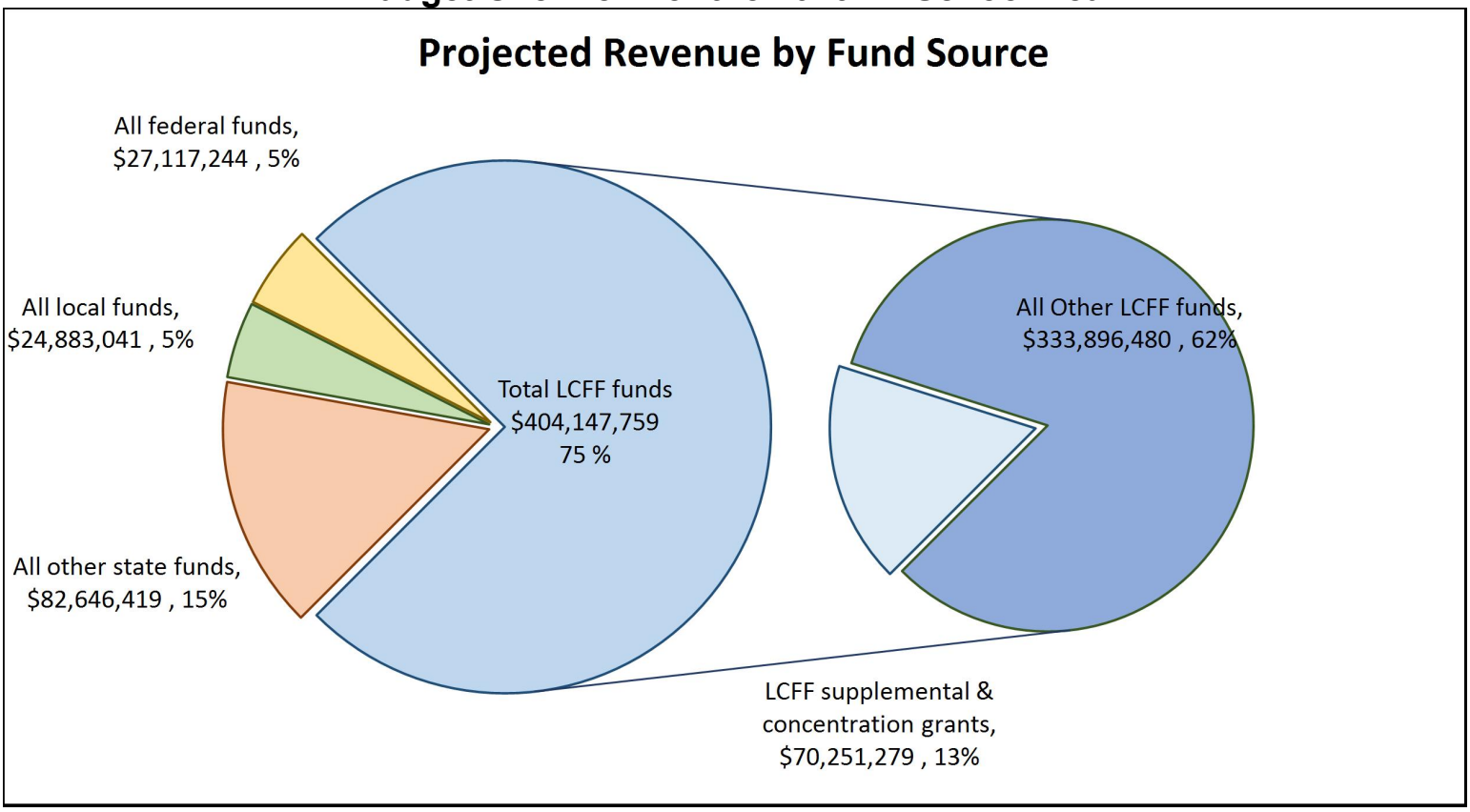
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Unified School District
CDS Code: 54-72256-5430269
School Year: 2026-27
LEA contact information:
Nathan Hernandez
Chief Business Officer
nhernandez@vusd.org
(559) 730-7300

