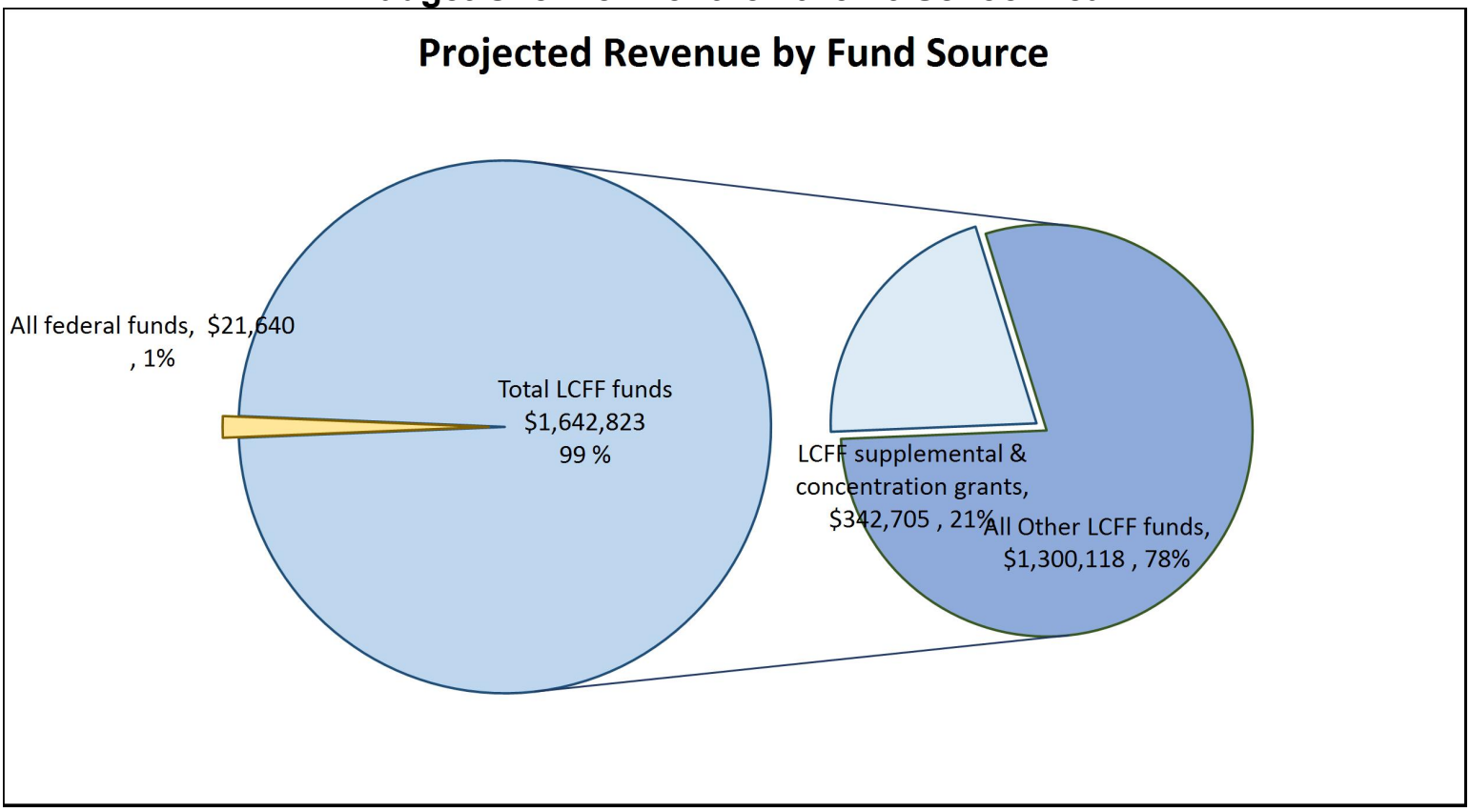
Visalia Technical Early College High School
Home of the Wolverines!

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Unified School District
CDS Code: 54-72256-0120659
School Year: 2025-26
LEA contact information:
Scott Braun
Principal
sbraun@vusd.us
(559) 622-3212

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

Budget Overview for the 2025-26 School Year

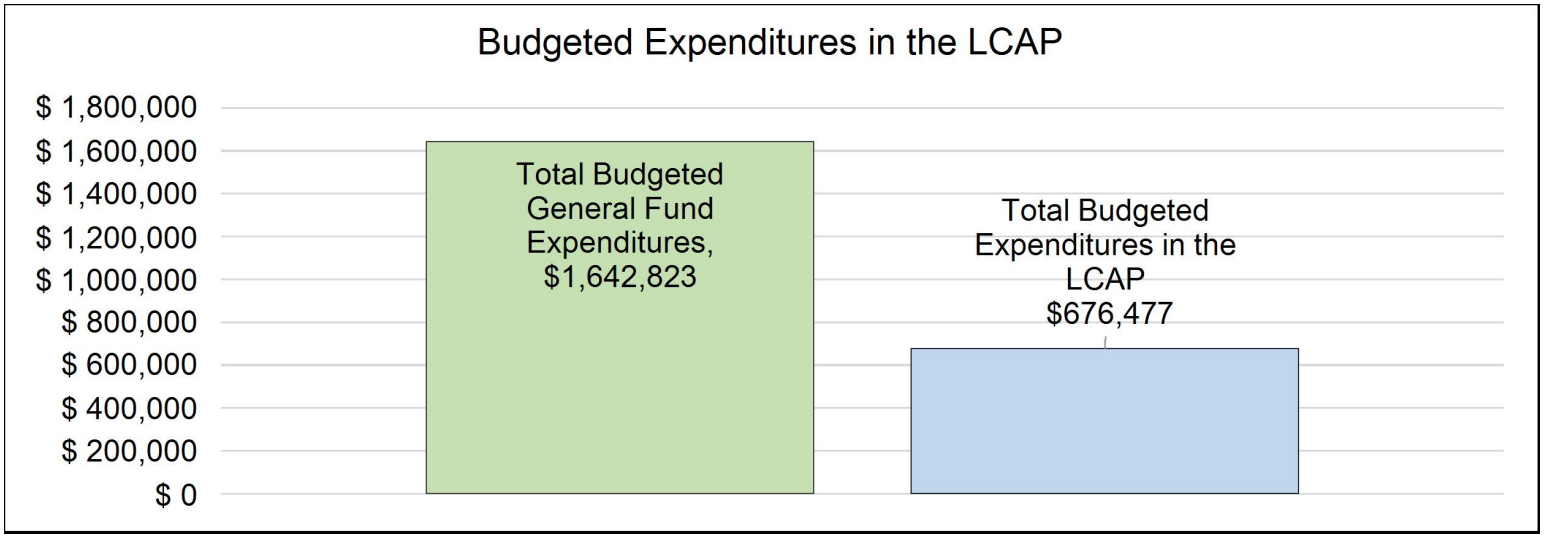


This chart shows the total general purpose revenue Visalia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Unified School District is $1,664,463, of which $1,642,823 is Local Control Funding Formula (LCFF), $0 is other state funds, $0 is local funds, and $21,640 is federal funds. Of the $1,642,823 in LCFF Funds, $342,705 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Visalia Unified School District plans to spend $1,642,823 for the 2025-26 school year. Of that amount, $$676,477.00 is tied to actions/services in the LCAP and $966,346 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

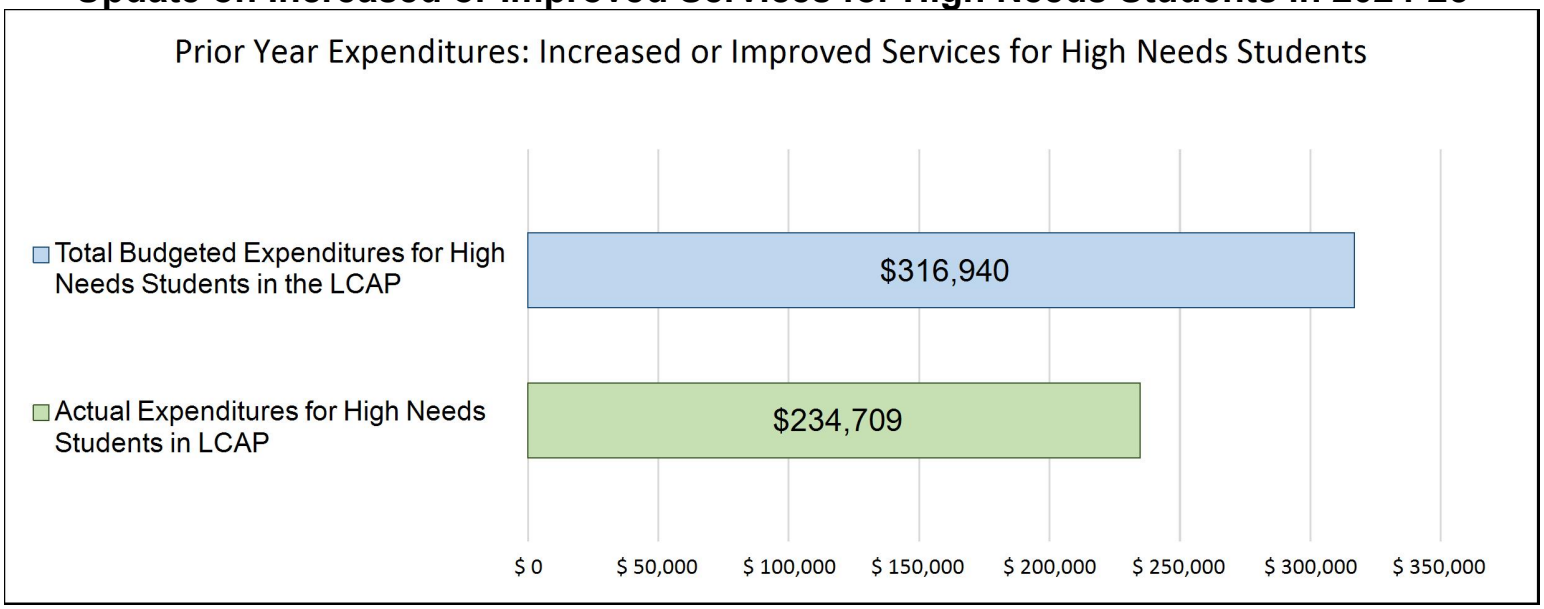
teacher, admin, office staff salaries, utilities, transportation,

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

In 2025-26, Visalia Unified School District is projecting it will receive $342,705 based on the enrollment of foster youth, English learner, and low-income students. Visalia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Visalia Unified School District plans to spend $524,518.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Visalia Unified School District's LCAP budgeted $$316,940.00 for planned actions to increase or improve services for high needs students. Visalia Unified School District actually spent $$234,709.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $82,231 had the following impact on Visalia Unified School District’s ability to increase or improve services for high needs students:

little impact. The total cost of programs was less than budgeted.



Visalia Technical Early College High School
Home of the Wolverines!

