. As a result, we experienced improvement in this area when comparing 2022-23 data to 2021-22 data: our Chronic Absenteeism rate dropped 7.3% overall, 12.1% for Homeless Youth, 8.8% for Pacific Islanders, 7.3% for African American, 8.6% for Emergent Bilinguals (English Learners), 5.3% for Filipino, 8.6% for Hispanic, 11.2% for Two or More Races, 7.4% for Low Income, 4.8% for Students with Exceptional Needs, and 5.9% for White.

For the 2023-24 school year and beyond, our collaborative work will be focused on improving student outcomes for our Emergent Bilinguals (English Learners), specifically in the areas of ELA, Math, and College and Career readiness districtwide. This work will focus on Actions 1.7, 1.11, 1.1, 1.2, 1.3, 1.4, and 1.5.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

**Monitoring and Evaluating Effectiveness**

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

NA

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (Teachers, Principals, Administrators, Other School Personnel), Local Bargaining Units, and local SELPA	Staff (Teachers, Principals, Administrators, Other School Personnel), Local Bargaining Units, and local SELPA Because we were establishing a new 3-Year plan, it was especially important to include a greater number of staff members than have historically elected to participate in our district wide advisory committee in prior years. Therefore, to attract the interest of as many staff members as possible, we broke up our overall District Advisory groups into mini-workgroups focused on specific topics: Emergent Bilinguals (English Learners), Foster/Homeless Youth, Low Income, Special Education, Literacy, Math, College, Career, and Life Readiness, Student Engagement, and Intervention Systems. With this new system of workgroups, we were able to gain feedback from more than 100 staff members over the course of our meetings. Our LCAP workgroup included local bargaining unit members. Additionally, drafts of the plan were shared with all bargaining units and reviewed by our SELPA
Parents and Wider School Community	For the first time since the pandemic, we hosted in-person Parent / Community Advisory meetings. These in-person meetings were scheduled as a result of feedback from parents that expressed an interest in giving feedback in methods other than surveys or via Zoom. We offered two in-person meetings in February and March. In addition, we surveyed our parents and families multiple times throughout the school year to gain feedback on our plans. We also participated in many community collaborative meetings (including with

Educational Partner(s)	Process for Engagement
	<p>City officials and our local Economic Development Advisory Committee) to share our goals/actions and gain feedback (9/26/24, 10/30/23, 12/19/23, 1/22/24, 2/24/24, 3/7/24, 3/16/24, 5/2/24, 5/16/24).</p> <p>We received feedback by attending multiple District English Learner Advisory Committee (DELAC) meetings throughout the school year (10/26/23 1/11/24, 3/14/24, and upcoming 5/2/24). We received feedback from our Foster/Homeless parent advisory on 2/2/24, as well as via the local Foster Kinship Care Education conference on March 19-20, 2024, which was a suggestion from our Parent Advisory group.</p> <p>Any comments received from these committees will be responded to in writing by the superintendent.</p>
Students	Our Superintendent worked directly with our Student Advisory Committee to gain feedback on our goals and actions (10/19/23, 10/23/23, 11/1/23, 2/5/24, 2/8/24, 2/14/24, 4/17/24, 5/2/24, and 5/4/24)
Shereene Wilkson Academy of Excellence (SWAE) Educational Partners	All families invited to participate in Advisory meetings and via survey. Additional outreach to parents who did not participate in previous offerings, including personal phone calls and/or home visits.

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

##### Goal 1:

We continue to receive feedback from all of our educational partners that our top priority should be to focus on ensuring college, career, and life readiness for all students. Our staff noted that effective recruitment and retainment efforts need to be in place to assure good first instruction (see Actions 1.1, 1.2, 1.3, 1.7, 1.8, 1.9, 1.10). Additionally, they called for professional development to support that goal, thereby ensuring they are equipped with the necessary skills and support for effective teaching and intervention (see Actions 1.10, 2.1).

Parents/community members and students similarly echoed the call for prioritizing college (see Action 1.4), career (see Action 1.5), and life (see Action 1.6) readiness. For career readiness (see Action 1.5), they saw a need for more practical skill instruction, including resume writing, interview skills, job readiness, trade skills, vocational programs, understanding career pathways, and entrepreneurship. In terms of life skills, both our parent and student advisories echoed the need for additional life readiness skills, including critical thinking so that students

can develop skills in evaluating information, understanding fact vs. opinion, self-regulation, problem-solving, and making informed decisions and more opportunities for real-work experiences/challenges, such as cooking, managing finances, running a household, understanding loan terms, participating in elections, and navigating the job market (see Action 1.6). Also in the realm of Life Skills, students in particular noted the positive impact of co-curricular and extra-curricular options for students and the many skills that can be gained from these activities including organizational skills, time management, developing self-awareness, taking initiative, accepting responsibility for actions, and being accountable for behavior and decisions (see Action 1.6).

#### Goal 2:

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

#### Goal 3:

This goal is focused on our community day school, Shereene Wilkson Academy of Excellence. Based on the feedback we received from our school's educational partners, our focus should be on transition outcomes (either via graduation or transitioning back to the home school) and cultivating a variety of career exploration options for students. We have written both ideas into Action 3.1

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

This goal and its subsequent actions were developed based on the feedback of our educational partners and as well as analysis of a wide variety of metrics including state and local student outcomes and survey results. With the job market becoming increasingly competitive and higher education becoming more necessary for many career paths, we developed this goal to ensure that our students are prepared to succeed no matter their chosen path after high school.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	PRIORITY 1A Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.  Data Source: Local HR data, 2022-23			100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	of gaining academic content knowledge and English language proficiency.  Data Source: CA School Dashboard Reflection Tool, 2022-23			ELD standards for purposes of gaining academic content knowledge and English language proficiency.	
1.6	PRIORITY 4A Performance on Statewide assessments Increase overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 ELA for all students = Orange  Data Source: CA School Dashboard, 2022-23			Overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	
1.7	PRIORITY 4A Performance on Statewide assessments Increase overall CAASPP performance in ELA for all student groups using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 English Learners = Red Foster Youth = No Color Homeless Youth = Orange Low Income = Orange Students with Exceptional Needs = Red African American = Orange Hispanic = Orange			Overall CAASPP performance in ELA for all students groups using the metric from the CA School Dashboard by moving to performance level of green or blue	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA School Dashboard, 2022-23				
1.8	PRIORITY 4A Performance on Statewide assessments Increase overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 Math for all students = Orange  Data Source: CA School Dashboard, 2022-23			Overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	
1.9	PRIORITY 4A Performance on Statewide assessments Increase overall CAASPP performance in Math for all student groups using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 English Learners = Red Foster Youth = No Color Homeless Youth = Orange Low Income = Orange Students with Exceptional Needs = Red African American = Red Hispanic = Orange  Data Source: CA School Dashboard, 2022-23			Overall CAASPP performance in Math for all students groups using the metric from the CA School Dashboard by moving to performance level of green or blue	
1.10	PRIORITY 4B Increase percentage of all students who have successfully completed	2022-23 All students = 48.1%			Increase to at least: 54.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC or CSU by 2 percentage points per year	Data Source: CA School Dashboard, 2022-23				
1.11	PRIORITY 4B Increase percentage of student groups who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU by 3 percentage points per year	2022-23 English Learners = 15.6% Homeless Youth = 11.1% Low Income = 37.4% Students with Exceptional Needs = 9.8% African American = 44.4% Hispanic = 39.4%  Data Source: CA School Dashboard, 2022-23			Increase to at least: English Learners = 24.6% Homeless Youth = 20.1% Low Income = 48.4% Students with Exceptional Needs = 18.8% African American = 54.4% Hispanic = 48.4%	
1.12	PRIORITY 4C Increase the percentage of students who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks by 2 percentage points per year	2022-23 All students = 19.9%  Data Source: CA School Dashboard, 2022-23			Increase to at least: 25.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	<p>PRIORITY 4C</p> <p>Increase the percentage of student groups who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks by 3 percentage points per year</p>	<p>2022-23</p> <p>English Learners = 4.4%</p> <p>Homeless = 14.8%</p> <p>Low Income = 16.1%</p> <p>Students with Exceptional Needs = 17.6%</p> <p>African American = 15.6%</p> <p>Hispanic = 15%</p> <p>Data Source: CA School Dashboard, 2022-23</p>			<p>Increase to at least:</p> <p>English Learners = 13.4%</p> <p>Homeless = 23.8%</p> <p>Low Income = 25.1%</p> <p>Students with Exceptional Needs = 26.6%</p> <p>African American = 24.6%</p> <p>Hispanic = 24%</p>	
1.14	<p>PRIORITY 4D</p> <p>Increase the percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study by 2 percentage points per year.</p>	<p>2022-23</p> <p>All students = 10.5%</p> <p>Data Source: CA School Dashboard, 2022-23</p>			<p>Increase to at least: 16.5%</p>	
1.15	<p>PRIORITY 4D</p> <p>Increase the percentage of student groups who have successfully completed courses that satisfy the requirements</p>	<p>2022-23</p> <p>English Learners = 2.2%</p> <p>Homeless = 7.4%</p> <p>Low Income = 6.6%</p>			<p>Increase to at least:</p> <p>English Learners = 11.2%</p> <p>Homeless = 16.4%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for entrance to the UC or CSU and career technical education sequences or programs of study by 3 percentage points per year.	Students with Exceptional Needs = 3.9% African American = 8.9% Hispanic = 5%  Data Source: CA School Dashboard, 2022-23			Low Income = 15.6% Students with Exceptional Needs = 12.9% African American = 17.9% Hispanic = 14%	
1.16	PRIORITY 4E Increase percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board by at least 3 percentage point per year	2022-23 53.8% making progress  Data Source: Dataquest, 2022-23			Increase to at least: 65.8%	
1.17	PRIORITY 4F Increase English learner reclassification rate by at least 1 percentage point per year.	2022-23 15%  Data Source: Dataquest, 2022-23			Increase to at least: 18%	
1.18	PRIORITY 4G Increase percentage of students who have passed an advanced placement examination with a score of 3 or	2022-23 65% passed  Data Source: College Board			Increase to at least: 68%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	higher by 1 percentage points per year.					
1.19	PRIORITY 4G Increase percentage of student groups who have passed an advanced placement examination with a score of 3 or higher by 1 percentage points per year.	2022-23 Low Income = 68% African American = 70% Hispanic = 61%  Data Source: College Board			Increase to at least: Low Income = 71% African American = 73% Hispanic = 64%	
1.20	PRIORITY 4H Increase percentage of students who participate in, and demonstrate college preparedness pursuant to, the ELA Early Assessment Program, or any subsequent assessment of college preparedness by 2 percentage points per year.	2022-23 ELA for all students = 23.11%  Data Source: CAASPP 2023			Increase to at least: 26.11%	
1.21	PRIORITY 4H Increase percentage of student groups who participate in, and demonstrate college preparedness pursuant to, the ELA Early Assessment Program, or any subsequent assessment of college preparedness by 3	2022-23 English Learners = 0% Socioeconomically Disadvantaged = 15.45% Students with Exceptional Needs = 0% African American = 13.79% Hispanic = 15.38%			Increase to at least: English Learners = 9% Socioeconomically Disadvantaged = 24.45% Students with Exceptional Needs = 9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year.	Data Source: CAASPP 2023			African American = 22.79% Hispanic = 24.38%	
1.22	PRIORITY 4H Increase percentage of students who participate in, and demonstrate college preparedness pursuant to, the Math Early Assessment Program, or any subsequent assessment of college preparedness by 2 percentage points per year.	2022-23 Math for all students = 9.22%  Data Source: CAASPP 2023			Increase to at least: 15.22%	
1.23	PRIORITY 4H Increase percentage of student groups who participate in, and demonstrate college preparedness pursuant to, the Math Early Assessment Program, or any subsequent assessment of college preparedness by 3 percentage points per year.	2022-23 English Learners = 0% Socioeconomically Disadvantaged = 5.25% Students with Exceptional Needs = 0% African American = 0% Hispanic = 4.78%  Data Source: CAASPP 2023			Increase to at least: English Learners = 9% Socioeconomically Disadvantaged = 14.25% Students with Exceptional Needs = 9% African American = 9% Hispanic = 13.78%	
1.24	PRIORITY 7A Extent to which pupils have access to and are enrolled in a broad	2022-23 1,136 course enrollments = 38%			Increase to at least: 44%	