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

Budget Overview for the 2026-27 School Year

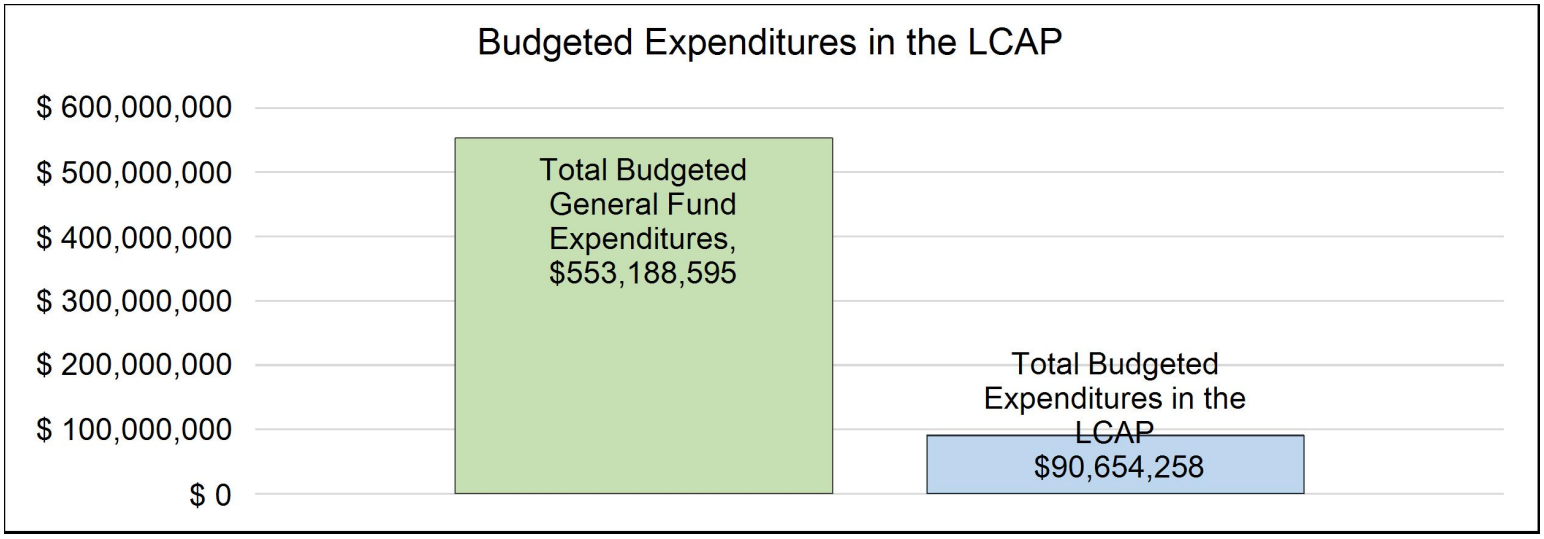


This chart shows the total general purpose revenue Visalia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Unified School District is $538,794,463, of which $404,147,759 is Local Control Funding Formula (LCFF), $82,646,419 is other state funds, $24,883,041 is local funds, and $27,117,244 is federal funds. Of the $404,147,759 in LCFF Funds, $70,251,279 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Visalia Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Visalia Unified School District plans to spend $553,188,595 for the 2026-27 school year. Of that amount, $90,654,258 is tied to actions/services in the LCAP and $462,764,659 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