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Unified School District	Scott Braun Principal	sbraun@vusd.org (559) 622-3212

Plan Summary [2025-26]

General Information

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

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

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

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

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

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

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

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

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

VTEC enrollment is based on recruitment as a dependent charter in the Visalia Unified School District. Students apply at VTEC for our four pathways: Ag Systems, Plant Science, a New Advanced Manufacturing Pathway, and Animal Science. All pathways are linked via our Early College connection with COS, where students are expected to complete a minimum of 4 classes. VTEC has maintained a yearly average of approximately 230 students for the past three years. The significant populations include those presented in Data Quest 2022-2023 reports: Hispanic/Latino (58.7%) and White (33.6%). In the 2023-2024 California School Dashboard Data Quest, VTEC has a 57% socioeconomically disadvantaged student population, while English Learners account for 9.4% of the population, Students with Disabilities 13.9%, and foster youth 1.0%. In 2024-2025 reports: Hispanic Latino (60.0%), White (32.6%), (54.8%) Socioeconomically Disadvantaged, (14.8%) Students with Disabilities, (4.8%) long-term English Learners, (7.8%) English Learners, and (.4%) Foster Youth.

Reflections: Annual Performance

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

2023 Dashboard Reds:
High suspension rates (11.8%)
Low Performance in Math -148.8 points below standard

- SED 143.8 points below standard
- Hispanic 155.8 points below the standard
- White 158.3 points below standard

In the reported year, low performance in Math was identified among specific student categories, including Hispanic/Latino, English Learners, White, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged groups. High suspension rates (11.8%) were also noted among these groups. On the other hand, significant progress was identifiable within the school. The considerable progress came in the form of:
* improvement of Math by 62 points
* improvement of ELA by 41 points

While the students taking the Math CAASPP improved, we have a long way to go to ensure all students are learning Math at the meets or exceeds level. A graduation rate of 95.2% was achieved across all subgroups. The school's Tier 2 teams extended social-emotional support to students to bolster their mental well-being. The impact of the school's education approach was reflected in the 65.2% of students displaying readiness for college and careers and through the successful implementation of Tier 1 instructional support, facilitating subject comprehension. A marked improvement was observed in English Language Arts (ELA) students meeting or surpassing the California Assessment of Student Performance and Progress (CAASPP) standards. Many students were also recognized for their academic achievement, as seen in their graduation with an AA/AS degree from the College of Sequoias. Several challenges were faced during the year, particularly regarding the enrollment of students from socioeconomically disadvantaged backgrounds, foster youth, and homeless

students. The establishment of essential community partnerships to encourage student workforce participation proved difficult. Communication, especially two-way dialogues with parents, was another notable challenge faced. The development of self-sustaining systems posed a difficulty in pursuing continuous growth. Despite these difficulties, VTEC staff realized many successes, thanks to a committed community of educators and administrators. VTEC promised to perpetuate a culture that values academic excellence and strives for continued progress.

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

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

Reflections: Technical Assistance

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

There is no technical assistance underway.

Comprehensive Support and Improvement

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

Schools Identified

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

Not listed as a CSI school

Support for Identified Schools

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

Not listed as a CSI school

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Engagement	• Grade-level parent meetings (8/26) • 9th Grade Orientation (8/8), Incoming 9th Grade Meetings (4/7, 5/1) • Back to School Night & Title I Presentation (8/26) • Open House (4/7) • School Site Council (SSC) meetings: 9/19, 11/28, 2/27, 5/23 • English Learner Advisory Committee (ELAC) 9/19, 11/28, 2/27, 5/23 • Conversations and Coffee with the Principal: 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 4/3, 4/7, 5/8 • WASC Visiting Committee interviews (4/30) • Scholarship Foundation meetings 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 4/3, 4/7, 5/8, 522
Student Involvement	• Monthly Principal’s Round Table meetings: 8/22, 9/18, 10/10, 11/6, 12/5, 1/15, 2/6, 3/5 • Student Grade-Level Meetings: 8/20, 8/21, 8/22, 4/8 • Student "Burst" Surveys 9/18, 10/26, 4/30 • ASB-led campus events and clubs involving parent and community participation • Student Survey 5/28, sense of belonging and recruitment
Staff Collaboration	

Educational Partner(s)	Process for Engagement
	• Certificated and classified staff meetings • Guiding Coalition: 8/12, 9/9, 10/7, 11/4, 12/10, 2/3, 2/6, 2/28, 3/3, 4/21, 5/19 • SPED Team meetings: 9/10, 10/8, 11/5, 12/3, 1/28, 3/11, 4/22, 5/23 • Principal and Area Administrator bi-weekly meetings: 2024-2025 school year • Tier 1 & Tier 2 intervention planning meetings 8/13, 9/6, 10/7, 11/8, 12/6, 2/7, 3/7, 4/8, 5/9, & 8/20, 9/10, 10/8, 11/12, 12/3, 2/3, 3/4, 4/8, 5/6
Community and Industry Partnerships	• FFA Ag Advisory Committee: 9/26, 1/15, 3/27, 5/1 • Quarterly workforce development meetings • Spring resource and recruitment event featuring resume help, job applications, and interview practice 5/1
Formal Feedback Mechanisms	• Annual stakeholder surveys • Input from WASC Visiting Committees 4/30 • Direct communication via VTEC's open-door leadership policy • emails and parent meetings based on walk-ins or parents reaching out. Also, specific call-outs to each grade level of parent communication.
Transparent Communication & Accessibility	• Scheduled meetings posted on the school website, calendar, and at the front office (SSC compliance) • Automated calls, weekly SMORE newsletters, flyers, and daily digital bulletins • Schoology for academic and cultural updates directly to students • This multifaceted communication approach ensures that participation opportunities are equitable and inclusive.

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

How Educational Partner Input Influenced the Adopted LCAP
Visalia Technical Early College (VTEC) prioritizes meaningful and ongoing engagement with parents, students, staff, and community partners to foster a collaborative, student-centered academic environment. This commitment, embedded in our mission and vision, actively informs the development, implementation, and refinement of our Local Control and Accountability Plan (LCAP).

Opportunities for Engagement
Throughout the school year, VTEC facilitates multiple structured and informal opportunities for educational partners to contribute to decision-making and provide input on LCAP goals, actions, and outcomes. These opportunities are inclusive, accessible, and responsive to the needs of our diverse school community:

Parent Engagement
- Grade-level parent meetings (8/26)
- 9th Grade Orientation (8/8), Incoming 9th Grade Meetings (4/7, 5/1)
- Back to School Night & Title I Presentation (8/26)
- Open House (4/7)
- School Site Council (SSC) meetings: 9/19, 11/28, 2/27, 5/23
- English Learner Advisory Committee (ELAC) 9/19, 11/28, 2/27, 5/23
- Conversations and Coffee with the Principal: 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 4/3, 4/7, 5/8
- WASC Visiting Committee interviews (4/30)
- Scholarship Foundation meetings 9/5, 10/3, 11/7, 12/12, 1/16, 2/6, 4/3, 4/7, 5/8

Student Involvement
- Monthly Principal's Round Table meetings: 8/22, 9/18, 10/10, 11/6, 12/5, 1/15, 2/6, 3/5
- Student Grade-Level Meetings: 8/20, 8/21, 8/22, 4/8
- Student "Burst" Surveys 9/18, 10/26, 4/30
- ASB-led campus events and clubs involving parent and community participation

Staff Collaboration
- Certificated and classified staff meetings
- Guiding Coalition: 8/12, 9/9, 10/7, 11/4, 12/10, 2/3, 2/6, 2/28, 3/3, 4/21, 5/19
- SPED Team meetings: 9/10, 10/8, 11/5, 12/3, 1/28, 3/11, 4/22
- Principal and Area Administrator bi-weekly meetings: 2024-2025 school year
- Tier 1 & Tier 2 intervention planning meetings 8/13, 9/6, 10/7, 11/8, 12/6, 2/7, 3/7, 4/8, 5/9, & 8/20, 9/10, 10/8, 11/12, 12/3, 2/3, 3/4, 4/8, 5/6

Community and Industry Partnerships
- FFA Ag Advisory Committee: 9/26, 1/15, 3/27, 5/1
- Quarterly workforce development meetings
- Spring resource and recruitment event featuring resume help, job applications, and interview practice 5/1

Formal Feedback Mechanisms
- Annual stakeholder surveys
- Input from WASC Visiting Committees 4/30
- Direct communication via VTEC's open-door leadership policy

Transparent Communication & Accessibility
VTEC ensures that families and partners are well-informed and invited to participate through:

- Scheduled meetings posted on the school website, calendar, and at the front office (SSC compliance)
- Automated calls, weekly SMORE newsletters, flyers, and daily digital bulletins
- Schoology for academic and cultural updates directly to students

This multifaceted communication approach ensures that participation opportunities are equitable and inclusive.

Impact of Input on LCAP Actions
VTEC uses a cyclical feedback loop to analyze and prioritize partner input. The leadership team reviews feedback collected through SSC, parent meetings, student roundtables, surveys, and staff coalitions and shares it with stakeholders for further refinement and alignment with our goals.
This feedback directly informed the following changes and affirmations within our 2024–25 LCAP:

- Tiered Support & Discipline: In response to input from the Tier 2 team and site-wide data review, proactive support systems for students at risk of suspension were expanded. As a result, VTEC saw a significant drop in suspension rates, from 13.3% to 6%.
- Social-emotional Support: Parents and staff voiced the need for greater SEL services. This led to increased investment in on-campus social work services and SEL-focused sessions.
- College Readiness: Feedback from SSC and parent events led to new evening college planning workshops co-hosted with COS, supporting students and families in navigating the college pathway.
- Academic Support & Equity: Survey and roundtable feedback highlighted the need for additional support in mathematics, particularly for Hispanic and socioeconomically disadvantaged students. In response, A peer tutoring system was added, with tutoring embedded during the school day.

Core subject teachers received increased planning time to strengthen instruction and collaboration, ensuring alignment with essential standards and a continuous improvement cycle.

- Student Culture & Motivation: Stakeholder input emphasized the importance of student connection and motivation. This informed our commitment to hosting motivational speakers and student-led events celebrating academic progress and postsecondary readiness.

Supplemental books and printing materials will be provided to ensure compliance with state standards, further supporting academic achievement.

A comprehensive professional development strategy for all staff will be developed, aligning with school goals, instructional models, learning outcomes, and student assessments. This will address school-wide and individual needs, include active learning and application of new strategies, provide opportunities for teacher collaboration, and ensure embedded follow-up and continuous feedback.

To improve the school climate, students and families will have daily access to a school-site social worker who will support students' socio-emotional needs and contribute to a positive school environment.

Additional support will be provided to expand enrichment opportunities, including electives and field trips, to enhance student engagement and participation.

We will provide support for parents to help their students with independent work at home, fostering community and family engagement through training and resources.

Conclusion
Through intentional, year-round collaboration with educational partners, VTEC ensures that its LCAP is compliant and genuinely responsive to the school community's lived experiences, insights, and aspirations. This inclusive process strengthens VTEC's ability to fast-track student futures through rigorous academics, career-connected learning, and dual enrollment opportunities. The result is a living plan that reflects our values and prompts equitable student success.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was aligned with multiple State Priorities to ensure every VTEC student receives the rigorous, supportive, and equitable education needed to thrive in postsecondary environments. The school identified academic performance gaps—particularly in mathematics—and needed deeper integration of data-informed instruction, social-emotional learning (SEL), and student-centered support. This goal reflects VTEC's commitment to accelerating academic growth and nurturing the whole child's development.
State Priorities Addressed:
Priority 1 – Conditions of Learning:
-VTEC ensures all students learn in safe, well-maintained facilities and are supported by qualified teachers using high-quality instructional materials. These foundational conditions promote both academic engagement and well-being.
Priority 2 – Implementation of State Standards:
-Professional development centers on building instructional capacity through the VUSD Tier 1 Embedded Practices, including SEL integration and RTI systems. Staff collaboration through PLCs ensures standards-based and equitable instruction.
Priority 4 – Pupil Achievement:
-Actions under this goal directly target growth in CAASPP scores, reclassification of ELs, and college/career readiness indicators such as A–G completion and dual enrollment. Instructional coaching and data teams support effective, research-based teaching strategies.
Priority 7 – Course Access:
-VTEC students engage in a balanced academic program, with opportunities to complete at least four college courses. This ensures broad access to rigorous coursework aligned with college and career readiness.