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year	Data Source: College Board				
1.29	PRIORITY 8 Seniors passing at least one College Course by 2 percentage points per year	2022-23 13%  Data Source: Local Student Information System data			Increase to at least: 19%	
1.30	PRIORITY 8 We will increase our staff retention rate by 3 percentage points per year	2022-23 VTA = 85% SEIU =81.6%  Data Source: HR data			Increase to at least: VTA = 95% SEIU = 95%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.



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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase Academic Readiness	<p>a. Ensure good first instruction in all academic areas, including a focus on making instruction engaging and accessible for all.</p> <p>b. Ensure access to high-quality, standards-aligned curriculum for all students.</p> <p>c. Utilize assessments to inform instructional practices.</p> <p>d. Develop district-wide practices to allow for increased collaboration to improve student outcomes.</p> <p>e. Extend instructional time through small group instruction and intervention in after-school, Saturday school enrichment, and summer programs including the expansion of our TK - 6 ELOP program with intervention support.</p>	\$3,442,740.00	No
1.2	Improve student achievement in reading	<p>a. Provide instruction to all students in grades to ensure proficiency in foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Interventions are intended to address any learning gaps for students scoring in the lowest performance category of Red: districtwide for English Language Learners, African Americans students, and Students with Exceptional Needs. Student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena</p>	\$175,569.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School.</p> <p>b. Develop and support district literacy assessment plan for K-6 benchmark testing (Beginning, Middle, End of Year).</p> <p>c. Implement board approved intervention curriculum.</p> <p>d. Provide additional training for paraprofessionals to support program</p> <p>e. Provide continuing support for K-6 reading intervention needs via RTI staff and review deployment of the RTI staff based on demographic needs.</p> <p>f. Provide additional classroom inclusive reading materials (in Spanish and English for SPICE), in both print and online</p> <p>g. Provide Integrated ELD Training (academic language development across all disciplines) for all staff K-12</p> <p>h. Provide training and materials for all staff supporting our ELD program</p> <p>i. Ensure targeted collaboration with teachers weekly during CPT to review literacy data to inform instruction and plan effective tier 2 classroom intervention.</p>		
1.3	Improve student achievement in mathematics	<p>a. In collaboration with educational partners, develop a comprehensive K-12 Math plan that includes cross grade level skills alignment, sound instructional strategies, assessment and data analysis best practices, planned tiered interventions, and professional development. This plan will also address the achievement gap we are experiencing with specific student groups districtwide scoring in the lowest performance group of red: districtwide for English Language Learners, Students with Exceptional Needs, African American students, as well as students at Vaca Pena Middle School and Will C. Wood High School. This also includes English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca</p>	\$66,806.00	No

Action #	Title	Description	Total Funds	Contributing
		Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.		
1.4	Increase College Readiness	<p>AVID</p> <p>a. Build a district-wide culture that supports college and career readiness (CTE) through the use of AVID strategies and systems, including adopting AVID schoolwide strategies at elementary and secondary sites. The primary focus of the AVID program is to make success in college an attainable goal for students in underrepresented groups, such as our unduplicated student populations. This focus is intended to address any learning gaps for students scoring in the lowest performance category of Red: districtwide in ELA and Math for English Language Learners, African Americans students, and Students with Exceptional Needs and Graduation Rate for Homeless Youth.</p> <p>b. Continue efforts towards becoming an AVID district, including ensuring effective instructional strategies are used district-wide, developing our capacity to provide local AVID training &amp; increase our capacity to serve our unduplicated students.</p> <p>c. Expand AVID with a focus on specifically recruiting unduplicated students into the elective and Excel, guaranteeing them a spot in the program if that is their choice. Develop receptive climate and prepare for AVID implementation at all elementary sites to allow for early exposure. WICOR is VUSD's instructional framework for Tier 1 instruction.</p> <p>d. Increase recruitment efforts to boost unduplicated student enrollment in AVID elective classes.</p>	\$4,774,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>e. Systematize the use of AVID tutors throughout the district, including a system of peer-based tutoring, scholar groups, etc.</p> <p>f. Provide AVID PD and materials/supplies, as needed.</p> <p>g. Provide funding for College Field Trips to support AVID.</p> <p>h. Utilize AVID Excel Support of middle school to support our English Language Learners.</p> <p>i. Allocate additional funds to support unduplicated students in AVID courses.</p> <p>A-G Readiness</p> <p>j. Increase students who successfully complete "a-g" coursework, principally directed at unduplicated students and students with exceptional needs, as there is a gap between their performance and overall.</p> <p>k. Utilize College Readiness Coordinator, as well as two College Advisors, to assist counseling staff by providing systematic support to help increase the number of students who graduate with "a-g" eligibility and increased college readiness. Coordinator and Advisors tasked with ensuring that our unduplicated students are aware of the benefits of meeting the "a-g" graduation requirements and support them in their goal of meeting these requirements upon graduation.</p> <p>l. Expand use of Aeries 4-Year Plan as a resource for systematic academic planning. We are also utilizing the new CaliforniaCollege.edu resources, which is the official website of the California Community college system. This resource allows students to explore and plan their education and career goals, including tools for career exploration, college searches, financial aid resources, and more.</p> <p>m. Research adding a CTE math course option to connect with CTE classes</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Advanced Coursework</p> <p>n. Increase enrollment in AP courses, especially for unduplicated students. Add additional class options to attract enrollment from unduplicated and underrepresented student groups that are not traditionally signing up for AP courses.</p> <p>o. Assist in the payment of AP tests including for all unduplicated students</p> <p>p. Increase credits earned through VECHS.</p> <p>q. Work with Solano Community College to increase dual enrollment opportunities. Begin CCAP agreement with Solano and pay for books for VECHS, and CTE dual enrolled students.</p> <p>r. Work with all schools to increase awareness of college pathways, including intentional and targeted support directed to unduplicated / underserved populations. Work with middle and elementary schools to help students and families understand the process of getting to college.</p> <p>s. Fund PD opportunities for AP Teachers</p>		
1.5	Increase Career Readiness	<p>a. Increase the percentage of graduates meeting career readiness (CTE) standards, with specific focus on addressing the barriers impacting our unduplicated student populations. This focus will also address the achievement gap we are experiencing with specific student groups, such as Homeless Youth, scoring in the lowest performance level of red in Graduation rate.</p> <p>b. Work with community partners to investigate future CTE pathway offerings.</p> <p>c. Continue to articulate and/or create dual enrollment opportunities in CTE pathways with local community colleges.</p>	\$2,153,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>d. Support unduplicated students in CTE courses by using supplemental funds to perform outreach to our unduplicated and underrepresented student populations, lower class sizes, and assist students in meeting CTE completer status.</p> <p>e. College and Career (CTE) Team (Coordinator and Advisors) provide targeted outreach and support for unduplicated students in the area of Career and Technical Education (CTE), including career-focused advising, postsecondary opportunities in the trades, etc.</p> <p>f. College and Career (CTE) Team assist in the development of a wide variety of Work-Based Learning Opportunity (i.e. exposure and opportunity experiences) that will allow more students to demonstrate CTE/career readiness upon graduation. This team works directly with our unduplicated student populations to ensure their career readiness upon graduation.</p> <p>g. Build partnerships with the community to give students access to more industry professionals.</p> <p>h. Host an annual College and Trades School fair in order to introduce post-secondary career training in a variety of trades.</p> <p>i. Investigate hosting an annual CTE Pathway showcase to highlight programs and encourage all student grade levels to attend. Provide bus transportation to 8th graders from feeder schools to participate.</p>		
1.6	Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills.	<p>a. In collaboration with educational partners, develop a plan to ensure life readiness skills are incorporated into instruction/learning opportunities TK-12</p> <p>b. Add more opportunities for life skill development in middle school with specifically designed electives.</p> <p>c. Reimagine our Freshman Focus class into a Life Readiness class that incorporates units such as financial literacy, career exploration, mental,</p>	\$274,335.00	No