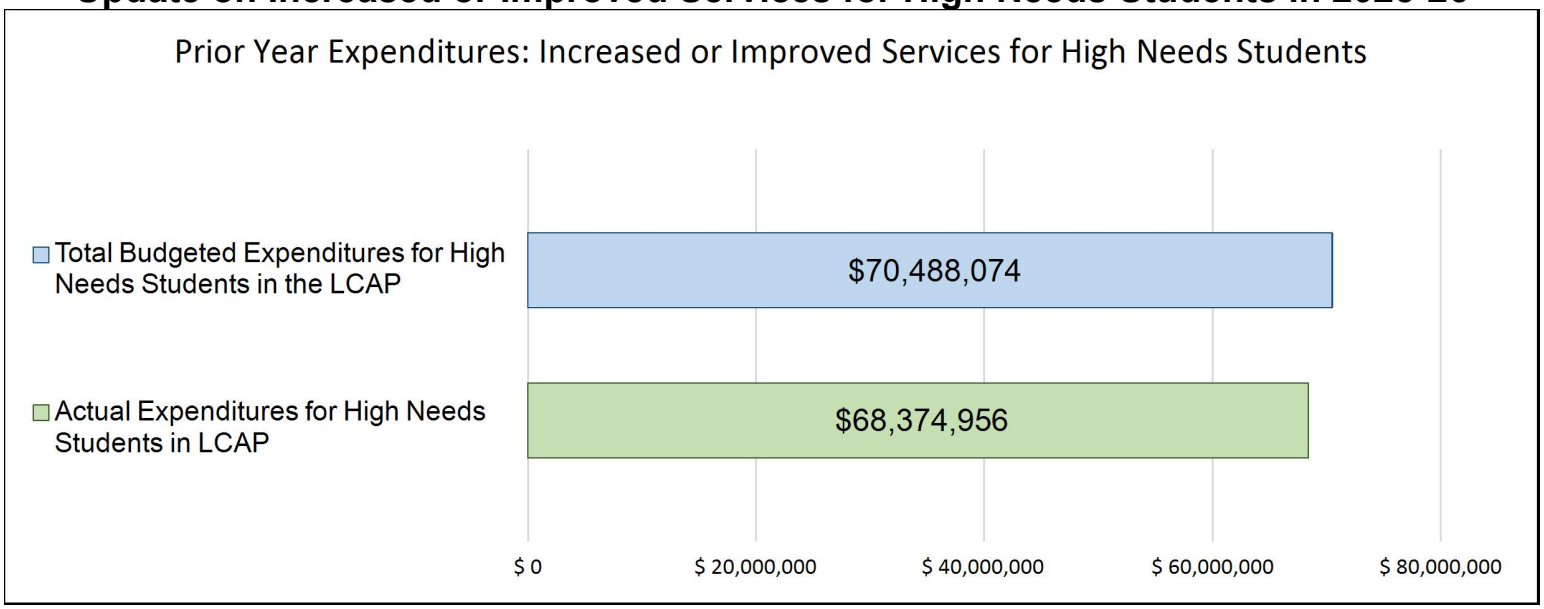
Maintenance and facilities for schools, district library, Family and Community Resource Center, teacher salaries, office staff, and administrative buildings are not included in the LCAP. Other expenditures not included are: district office staff, site office staff, home to school transportation, special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

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

In 2026-27, Visalia Unified School District is projecting it will receive $70,251,279 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 $72,833,024 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Visalia Unified School District's LCAP budgeted $70,488,074 for planned actions to increase or improve services for high needs students. Visalia Unified School District actually spent $68,374,956 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $2,576,181 had the following impact on Visalia Unified School District's ability to increase or improve services for high needs students:

The difference of expenditures had little impact on services to students. The use of one time funds and filling vacancies in a timely manner, was the main cause of the difference.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Unified School District	Nathan Hernandez Chief Business Officer	nhernandez@vusd.org (559) 730-7300

Plan Summary [2026-27]

General Information

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

Nestled close to the majestic Sierra Nevada mountains in the heart of California's San Joaquin Valley, the Visalia Unified School District is committed to "every student learning every day" by empowering every student to achieve future success. Established in 1885, VUSD is the oldest and largest school district in Tulare County. Our services span 214 square miles with a population base of over 143,000.

We govern 27 elementary schools, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a community day school, a 7-12 charter independent study program, a K-8 charter home school program, and a 9-12 technical early college program.

Our outstanding workforce is comprised of over 2,900 certificated and classified staff. Our core beliefs and commitments are:

- All students can achieve at high levels and demonstrate continuous growth
- Family and community engagement is key to student success
- Learning environments should be safe, supportive, and innovative

Demographics: Most of the district's students reside within the city of Visalia, with Goshen and Ivanhoe serving the surrounding unincorporated areas. Student population data depicts:

- 68% of the K-12th grade students qualify as socially economically disadvantaged
- Total number of Transitional Kindergarten-12 students: 28,448
- African American-367

- American Indian or Alaska Native-90
- Asian-1,093
- Filipino-218
- Hispanic/Latino-21,018
- Pacific Islander-46
- White-4,105
- Two or More Races-764
- Not Reported-747
- English Learner/Reclassified English Learners-3,667

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

Reflections: Annual Performance

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

Visalia Unified experienced both successes and challenges, as identified by our educational partners. Key data points from the 2025 dashboard include:

Based on the dashboard the district has had some success in the following areas:
* Chronic absenteeism rate of 19.2%, decreased by 0.3%.
* Graduation rate of 94.7%, increased by 2.8%.
* Suspension Rate of 4.4% of students suspended at least one day, decreased by 1.1%.
* ELA Growth: 68.6% (9,679 students) improved their score from the prior year.
* Math Growth: 64.3% (9,662 students) improved their score from the prior year.