Strategic Actions and Rationale:
Mathematics Intervention and Equity Focus:
The current math performance is 78.7 points below standard. By the end of the year, the goal is to bring students' scores to less than 30 points below standard.

-Peer tutoring in math has been implemented to provide immediate, student-centered support.
-Teachers will receive four release days throughout the year to collaboratively analyze performance data and plan targeted support for socioeconomically disadvantaged (SED) and Hispanic students. These two subgroups are not meeting grade-level standards at the same rate as peers. These actions reflect the district mission that "every student learns every day" through equity-driven planning and accountability.

ELA Acceleration:

- With students scoring 34.3 points above standard, this goal sets a higher benchmark of 50 points above to reflect VTEC's commitment to continuous improvement.
- Instructional coaching, writing-focused strategies, and consistent data review are embedded into teacher professional learning.

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

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

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

Progress Monitoring and Results to Date:
-ELPAC/RFEP Reclassification: 24% of ELs reclassified—a significant increase attributable to targeted supports.
-Graduation Rate: 95.7%
-CTE Pathway Completion: 74.1%
-College Course Completion: 65.9%

-A–G Completion: 65.2%
These metrics reflect students' academic progress and the increasing alignment of VTEC's systems with state priorities.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EL Reclassification rate	44.4% making process, which is a decline of 2.9%. Of our 18 students: Three students were reclassified in 2024(only one the previous year) 44.4% increased 1 level 38.9% maintained EL level status 0% maintained level 4 16.7% decreased 1 EL level which is down from the previous year.	CA Dashboard data 2024 EL Student data 52.9% making progress and increase of 8.5% 47.1% increased 1 level 29.4% maintained EL level status 5.9% maintained level 4 17.6% decreased 1 EL level, up from the previous year. Students % reclassified is 24%		55% of the students will be making progress, with fewer students being identified as EL learners. Reclassify students through support provided to EL student learners to engage them in the ELPAC and CAASPP tests.	Based on CA Dashboard data from 2024 52.9% making progress increased of 8.5% 47.1% increased 1 level increase of 2.7% 29.4% maintained EL level status a decrease of 9.5% 5.9% maintained level 4 was an increase over the last year 17.6% decreased 1 EL level which is up from the previous year by .9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	ELA proficiency rate	ELA Scores ELA Scores CA Dashboard 2023 20.9 points below the standard for all students. Socio-economically Disadvantaged - -21.8 points below standard [YELLOW] Hispanic - -11 points below standard [YELLOW] White - -57.1 points below [ORANGE] Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)	ELA Scores ELA Scores CA Dashboard 2024 34.3 points above the standard for all students. [BLUE] Socio-economically Disadvantaged - 16.8 increased by 38.6 pts [BLUE] Hispanic - -1.1 point below a growth of 9.9 points [YELLOW] White - 76.5 growth of 133.5 points [BLUE] Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)		ELA Scores Increase to 29.9 points above the standard for all students.	ELA Scores based on CA dashboard data from 2024 Overall - increase of 13.4 points above standard for all students Socio-economically Disadvantaged - -21.8 points below standard Hispanic - -1.1 point below a growth of 9.9 points White - 76.5 growth of 133.5 points Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Math proficiency rate	Math Scores CA Dashboard 2023 148 points below the standard for all students [RED] Socio-economically Disadvantaged - -143.8 points below standard [RED] Hispanic - -155.8 points below standard [RED] White - -155.3 points below [RED] Students with Disabilities (not significant only 5 students) English learners - (not significant only 5 students)	Math Scores CA Dashboard data 2024 -78.7 points below the standard for all students [YELLOW] Socio-economically Disadvantaged - (-76.7) points below standard growth of 67.1 points [YELLOW] Hispanic - (-101.9) points below standard [YELLOW] White - (-54.4) below points below [YELLOW] Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)		Math Scores Increase to 48 points below the standard for all students.	Math Scores CA Dashboard data 2024 Increased by 70.1 points and all students are still 78.7 points below standard Socio-economically disadvantaged - increased 67.1 points and students are still 76.7 points below standard Hispanic - increase by 53.9 points and these students are still 101.9 points below standard White - Increased by 103.9 points and these students are still 54.4 points below standard Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	College and Career Readiness Indicator	CA Dashboard 2023: College and Career Readiness Rate: 65.9% Prepared [GREEN] Socio-economically Disadvantaged - 64% [GREEN] Hispanic - 62% [GREEN] White - 72.7% [GREEN] Students with Disabilities (not significant only five students) English Learners - (not significant only 5 students)	CA Dashboard data 2024 College and Career Readiness Rate: 65.2% maintained (-.7%) [GREEN] Socio-economically Disadvantaged - 63.6% maintained (-.4%) [GREEN] Hispanic - 76% increased by 14.7% [GREEN] White - 52.6% decreased by 20.1% [RED] Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)		College and Career Readiness Rate: 81% Prepared (+ 15%)	CA Dashboard data 2024 College and Career Readiness Rate: 65.2% maintained (-.7%) Socio-economically Disadvantaged - 63.6% maintained (-.4%) Hispanic - 76% increased by 14.7% White - 52.6% decreased by 20.1% Students with Disabilities (not significant only 5 students) English Learners - (not significant only 5 students)
1.5	Pathway Completer	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate: Senior Class:	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate:		Pathway Completer Completion Rate: Senior Class: 95%	Local Data from PowerSchool/transcript reviews Pathway Completer Completion Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students 74.1% Current Foster Youth: 1% Socioeconomically Disadvantaged: 45%	Senior Class: 64.3% Current Foster Youth: 0.0 % Socioeconomically Disadvantaged: 45%		Current Foster Youth: 10% Socioeconomically Disadvantaged: 75%	Senior Class: 64.3% all students a decrease of 10% Foster Youth: 0.0 % a decrease of 1% Socioeconomically Disadvantaged: 45% stayed the same

Goal Analysis [2024-25]

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

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

Overall Implementation Review (2024–25 School Year)
As a newly established goal for the 2024–25 school year, Goal 1 focused on deepening instructional quality and improving academic outcomes for all students, particularly for English Learners, socioeconomically disadvantaged students, and students performing below standard in math and ELA.
Instructional Leadership and Support
Implementation began with the successful launch of Solution Tree coaching and the activation of a strong Guiding Coalition, which met regularly to analyze instructional practices and student performance. These collaborative efforts created momentum for schoolwide instructional improvement and focused problem-solving among educators.

Action 1.1 – Targeted Support for Long-Term English Learners (LTELs)
Status: Fully Implemented and Highly Effective
This action was a notable success. Through increased access to small-group instruction, language acquisition resources, and consistent progress monitoring, 24% of English Learners were reclassified—an outcome that exceeded expectations and demonstrated the positive impact of targeted support.

Actions 1.2 & 1.3 – ELA and Math Achievement Gains -
Status: Partially Implemented with Measurable Gains

Implementing high-leverage instructional strategies and focused professional learning in ELA translated into a significant two-band improvement on CAASPP, resulting in a blue performance level.
Math similarly improved by two bands, reaching Yellow, though staff identified the need for enhanced student engagement and contextual relevance in math instruction. This reflects success in outcomes and highlights the need to continue strengthening instructional relevance and scaffolds.
Challenge Noted:

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

Action 1.4 – College and Career Readiness (CCR) Indicator
Status: Not Prioritized; Maintained Outcome
Although the CCR indicator remained at Green, it was not a primary implementation focus. This action was deprioritized relative to other goals. Despite this, CCR rates were maintained, suggesting a solid foundation and an opportunity to strengthen alignment between instructional improvement and postsecondary readiness.

Action 1.5 – Addressing Performance Gaps in Subgroups
Status: Partially Implemented
This action aimed to address disparities in outcomes for key student groups. While progress among socioeconomically disadvantaged students was maintained, the smaller senior cohort created challenges in tracking longitudinal improvement. Additionally, the full implementation of progress monitoring systems to identify and respond to academic gaps did not occur as planned, limiting this action's overall impact.

Key Successes

- EL Reclassification Gains due to expanded support systems.
- ELA and Math CAASPP Improvements—with ELA reaching the blue band and Math improving two performance levels.
- Staff Collaboration and Instructional Leadership were strengthened through Guiding Coalition and coaching.

Implementation Challenges

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

Next Steps for Continuous Improvement
1. Deepen RTI Implementation: Establish clear data cycles, increase formative assessment use, and align intervention supports across grade levels.
2. Prioritize CCR Work: Integrate college and career readiness strategies (e.g., workshops, application support, pathway capstone projects)

into the LCAP action plan.
3. Elevate Math Engagement: Expand project-based and cross-disciplinary math applications that align with student interests and career pathways.
4. Build Formative Assessment Capacity: Provide ongoing professional learning around developing and using formative tools to drive day-to-day instructional decisions.

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

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

Our estimated actual expenditure was closely aligned with the services outlined in the LCAP. However, minor but strategic reallocations were made during the year to respond to student needs and implementation realities. We also had a reduction in a position as a team member earned another position, and we did not backfill the position.

- Action 1.1 – English Learner (EL) Support:

Actual expenditures exceeded initial projections due to the increased investment in targeted EL supports, including supplemental tutoring, small-group instruction, and instructional materials aligned to language acquisition. This reallocation directly contributed to reclassifying 24% of EL students, representing a significant return on investment.

- Actions 1.2 & 1.3 – Academic Intervention and Professional Learning:

Funds initially budgeted for full RTI implementation were partially redirected to professional development focused on data-driven instruction and formative assessment. This adjustment responded to teacher feedback, identifying a need for more actionable data to support instructional decisions. While full RTI implementation was delayed, this shift supported improved instructional practices and contributed to measurable gains on the CAASPP in both ELA (Blue) and Math (Yellow). We used more Title 1 funds to support this goal, and therefor,e we did not spend the entire amount on instructional supports

- Actions 1.2, 1.3, & 1.4 – College and Career Readiness (CCR):

Some planned expenditures for CCR initiatives (e.g., additional college/career workshops and pathway alignment projects) were not fully utilized. As a result of the schoolwide emphasis on improving academic outcomes in ELA and Math, resources and staff efforts were concentrated in these areas. While CCR outcomes remained steady at a green performance level, these initiatives were not the primary focus in 2024–25.

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

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

Moving forward, we will do the following:

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

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

Our focus on high-quality instruction, data-driven decision-making, and intervention support resulted in measurable growth, particularly in ELA and math proficiency.
Effective Actions:
1.1 - EL Interventions: Led to a 24% reclassification rate, exceeding our expectations.
1.2 & 1.3 - Solution Tree Coaching: Helped align instructional practices and improve collaboration.

- Focused Math & ELA Instruction: Resulted in two-band growth in both subjects on CAASPP.