Action #	Title	Description	Total Funds	Contributing
		emotional, and social health, and more. Course restructure will include feedback from all interested educational partners.		
1.7	Provide a system of support for English Learners (Emergent Bilinguals)	a. In collaboration with educational partners, develop a comprehensive K-12 Emergent Bilingual support plan that defines a continuum of support that builds to proficiency and emphasizes inclusion. This plan could also include cross grade level skills alignment, sound instructional strategies, assessment and data analysis best practices, planned tiered interventions, strategies to increase instructional time, and targeted professional development for all staff. This plan will also address the achievement gap we are experiencing with Emergent Bilinguals (English Learners) and Long-Term English Learners (LTELs) scoring in the lowest performance level of red in English Language Arts, Mathematics, and the College and Career Indicator on the CA School Dashboard. This also includes English Learners in ELA at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; in Math at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; for Chronic Absenteeism at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; and Suspension Rate at Vacaville High School and Will C. Wood High School.	\$1,868,989.00	Yes
1.8	Provide a system of support for Homeless and Foster Students	a. Provide support for McKinney-Vento and foster students, including review data to understand individual student barriers, review progress, and provide resources and support to assist students with academic/social-emotional needs. Allocate funds and supplies for “stores” for McKinney-Vento and/or foster students to receive necessary supplies, clothes, and other materials, as needed. This focus will also address the achievement gap we are experiencing with Homeless Youth scoring in the lowest performance level of red in Graduation rate districtwide and Suspension rate at Will C. Wood High School and with Foster Youth in the lowest performance level of red in Chronic Absenteeism and Suspension Rate.	\$238,125.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>b. Continue to fund Foster &amp; Homeless Youth Liaison who provides a wide variety of services/supports including but not limited to: a confidential resource to parents and staff regarding district's Foster and Homeless Program and its services and supports, assists families in accessing these programs/resources, facilitates communications with staff, students, and families and assist in addressing and resolving student/parent concerns, liaises with community organizations and local non-profit agencies that support McKinney-Vento, foster, and low-income students, works with district college advisors on high school campuses to support foster and McKinney-Vento students with available post-secondary counseling support and understanding of new laws that assist them, and supports the district's School Food Pantry Program, in cooperation with the Food Bank of Contra Costa &amp; Solano County, which is currently operating six food pantries on various campuses throughout VUSD.</p> <p>c. Continue to enhance and grow district tutoring program for secondary foster and McKinney-Vento students to help achieve academic progress towards college readiness (A-G), high school diploma, or CTE goals, through one-on-one interventions.</p> <p>d. Work to expand counseling services for foster and McKinney-Vento students to help ensure that students feel safe, supported, and connected to their school, staff, and peers. Explore opportunities to offer group counseling sessions, on topics such as Resiliency, Stress Management, Suicide Prevention, and Navigating Life Changes</p> <p>e. Gain wider community support and feedback by participating in local foster / homeless community learning events.</p>		
1.9	Provide a system of support for Students with Exceptional Needs	a. The focus of this action will address the achievement gap we are experiencing with Students with Exceptional Needs scoring in the lowest performance level of red in ELA, Math, Chronic Absenteeism, and Suspension rate. This also includes Students with Exceptional Needs in ELA at Alamo Elementary, Cooper Elementary, Edwin Markham	\$896,700.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; in Math at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; for Chronic Absenteeism at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; for Suspension Rate at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School.</p> <p>b. Provide Special Education Staff Professional Development, especially targeting new/probationary teachers, on the topics of compliance and curriculum/instruction.</p> <p>c. Provide parent support targeted for families first identified as having a child with exceptional needs and exiting the school system by hosting parent events with outside agencies (as applicable) to form targeted learning groups.</p> <p>d. Sites, with the support of the Special Education Department, will analyze their Least Restrictive Environment data in order to identify targeted areas and supports to increase student access to general education.</p> <p>e. Provide training and support to support K-12 special education teachers and staff to increase the achievement of Emergent Bilinguals (English Learners) with IEPs by:</p> <ul style="list-style-type: none"> <li>• Training on establishing clear baseline data and writing linguistically appropriate goals</li> <li>• Targeted support for special education teachers and support staff on EL proficiency levels, alternative and ELPAC assessments</li> <li>• Training of IEP teams to better articulate the needs of ELs in the IEP process to best support the dual identified students. Training on District adopted IEP paperwork that reflect EL needs include the following: Information and eligibility, Present levels, Special factors, Statewide assessments, and linguistically appropriate goals.</li> </ul> <p>f. Conduct an annual data review (Teacher Survey, SEIS entry review) to determine training needs and review of concepts outlined in item d.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>g. Continued monitoring of the continuum of services offered to ensure that it meets the needs of the population as a whole. This continuum must include considerations and supports in general education which may include training in the following areas: UDL, behavior, executive functioning, life skills communication, SEL and positive intervention models.</p> <p>h. Ensure that relevant staff members are informed of professional development opportunities provided by the Solano County SELPA</p> <p>i. Provide curriculum training in areas of reading and mathematics with board adopted specially designed curriculum.</p> <p>j. Provide CPI: Non-Violent Crisis Intervention training to staff</p> <p>k. District participation in the established Evidence-Based Network partnership with Solano County SELPA that facilitate and train staff in current practices to support student need. Participants may include: School Psychologists, Behavior Analysts/Specialists, Teachers, Mental Health Clinicians, Paraeducators, Administrators.</p> <p>l. Provide administration training in the IEP process and implementation of IEP and Section 504 provisions</p> <p>m. Governing Board presentations to include: District Special Education programs and legal/programmatic updates.</p>		
<b>1.10</b>	Provide a system of support for Unduplicated Students with Exceptional Needs	a. Continue to expand the role of the Special Needs Parent Liaison for unduplicated parent and community outreach. Work with parents of unduplicated students, administrators and staff to share understanding of each role in the process. Assist parents in working through issues. Work with state and local officials regarding support of Special Education students.	\$192,532.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. The focus of this action will address the achievement gap we are experiencing with Students with Exceptional Needs scoring in the lowest performance level of red in ELA, Math, Chronic Absenteeism, and Suspension rate.		
1.11	Recruit and retain highly qualified staff to support students	<p>a. Continue actively recruiting through job fairs, collaboration with local colleges and universities, expanded use of social media and online job boards to reach candidates further away. Aggressively recruit statewide and out of state job fairs while collaborating with local universities on additional pathways (eg..teacher residencies or apprenticeships). Fully implement the new Applicant Tracking System (ATS) to expand and engage candidates online.</p> <p>b. Research feasibility of providing in-district training through Adult Education for the following: Substitute Teachers, Paraprofessionals, Bus Drivers, and Translators. Continue to provide in-district and online opportunities for professional development for our substitute teachers to support the instructional practices of our guest teachers while continuing to look for opportunities in collaboration with adult education on additional pathway advancement support for all classified employees.</p> <p>c. Per our district Equity Plan, investigate including an Equity statement in all job postings to encourage a more diverse candidate pool. Assure that an Equity statement is in all job postings to engage and encourage diverse candidates to consider VUSD.</p> <p>d. Provide new teacher supports for our intern teachers and staff. Continue to provide support to certificated staff through a variety of sources (eg.. induction, professional development and mentors)</p> <p>e. Investigate the development of partnerships with organizations that could provide access to a more diverse candidate pool. Aggressively recruit statewide and out of state to a variety of diverse groups using data from CTC to help drive our decisions in addition to leveraging our new</p>	\$542,887.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Applicant Tracking System (ATS) to expand and engage diverse candidates to consider VUSD.</p> <p>f. Develop a dashboard that can provide updated data on retention at the district level with additional breakouts by school, employee classifications and administration.</p> <p>g. Investigate the opportunity to invest in a “stay survey” to help understand what VUSD can do to help improve retention of staff to achieve an annual goal of 95% retention rate</p> <p>h. Provide professional development for staff, as recommended by our district Professional Development Committee and Equity Plan, to support both academic and social-emotional student needs, including but not limited to:</p> <ul style="list-style-type: none"> <li>• effective, standards-aligned instruction,</li> <li>• pupil engagement,</li> <li>• Social-Emotional Learning (SEL) / Multi-Tier System of Support (MTSS),</li> <li>• Integrated ELD training to support our English Language Learners and RFEP students,</li> <li>• Culturally Relevant Teaching Practices</li> <li>• Universal Design for Learning Practices</li> <li>• Inclusive Practices</li> <li>• Restorative Practices</li> <li>• Trauma Informed Practices</li> <li>• Bias Recognition</li> <li>• AVID Equity Pathway</li> </ul> <p>This targeted professional development is intended to address any learning gaps for students, in particular for students scoring in the lowest performance category of red in ELA for Emergent Bilinguals (English Learners), Students with Exceptional Needs, and African American Students; in Math for Emergent Bilinguals (English Learners), Students with Exceptional Needs, and African American Students; and Chronic Absenteeism for Foster Youth</p> <p>Low-Income students, Foster Youth, Homeless Youth, African American students, Hispanic students, and students identifying with two or more</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>racers.</p> <p>i. Investigate additional pre-service professional development for Intern teachers to focus on basic teaching skills prior to the start of the school year.</p>		

# Goals and Actions

## Goal

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

### State Priorities addressed by this goal.

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

### An explanation of why the LEA has developed this goal.

This goal and its subsequent actions were developed based on the feedback of our educational partners and as well as analysis of a wide variety of metrics including state and local student outcomes and survey results. This board goal is intended to fulfill our mission to provide a safe and inclusive learning environment where all students are valued and supported in their learning.

## Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Chronic absenteeism rates Decrease the percentage of all students who are chronically absent (more than 10% absentee rate) using the metric from the CA School Dashboard by moving to performance level of green or blue	Data Source: CA School Dashboard, 2022-23			Blue or Green	
2.3	PRIORITY 5B Chronic absenteeism rates Decrease the percentage of student groups who are chronically absent (more than 10% absentee rate) by moving to performance level of green or blue	2022-23 English Learners: Yellow Homeless Youth: Orange Low Income: Yellow Students with exceptional needs: Yellow African American: Yellow Hispanic: Yellow  Data Source: CA School Dashboard, 2022-23			Increase to at least: Blue or Green	
2.4	PRIORITY 5C Middle school dropout rates Maintain current rate of cohort middle school dropout data	2022-23 0 students  Data Source: Local Student Information System Data			Maintain current rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	PRIORITY 5D High school dropout rates Maintain current rate of cohort high school dropout data	2022-23 All Students: 2.8%  Data Source: Dataquest, 2022-23			Maintain current rate	
2.6	PRIORITY 5D High school dropout rates Cohort dropout data (for both middle and high school) will decrease for student groups by at least 1 percentage point per year	2022-23 English Learners: 4.9% Low Income: 4.2% Students with Exceptional Needs: 10.1% Homeless Youth: 13.8% African American: 4.5% Hispanic: 1.5%  Data Source: Dataquest, 2022-23			Decrease to at least: English Learners: 1.9% Low Income: 1.2% Students with Exceptional Needs: 7.1% Homeless Youth: 10.8% African American: 1.5% Hispanic: 0%	
2.7	PRIORITY 5E High school graduation rates Improve graduation rate for all students by at least 1 percentage point per year	2022-23 93.8%  Data Source: Dataquest, 2022-23			Increase to at least: 96.8%	
2.8	PRIORITY 5E High school graduation rates	2022-23 English Learner: 77.3% Homeless: 51.9% Low Income: 91.5%			Increase to at least: English Learner: 83.3% Homeless: 57.9%	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Improve graduation rate for student groups by at least 2 percentage point per year	Students with Exceptional Needs: 75.3% African American: 86.7% Hispanic: 92.5%  Data Source: CA School Dashboard, 2022-23			Low Income: 97.5% Students with Exceptional Needs: 81.3% African American: 92.7% Hispanic: 98.5%	
2.9	PRIORITY 6A Pupil suspension rates Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 Orange  Data Source: CA School Dashboard, 2022-23			Increase to at least: Blue or Green	
2.10	PRIORITY 6A Pupil suspension rates Improve the suspension rate for all student groups using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 English Learners: Orange Foster: Red Low Income: Orange Students with exceptional needs: Red Homeless: Yellow African American: Red Hispanic: Orange  Data Source: CA School Dashboard, 2022-23			Increase to at least: Blue or Green	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	PRIORITY 6A Pupil suspension rates Improve the suspension rate for all students at all schools using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 Alamo: Blue Browns Orange Cooper: Orange Edwin Markham: Orange Eugene Padan: Red Hemlock: Orange Jean Callison: Green Orchard: Orange Sierra Vista K-8: Orange Vaca Pena: Orange Vacaville High: Orange Will C. Wood High: Orange Willis Jepson: Yellow  Data Source: CA School Dashboard, 2022-23			Increase to at least: Blue or Green	
2.12	PRIORITY 6B Pupil expulsion rates Maintain the current rate of expulsions	Maintained at less than 1%  Data Source: Dataquest, 2022-23			Maintain current rate	
2.13	PRIORITY 6C Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Increase the percentage of students in Grades 5,	2022-23 - Local measure equivalent 5th grade: 78% 7th grade: 67% 9th grade: 61% 11th grade: 74%  Data Source: Local Survey data, 2022-23			Increase to at least: 5th grade: 84% 7th grade: 73% 9th grade: 67% 11th grade: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	7, 9 and 11 reporting school connectedness on the bi-annual California Healthy Kids Survey (CHKS) and/or local equivalent survey by 2 percentage point per year.					
2.14	<p>PRIORITY 6C Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Increase the percentage of students in Grades 5, 7, 9 and 11 reporting as being safe or very safe on the bi-annual California Healthy Kids Survey (CHKS) and/or local equivalent survey by 2 percentage point per year.</p>	<p>2022-23 - Local measure equivalent 5th grade: 81% 7th grade: 62% 9th grade: 71% 11th grade: 65%</p> <p>Data Source: Local Survey data, 2022-23</p>			<p>Increase to at least: 5th grade: 87% 7th grade: 68% 9th grade: 77% 11th grade: 71%</p>	
2.15	<p>PRIORITY 3A Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness VUSD will administer annual surveys to staff to gather perception data</p>	<p>2022-23 Survey given and results utilized in planning</p> <p>Data Source: Local Survey and event data, 2022-23</p>			Survey given and results utilized in planning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and assist in site and district planning and direction.					
2.16	<p>PRIORITY 3A</p> <p>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p>VUSD will administer annual surveys to parents to gather perception data and assist in site and district planning and direction.</p>	<p>2022-23</p> <p>At least two measures will be administered per year and results utilized in planning</p> <p>Data Source: Local Survey and event data, 2022-23</p>			At least two measures annually administered and utilized in planning	
2.17	<p>PRIORITY 3C</p> <p>Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site.</p> <p>VUSD will administer at least two measures to parents to gather perception data and assist in site and district planning and direction. These measures will provide additional input (beyond meeting times) in order to assist the district in making decisions. Exceptional</p>	<p>2022-23</p> <p>At least two options per year</p> <p>Data Source: Local Survey and event data, 2022-23</p>			At least two measures annually administered and utilized in planning	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	effort will be made to obtain valid and reliable information from parents of unduplicated students and students with exceptional needs.					
2.18	PRIORITY 3B How the LEA will promote parental participation in programs for unduplicated pupils. VUSD will meet with the families of unduplicated students to gain their feedback	2022-23 At least two options per year  Data Source: Local Survey and event data, 2022-23			At least two options annually	
2.19	PRIORITY 3A VUSD will meet with the families of students with exceptional needs to gain their feedback.	2022-23 At least two options per year  Data Source: Local Survey and event data, 2022-23			At least two options annually	
2.20	PRIORITY 8 Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school by at least 2 percentage point per year.	2022-23 86%  Data Source: Local Student Information System Data			Increase to at least: 92%	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase offerings of academic support and intervention via multi-tier system of support.	a. This action will address the achievement gap districtwide with specific student groups scoring in the lowest performance category of red: in ELA and Math for English Language Learners, African Americans students, and Students with Exceptional Needs and Graduation Rates for Homeless youth. ELA for student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School. Mathematics for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena	\$2,004,986.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.</p> <p>b. Adopt and train staff to utilize a district-wide student outcomes data management platform.</p> <p>c. Increase preschool offerings to expand access for unduplicated students and other student groups who have been traditionally underserved and would not have access to preschool otherwise.</p> <p>d. Provide funding to support intervention efforts both during the school day and during extended instructional time. Interventions are intended to address any learning gaps for students, in particular for students scoring in the lowest performance category: Emergent Bilinguals (English Learners), Students with Exceptional Needs, Low-Income students, Homeless Youth, African American students, Hispanic students, and students identifying with two or more races.</p> <p>e. Provide RTI coordinators to focus on student learning gaps. Coordinators are allocated by school based on unduplicated student population.</p> <p>f. Provide additional administrator to support our largest Elementary school site, Edwin Markham Elementary, which also has the highest concentration of unduplicated students at 75% of the school population.</p>		
<b>2.2</b>	Increase offerings of social-emotional support and	a. Conduct a needs assessment related to our mental health offerings / services in order to determine if our current system is meeting the needs of all students.	\$2,336,549.00	Yes