For the following section, *EL refers English Learners, *SED refers to Socioeconomically Disadvantaged, *SWD refers to Students with Disabilities.

Visalia Unified has begun narrowing the focus to provide evidence-based interventions for the following student groups identified as red on the 2025 Dashboard:
Chronic Absenteeism (Foster, SWD, Hispanic or Latino, and Native Hawaiian or Pacific Islander), Suspension Rate (Foster and Black or African American), and Mathematics (Foster)

Below identifies Visalia Unified student groups identified as red on the 2023 Dashboard:
Suspension (American Indian or Alaska Native, Black/African American, Foster, Homeless), English Language Arts (Foster, Homeless, SWD), Math (SWD), Graduation Rate (SWD), and College/Career Indicator (Foster Youth)

Below identifies each school and student groups identified as red on the 2023 Dashboard by School, Indicator and Student Group:

Annie R. Mitchell Elementary: Suspension (ALL, Asian, EL, SED, SWD)
Conyer Elementary: English Learner Progress Indicator (EL), Suspension (SWD), English Language Arts (SWD), Mathematics (SWD)
Creekside Community Day: Suspension (ALL, Hispanic, SED)
Crestwood Elementary: Suspension (White)
Crowley Elementary: Suspension (ALL, EL, Hispanic, SED), English Learner Progress Indicator (EL)
Denton Elementary: ELA (SWD), Math (SWD)
Divisadero Middle: Suspension (All), ELA (EL), English Language Arts (EL, SWD), English Learner Progress Indicator (EL), Suspension (Hispanic, Multiple Race, SED, SWD)
El Diamante High: Suspension (Black/African American), Math (EL, SWD), English Language Arts (EL, SWD)
Four Creeks Elementary: English Language Arts (EL), English Learner Progress Indicator (EL), Math (SWD)
Golden Oak Elementary: Suspension (Multiple Races), English Language Arts (SWD), Math (SWD)
Golden West High: Math (All, SWD, Hispanic, White, SED), English Language Arts (SWD) Suspension (EL, SWD, Hispanic, SED), English Learner Progress Indicator (EL), Graduation Rate (SWD)
Goshen Elementary: Suspension (All, Asian, SED), English Language Arts (SWD)
Green Acres Middle: Suspension (ALL, Hispanic, Multiple Races, SED, SWD), English Language Arts (EL, SWD), Math (EL, SWD)
Highland Elementary: Suspension (EL, Hispanic, SWD), English Language Arts (All, EL, SED, SWD), Math (EL, SWD,
Hurley Elementary: Chronic Absenteeism (Asian, White), Math (SWD)
Ivanhoe Elementary: Suspension (SWD) English Language Arts (SWD), Math (SWD)
La Joya Middle: Suspension (EL, SED, Hispanic, SWD), English Language Arts (EL), Math (Hispanic)
Linwood Elementary: Suspensions (SWD), English Language Arts (SWD)
Manuel F. Hernandez: Suspension (SWD)
Mt. Whitney High: Graduation Rate (EL, SWD), College/Career Indicator (EL, SWD)
Pinkham Elementary: Suspension (EL, SED, White), English Language Arts (SWD), Math (EL, Math)
Redwood High: English Learner Progress Indicator (EL)
Ridgeview Middle: Suspension (All, EL, Hispanic, SED, SWD), English Language Arts (EL, SWD), Math (SWD)
Riverway Elementary: English Language Arts (SWD), Math (SWD)
Royal Oaks Elementary: Chronic Absenteeism (EL), ELA (SWD), Math (SWD)
Sequoia High: College/Career Indicator (All, EL, Hispanic, Homeless, SED, SWD, White), English Language Progress Indicator (EL)
Valley Oak Middle: English Language Arts (EL, SWD), Math (All, EL, Hispanic, SED), English Learner Progress (EL)
Veva Blunt Elementary: English Language Arts (EL, SWD), Math (SWD), English Learner Progress Indicator (EL)
Washington Elementary: Suspension (SWD), Math (All, Hispanic, SED), ELA (All, EL, Hispanic, SED), English Learner Progress Indicator (EL), Chronic Absenteeism (SWD)
Willow Glen Elementary: English Language Arts (SWD), Math (SWD)

These outcomes reflect both progress and areas requiring continued attention and improvement. In response to the data and with input from our community partners, the district will focus on three areas next year: Assessment Strategy, Multitiered System of Supports, and Resource Management. By narrowing the focus, the district will continue to address the 30 schools who had student groups in Red on the 2023 dashboard. The districtwide Multitiered System of Supports will focus on addressing the 4.4% suspension rate, the 19.2% chronic absenteeism rate, and improving ELA and Math CAASPP scores for students not showing growth on distance from proficiency.