Ineffective/Partially Implemented Actions:
Actions 1.2, 1.4, and 1.5 RTI Models & Data Protocols were not fully executed. Teachers collected data, but progress monitoring and intervention adjustments were inconsistent.
Student Engagement in Math: Empathy interviews revealed that some students struggled to see the relevance of mathematical concepts, which impacted motivation and performance.
Strengthening formative assessments, refining RTI models, and increasing real-world connections in math will be key priorities.
1.3 and 1.4- Formative Assessment Gaps: Teachers needed more frequent and structured assessments to modify instruction in real time.

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

Based on our reflections and discussions with educational partners, we are implementing the following key changes:

Enhancing Data-Driven Instruction:
1.1 & 1.2 - Formalizing RTI protocols to ensure structured interventions.

- Implementing benchmark assessments at strategic points in the year.
- Providing PLCs with targeted training on using real-time data to adjust instruction.

1.3 Strengthening Math Instruction:

- Expanding the use of peer tutors for lower-level math courses to support concept mastery.
- Review unit plans to ensure stronger real-world connections in mathematical applications.

1.5- Increase cross-curricular collaboration by integrating math with CTE pathways to improve relevance.
1.1, 1.2 Maintaining Gains in ELA & EL Reclassification:

- Continuing successful EL interventions that led to reclassification growth.

- Expanding writing-based strategies across disciplines to sustain literacy improvements.

With these changes, we aim to advance all students toward proficiency in every subject while embedding innovative teaching practices and effectively leveraging technology.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum Enhancement and Innovative Instruction:	Goal: Advancing Proficiency Across All Subjects Promote deeper engagement and understanding through innovative instructional methods, thereby improving academic performance across subjects. Provide support through a school counselor, behavioral intervention technician, administrative personnel, and the Guiding Coalition. Utilize research-based instructional learning to Support first-best instruction. Assist students with multi-tiered interventions by ensuring equitable access to the curriculum and better meeting the needs of all students, particularly English Learners, Hispanics, Whites, Socioeconomically Disadvantaged students, and Students with Disabilities. Provide support for students in college courses through a College Success Liaison.	$252,057.00	Yes
1.2	Collaborative Professional Development	Advancing Proficiency Across All Subjects Implement differentiated instruction strategies to address diverse learning needs. Provide ongoing professional development for teachers on practical math and English Language Arts teaching methods. Utilize technology tools for personalized learning experiences. Establish a comprehensive Response to Intervention (RTI) framework to identify and support students needing additional academic assistance. Regularly assess and adjust intervention strategies based on student progress. Provide ASCA- related support for counselors. Conduct conferences to ensure student learning and connectedness. Utilize substitute teachers for teacher release days for curriculum planning with Instructional Coaches in the Fall and Spring, teacher goal setting and professional growth three times annually, and teacher observation of Tier 1 instruction in balanced literacy and math. Implement a coaching cycle that	$20,542.00	Yes

Action #	Title	Description	Total Funds	Contributing
		includes goal setting, teaching practice feedback, and reflection with an instructional coach.		
1.3	Technology Integration and Support	Promote the use of technology to enhance teaching, learning, and assessment practices. Additional support services such as tutoring and mentoring should be provided to address barriers to participation. Integrate innovative methods and technology to empower students' development of 21st-century skills and competencies. Advance student proficiency in every subject at each grade level to ensure equitable access to high-quality education for all VTEC students.	$24,484.00	No Yes
1.4	Data Driven Instructional Practices	Establish a system for ongoing monitoring of student progress and growth across all subjects and grade levels. This includes regularly assessing student performance using formative and summative assessments and collecting and analyzing data on student achievement. Continuous monitoring of student progress allows teachers to track individual and group performance over time, identify trends, and adjust instruction accordingly. By regularly assessing student learning, educators can identify areas of strength and areas needing improvement, enabling targeted interventions and support to ensure all students are progressing toward proficiency. Support of RTI and learning Refining the PLC process - Solution Tree Training with GC	$71,460.00	Yes
1.5	Cross-Disciplinary Collaboration	Establish regular meetings or workshops where teachers from different subject areas can collaborate on planning and developing integrated curriculum units. Encourage the alignment of learning objectives and assessments across disciplines to reinforce connections between subjects. Cross-disciplinary collaboration allows teachers to leverage their expertise and insights from different subject areas to create engaging and relevant student learning experiences. By integrating content from multiple disciplines, students can develop a deeper understanding of concepts and transferable skills that are essential for proficiency in every subject. Invite	$21,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		guest speakers or facilitators with expertise in cross-disciplinary teaching and learning to lead professional development sessions. Provide time and resources for teachers to engage in collaborative lesson planning and curriculum development activities. Develop and expand on activities, materials, and supplies for Career & Technical Education pathway students to help expand opportunities for more students to participate and increase student connections		
1.6	Monitoring and Evaluation	Develop progress monitoring tools and protocols that align with the assessment framework and learning objectives. Provide training and resources to effectively support teachers in implementing progress monitoring systems. Establish communication channels for sharing progress updates and feedback with students, parents, and other community partners. By fostering a culture of reflection, collaboration, and innovation, VTEC can identify opportunities for improvement and implement evidence-based practices that support student success on a schoolwide basis.	$12,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Why This Goal Was Developed:
VTEC is committed to fostering a positive, inclusive school climate where all students feel connected, supported, and ready to engage in learning. Goal 2 reflects a whole-child approach focused on equity, relationships, and readiness. It was developed to address State Priorities 1, 3, 5, 6, and 8, which are essential for ensuring that students—especially those from historically underserved groups—are fully engaged in their learning and supported in reaching high academic and personal success.
State Priorities Addressed:

- Priority 1 – Basic Services and Conditions of Learning:

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

- Priority 3 – Parental Involvement:

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

- Priority 5 – Pupil Engagement:

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

- Priority 6 – School Climate:

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

- Priority 8 – Other Pupil Outcomes:

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

Strategic Focus Areas and Actions:
1. Foster a Sense of Belonging and Inclusive Culture
Establish structures that promote positive staff-student relationships and peer-to-peer support.
Utilize the FIERCE framework to build a unified and empowering school identity.
Integrate the 6 Cs of global competency (communication, collaboration, creativity, critical thinking, character, and citizenship) into daily teaching and advisory lessons.

2. Reduce Suspensions Across All Subgroups
Current suspension rate: 11.8% overall
- Hispanic: 12.2%
- Socioeconomically Disadvantaged: 10.6%
- Students with Disabilities: 16.2%
- English Learners: 12.3%
- White Students: 12.3%

VTEC will strengthen Tier 2 behavioral supports, implement restorative practices, and increase social-emotional supports through expanded counseling and social work services.

3. Decrease Chronic Absenteeism
Local Measure: 23.7%
Strategies include increased family outreach, personalized attendance interventions, and expanding student engagement opportunities through clubs, events, and meaningful advisory activities.

4. Strengthen Family and Student Connections to VTEC
Use Qualtrics perception surveys to measure students' and parents' connection and satisfaction.
Goal: Move toward rating all indicators 5 out of 5, showing strong feelings of trust, connection, and belonging.
Create regular opportunities for feedback and involvement through “Conversations and Coffee,” student roundtables, parent events, and weekly SMORE communications.

5. Increase Graduation Rate to 100%
Current rate: 95.7%
Personalized academic and SEL supports, college and career readiness efforts, and strong staff-student mentoring will continue to ensure that all students graduate prepared for the next step in their journey.

Equity and Inclusion Lens:
Goal 2 is grounded in equity. It intentionally targets subgroups with higher suspension or absenteeism rates. The actions in this goal aim to eliminate barriers to learning and ensure all students—regardless of background—feel valued, supported, and equipped to succeed.
Conclusion:
By focusing on belonging, proactive support, and engagement, VTEC is building a culture where all students thrive. This goal directly supports the school’s mission to fast-track student success through a rigorous and supportive educational environment, anchored in the values of FIERCE.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rates	13.3% of the students have been suspended: 13.3% All students 12.2% Hispanic students 10.6% Socioeconomically Disadvantaged 16.2% of Students with Disabilities 22.7% of students classified as EL were suspended 12.3% White students (Source CA dashboard)	11.5% of the students have been suspended declined by .3%: [ORANGE] 11.5% All students [ORANGE] 7.6% Hispanic students declined by (-4.6%) [YELLOW] 10.1% Socioeconomically Disadvantaged decreased by .5% [ORANGE] 16.7% of Students with Disabilities increased by .5% [RED] 21.1% of students classified as EL decreased by (1.7%) [RED]		Reduce Suspension rates from 13.3% to 6% 6% All students 6% Hispanic students 5.8% Socioeconomically Disadvantaged 6 % of Students with Disabilities 6% of Students classified as EL 6% of White students	Decrease of 1.8% of the students have been suspended: 11.5% for All students - decrease of .3% 7.6% Hispanic students - decrease of 4.6% 10.1% Socioeconomically Disadvantaged decrease by .5% 16.7% of Students with Disabilities increased by .5% 21.1% of students classified as EL decreased by (1.7%) 16% White students increase of 3.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			16% White students increased by 3.7% [RED] (Source CA dashboard 2024)			(Source CA dashboard)
2.2	Tier 2 Data	Students with incidents: 574 total Students with 10 or more: 20 (8.23%) Students with 5-9: 28 (11.52 %) Students with 1-4: 62 (25.51%) Unduplicated Groups SED: 66.8% SPED: 15.4% EL: 14% Homeless: 2.8% Foster Youth: 1.2% Grade Levels 9th:18.5% (106 student entries) 10th:26.8% (154 student entries) 11th:28.2% (162 student entries) 12th:26.5% (152 student entries) Ethnicity Hispanic: 61% White: 35.5% African American: .05%	Students with incidents: 148 Incidents Students with 10 or more: 1 (0.7%) Students with 5-10: 7 (4.73%) Students with 1-4 46 (23%) Unduplicated groups SED: 66 (41.5%) General: 49 (30.8%) SPED: 24 (15.1%) EL: 10 (6.3%) 504: 6 (3.8%) Homeless: 2 (1.3%) Foster Youth: 2 (1.3%) Grade Levels 9th Grade: 46 (31.1%) 10th Grade: 33 (22.3%) 11th Grade: 53 (35.8%)		Students with incidents: 125 total Students with 10 or more: 5 (2.2%) Students with 5-9: 5 (2.2%) Students with 1-4: 20 (8.7%) Unduplicated Groups SED:20% SPED: 5.4% EL: 4% Homeless: 1% Foster Youth: .5% Grade Levels 9th: 8.5% (fewer than 25 student entries) 10th: 6.8% (fewer than 10 student entries) 11th: 6.2% (fewer than 10 student entries) 12th: 6.5% (fewer than 10 student entries)	Students with incidents: reduced by 426 Incidents Students with 10 or more: reduced to by 19 (0.7%) Students with 5-10: reduced by 19 (4.73%) Students with 1-4: reduced by 14 (23%) Unduplicated groups SED: 66 (41.5%) reduced by 25% General: 49 (30.8%) SPED: 24 (15.1%) reduced by .3% EL: 10 (6.3%) reduced by7.7% 504: 6 (3.8%) Homeless: 2 (1.3%) reduced by 1.5% Foster Youth: 2 (1.3%) increased by .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Other races: 3.45% (Source: PowerSchool Intervention Dashboard Data)	12th Grade: 16 (10.8%) Ethnicity Hispanic: 81 (54.72%) White: 57 (38.51%) Other Races: 10 (6.76%) (Source: PowerSchool Intervention Dashboard Data)		Ethnicity Hispanic: 21% White: 3.% African American: .0% Other races: 1% (Source: PowerSchool Intervention Dashboard Data)	Grade Levels 9th Grade: 46 (31.1%) increased by 12.6% 10th Grade: 33 (22.3%) reduced by 5.9% 11th Grade: 53 (35.8%) increased by 7.6% 12th Grade: 16 (10.8%) reduced by 15.7% Ethnicity Hispanic: 81 (54.72%) reduced by 8.3% White: 57 (38.51%) increased by 3% Other Races: 10 (6.76%) increased by 3.3% (Source: PowerSchool Intervention Dashboard Data)
2.3	Proactive Supports	% Students who reported Sense of Belonging: 60% (Qualtrics) Climate Survey(Safety):	% Students who reported Sense of Belonging: 72% (Qualtrics)		% Students who reported Sense of Belonging: 95% (Qualtrics)	% Students who reported Sense of Belonging: +15% (Qualtrics)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85% Connection to FIERCE guidelines for success Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	Climate Survey(Safety): 83% Connection to FIERCE guidelines for success Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness		Climate Survey (Safety): 95% Students ability to demonstrate FIERCE through a rubric reaching 100% effectiveness Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	Climate Survey(Safety): -2% Connection to FIERCE guidelines for success Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness
2.4	Tier 1 Data	D/F Rate - 20% College Class Completion Rate 71% of the students completed a minimum of 4 college classes Recruitment: 9th grade = 51 10th grade = 71 11th grade = 57 12th grade = 42	D/F Rate: 80 Students (40%) College Class Completion Rate 87.5% of the students completed a minimum of 4 college classes Failing 1: 27 (12.16%) Failing 2: 8 (3.6%) Failing 3: 3 (1.35%) Failing 4: 2 (0.9%) Recruitment:		D/F Rate - Less than 10% College Class Completion Rate 100% of the students completing a minimum of 4 college classes Recruitment: 9th grade = 95 10th grade = 85 11th grade = 75 12th grade = 51	D/F Rate: 80 Students (40%) increased by 20% College Class Completion Rate 87.5% of the students completed a minimum of 4 college classes, an increase of 16.5% Failing 1: 27 (12.16%) Failing 2: 8 (3.6%) Failing 3: 3 (1.35%) Failing 4: 2 (0.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			9th grade = 60 10th grade = 46 11th grade = 42 12th grade = 60			Recruitment: 9th grade = 60 10th grade = 46 11th grade = 42 12th grade = 60
2.5	Graduation Rate	Graduation Rate - 97.7%	Graduation Rate - 95.2%		Graduation Rate - 100%	Graduation Rate - 2.2%