Action #	Title	Description	Total Funds	Contributing
	intervention via multi-tier system of support.	<p>b. Continue dual funding mental health clinicians to provide accessible mental health support to the unduplicated and underserved student populations in addition to providing special education services.</p> <p>c. Dual fund behavior specialists to provide support/training/consultation regarding general education behavior needs.</p> <p>d. Utilize coordinator position to focus on MTSS and provide additional support to our unduplicated student populations.</p> <p>e. Provide training and professional development to staff, as noted in our district Equity Plan, including Trauma Informed Teaching with an equity lens and Social Emotional Learning (SEL) to support all students. A particular focus will be put on Chronic Absenteeism rates and suspension rates for our Foster Youth, African American students, and Students with Exceptional Needs as they scored in the lowest performance level of red in these areas, as well as Suspension rates for our African American students, Students with Exceptional Needs, and Foster Youth districtwide. This also includes Chronic Absenteeism for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; African American students at Callison Elementary and Willis Jepson Middle School; Students of Two or More Races at Cooper Elementary; Filipino students at Callison Elementary. This also includes Suspension rates for student groups within specific schools include: English Learners at Vacaville High School and Will C. Wood High School; Students with Exceptional Needs at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School; Low-Income students at Eugene Padan Elementary, Hemlock Elementary, Vacaville High School, and Will C. Wood High School; Homeless Youth at Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, Willis Jepson Middle School, Vacaville High School, Will C. Wood High School; Hispanic students at Vacaville High School;</p>		



Action #	Title	Description	Total Funds	Contributing
		Students of Two or More Races at Will C. Wood High School; White students at Eugene Padan Elementary and Hemlock Elementary		
<b>2.3</b>	Develop and implement dropout prevention practices.	<p>a. Develop systems within the school to encourage a positive school culture, including professional development, mentorship programs, etc.</p> <p>b. Develop a system to provide parent support and education in the areas of academic systems that lead to career and college readiness, social-emotional needs, and essential life skills. There will be targeted outreach for our unduplicated families. Outreach could include topic specific parent academy / workshops.</p> <p>c. District MTSS coordinator works with staff and students to develop positive school relationships including targeted supports for Deans.</p> <p>d. Ensure awareness related to alternative graduation requirements for Foster, Homeless, &amp; Incarcerated youth &amp; newly arrived immigrant students, including additional training for counseling staff.</p> <p>e. Develop a multi-year plan to support struggling students and address credit recovery including 1.4 FTE dedicated to credit recovery including the development of additional academic interventions. A particular focus will be put on our Homeless Youth graduation rate and Suspension rates for African American students, Students with Exceptional Needs, and Foster Youth as they scored in the lowest performance level of red in this area.</p>	\$554,644.00	Yes
<b>2.4</b>	Continue to develop and refine systems of safety	<p>Cyber Safety</p> <p>a. Continue use of student online monitoring system that includes content filtering, classroom management, device tracking, and internet usage monitoring for safety purposes.</p> <p>b. Provide Digital citizenship and safety instruction for students and parents</p>	\$1,350,414.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Physical safety and security of students and staff</p> <p>c. Conduct Safety team assessments</p> <p>d. Continue to utilize and training staff annually on Standard Response Protocol Training (SRP)</p> <p>e. Expansion of the text tip line communication system</p> <p>f. Continue to utilize Safety coordinator/consultant position to ensure our safety systems and back-up plans are most effective and responsive to the changing threats that face our school communities. This coordinator will provide training for all staff, students, and parents.</p>		
2.5	Encourage parent participation	<p>a. Conduct linguistically and culturally appropriate outreach to families including translation and interpretation Services: provide translation and interpretation services to facilitate effective communication, engagement, and participation, especially for our unduplicated families.</p> <p>b. Maintain active websites and social media presence by schools and District</p> <p>c. Encourage parent and community engagement through the expanded use of video messaging, in addition to our written communications</p> <p>d. Create opportunities for family learning (PK-12), such as understanding learning platforms, using technology safely including the benefits of limiting student phone use, communication with schools, etc.</p> <p>e. Continue to provide and expand parent information nights (via site admin and district support personnel) to engage parents and provide them with practical strategies for supporting their student's learning at home. Encourage parent and community engagement in our schools through student-made projects such as videos, graphic designs, etc.</p> <p>f. Involve parents in safety and security (cyber and physical).</p>	\$197,413.00	No

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

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

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Address barriers to student success	a. Continue to increase school engagement and reintegration back into general school program and/or attaining a high school diploma.	\$385,958.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reintegration efforts include explicit connections to home school, including but not limited to quarterly visit to home school site, as well as participation in relevant school events such as college, career, and/or trade school fairs. b. Expand career exposure/exploration to support students, especially our unduplicated students in this program, by connecting students to appropriate career pathways via education, job shadows, internships, industry certifications, and provide mentorship opportunities.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$12,454,589	\$0

## 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
10.136%	0.000%	\$0.00	10.136%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Increase College Readiness</p> <p><b>Need:</b> There is an achievement gap between our English Learners (Emergent Bilingual students), Foster Youth, and Low Income students and other students groups in the areas of A-G completion, AP participation and passage rate, and EAP passage rates.</p>	While we have seen growth in the area of increasing college readiness, more growth is required to close the achievement gap based on A-G completion rate, as well as participation in Advanced Coursework such as dual enrollment and Advanced Placement (AP), and AP test passage rates. By providing increased access to advanced coursework like Advanced Placement (AP) courses and dual enrollment options, as well as support and mentorship, we can help increase college readiness for English Learners, Foster or	A-G Completion Rate, AP Participation and Passage Rate, Dual enrollment / articulation data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>	<p>Homeless Youth, and Low-Income students by providing critical academic preparation, developing college readiness skills, exposing them to college-level work, and offering opportunities for college credit prior to graduation, which results in overall cost savings. One study even suggested that following a challenging high school curriculum, including advanced courses meeting the a-g criteria, substantially raised the chances of low-income and minority students enrolling in and completing college (Adelman, 2006). Advanced coursework fosters the development of essential college readiness skills such as critical thinking and organizational skills, such as time management and effective study habits. Critical thinking and organizational skills are two of the five life skills our educational partners identified as the most important to develop prior to graduation because these skills are crucial for success in higher education and are often reinforced through participation in AP courses and dual enrollment programs. Advanced coursework provides these students with structured academic environments and support systems, which can lead to higher grades and test scores. For instance, a study by Atanda et al. (2019) found that English Learners who participated in AP courses showed significant improvements in academic achievement and English language proficiency over time. Furthermore, access to advanced coursework exposes Low-Income students to rigorous academic content and challenges, helping them develop critical thinking skills and effective study habits. A study by Martinez et al. (2018) found that Low-Income students who took AP courses were more likely to enroll in and persist through college</p>	