Visalia Unified has Learning Recovery Emergency Block Grant (LREBG) funds as carryover and any additional funds will be applied to Goal #6, "identified student groups will advance towards proficiency in English Language Arts (ELA), Math, and English Learner progress and will increase their engagement in school".

Action Plan:
Action #6.1: Addressing Behavior and Attendance
Since our suspension rates and chronic absenteeism rates are higher than the state average, the district has hired additional counselors. These counselors will work directly with students who are struggling with attendance and/or behavior to provide social-emotional support and guidance, ensuring that students are engaged and supported in their learning. Counselors will provide support at every school site to address other barriers to learning, implement appropriate interventions, and refer students for additional health, counseling, or mental health services. Research studies indicate regular monitoring of individual student data will improve behavior, attendance and grades. This Action is aligned to allowable use for this funding (Integrating evidence-based pupil supports to address other barriers to learning, staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, programs to address pupil trauma and social-emotional learning, or referrals for support family or pupil needs).

Action #6.3: Enhancing Math, ELA, and English Learner Progress
To improve performance in Math, ELA, and for English Learners, the Visalia Unified has hired instructional coaches, intervention teachers, and content specialists. Research studies found that when professionals focus on providing interventions for students and supporting teachers with the implementation of research-based instructional strategies, academic achievement increases in critical subject areas. This Action is aligned to allowable use for this funding (Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports).

Through these actions, Visalia Unified aims to create a more supportive, engaging, and effective learning environment for all students. Any remaining or newly allocated LREBG funds will be spent by the 27/28 school year.

Reflections: Technical Assistance

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

Visalia Unified has been identified as eligible for Differentiated Assistance and conducted a Needs Assessment and Root Cause Analysis based on the results from the 2024 Dashboard. The following student groups were identified in the following areas:
*Long-Term English Learners-Suspension Rate and academics. Visalia Unified has implemented individual progress monitoring for all English Language Learners where academic, behavior and attendance progress monitoring occurs throughout the year. Professional development was provided for teachers and paraprofessionals on Designated and Integrated English Language Development strategies and interventions to support English Language Learners. English Language Learner supports are address in Action 1.14.
*Homeless-Suspension Rate & Mathematics. Targeted supports are provided to unhoused students, with case managing provided by school counselors and social workers. On a monthly basis, attendance, behavior and grades are monitored for all unhoused students. Tier 2 and Tier 3 meetings are facilitated by counselors and social workers occur for unhoused students as noted in Action 1.8 and 2.1.
*Students with Disabilities-English Language Arts, Mathematics, and College/Career. In primary grades, students with disabilities are provided targeted support by a resource specialist. Visalia Unified has implemented a co-teaching model for students with disabilities in

Grades 7th-12th to provided daily support by a resource specialist and teacher in English Language Arts and mathematics as evident in Action 1.7. The co-teaching model allows students with disabilities access to a broad coarse of study and access to pathways and academies as noted in Action 2.13.
* American Indian- Identified as red for Chronic Absenteeism & English Language Arts. To address academic performance in English Language Arts and Chronic Absenteeism, Visalia Unified provides transportation for American Indians, as well as counseling services, household and school supplies, and connections with outside agencies as noted in Action 3.2.

Visalia Unified has been identified as eligible for Differentiated Assistance and conducted a Needs Assessment and Root Cause Analysis based on the results from the 2025 Dashboard. The following student groups were identified in the following areas:
*Foster-Suspension Rate & Chronic Absenteeism-Visalia Unified has created a Differentiated Assistance Team who meets monthly to analyze data on behavior, attendance and grades for all foster youth. During these meetings, staff from the Family Community Resource Center and Student Services evaluate current services and support and recommend additional supports when needed. This monthly progress monitoring allows a site and district level analysis to ensure appropriate supports are provided in a timely manner. Every foster youth has a case manager to provide additional counseling and advocacy for targeted supports based on individual needs as evident in Action 3.2.