Goal Analysis [2024-25]

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

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

These were all new goals as of the 2024-2025 school year.
There were very few substantive differences in the following actions:
2.1 Suspension rates
2.2 Tier 2 data to track behaviors
2.4 Tier 1 data
2.5 Graduation rate - small change here. We worked with our CalPads report to ensure we do not have dropouts

2.3 Proactive support was the main difference last year

- We built a code of conduct for students and presented it in grade-level class assemblies
- We held groups to support students who had been suspended last year proactively
- We focused on positive reinforcements
- Built out the FIERCE Card reward system

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

There were material differences in the following actions:
2.2 Our BIT position was left vacant due to a transfer - the amount budgeted here was left mainly unused due to a position not being refilled
2.2 Our students reported needing additional social-emotional support so that we will add a social worker day to the upcoming LCAP.
2.3 There is a need to increase funding for this action to improve proactive support for students

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

Our focus on Tier 1 instructional practices, social emotional supports, and proactive measures to support the growth of our FIERCE culture.
Effective Actions:
2.1 on local data we have had some great success
2.2 focusing on Tier 1 instructional practices and systems had improved the Tier 2 behaviors
2.3 Proactive measures of groups and systems for support. We also focused on positive interactions with our students
2.4 Use of positive supports and rewards for students acting as FIERCE Wolverines was a successful endeavor

Ineffective/Partially Implemented:
2.5 Graduation rate fell again, due to a failure of fidelity in reporting. There is a need to refocus efforts on reviewing when students transfer or attend summer school for graduation

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

Based on the reflections and discussions with educational partners, we are implementing the following key changes:
2.2 Increasing the days we have a school social worker on campus by one day each week
2.3 Moving piloted FIERCE Cards to a systematized positive incentive support for students doing the right thing
- increasing the professional development around trauma-informed practices and professional learning for all staff

2.4 Increasing positive supports for students

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Positive behavior supports	• Develop and implement a restorative practices framework and PBIS system to promote positive behavior and social-emotional development among students. • Train staff on restorative approaches to discipline and proactive strategies for creating a positive school climate. • Develop proactive strategies to support students • Create positive behavior celebrations (no tardy party, zero incidents, staff recognitions of students, FIERCE cards)	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Honor and recognize students and staff each semester for academic achievement and positive behaviors to maintain and/or increase student connections to school. Corresponding Metrics: Metric 1: Suspension Rate Metric 3: Proactive Supports		
2.2	Strengthen Tier 1 instructional supports	• Support by providing professional development for teachers on evidence-based instructional practices and differentiation strategies. • Implement universal screening tools to identify students needing additional academic support. • Use Professional Learning Communities to identify and adjust instruction based on common formative assessment data to drive instructional decisions • Increase support for students academically through MTMDSS (Multi-Tiered Multi-Domain Systems of Support) (four-year plans, CCGI, Lessons regarding A-G and CTE completion, grade-level meetings, and parental data sharing regarding student achievement) Corresponding Metrics: Metric 3:Proactive Supports Metric 5: Graduation Rate Metric 4: Tier 1 Data	$16,000.00	Yes
2.3	Expand SEL supports and first-best instruction through environments	• Expand proactive support for behavioral and social-emotional needs by implementing mentoring programs, social-emotional learning (SEL) curriculum, and counseling services.	$13,878.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-Provide materials and/or supplies for positive school climate and achievement activities for students and staff in order to maintain and/or increase a positive school climate. • Providing comprehensive resources (staff and training for staff) to respond effectively to students' behavioral and social-emotional needs. • Investment in their professional development is key to ensuring a supportive and nurturing learning environment. • incorporate strategies based on the TFI to ensure we are supporting students with Fidelity		
2.4	Interventions and support for students	• Implement targeted interventions and support services to ensure all students are on track to graduate. • Provide academic counseling, credit recovery programs, and personalized learning opportunities to support students at risk of not graduating. • reteaching opportunities • retention through creating a caring and supportive learning environment • Replace unsafe furniture and outdated materials/equipment in classrooms in order to keep a safe and positive learning environment for students and staff. • Provide systematic opportunities for parents to increase involvement with the school and their children's education; Parent University/PIQE	$21,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to address several state priorities. Priority 3, Parental Involvement, is advanced through initiatives such as grade-level parent meetings, back-to-school open house showcases, awards assemblies, a website, SMORES communication, Yodeck communication, SSC meetings, parent-principal
meetings, and principal round-table meetings, all designed to engage families with VTEC actively. For Priority 5, Pupil Engagement, creating conditions of inclusiveness aims to support student learning with proactive measures to enhance student engagement and recruitment efforts for students and families. Priority 7, Course Access, is addressed through improved communication with parents and community partners about course access to boost student achievement. Lastly, Priority 8, Other Pupil Outcomes, will be supported by establishing foundations for student success through FIERCE guidelines, ensuring college and career readiness, and meeting diverse student needs.
Communication Recruitment (EL, SED, Foster Youth)
Pathways Increase Student Enrollment
Branding of VTEC
Community partnerships
Industry Partnerships/Advisory Committees
Externships
Educational partners
WASC
Achievement of this goal will be monitored yearly

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Recruitment (EL, SED, Foster Youth)	Foster Youth student(s) = 1% of student population SED = 70% of student population EL = 9% of student population	Foster Youth student(s) = 1% of student population SED = 70% of student population EL = 7% of student population		Increase support so 10% of the student population can access the Pathways. Increase support for students to 75% of the population Increase redesignations of EL students so that 15% of the population is EL and is on a path for redesignation	Foster Youth student(s) = 1% of student population 0% growth SED = 70% of student population 0 % growth EL = 7% of student population a decrease of 2%
3.2	Branding of VTEC	215 students currently enrolled in VTEC	208 students currently enrolled in VTEC		Increase to 300 students enrolled in VTEC.	Currently a decrease of 7 students
3.3	Community partnerships	Ten community partnerships 3 advisory meetings yearly	Ten community partnerships 3 advisory meetings yearly		25 community partnerships 10 advisory meetings yearly	No change
3.4	Western Association of Schools and Colleges (WASC)	Earn accreditation from WASC revisit in the Spring of 2025	Awaiting Status based on visit		Earn a six-year accreditation to become a CA distinguished school.	Waiting on status after visit
3.5	Open two-way communication	50% of parents reported on local surveys that they are	60% of parents reported in local surveys that they		85% of parents and community partners report	A slight increase of 10% over the baseline year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		communicated with ** New metric for communication with educational partners. Many phone calls reiterating information on PowerSchool, Blackboard, SMORE, and Website.	had been contacted ** New metric for communication with educational partners. Many phone calls were made to reiterate information on PowerSchool, Blackboard, SMORE, and the Website.		they are communicated with	

Goal Analysis [2024-25]

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

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

Goal 3 was established in 2024–25 to increase student enrollment and strengthen community partnerships, communication, and branding efforts. All associated actions were implemented with fidelity and yielded early signs of progress.

- Recruitment (3.1): Collaborated with an outside agency and leveraged social media networks to expand VTEC's visibility. Hosted multiple 8th-grade tours and streamlined interest form response time from 2–3 days to under 24 hours. Preliminary data shows increased inquiries and a stronger applicant pool than the previous year.
- Branding (3.2): Partnered with VUSD to redesign the school website, aligning messaging with VTEC's mission and enhancing the user experience for prospective families.
- WASC Preparation (3.4): Focused professional development on aligning instruction to the school's mission and vision, ensuring all staff are equipped to represent and deliver on VTEC's core values during the upcoming WASC review.
- Community Engagement & Communication (3.3, 3.5): Maintained consistent outreach to families and partners without significant deviations from the plan. Feedback indicates improved satisfaction with responsiveness and communication clarity.

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

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

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

The actions implemented under this goal demonstrated moderate effectiveness in making progress toward increasing student enrollment and strengthening communication, branding, and internal alignment. Each action was implemented with fidelity, and although the increase in student recruitment was modest, it reflects early progress and the potential for continued growth with sustained effort.

- Recruitment (3.1): Efforts such as partnering with an external agency, improving follow-up times with interested families, and expanding social media outreach contributed to a slight but positive increase in student enrollment. The 8th-grade tours and more responsive communication built a stronger foundation for future recruitment cycles.
- Branding (3.2): The revamped website and clarified identity messaging enhanced the school’s public image and accessibility, supporting long-term marketing and recruitment strategies.
- WASC Preparation (3.4): Aligning staff professional development with the school's mission and vision helped ensure internal coherence and instructional focus, both critical for retention and long-term school sustainability.
- Community Partnerships and Two-Way Communication (3.3 & 3.5): While these areas showed no significant changes from the planned implementation, they remained consistent and reliable, contributing to a stable foundation for future engagement.

In summary, the actions taken effectively laid the groundwork for sustained improvement. While the impact on enrollment was incremental, the systems and strategies developed this year provide a solid base for continued refinement and growth in subsequent years.