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>than their peers who did not participate in advanced coursework.</p> <p>In addition to access to such courses, students must be supported in those rigorous courses. One instructional model that we utilize districtwide to provide that support is via AVID (Advancement Via Individual Determination). AVID is an educational program designed to support students, particularly those traditionally underrepresented in higher education, in achieving academic success and preparing for college and career readiness. The program targets students who have the potential to succeed academically but may face social, economic, or educational barriers to their success. AVID operates through a combination of academic instruction, college preparation, and social-emotional support. Key components of the AVID program include College Readiness Curriculum, Tutorial Support, College and Career Exploration, and Social-Emotional support. AVID provides targeted academic support and skill development tailored to the needs of English Learners. This support includes strategies for improving English language proficiency, note-taking techniques, and critical thinking skills. Studies like the one by Grossman and Rhodes (2002) have shown that mentoring programs, often integrated into AVID, lead to higher academic achievement for English Learners. AVID provides Low-Income students with access to academic resources and support systems that may not be readily available to them otherwise. By teaching effective study habits, time management skills, and organizational techniques, AVID helps Low-Income students succeed academically. AVID introduces students to college</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and career opportunities early on, helping them set goals and develop the necessary skills for success. According to a study by Bowyer (2019), AVID participation increases the likelihood of Low-Income students and English Learners enrolling in advanced coursework and pursuing post-secondary education. AVID prepares these students for the academic rigors of college by providing exposure to college-level coursework, college application guidance, and support with financial aid applications. Through activities like college visits and guest speaker sessions, AVID helps demystify the college experience and instills confidence in students' ability to succeed at the post-secondary level. Moreover, AVID's emphasis on critical thinking and problem-solving skills equips students with the tools they need to excel in college. The National Student Clearinghouse Research Center study (Karp, Hughes, &amp; O'Gara, 2013) found that AVID students were more likely to enroll in and persist through college compared to their peers. AVID creates a supportive community where students feel valued and empowered to achieve their academic goals. Through peer collaboration, mentoring relationships, and academic counseling, AVID fosters a sense of belonging and encourages students to advocate for themselves. This supportive environment is particularly beneficial for marginalized student groups who may face additional social and emotional challenges. For example, Herrera et al. (2000) claimed that mentoring within AVID positively impacted the self-esteem and school attendance of Foster Youth.</p> <p>Adelman, C. (2006). The toolbox revisited: Paths</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>to degree completion from high school through college. U.S. Department of Education. National Center for Educational Statistics. (2017). Advanced Coursework and STEM among High School Graduates.</p> <p>Atanda, R. O., Olatunji, O., &amp; Yakubu, M. (2019). A Longitudinal Examination of the Impact of Advanced Placement Participation on the Academic Performance of English Learners. Journal of Advanced Academics, 30(1), 31–58.</p> <p>Martinez, M., Campa, H., &amp; Stillwell, R. (2018). Advanced Placement, International Baccalaureate, and Dual-Enrollment Programs: Do Low-Income Students Participate? (REL 2018-292). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <a href="https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=6031">https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=6031</a></p> <p>Grossman, J. B., &amp; Rhodes, J. E. (2002). The test of time: Predictors and effects of duration in youth mentoring relationships. American Journal of Community Psychology, 30(2), 199-219.</p> <p>Bowyer, K. (2019). The Impact of AVID on the College-Going Rates of Low-Income and English Learner Students. The Journal of Educational Research, 112(5), 618–627.</p> <p>Karp, M. M., Hughes, K. L., &amp; O'Gara, L. (2013). Evaluation of the Advancement Via Individual Determination (AVID) college readiness system.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>National Student Clearinghouse Research Center.</p> <p>Herrera, C., Sipe, C. L., McClanahan, W. S., &amp; Arbretton, A. J. A. (2000). Mentoring school-age children: Relationship development in community-based and school-based programs. Philadelphia: Public/Private Ventures.</p>	
1.5	<p><b>Action:</b> Increase Career Readiness</p> <p><b>Need:</b> There is an achievement gap between our English Learners (Emergent Bilingual students), Foster Youth, and Low Income students and other students groups in the area of CTE course enrollment and CTE pathway completion.</p> <p><b>Scope:</b> LEA-wide</p>	<p>An achievement gap still exists between our overall student population and unduplicated student groups in terms of career readiness metrics such as CTE course enrollment and CTE Pathway completion rates. Therefore, in this action, we are working on ways to increase career awareness including utilizing personnel to support our administrators and counselors in recruiting students to enroll in these very valuable classes. Over the course of the past decade, numerous studies have concluded that Career and Technical Education (CTE) classes can be effective in improving the academic achievement of English Learners, Foster or Homeless Youth, and Low-Income students, specifically by providing instruction in practical life skills, hands-on experiences, and access to pathways that can lead to meaningful employment after high school. Our CTE pathways offer practical skills training in various industries such as automobile maintenance, healthcare, technology, construction, hospitality, etc. For Emergent Bilinguals (English Learners), who may face language barriers in traditional academic settings, CTE courses provide an alternative pathway to learning valuable skills that are immediately applicable in the workforce. According to a study by Bustillos et al. (2016), Emergent Bilinguals (English Learners) who participated in CTE</p>	CTE course enrollment and CTE pathway completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>pathways demonstrated increased motivation and engagement in school due to the practical nature of the coursework. Foster or Homeless Youth and Low-Income students have also benefited from CTE programs by gaining tangible skills that can lead to employment without necessarily pursuing a traditional (and potentially expensive) college pathway. Research by Oakes et al. (2017) found that Foster or Homeless youth who participated in CTE programs demonstrated improved employability skills and were more likely to secure employment after high school. Additionally, research by Belfield, Kim, and Ross (2016) concluded that English Learners who participated in CTE programs demonstrated higher GPAs, attendance rates, and graduation rates compared to their peers. Lastly, CTE programs foster a supportive learning environment where students receive personalized mentoring and guidance from teachers and industry professionals. Research by Quint et al. (2016) found that Foster or Homeless youth who participated in CTE pathways reported feeling more connected to school and had higher levels of academic engagement compared to non-participants.</p> <p>Bustillos, L. T., &amp; Stone, J. R., III. (2016). English Learners' Access to and Outcomes in Career and Technical Education. <i>Journal of Career and Technical Education</i>, 31(2), 85–101.</p> <p>Oakes, W., Bergeron, D., &amp; Clark, M. (2017). Factors That Influence the Post-High School Outcomes of Students in Foster Care. <i>Journal of Child and Family Studies</i>, 26(8), 2127–2136.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Quint, J., Colyar, J. E., &amp; Brooks, D. (2016). Helping Homeless Youth Through CTE: One District's Success. <i>Techniques: Connecting Education and Careers</i>, 91(6), 32–35.</p>	
1.10	<p><b>Action:</b> Provide a system of support for Unduplicated Students with Exceptional Needs</p> <p><b>Need:</b> There is an achievement gap between our Special Education and unduplicated student groups and other students groups on the CAASPP and other local academic assessment data.</p> <p><b>Scope:</b> LEA-wide</p>	<p>We aim to aid our staff's ability to support students with special needs, including those who are learning English as a second language, by providing targeted training such as the writing of appropriate goals and identifying targeted support related to English Language (EL) proficiency levels. In order to supplement the current outreach efforts of our administration and other support staff, our Special Needs Parent Liaison also provides targeted outreach efforts directed towards our families of unduplicated students. A focus of this outreach is to ensure that all involved in the Individualized Education Program (IEP) process understand their role in that process. Studies, such as those by Sheldon et al. (2016) found that increased parent engagement is associated with higher academic achievement, improved attendance, and better behavior among students, including English Learners and Low-Income students.</p> <p>Sheldon, S. B., Epstein, J. L., &amp; Galindo, C. L. (2016). Improving Student Outcomes Through Partnerships Between Parents and Teachers: Results From a Randomized Controlled Trial of a Research-Based Parent Involvement Program in Elementary Schools. <i>School Community Journal</i>, 26(2), 133–157.</p>	CAASPP data, other local measures, including surveys, other local academic assessment data, (h) local HR metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	<p><b>Action:</b> Recruit and retain highly qualified staff to support students</p> <p><b>Need:</b> There is an achievement gap between our English Learners (Emergent Bilingual students), Foster Youth, Low-Income students, and other student groups in the areas of CAASPP English and Math and Graduation Rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>In order to meet the learning needs of our unduplicated populations, we have created a professional development plan for staff that focuses on addressing their unique learning barriers. The professional development for our staff includes various topics, based on feedback from all of our educational partner groups, such as Social-Emotional Learning (SEL) / Multi-Tier System of Support (MTSS), Integrated ELD training to support our English Language Learners and RFP students, Universal Design for Learning Practices, Inclusive Practices, Culturally Relevant Teaching Practices, Trauma Informed Practices, Restorative Practices, Bias Recognition, AVID Equity Pathway, etc. The primary aim of this professional development is to build the professional capacity of our teachers so that they can provide better academic support to struggling students, particularly our unduplicated student groups. By improving instructional strategies, we can have the most significant impact on unduplicated students who have scored below their peers on CAASPP and other summative metrics and have higher dropout rates. Effective professional development provides teachers with training and support in culturally responsive teaching practices, allowing them to better meet the diverse needs of students from various backgrounds. Research by Ladson-Billings (1994) and Gay (2010) demonstrates that culturally responsive teaching improves academic achievement and engagement, especially for students from marginalized communities like English Learners, Low-Income students, and Foster or Homeless youth.</p>	<p>Performance on Statewide assessments, Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board., English learner reclassification rate. Other local measures, including surveys of teachers, Staff Retention Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Furthermore, a study by the National Center for Education Evaluation and Regional Assistance asserted that teachers who received professional development on strategies to support English Learners showed significant improvements in their instructional practices and student outcomes. Students of those teachers showed greater growth in English proficiency and academic achievement than those in classrooms where teachers did not receive such professional development (Gersten et al., 2010).</p> <p>Ladson-Billings, G. (1994). <i>The Dreamkeepers: Successful Teachers of African American Children</i>. Jossey-Bass.</p> <p>Gay, G. (2010). <i>Culturally Responsive Teaching: Theory, Research, and Practice</i> (2nd ed.). Teachers College Press.</p> <p>Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., &amp; Scarcella, R. (2010). <i>Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide</i> (NCEE 2010-4012). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/els_pg_042911.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/els_pg_042911.pdf</a></p>	
2.1	<p><b>Action:</b> Increase offerings of academic support and intervention via multi-tier system of support.</p> <p><b>Need:</b></p>	By increasing the availability of academic support /interventions, primarily focusing on unduplicated and/or underserved populations, we are working to bridge the achievement gap among our unduplicated student groups and the overall	Other Pupil Outcomes: 9th Grade Course Failure Data, intervention data, other local measures, including surveys of pupils