Visalia Unified has created monthly meetings with Learning Community Model teams, district directors and administrators to data for student groups in Differentiated Assistance and evaluate resource inequities and evidence based interventions to make appropriate adjustments in a timely manner. Tulare County Office of Education provided technical assistance and support during the 2024-2025 and 2025-2026 school year. In addition, Tulare County Office of Education provided professional learning to all district level administrators and site principals.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Visalia Unified Teachers Association (Local Bargaining Unit)	District administrators met with VUTA to review the LCAP process and gather input. During these meetings a presentation of the LCAP was given, questions were addressed, and a survey was given to gather feedback from all members. Met on October 22nd and November 12th of 2025 to discuss the following: -Budget and supplemental/concentration fund allocation -LCAP timeline and components -Survey results and stakeholder input
California School Employees Association (Local Bargaining Unit)	District administrators met with VUTA to review the LCAP process and gather input. During these meetings a presentation of the LCAP was given, questions were addressed, and a survey was given to gather feedback from all members. Met on March 5, 2026 to discuss the following: -Budget and supplemental/concentration fund allocation -LCAP timeline and components -Survey results and stakeholder input
Student Advisory Committee and Students	Students were bussed to comprehensive high schools to provide input to the superintendent on various topics. Directors shared and sought input on opportunities to increase academic achievement, belonging and safety, and family engagement. This group serves as the student advisory for LCAP purposes. Met with student representatives from all schools on the following dates: October 29th and December 2nd of 2025 and February 25th and April 7th of 2026

Educational Partner(s)	Process for Engagement
	In addition, the United Student Association of Visalia (USAV) is a group high school students, representing all sites with high school students, who meet monthly. The USAV is an organization dedicated to improvement of the educational purposes, provide a better means of creating district-wide student unity and representing student views to the Board of Education. During these monthly meetings, students provided input specific to LCAP Actions 1-3, with the Director of State and Federal Funding attending monthly meetings. A student voice survey was administered to all students to gather information about the LCAP.
District Advisory Committee (Parents, Staff, Teachers)	Parents, staff, and teachers were invited to the DAC meetings to review the LCAP process, discuss state and federal funding, and questions were addressed. Future meetings were tailored to address the information being requested, like attendance awareness, programs and academies, and intervention opportunities. Met on October 30th and November 20th of 2025 and March 19th, April 28th and May 20th of 2026 to discuss the following: -Federal and state funding allocation -LCAP and SPSA timeline and components -Parent Involvement Policy and opportunities for involvement -School Accountability Report Card, Comprehensive Safe Schools Plan, Uniform Complaints, and Consolidated Application -Dashboard data, Mid-Year progress, survey results and stakeholder input -Presented a complete draft of the LCAP A parent/family voice survey was administered to all DAC members to gather information about the LCAP.
District English Learner Advisory Committee (DELAC) (English Learner Advisory Committee)	All parents of English Language Learners were invited to learn about LCAP, English Learner opportunities and district wide programs. Met on October 6th and November 3rd of 2025 and February 2nd, March 2nd, and April 6th, and May 20th of 2026 to discuss the following: -State and Federal funding and allocations, specifically Title III and supplemental resources for multilingual learners

Educational Partner(s)	Process for Engagement
	-Parent engagement and availability of workshops -LCAP timeline, components and input gathered -Presented a complete draft of the LCAP Parents requested more workshops, literacy nights and field trips. As a result, a Resource Fair at Visalia Adult School was held on May 20, 2026 and Family Literacy nights scheduled for the 2026-2027 school year. The Director of English Language Learners, the Director of State and Federal Funding and the Visalia Adult School Principal created a system for enrolling all high school newcomers into Visalia Adult School to provide all newcomer families additional resources and access to English as a Second Language night classes.
Parents	Monthly meetings were held and individual invitations were sent to parents of multilingual learners, Migrant, and unhoused students for LCAP input sessions. Meetings were held in conjunction with Family and Community Resource Center and Tulare County Migrant Coordinator to provide families with information on all District and Tulare County resources, as well as connect families to appropriate services and interventions. All parents were invited to the Resource Fair on May 20, 2026.
Town Hall Meetings	Quarterly Town Hall meetings were held to discuss concerns related to the current state of the District, state and local data, student needs, District bonds, and Long Range Facility Plan. During these meetings, attendees provide input and ask questions related to the topics discussed.
Principals/Administrators	LCAP administrator meetings were held on September 15th, October 1st, November 5th and December 3rd of 2025, along with January 21st, January 30th, February 6 and March 12th of 2026 to review LCAP actions, metrics and discuss effectiveness of each action with all district administrators and principals. The process for completing budget development was enhanced to align the needs assessment, SPSAs and LCAP with common metric alignment across all sites. During these meetings district and site administrators collaborated on the following: -State and local data and systems for progress monitoring -State and federal funding allocations