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

Based on this year’s implementation and reflection, several adjustments will be made to the planned goal and corresponding actions to improve impact and ensure greater progress in the coming year:

1. Refining the Focus of the Goal:
   - The goal will be revised to emphasize sustained student recruitment, retention, and engagement through enhanced community partnerships, marketing strategies, and stakeholder involvement. This reflects the realization that while foundational systems were established, additional emphasis on conversion, follow-up, and student connectedness is necessary.

2. Revising Metrics and Targets:
   - A more specific metric for recruitment growth will be added to monitor year-over-year increases in enrollment inquiries, applications, and student yield.

- Targets will also include conversion rates (from inquiry to enrollment) and family engagement participation rates to better measure the effectiveness of communication and outreach efforts.

3. Enhancing Recruitment and Outreach Actions:
- Building on early successes, the school will expand recruitment activities by increasing the number of outreach events, deepening partnerships with middle schools, and investing in more targeted digital media campaigns.

The response time to family inquiries, which has already improved this year, will be paired with personalized follow-up protocols to further enhance engagement and retention.
- enhancement of social media outreach

4. Strengthening Internal Alignment and Messaging:
- Continued investment in staff training aligned to the school's mission and vision will be prioritized to ensure all stakeholders can effectively communicate the value of a VTEC education.
- The school will also refine onboarding and orientation experiences for new families and students to enhance their connection to the school from the outset.

5. Deepening Community Partnerships (Action 3.3):
- We will emphasize cultivating active, not passive, community partnerships. This includes hosting partner-led events, developing student internship pipelines, and formalizing community advisory input into marketing and program design.

Through these revisions, VTEC aims to build on early momentum and create a more comprehensive, measurable, and impactful strategy to increase student enrollment, deepen family engagement, and ensure students are connected and retained through graduation.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Highly recognized technical school	-Informational sessions and workshops will be organized for students and families to promote awareness of college course opportunities. -Additionally, tailored support services, such as tutoring and mentoring, will be provided to address any barriers to participation. • Connection opportunities with business and community partnerships • Externships • Certifications for students • partnerships with advisory committees	$29,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• FFA co-curricular activities • WASC Accreditation • progress monitoring of two-way communication with educational partners (website development, technological services to communicate, School Site Council meetings, Principal Round table meetings (Focus groups), and parent/grade level meetings		
3.2	Implementation of a Comprehensive Recruitment plan	• Develop and implement, with the support of experts, a comprehensive recruitment strategy to increase the enrollment of English Learners, Foster Youth, and socio-economically disadvantaged students in college courses. • This strategy will involve collaborating with school counselors, community organizations, and outreach programs to identify potential candidates. • Increased student population • Enhancing VTEC's brand identity and visibility through strategic marketing and communication efforts is a crucial step in our comprehensive recruitment strategy. Your efforts in this area are highly valued and will play a key role in our success.	$19,500.00	Yes
3.3	Two-Way Communication with Educational Partners	Parents are encouraged to be a part of our school planning in the following ways: • Participate in reviewing data from surveys • attend Back to School / Open House • become a member of our School Site Council • Attend parent events (e.g., meetings focusing on areas such as technology, social media safety, and literacy) • parents of students are invited to attend informational parent trainings during the school year, some specific to our ELL population. • Parents are encouraged to participate in VTEC Scholarship Foundation as volunteers for events and attend Scholarship Foundation-sponsored family activities.	$19,737.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		• Parents know these opportunities through weekly tele-parent (Blackboard)/emails, monthly newsletters, the school website, Schoology, marquee messages, the Remind App, Facebook, Instagram, and classroom newsletters.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$342,705	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.861%	6.697%	$106,929.00	27.558%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	We have a counselor and a teacher who support students. Their support will include monitoring four-year plans to ensure students are progressing on the college and career readiness indicator and completing pathways. Their support will also include meetings with students working to improve this through monitoring grades, ELPAC scores, and EL redesignation. **Scope:** Schoolwide		
1.2	**Action:** Collaborative Professional Development **Need:** Students have shown that they struggle with Math -70 points below standard and student that are EL and SED have scores that are below this with 100 points below in Math. In ELA these same student groups have shown that they have significant disparities when it comes to scoring on the CAASPP exam. Student, parent, and teacher feedback has revealed that our teachers need support with time to plan for the significant needs of these students. **Scope:** Schoolwide	To address the need and significant support needed we will use PLC data and benchmark data to design and adjust learning opportunities for students. Since all teachers have English Learners, students identified as SED or Foster Youth, it has been determined that this action will support teachers with individualized time to plan for the diverse needs of the students.	Scores on CAASPP, grade data, and benchmark or formative assessments will be the main measure.

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
1.3	**Action:** Technology Integration and Support **Need:** This schoolwide action promotes the strategic use of technology to enhance teaching, learning, and assessment practices across all grade levels and subject areas at Visalia Technical Early College (VTEC). The integration of instructional technology supports VTEC's mission to provide equitable access to high-quality learning experiences and prepare students for success in a rapidly evolving, digitally connected world. **Scope:** Schoolwide	By embedding technology into daily instruction, students can develop 21st-century skills, including digital literacy, collaboration, critical thinking, and communication. These competencies are essential for college and career readiness and align with VTEC's instructional goals. In addition, technology is used to personalize learning and accelerate academic growth. Digital platforms support formative assessment, real-time feedback, and differentiated instruction, allowing teachers to meet the diverse needs of all students, especially English Learners, socioeconomically disadvantaged students, and foster youth. To ensure equitable participation and remove barriers to access, this action also includes the provision of: -Tutoring and mentoring programs enhanced through digital platforms, -Online intervention tools for reteaching and practice, -Expanded access to devices and internet connectivity as needed. Through this integrated approach, VTEC advances student proficiency in every subject, ensures access to high-quality instructional resources, and creates a future-ready learning environment that benefits all students schoolwide.	redesignation rates, CAASPP Scores, Benchmark scores, D/F rates, and local formative assessments
1.4	**Action:** Data Driven Instructional Practices **Need:**	This schoolwide action establishes a comprehensive system for ongoing monitoring of student progress and growth across all grade levels and subject areas. Through the regular use	redesignation rates, CAASPP Scores, Benchmark scores, D/F

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Targeted Academic Support to Address Learning Gaps Many unduplicated pupils require timely and differentiated instructional support to close achievement gaps—especially in foundational subjects like Math and ELA. This includes reteaching and intervention opportunities provided through a responsive RTI system. Frequent Progress Monitoring to Inform Instruction These student groups benefit from regular assessment cycles (formative and summative) to ensure their academic growth is being accurately tracked and their instructional needs are being met in real time. Data-informed instruction helps teachers adjust their approach based on specific learning trends within unduplicated groups. Consistent, Structured Collaboration Among Teachers Unduplicated pupils need teachers who collaborate within refined PLC structures to develop instructional strategies, share data, and design intervention plans that are specific to these students' needs. Training in high-leverage PLC practices (e.g., through Solution Tree) helps ensure that these	of both formative and summative assessments, teachers will collect and analyze achievement data to identify trends, inform instruction, and provide timely, targeted interventions for all students. This action is especially critical in supporting unduplicated student groups—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—who often face systemic barriers to academic success. By embedding progress monitoring into the instructional cycle, educators are equipped to: Identify learning gaps early, Provide differentiated instruction, Target support through Tier 1 and Tier 2 RTI systems, and Ensure these students receive the additional time and instruction needed to master essential standards. To sustain this effort, VTEC will refine its Professional Learning Community (PLC) practices through Solution Tree training for the Guiding Coalition. This capacity-building investment will allow teacher leaders to implement evidence-based practices for: Analyzing student work and performance data, Aligning instructional strategies to student needs, and	rates, and local formative assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	efforts are intentional and systemic, not ad hoc. Equitable Access to Tiered Supports Foster Youth, ELs, and SED students require proactive, equitable access to academic, behavioral, and social-emotional interventions—especially those embedded in Tier 1 and Tier 2 supports. Increased Opportunities for Language Development (for ELs) English Learners specifically need ongoing language support integrated into core instruction as well as opportunities for small-group or individualized academic reinforcement based on progress data. Stable and Supportive Learning Conditions Many unduplicated students benefit from predictable routines, strong relationships with adults, and access to wraparound supports that address non-academic barriers to learning. **Scope:** Schoolwide	Designing reteaching and intervention plans that are equitable and responsive. This schoolwide action directly promotes equity, coherence, and collective responsibility for student learning. It ensures that the needs of unduplicated pupils are not only monitored, but intentionally addressed through an instructional system that adapts based on real-time data. As a result, all students—including those most at risk of falling behind—will have a clearer, supported path toward academic proficiency and long-term success.	
1.5	**Action:** Cross-Disciplinary Collaboration **Need:**	By establishing regular collaboration opportunities across subject areas, teachers can align learning objectives, assessments, and instructional	College and Career Readiness metrics and pathway completer status increase

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	This schoolwide action is designed to improve student learning experiences and engagement through structured cross-disciplinary teacher collaboration, integrated curriculum planning, and the expansion of Career & Technical Education (CTE) pathways. These strategies are essential in supporting the academic achievement and long-term success of all students—particularly unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students). In addition to collaboration time, VTEC will provide: Guest speakers and facilitators to lead professional development in interdisciplinary teaching and project-based learning, Resources and planning time for teachers to co-design high-quality integrated units, and Expanded CTE pathway offerings with updated materials, supplies, and student-driven activities that make learning meaningful and career-aligned. These efforts are especially impactful for unduplicated student groups who benefit from: Increased relevance and personalization of instruction, Broader access to pathways that connect school to future college and career opportunities, and	strategies to ensure coherence and relevance in instruction. This approach: Promotes real-world connections between academic content and students' lived experiences, Enhances engagement by integrating hands-on, applied learning strategies, Supports language development for English Learners through context-rich instruction, and Provides multiple access points for understanding complex concepts through different content lenses.	