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>There is an achievement gap between our English Learners (Emergent Bilingual students), Foster Youth, Low-Income students, and other student groups in the areas of CAASPP English and Math and Graduation Rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>student population. This plan to support the needs of our most vulnerable learners through a comprehensive approach includes ensuring quality instruction for all students and promptly implementing targeted interventions for those who require additional support. To facilitate these interventions, we maintain the support of Response to Intervention (RTI) coordinators, paraprofessionals, and Learning Support Coordinators. RTI personnel offer differentiated instruction and support tailored to meet the diverse needs of students, including English Learners and those from low-income or unstable living situations. Studies by Burns and Gibbons (2008) and Vaughn et al. (2010) demonstrate that RTI interventions that are responsive to students' individual needs result in significant gains in reading and mathematics achievement.</p> <p>Additionally, we employ data systems to accurately identify struggling students and all staff engage in collaborative Professional Learning Communities (PLC) to analyze data, monitor student progress, and refer struggling students, particularly unduplicated students, to appropriate interventions. We further allocate resources to support in-school and after-school intervention programs, as well as Response to Intervention (RTI) coordinators. RTI involves delivering high-quality instruction and intervention, and utilizing student learning outcomes to inform instructional decisions (Fuchs &amp; Fuchs, 2005)."</p> <p>Burns, M. K., &amp; Gibbons, K. A. (2008). Implementing Response-to-Intervention in</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Elementary and Secondary Schools: Procedures to Assure Scientific-Based Practices. Routledge.</p> <p>Fuchs, L. S., &amp; Fuchs, D. (2005). What is “scientifically based research” and what is not? Educational Researcher, 34(6), 15–20. Barrera, I., &amp; Gomez, L. M. (2016). STEAM learning for English language learners: Exploring promising practices. Afterschool Matters, 24, 38-46</p>	
2.2	<p><b>Action:</b> Increase offerings of social-emotional support and intervention via multi-tier system of support.</p> <p><b>Need:</b> There is an achievement gap between our English Learners (Emergent Bilingual students), Foster Youth, Low-Income students, and other student groups in the areas of Chronic Absenteeism and Suspension Rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Key metrics in which we are still experiencing significant declines compared to our pre-pandemic data are in the areas of Chronic Absenteeism rates and disengagement in school. As we navigate the aftermath of the pandemic, it is more essential than ever to address these key metrics. Central to our efforts to improve outcomes for our unduplicated student populations is the expansion of our Multi-Tiered Systems of Support (MTSS). Therefore, we are building upon our MTSS framework by leveraging the expertise of our MTSS coordinator to provide targeted support for schools and unduplicated student populations. MTSS ensures equitable access to support services and interventions for all students, including Emergent Bilinguals (English Learners), Low-Income students, and Foster or Homeless youth. Research by McIntosh et al. (2016) and Sugai et al. (2010) demonstrates that MTSS implementation reduces achievement gaps in chronic absenteeism and school disengagement, which helps to promote educational equity. Furthermore, our mental health and counseling teams are pivotal in fostering a supportive learning environment for all. Through Trauma-Informed</p>	<p>School attendance rates, Chronic absenteeism rates, Pupil suspension rates, Pupil expulsion rates, other local measures, including surveys of pupils on the sense of safety and school connectedness, Intervention data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Care and focused attention on mental health, SEL, and resilience, they ensure our students receive the necessary support to ensure their success in school and beyond. Funding from Title 1 and mental health grants has bolstered services for unduplicated students, particularly those in foster care, experiencing homelessness, or from low-income backgrounds. MTSS relies on data-driven decision-making to monitor student progress, identify barriers to attendance and engagement, and adjust interventions accordingly. Research by Harn et al. (2013) and Sáez et al. (2018) highlights the importance of using data to inform MTSS implementation and its positive impact on reducing chronic absenteeism and improving student outcomes.</p> <p>McIntosh, K., Frank, J. L., &amp; Spaulding, S. A. (2016). Establishing a System of Behavioral Interventions within a Multi-Tiered System of Supports. <i>Journal of Positive Behavior Interventions</i>, 18(2), 65–75.</p> <p>Sugai, G., &amp; Horner, R. H. (2010). <i>School-wide Positive Behavior Support: Establishing a Continuum of Evidence Based Practices</i>. Guilford Press.</p> <p>Harn, B., Parisi, D., &amp; Stoolmiller, M. (2013). Balancing Fidelity with Flexibility and Fit: What Do We Really Know About Fidelity of Implementation in Schools? <i>Exceptional Children</i>, 79(2), 181–193.</p> <p>Sáez, L., Rodríguez-Meirinhos, A., &amp; Fernández-Parra, A. (2018). Multi-Tiered Systems of Support (MTSS) for Reducing School Absenteeism: A</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Systematic Review. Children and Youth Services Review, 93, 350–361.	
2.3	<p><b>Action:</b> Develop and implement dropout prevention practices.</p> <p><b>Need:</b> There is an achievement gap between our English Learners (Emergent Bilingual students), Foster Youth, Low-Income students, and other student groups in the areas of Chronic Absenteeism, Dropout rate, and Graduation Rate.</p> <p><b>Scope:</b> LEA-wide</p>	<p>To combat the issues of dropouts, we have focused our efforts in two distinct areas of focus: middle school and high school. Studies such as that one by Prajapati, Ravindra, et al. stress the importance of adopting a systemic approach tailored to students' grade levels for an effective dropout prevention program (2017, pp. 3-4). In middle school, our emphasis lies in fostering a positive school environment and addressing issues like chronic absenteeism and student behavior through our Multi-tiered Systems of Support, with a primary focus on unduplicated students. Transitioning to high school, we maintain this focus, concentrating on credit recovery and preparing unduplicated student populations for future careers. At the secondary level, adult mentors such as Deans, school counselors, and Student Reengagement Specialists provide vital support to students in this regard. Credit recovery programs often offer flexible scheduling and personalized learning options, allowing students to catch up on missed credits at their own pace. Studies by Heppen et al. (2017) and Kennedy et al. (2016) highlight the role of credit recovery programs in providing second chances for students, including English Learners, Low-Income students, and Foster or Homeless youth, to obtain a high school diploma.</p> <p>Prajapati, Ravindra, et al. "Significance Of Life Skills Education." Contemporary Issues in Education Research, vol. 10, no. 1, 2017, pp. 3–4.</p>	Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. <i>Urban Education</i>, 40(3), 237-269</p> <p>Heppen, J. B., Allensworth, E., Walters, K., &amp; Read, K. (2017). The Case for Improving Credit Recovery: Evidence from Illinois and Chicago. University of Chicago Consortium on School Research.</p> <p>Kennedy, M. M., Thomas, S., Mayer, A. K., &amp; Hoffman, S. (2016). Promising Practices for Addressing the Needs of English Learners in Credit Recovery Programs. Regional Educational Laboratory West.</p>	
3.1	<p><b>Action:</b> Address barriers to student success</p> <p><b>Need:</b> Feedback from our educational partners has highlighted two key areas for growth: transitional services and the development of career/life skills. With this in mind, our goal is to support students in transitioning back to their home school or moving forward into post-secondary education, vocational training, or employment opportunities. We accomplish this by providing resources, guidance, and assistance with goal-setting and future planning.</p> <p><b>Scope:</b></p>	<p>We chose to focus on these two main areas because research supports their effectiveness in the long term success of students. Studies have shown that providing students with opportunities for career exploration, vocational training, and the development of life skills can enhance their employability and readiness for adulthood (Kemple &amp; Snipes, 2000). Furthermore, a study by Morgan, Frisco, and Farkas (2010) found that students who successfully transitioned from alternative education settings back to their home schools demonstrated significant improvements in academic achievement and social integration compared to those who remained in alternative placements.</p>	<p>Percentage of students returning to home school and/or graduating by 3 percentage points per year. Increase student participation rate related to career exploration to 100% in three years</p>

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

### **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
<b>1.7</b>	<p><b>Action:</b> Provide a system of support for English Learners (Emergent Bilinguals)</p> <p><b>Need:</b> There is an achievement gap between our English Learners (Emergent Bilingual students) and other students groups on the CAASPP and other local academic assessment data.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>We are in the process of evaluating and restructuring our comprehensive approach to supporting the academic success and post-secondary readiness of our Emergent Bilinguals (English Learners). Our intention with this restructure is to facilitate the timely reclassification of ELs, which opens new educational pathways, providing targeted professional development for educators to enhance their support for Emergent Bilinguals in the classroom, and conducting extensive outreach to parents and the community to ensure everyone is committed to the success of our Emergent Bilinguals (English Learners). Targeted, evidence-based, professional development for school staff to support Emergent Bilinguals (English Learners) is crucial because we must equip all educators with the necessary skills and strategies to effectively teach and support this diverse student population. Studies have shown that targeted training on differentiated instruction, scaffolded learning, and providing language support leads to increased academic achievement for Emergent Bilinguals (English Learners) (Gersten et al., 2008; August &amp; Shanahan, 2006).</p>	<p>Reclassification rates, Progress on the Dashboard, CAASPP data, other local academic assessment data</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		<p>Training focused on language acquisition theory and language development strategies provides educators with the tools to facilitate language growth among Emergent Bilinguals (ELs). Studies indicate that targeted professional development enhances teachers' ability to provide language-rich environments and support language development across content areas (Echevarria et al., 2011; Saunders &amp; Goldenberg, 2010). In addition to supporting our Emergent Bilingual (English Learners), we must also support their parents and wider school community. Our bilingual College and Career Readiness Team works directly with our Emergent Bilinguals (English Learners) and their parents in a variety of ways, including acting as a bridge between the parent and the school, organizing parent workshops, etc.</p> <p>Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., &amp; Scarcella, R. (2010). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2010-4012). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/el_ls_pg_042911.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/el_ls_pg_042911.pdf</a></p> <p>Echevarría, J. Lombira et al. "Did They Get It? The Role of Fidelity in Teaching English Learners." Journal of Adolescent &amp; Adult Literacy 54 (2011): 425-434.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p><b>Action:</b> Provide a system of support for Homeless and Foster Students</p> <p><b>Need:</b> There is an achievement gap between our Foster and Homeless students and other students groups on the CAASPP and other local academic assessment data.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Our goal is to provide supports that ensures all of our students, regardless of their housing situation, have the support they need to thrive inside and outside of school. Our Foster &amp; Homeless Youth Liaison collaborates closely with our staff, which includes site liaisons at all school sites, to find and implement relevant supports to ensure that our homeless and foster youth receive the support they need to succeed, both academically and personally. Our district liaison provides guidance on the supports available to these students and ensures that our students are accessing them. By providing on-site support services such as mentoring and case management tailored to the unique needs of foster and homeless youth, we can aid in the improvement of academic performance and decreased behavioral problems among foster and homeless youth, per a study by Ahrens et al. (2010).</p> <p>Ahrens, K. R., DuBois, D. L., Richardson, L. P., Fan, M. Y., &amp; Lozano, P. (2010). Youth in Foster Care with Adult Mentors During Adolescence Have Improved Adult Outcomes. <i>Pediatrics</i>, 125(2), e246–e252.</p>	CAASPP data, other local academic assessment data