Educational Partner(s)	Process for Engagement
	-Effectiveness of current actions in LCAP and strategies in SPSAs -District priorities aligned to the LCAP -Input was gathered from all administrators
School Site Council (Creekside & Sequoia)	On January 27th and February 19th of 2026, the Director of State and Federal Funding met with Sequoia Continuation School staff and the School Site Council. On October 21, 2025 and March 18, 2026 the Director of State and Federal Funding met with Creekside Community Day School staff and School Site Council. The following was discussed during these meetings: -LCAP Goals #4 and #5 related to Equity Multiplier Funds -Needs Assessment results and next steps -Local and state data related to academics, behaviors and attendance and strategies to address this data Staff, parents and students provided feedback on current actions and suggested more support with targeted interventions to address the needs of every student.
SELPA	The Special Education Department and the State and Federal Department attended the monthly TCOE meetings for updates on policies and regulations from the CDE and the Department of Education.

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

Feedback gathered from educational partners included:

-Appreciation for explaining the components of the LCAP
-Behavior and safety support
-Staff and family trainings
-Reader friendly language is needed in the LCAP
-Support with attendance and state regulations on attendance
-Awareness on programs offered throughout the district
-Students across all grade levels cited math as the most difficult subject
-Requests for "brain breaks," "time to breathe," and access to counselors
-Digital overload caused by excessive independent computer work that lack teacher interaction
-Implement more surveys throughout the year for timely interventions
-More training for students and staff on cultural relevance and diversity

-Support needed with homework, specifically with understanding Common Core Math
-Additional support needed to address attendance and behaviors
-Increase parent communication and workshops for parents