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
	Supportive learning environments where teacher teams collaborate to scaffold learning and remove barriers. By expanding career-connected learning and deepening instructional integration across content areas, this action ensures all students—particularly those most at risk of disengagement—are supported with relevant, rigorous, and equitable learning opportunities that prepare them for postsecondary success. **Scope:** Schoolwide		
1.6	**Action:** Monitoring and Evaluation **Need:** This schoolwide action focuses on developing and implementing progress monitoring tools and protocols aligned with learning objectives and the school's assessment framework. These systems are essential in promoting a culture of continuous improvement and ensuring that unduplicated pupils—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—receive timely, targeted support based on real-time performance data. **Scope:**	By providing teachers with training and resources to effectively implement progress monitoring systems, VTEC ensures instructional decisions are responsive to student needs and grounded in evidence. These efforts help teachers: Track academic growth over time, Identify learning gaps early, and Adapt instruction and intervention to meet the specific needs of students most at risk of falling behind. For unduplicated students, this means more equitable access to targeted reteaching, scaffolding, and enrichment opportunities based on their individual progress. When paired with professional learning, these systems empower	CAASPP metrics on Math and ELA, established functional RTI, observation data on checks for understanding in instruction

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	educators to make data-driven decisions that directly impact student outcomes. To support a whole-child approach and ensure shared ownership of student success, VTEC is also establishing clear communication channels to share progress updates and feedback with: Students, who gain a clearer understanding of their own learning goals, Parents and guardians, who are better equipped to support learning at home, and Community partners, including counselors and pathway mentors, who contribute to students' academic and personal development. This action fosters a schoolwide culture of reflection, collaboration, and innovation—essential elements for improving student achievement and closing opportunity gaps. By systematizing progress monitoring and communication, VTEC ensures that unduplicated pupils are not only visible in the data but actively supported with evidence-based strategies that move them toward grade-level proficiency and postsecondary success.	
2.1	**Action:** Positive behavior supports **Need:** Based on the survey (60% sense of belonging) and dashboard suspension data (11.8%), this is an important action to build school culture.	By developing proactive strategies and providing ongoing staff training in restorative approaches to discipline, VTEC seeks to reduce exclusionary practices and instead foster accountability, empathy, and repair of harm. This is especially important for unduplicated students, who are often disproportionately represented in suspension data	Metric 1: Suspension Rate – This action is designed to decrease overall suspension rates and eliminate disparities across subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension data for 11.8% of the population. Our socioeconomically disadvantaged students have a rate of 10.1%, and EL students have a rate of 21.1%. This schoolwide action is focused on building a positive, inclusive, and equitable school climate by implementing a restorative practices framework and a Positive Behavioral Interventions and Supports (PBIS) system. These approaches are designed to strengthen student-staff relationships, promote social-emotional development, and ensure that all students, particularly unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students), feel safe, connected, and supported at school. **Scope:** Schoolwide	and who benefit most from relational, supportive discipline models that keep them engaged in learning. Key components of this schoolwide action include: A tiered PBIS system with clear expectations, positive reinforcement, and consistent supports, Recognition programs such as No Tardy Parties, Zero Incident Celebrations, FIERCE cards, and Semester Awards for academic achievement and positive behavior, Staff shoutouts and student spotlight programs to build belonging and strengthen adult-student connections, and Increased student voice and leadership opportunities in shaping school culture. These strategies directly impact unduplicated pupils by: Promoting predictable, inclusive systems that prevent disciplinary disparities, Providing positive reinforcement and belonging, which are critical protective factors for at-risk youth, Supporting social-emotional skill development essential for academic and postsecondary success, and	Metric 3: Proactive Supports – Implementation of restorative practices and PBIS will increase access to proactive behavioral interventions and tiered supports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Increasing student connection and engagement, as measured through local perception surveys and behavioral indicators.	
2.2	**Action:** Strengthen Tier 1 instructional supports **Need:** Based on schoolwide data in Tier 1 and Tier 2 supports, there is a need for student support with first-best instruction and increasing student understanding of content. The Dashboard data shows that math scores are very low for socioeconomically disadvantaged students (100 pts below standard), and the number of D/Fs each semester is very high, over 20% of the student population. This schoolwide action aims to strengthen instructional quality and student academic outcomes through an integrated approach involving professional development, universal screening tools, data-driven collaboration through Professional Learning Communities (PLCs), and a robust Multi-Tiered Multi-Domain System of Support (MTMDSS). These strategies work together to ensure that unduplicated pupils—including English Learners, Foster Youth, and Socioeconomically Disadvantaged students—receive the high-quality, timely, and targeted support necessary to thrive. **Scope:** Schoolwide	Professional Development on Evidence-Based Instruction and Differentiation Teachers will receive ongoing training in high-leverage instructional practices and differentiation to address the diverse academic and language needs of all students. This is especially critical for unduplicated pupils who require personalized approaches to meet them at their current level and accelerate growth. Universal Screening for Early Identification The use of universal screening tools enables early identification of students at risk academically or behaviorally. These tools help ensure that unduplicated students are not overlooked and are supported before challenges become long-term barriers. Data-Driven Instruction through PLCs PLCs will analyze common formative assessment data to identify gaps in learning and adjust instruction accordingly. Teachers collaboratively design reteaching strategies and interventions, ensuring consistency and equity across classrooms.	Metric 3 – Proactive Supports: Increase timely, schoolwide interventions and improve access to support for unduplicated students. Metric 4 – Tier 1 Data: Use Tier 1 formative assessment data to ensure equitable learning progress and instructional responsiveness. Metric 5 – Graduation Rate: Align MTMDSS and four-year planning structures to increase graduation rates for all students, with a focus on historically underserved subgroups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		This directly addresses equity gaps and ensures that unduplicated pupils are progressing toward proficiency. Multi-Tiered Multi-Domain Systems of Support (MTMDSS) MTMDSS will provide a structured system of academic, behavioral, and college-career readiness support, with interventions tailored across multiple domains. Supports include: Four-year academic planning aligned with student goals, CCGI integration for postsecondary planning, A–G and CTE guidance lessons to ensure access to graduation and pathway completion, Grade-level team meetings to review data and interventions, and Parental data-sharing events to build collaboration and transparency with families of at-risk students.	
2.3	**Action:** Expand SEL supports and first-best instruction through environments **Need:**	Mentoring, SEL Curriculum, and Counseling Services VTEC will implement mentoring programs and evidence-based SEL curriculum to build self-awareness, relationship skills, and responsible	Metric 1 – Suspension Rate: Decrease suspensions through proactive SEL and behavior supports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students reported a need for social-emotional and safety support in the principal's roundtable. Student survey data also reports that only 60% of the student population feels like they belong. The Dashboard data for Suspensions is much higher than the state average at 11.8%. This schoolwide action focuses on expanding proactive behavioral and social-emotional support to create a safe, inclusive, and emotionally responsive school environment. These efforts are especially critical for unduplicated pupils, who often experience greater social-emotional and behavioral challenges due to systemic inequities, trauma, or instability in their home environments. **Scope:** Schoolwide	decision-making skills that are essential for all students and particularly impactful for unduplicated youth. Expanded access to counseling services will provide timely, targeted support for students facing emotional or behavioral challenges, helping reduce disciplinary incidents and increase engagement. Positive Climate Investments for Students and Staff Materials and supplies will support climate-building events and recognition systems that foster a sense of belonging, motivation, and community. Celebrations for academic achievement, behavior, and attendance—along with staff appreciation initiatives—will help maintain a school culture that is safe, welcoming, and motivating for students and adults alike. Staff Training and Capacity-Building Teachers and staff will receive ongoing professional development in trauma-informed practices, SEL integration, and behavior de-escalation strategies to respond effectively to student needs. This investment in professional growth is essential to ensure that all staff can support unduplicated students with empathy, consistency, and cultural responsiveness.	Metric 3 – Proactive Supports: Increase access to mentoring, counseling, and SEL resources for all students, with targeted interventions for high-need groups. Metric 6 – School Climate (Perception Surveys): Improve student and staff connection, belonging, and engagement through climate-building activities and consistent emotional supports.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Implementation Fidelity through the Tiered Fidelity Inventory (TFI) The Tiered Fidelity Inventory will be used as a tool to ensure that all SEL and behavior interventions are implemented consistently and with integrity across the campus. This data-informed approach ensures that resources are used effectively and that interventions reach the students who need them most, especially those in unduplicated groups.	
2.4	**Action:** Interventions and support for students **Need:** Suspension data for 11.8% of the population. Our socioeconomically disadvantaged students have a rate of 10.1%, and EL students have a rate of 21.1%. This schoolwide action ensures that all students, particularly unduplicated pupils (English Learners, Foster Youth, and Socioeconomically Disadvantaged students), are on track to graduate and thrive in a safe, supportive, and inclusive learning environment. Through targeted academic interventions, personalized counseling, classroom environment improvements, and enhanced parent engagement, VTEC addresses academic and non-academic barriers to success that disproportionately impact students with the greatest needs. **Scope:**	Targeted Interventions and Graduation Supports VTEC will implement academic counseling, credit recovery programs, and personalized learning pathways to identify and assist students who are at risk of falling behind or not graduating. This includes reteaching opportunities and intervention blocks aligned with student progress data, ensuring timely supports are in place to close learning gaps. Retention Through a Supportive School Climate Unduplicated students are more likely to persist and succeed when they experience a caring and emotionally supportive learning environment. VTEC will continue to foster this culture through staff-student relationship building, SEL integration, and tiered behavior supports that keep students engaged and connected.	Metric 5 – Graduation Rate: Increase graduation rates for all students, with a targeted focus on supporting at-risk and historically underserved subgroups. Metric 3 – Proactive Supports: Expand schoolwide and individualized interventions that keep students on track academically and socially. Metric 1 – School Climate: Improve student sense of safety and connection by upgrading the physical environment and strengthening supportive relationships.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide	Improved Learning Conditions Through Facility and Equipment Upgrades Outdated, unsafe furniture and materials can negatively impact student engagement and well-being, particularly for students who may already face instability outside of school. Replacing unsafe furniture and updating classroom materials enhances the physical learning environment, promoting student safety, comfort, and dignity, which are critical to maintaining daily attendance and academic focus for unduplicated groups. Increased Family Involvement Through Structured Engagement Opportunities Recognizing the importance of family-school partnerships, VTEC will offer systematic opportunities for parent involvement, including Parent University and PIQE (Parent Institute for Quality Education). These programs help build the capacity of families—especially those of English Learners and low-income students—to support academic success, understand graduation requirements, and engage meaningfully in their children's education.	
3.1	**Action:** Highly recognized technical school **Need:**	1. Informational Sessions and Workshops for Students and Families • Addresses the need for increased awareness of college opportunities and A–G/dual enrollment requirements.	• Metric 6: Stakeholder Engagement – Progress monitoring of two-

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
	• Access and Awareness: Many unduplicated students and their families are unfamiliar with college course pathways, certification options, and postsecondary readiness programs. • Academic and Non-Academic Barriers: These students often require additional academic support (e.g., tutoring, mentoring) and access to wraparound services to succeed in rigorous or unfamiliar programs. • Connection to Career and Community: Unduplicated students benefit from real-world relevance, including exposure to industry experiences and adult role models through externships and partnerships. • Cultural and Family Engagement: Families of unduplicated students need accessible, transparent, and culturally responsive communication systems to be engaged partners in their children's success. Institutional Alignment: Schools serving unduplicated pupils must align with accreditation standards and continuous improvement cycles to guarantee access to high-quality instruction and resources. **Scope:** Schoolwide	• Helps families—especially first-generation college families—understand how to access and navigate college coursework at VTEC. 2. Tailored Tutoring and Mentoring Services • Directly supports ELs, Foster Youth, and SED students by removing academic barriers and providing personalized guidance, helping them persist in advanced coursework and industry certification programs. 3. Business and Community Partnerships • Establishes mentorship and job shadowing opportunities that create career exposure and open doors for students with limited access to professional networks. • Helps students see the real-world value of their education and builds postsecondary confidence. 4. Externships and Certification Opportunities • Provides work-based learning and portable credentials, improving college and career readiness for students who may not otherwise access such experiences. • Increases competitiveness for students applying to college or entering the workforce directly after graduation. 5. Advisory Committee Partnerships and FFA Co-Curricular Activities	way communication methods (e.g., meeting attendance, survey results, website analytics). • Metric 8: College & Career Readiness – Dual enrollment participation, certification completion rates, and participation in externships and CTE pathway events. • Metric 3: Proactive Supports – Tutoring and mentoring usage rates, feedback from students and families, and increased access to co-curricular and academic guidance resources. • Metric 5: Graduation Rate – Improved outcomes for