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



**Additional Concentration Grant Funding**

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

Does not apply

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	122,872,193	12,454,589	10.136%	0.000%	10.136%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$15,789,275.00	\$5,171,038.00	\$37,800.00	\$458,694.00	\$21,456,807.00	\$18,737,466.00	\$2,719,341.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increase Academic Readiness	All	No			All Schools	Ongoing	\$1,936,869.00	\$1,505,871.00		\$3,442,740.00			\$3,442,740.00	
1	1.2	Improve student achievement in reading	All	No			All Schools	Ongoing	\$77,569.00	\$98,000.00	\$66,569.00	\$98,000.00	\$11,000.00		\$175,569.00	
1	1.3	Improve student achievement in mathematics	All	No			All Schools	Ongoing	\$66,806.00	\$0.00	\$55,806.00		\$11,000.00		\$66,806.00	
1	1.4	Increase College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$4,641,154.00	\$133,330.00	\$4,559,182.00	\$211,502.00	\$800.00	\$3,000.00	\$4,774,484.00	
1	1.5	Increase Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,134,723.00	\$18,953.00	\$1,969,265.00	\$184,411.00			\$2,153,676.00	
1	1.6	Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills.	All	No			All Schools	Ongoing	\$274,335.00	\$0.00	\$274,335.00				\$274,335.00	
1	1.7	Provide a system of support for English Learners (Emergent Bilinguals)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,771,667.00	\$97,322.00	\$1,764,667.00		\$15,000.00	\$89,322.00	\$1,868,989.00	
1	1.8	Provide a system of support for Homeless and Foster Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income	All Schools	Ongoing	\$220,964.00	\$17,161.00	\$233,125.00			\$5,000.00	\$238,125.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.9	Provide a system of support for Students with Exceptional Needs	All	No			All Schools	Ongoing	\$886,700.00	\$10,000.00		\$896,700.00			\$896,700.00	
1	1.10	Provide a system of support for Unduplicated Students with Exceptional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$191,532.00	\$1,000.00	\$192,532.00				\$192,532.00	
1	1.11	Recruit and retain highly qualified staff to support students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Onoing	\$326,180.00	\$216,707.00	\$487,430.00	\$15,257.00		\$40,200.00	\$542,887.00	
2	2.1	Increase offerings of academic support and intervention via multi-tier system of support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,803,986.00	\$201,000.00	\$1,803,986.00	\$201,000.00			\$2,004,986.00	
2	2.2	Increase offerings of social-emotional support and intervention via multi-tier system of support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,170,549.00	\$166,000.00	\$2,256,549.00	\$80,000.00			\$2,336,549.00	
2	2.3	Develop and implement dropout prevention practices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$554,644.00	\$0.00	\$554,644.00				\$554,644.00	
2	2.4	Continue to develop and refine systems of safety	All	No			All Schools	Ongoing	\$1,139,414.00	\$211,000.00	\$1,235,414.00			\$115,000.00	\$1,350,414.00	
2	2.5	Encourage parent participation	All	No			All Schools	Ongoing	\$195,844.00	\$1,569.00				\$197,413.00	\$197,413.00	
3	3.1	Address barriers to student success	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Shereene Wilkerso n Academy of Excellence	Ongoing	\$344,530.00	\$41,428.00	\$335,771.00	\$41,428.00		\$8,759.00	\$385,958.00	

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
122,872,193	12,454,589	10.136%	0.000%	10.136%	\$14,157,151.00	0.000%	11.522 %	<b>Total:</b>	\$14,157,151.00
								<b>LEA-wide Total:</b>	\$11,823,588.00
								<b>Limited Total:</b>	\$1,997,792.00
								<b>Schoolwide Total:</b>	\$335,771.00

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	Increase Academic Readiness				All Schools		
1	1.2	Improve student achievement in reading				All Schools	\$66,569.00	
1	1.3	Improve student achievement in mathematics				All Schools	\$55,806.00	
1	1.4	Increase College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,559,182.00	
1	1.5	Increase Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,969,265.00	
1	1.6	Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills.				All Schools	\$274,335.00	

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	1.7	Provide a system of support for English Learners (Emergent Bilinguals)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,764,667.00	
1	1.8	Provide a system of support for Homeless and Foster Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$233,125.00	
1	1.9	Provide a system of support for Students with Exceptional Needs				All Schools		
1	1.10	Provide a system of support for Unduplicated Students with Exceptional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$192,532.00	
1	1.11	Recruit and retain highly qualified staff to support students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$487,430.00	
2	2.1	Increase offerings of academic support and intervention via multi-tier system of support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,803,986.00	
2	2.2	Increase offerings of social-emotional support and intervention via multi-tier system of support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,256,549.00	
2	2.3	Develop and implement dropout prevention practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$554,644.00	
2	2.4	Continue to develop and refine systems of safety				All Schools	\$1,235,414.00	
2	2.5	Encourage parent participation				All Schools		
3	3.1	Address barriers to student success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shereene Wilkerson Academy of Excellence	\$335,771.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$23,064,402.00	\$23,770,900.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increase Access to STEAM, principally directed towards unduplicated students	No	\$5,000.00	\$7,500.00
1	1.2	Increase academic readiness K-8	No	\$192,000.00	\$199,527.00
1	1.3	Increase Career Readiness, principally directed towards unduplicated students	Yes	\$2,264,209.00	\$2,616,193.00
1	1.4	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	Yes	\$1,079,218.00	\$938,337.00
1	1.5	Increase College Readiness, principally directed towards unduplicated students	Yes	\$819,993.00	\$961,289.00
1	1.6	Expand AVID, principally directed towards unduplicated students	Yes	\$1,403,795.00	\$1,384,998.00
1	1.7	Teacher/ Staff Recruitment	No	\$445,830.00	\$366,817.00
2	2.1	Provide a System of Support for English Learners	Yes	\$2,001,183.00	\$1,813,206.00
2	2.2	Provide a System of Support for Homeless and Foster Students	Yes	\$225,201.00	\$226,752.00
2	2.3	Provide a System of Support for Students with Exceptional Needs	No	\$2,160,687.00	\$2,545,167.00

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)
2	2.4	Provide a System of Support for Unduplicated Students with Exceptional Needs	Yes	\$183,442.00	\$190,000.00
2	2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	Yes	\$2,793,059.00	\$2,500,000.00
2	2.6	Increase technology access of all students	No	\$1,905,556.00	\$1,700,000.00
2	2.7	Provide Professional Development for staff to address learning barriers, principally directed towards unduplicated students	Yes	\$364,687.00	\$536,270.00
2	2.8	Increase reading support for K-3	No	\$800,000.00	\$892,099.00
2	2.9	Improve student achievement in Math	No	\$82,132.00	\$85,000.00
2	2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	Yes	\$473,915.00	\$450,000.00
2	2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	Yes	\$943,484.00	\$635,000.00
2	2.12	Develop dropout prevention practices, principally directed towards unduplicated At Promise Students	Yes	\$334,156.00	\$346,945.00
3	3.1	Increase access to Life Skills instruction to ensure students graduate with a strong work ethic, critical thinking / problem solving skills, resilience, and empathy.	No	\$340,913.00	\$310,000.00
3	3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	Yes	\$64,144.00	\$11,223.00
3	3.3	Increase social-emotional support via multi-tier system of support,	Yes	\$747,988.00	\$776,134.00

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)
		principally directed towards unduplicated students			
3	3.4	Continue to develop and refine systems of safety	No	\$918,444.00	\$810,000.00
3	3.5	Encourage student participation in extracurricular activities to support student social-emotional and academic well-being, principally directed towards unduplicated students	No	\$576,673.00	\$964,990.00
3	3.6	Encourage parent participation	No	\$359,829.00	\$395,041.00
3	3.7	Increase student access to relevant health, fitness and nutrition	No	\$1,578,864.00	2,108,412.00



# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
11,568,376	\$10,725,790.00	\$13,386,347.00	(\$2,660,557.00)	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	1.3	Increase Career Readiness, principally directed towards unduplicated students	Yes	\$1,606,098.00	2,616,193.00		
1	1.4	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	Yes	\$1,079,218.00	938,337.00		
1	1.5	Increase College Readiness, principally directed towards unduplicated students	Yes	\$642,662.00	961,289.00		
1	1.6	Expand AVID, principally directed towards unduplicated students	Yes	\$1,141,492.00	1,384,998.00		
2	2.1	Provide a System of Support for English Learners	Yes	\$1,808,966.00	1,813,206.00		
2	2.2	Provide a System of Support for Homeless and Foster Students	Yes	\$205,350.00	226,752.00		
2	2.4	Provide a System of Support for Unduplicated Students with Exceptional Needs	Yes	\$183,442.00	190,000.00		
2	2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	Yes	\$1,808,959.00	2,500,000.00		
2	2.7	Provide Professional Development for staff to	Yes	\$117,333.00	536,270.00		

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)
		address learning barriers, principally directed towards unduplicated students					
2	2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	Yes	\$346,705.00	450,000.00		
2	2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	Yes	\$732,800.00	635,000.00		
2	2.12	Develop dropout prevention practices, principally directed towards unduplicated At Promise Students	Yes	\$334,156.00	346,945.00		
3	3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	Yes	\$64,144.00	11,223.00		
3	3.3	Increase social-emotional support via multi-tier system of support, principally directed towards unduplicated students	Yes	\$654,465.00	776,134.00		

## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
119,845,569	11,568,376	0	9.653%	\$13,386,347.00	0.000%	11.170%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

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

*Support for Identified Schools*

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

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

*Monitoring and Evaluating Effectiveness*

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

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

**Engaging Educational Partners**

**Purpose**

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

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

**Requirements**

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

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

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

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

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

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

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

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

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

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



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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**  
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

## Total Funds

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

## Contributing

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

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

#### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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



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

### Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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