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
		• Offers leadership and engagement experiences for unduplicated students, building confidence, civic responsibility, and collaboration skills. • Ensures industry input into CTE programs, keeping them aligned with workforce demands. 6. WASC Accreditation Process • Maintains schoolwide focus on continuous improvement, instructional quality, and coherence, ensuring high expectations and supports for all students, including those most in need. 7. Two-Way Communication with Educational Partners • Ensures transparent and inclusive engagement through a variety of platforms (website, digital tools, SSC, Principal Round Table, grade-level meetings), giving families and students opportunities to shape school priorities. • Supports the active participation of parents/guardians, especially those from historically underserved backgrounds, in key decisions affecting their children's education.	unduplicated students as a result of increased support, college readiness, and engagement.
3.2	**Action:** Implementation of a Comprehensive Recruitment plan **Need:** Recruitment numbers are down. Last year, we could only recruit 50 incoming 9th-grade	1. Development of a Comprehensive, Expert-Led Recruitment Strategy • This strategy is intentionally designed to identify and recruit unduplicated students into college courses, breaking down historical barriers to access.	• Metric 6 – Stakeholder Engagement: Track increased participation in information

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
	students; this year, we have 65. Our Foster Youth population is not growing at the rate we would expect. Our goal for the school is to sustain 85 students per grade level. • Access to Rigorous Opportunities: Unduplicated students are often underrepresented in college course enrollment due to barriers such as a lack of awareness, limited guidance, or misconceptions about their readiness. • Targeted Outreach and Guidance: These students and their families often need personalized support and encouragement to understand and pursue advanced academic pathways. • Representation and Inclusion: Increasing the enrollment of English Learners, Foster Youth, and socioeconomically disadvantaged students in college courses promotes equity, access, and systemic inclusion. • Culturally Relevant Communication and Visibility: These groups benefit from clear, culturally responsive messaging and outreach, delivered through trusted channels and community partners. **Scope:** Schoolwide	• Partnering with experts ensures the recruitment plan is data-driven and equity-focused, targeting students who might not self-select into advanced coursework without outreach. 2. Collaboration with Counselors, Community Organizations, and Outreach Programs • Leveraging relationships with school counselors and trusted community partners allows for more personalized and culturally relevant outreach, ensuring students and families receive accurate information, encouragement, and navigation support. • These collaborations also improve trust, engagement, and follow-through, particularly for families who are new to the college-going process. 3. Enhanced Brand Identity and Strategic Communication • By elevating VTEC's visibility and reputation through refined branding and marketing, the school is able to reach a broader and more diverse applicant pool, with tailored messaging that emphasizes inclusion, opportunity, and postsecondary success. • Improved communication strategies help families of unduplicated pupils understand how VTEC can support and accelerate their child's future. 4. Increased Student Population	sessions and family engagement events through outreach campaigns. • Metric 8 – College & Career Readiness: Monitor enrollment and successful completion rates of college courses among English Learners, Foster Youth, and socioeconomically disadvantaged students. • Metric 3 – Proactive Supports: Evaluate the impact of recruitment strategies on access and inclusion, ensuring these subgroups are proportionally represented in advanced academic opportunities.

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
		• Targeted efforts to increase overall enrollment—particularly of underrepresented students—strengthens program sustainability and promotes a more diverse, inclusive learning environment where all students see themselves reflected in advanced opportunities.	• Metric 5 – Graduation Rate: Long-term tracking of enrollment in college courses and access to rigorous pathways will contribute to increased graduation and postsecondary success rates for unduplicated students.
3.3	**Action:** Two-Way Communication with Educational Partners **Need:** Survey data from parents show that we are not building the connection, as only 60% of our parents state that they are connected to the school. • Family Engagement and Empowerment: Families of unduplicated students often face barriers to participation, including limited access to school-related information, language differences, unfamiliarity with school systems, or time constraints. • Culturally Responsive Communication: These families	1. Multiple and Inclusive Engagement Opportunities • VTEC offers a range of opportunities for families to participate in school planning and events, including the School Site Council (SSC), parent information nights, Back to School Night, and Open House. • These events promote transparency and provide families with meaningful ways to contribute to decision-making and school improvement efforts, especially in reviewing student data and schoolwide goals. 2. Targeted Parent Trainings and Events • Parents—particularly those of English Learners—are invited to participate in informational sessions tailored to their needs (e.g., ELL-specific events, digital	Metric 6 – Stakeholder Engagement: • Monitor parent participation rates in SSC, survey completion, event attendance, and training sessions. • Evaluate the diversity of participating families to ensure inclusion of unduplicated subgroups. Metric 3 – Proactive Support:

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
	benefit from frequent, accessible, and culturally relevant communication to stay informed and involved in their child's education. • Opportunities for Voice and Partnership: Engaging parents of unduplicated pupils in school planning and improvement efforts fosters shared ownership, trust, and advocacy that directly impacts student success. • Academic and Social-Emotional Support at Home: Families need access to resources and training to support student learning in technology, literacy, and social media safety. **Scope:** Schoolwide	literacy, and social-emotional safety workshops). • These trainings help bridge the gap between home and school, equipping families with the knowledge and tools to support their child's success. 3. Participation in VTEC Scholarship Foundation Activities • Families are encouraged to volunteer or attend family-centered events through the VTEC Scholarship Foundation, increasing their sense of belonging and connectedness to the school community. 4. Comprehensive Communication System • VTEC utilizes a multi-platform communication strategy to ensure families of unduplicated students are reached in accessible ways. This includes weekly Blackboard calls/emails, monthly SMORE newsletters, the school website, marquee announcements, Schoology, Remind App, and social media platforms such as Facebook and Instagram. • This system increases access to information, engagement opportunities, and visibility into students' learning and progress.	• Track family engagement efforts that contribute to student success and inform early intervention (e.g., attendance at academic-focused parent nights or literacy sessions). Metric 1 – School Climate: • Analyze parent perception data from surveys to assess improvements in communication, connection, and satisfaction with school culture and responsiveness.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Additional Concentration Grant Funding

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,642,823	342,705	20.861%	6.697%	27.558%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$524,518.00	$130,319.00	$0.00	$21,640.00	$676,477.00	$412,031.00	$264,446.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum Enhancement and Innovative Instruction:	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$246,057.00	$6,000.00	$252,057.00				$252,057.00	
1	1.2	Collaborative Professional Development	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$4,500.00	$16,042.00	$13,484.00			$7,058.00	$20,542.00	
1	1.3	Technology Integration and Support	All	No Yes	School wide			2024-2025	$0.00	$24,484.00	$11,984.00			$12,500.00	$24,484.00	
1	1.4	Data Driven Instructional Practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$0.00	$71,460.00	$71,460.00				$71,460.00	
1	1.5	Cross-Disciplinary Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$11,000.00	$10,000.00	$21,000.00				$21,000.00	
1	1.6	Monitoring and Evaluation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.1	Positive behavior supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.2	Strengthen Tier 1 instructional supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		ongoing	$0.00	$16,000.00	$16,000.00				$16,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Expand SEL supports and first-best instruction through environments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$0.00	$13,878.00	$13,878.00				$13,878.00	
2	2.4	Interventions and support for students	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$0.00	$21,000.00	$21,000.00				$21,000.00	
3	3.1	Highly recognized technical school	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		On going	$9,500.00	$20,000.00	$29,500.00				$29,500.00	
3	3.2	Implementation of a Comprehensive Recruitment plan	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		On Going	$7,500.00	$12,000.00	$19,500.00				$19,500.00	
3	3.3	Two-Way Communication with Educational Partners	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income		2024-2025	$3,155.00	$16,582.00	$17,655.00			$2,082.00	$19,737.00	
4	4.1	Dual Enrollment Completion	All	No					$130,319.00	$0.00		$130,319.00			$130,319.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,642,823	342,705	20.861%	6.697%	27.558%	$524,518.00	0.000%	31.928 %	**Total:**	$524,518.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$524,518.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Curriculum Enhancement and Innovative Instruction:	Yes	Schoolwide	English Learners Foster Youth Low Income		$252,057.00	
1	**1.2**	Collaborative Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income		$13,484.00	
1	**1.3**	Technology Integration and Support	Yes	Schoolwide			$11,984.00	
1	**1.4**	Data Driven Instructional Practices	Yes	Schoolwide	English Learners Foster Youth Low Income		$71,460.00	
1	**1.5**	Cross-Disciplinary Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income		$21,000.00	
1	**1.6**	Monitoring and Evaluation	Yes	Schoolwide	English Learners Foster Youth Low Income		$12,000.00	
2	**2.1**	Positive behavior supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$25,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Strengthen Tier 1 instructional supports	Yes	Schoolwide	English Learners Foster Youth Low Income		$16,000.00	
2	2.3	Expand SEL supports and first-best instruction through environments	Yes	Schoolwide	English Learners Foster Youth Low Income		$13,878.00	
2	2.4	Interventions and support for students	Yes	Schoolwide	English Learners Foster Youth Low Income		$21,000.00	
3	3.1	Highly recognized technical school	Yes	Schoolwide	English Learners Foster Youth Low Income		$29,500.00	
3	3.2	Implementation of a Comprehensive Recruitment plan	Yes	Schoolwide	English Learners Foster Youth Low Income		$19,500.00	
3	3.3	Two-Way Communication with Educational Partners	Yes	Schoolwide	English Learners Foster Youth Low Income		$17,655.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$358,065.00	$232,709.00

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**	Curriculum Enhancement and Innovative Instruction:	Yes	$221,940.00	125,000.00
1	**1.2**	Collaborative Professional Development	Yes	$16,500.00	12,351.00
1	**1.3**	Technology Integration and Support	No Yes	$24,500.00	15,720.00
1	**1.4**	Data Driven Instructional Practices	Yes	$21,460.00	20,460.00
1	**1.5**	Cross-Disciplinary Collaboration	Yes	$3,000.00	8,663.00
1	**1.6**	Monitoring and Evaluation		$9,000.00	9,000.00
2	**2.1**	Positive behavior supports	Yes	$8,000.00	7,515.00
2	**2.2**	Strengthen Tier 1 instructional supports	Yes	$8,000.00	5,000.00
2	**2.3**	Expand SEL supports and first-best instruction through environments	Yes	$2,540.00	2,500.00
2	**2.4**	Interventions and support for students	Yes	$5,000.00	2,500.00
2	**2.5**	Graduation Rate	No	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Highly recognized technical school		$18,000.00	10,000.00
3	3.2	Implementation of a Comprehensive Recruitment plan	Yes	$6,000.00	6,000.00
3	3.3	Two-Way Communication with Educational Partners	No	$14,125.00	8,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
341,638	$316,940.00	$234,709.00	$82,231.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum Enhancement and Innovative Instruction:	Yes	$221,940.00	150,000.00		
1	1.2	Collaborative Professional Development	Yes	$16,500.00	13,351.00		
1	1.3	Technology Integration and Support	Yes	$24,500.00	15,720.00		
1	1.4	Data Driven Instructional Practices	Yes	$21,460.00	20,460.00		
1	1.5	Cross-Disciplinary Collaboration	Yes	$3,000.00	9,663.00		
2	2.1	Positive behavior supports	Yes	$8,000.00	7,515.00		
2	2.2	Strengthen Tier 1 instructional supports	Yes	$8,000.00	7,000.00		
2	2.3	Expand SEL supports and first-best instruction through environments	Yes	$2,540.00	2,500.00		
2	2.4	Interventions and support for students	Yes	$5,000.00	2,500.00		
3	3.2	Implementation of a Comprehensive Recruitment plan	Yes	$6,000.00	6,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,596,653	341,638	0	21.397%	$234,709.00	0.000%	14.700%	$106,929.00	6.697%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024