A stronger emphasis was placed on student voice and parent and family engagement with participation in District Advisory Meetings drastically improving. Student's shared a need to train students and staff on cultural diversity and empathy, while continuing to express the need for additional support in subjects they struggle with, especially mathematics. Our District Advisory Committee participation increased to a record breaking 107 attendees, with personal phone calls and intentional personal invitations to parents of students with disabilities and English Language Learners. A completed draft of the LCAP was presented to the DAC and DELAC, with the Superintendent responding to questions in writing. Thus, the District allocated more funds from Action 1.11 to allow sites to address the individual needs of all students based on their Needs Assessment. This process allowed schools to better align their School Plan for Student Achievement to the LCAP. A district wide survey was used for students and parents to continue to gather stakeholder input throughout the year, allowing sites principals and directors an opportunity to regularly review stakeholder input to make timely adjustments to SPSAs and gather LCAP input throughout the year. Monthly meetings were held to discuss the LCAP goals, actions and metrics with all district administrators. Several LCAP Input Sessions were held and the Superintendent responded in writing. As a result, the District narrowed the focus to better serve all students, with Dual Immersion expanding to three sites due to the increased interest and parents expressing the need for expansion. Thus, there was an increase in funds to Action 1.3 to expand Dual Immersion to Crowley Elementary School. Math continue to be a area of focus, as the parent survey revealed a need to support students and families with math interventions. As a result Action 1.17 and 1.18 continues to address supports and interventions in the area of math, as well as Action 1.21 continuing to provide targeted elementary math support. A district wide math adoption next year was also a result of staff, parents and students expressing the need for articulation amongst all grade levels. Districtwide we continue to see high rates of chronic absenteeism, with 19.2% for TK-8th graders. Action 2.2 and 3.2 were developed to address chronic absenteeism, focusing on partnering with families to re-engage students and reduce the rate of chronic absenteeism. Creekside Community Day School and Sequoia High School receive Equity Multiplier funds, with LCAP Goal #4 addressing Creekside Community Day School and LCAP Goal #5 addressing Sequoia High School. LCAP Goals #4 and #5 were written specifically for Creekside Community Day School and Sequoia High School and input gathered from the engagement opportunities suggested continuance of the current actions in Goals #4 and #5.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ACADEMIC ACHIEVEMENT: All students will achieve in every subject and demonstrate continuous growth by providing high-quality learning experiences and equipping students and staff with the necessary educational tools.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the District's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students and parents indicated the need to align and narrow the focus, so all educational partners know the focus will be on: Academic Achievement (Goal #1), Belonging and Safety (Goal #2) and Communication and Family Engagement (Goal #3). The need to continue with actions to support Academic Achievement was expressed by all educational partners, as all students continue to perform below standard on the CAASPP in English and mathematics. The data on the CAASPP and iReady show unduplicated students underperform other student groups, thus the need to continue with actions that target supports for unduplicated student groups. While there was successes from year to year, the growth is minimal in relation to distance from standard and percentage of students performing at grade level. The alignment work of the strategic plan with the LCAP Goals has narrowed the District's focus, providing intentionality on targeted supports for students through the creation of common assessments, Multitiered System of Supports (MTSS), and resource management. The district wide focus on multitiered MTSS will address the need to get all students performing at grade level on CAASPP and local benchmarks, while addressing inequities and providing targeted interventions for students not meeting standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Dashboard	2023 Dashboard All Students: 25.9 below standard African American: 61.4 below standard	2024 Dashboard All Students: 22.9 below standard	2025 Dashboard All Students: 13.6 below standard	English Language Arts All students: 5 points above standard	English Language Arts All students: improved 12.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian: 50 below standard Asian: 4.4 above standard Filipino: 48.2 above standard Hispanic: 37.4 below standard Pacific Islander: 41 below standard White: 13.2 above standard Two or More Races: 7.1 below standard English Learners: 66.4 below standard Socioeconomically Disadvantaged: 44.5 below standard Students with Disabilities: 111.3 below standard Foster Students: 84.9 below standard Homeless Students: 79.5 below standard	African American: 51.7below standard American Indian: 71.6 below standard Asian: 7.2 above standard Filipino: 38.1 above standard Hispanic: 35 below standard Pacific Islander: 4.5 below standard White: 19.1 above standard Two or More Races: 3.8 below standard English Learners: 63.2 below standard Long Term EL: 93.6 below standard Socioeconomically Disadvantaged: 41.6 below standard Students with Disabilities: 109.7 below standard Foster Students: 76.4 below standard	African American: 39.8 below standard American Indian: 52 below standard Asian: 21.4 above standard Filipino: 46.7 above standard Hispanic: 25 below standard Pacific Islander: 30.3 above standard White: 24.5 above standard Two or More Races: 8.9 above standard English Learners: 58.4 below standard Long-Term EL: 89.4 below standard Socioeconomically Disadvantaged: 31.4 below standard Students with Disabilities: 97.1 below standard Foster Students: 66.8 below standard	African American: 31.7below standard American Indian: 2 below standard Filipino: 50.1 Hispanic: 15 below standard Pacific Islander: 4.5 above standard White: 25 above standard Two or More Races: 3 above standard Students with Disabilities: 74.4 below standard English Learner: 9.8 below standard Long Term English Learners: 83.6 below standard Foster Youth: 25.1 below standard Homeless: 15.6 below standard Socioeconomically Disadvantaged: below 3.5 standard Hispanic: 15.5 below standard	African American: improved 21.6 American Indian: declined 2.0 Asian: improved 17 Filipino: declined 1.5 Hispanic: improved 12.4 Pacific Islander: improved 10.7 White: improved 11.3 Two or More Races: improved 1.8 English Learners: improved 8 Long Term English Learners: improved 4.2 Socioeconomically Disadvantaged: improved 13.1 Students with Disabilities: improved 14.2 Foster: improved 18.1 Homeless: improved 17.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless Students: 58.9 below standard	Homeless Students: 62.4 below standard		
1.2	CAASPP Math Dashboard	2023 Dashboard All Students: 67.1 below standard African American: 108.3 below standard American Indian: 92.5 below standard Asian: 24.7 below standard Filipino: 0.3 below standard Hispanic: 79.9 below standard Pacific Islander: 75.5 below standard White: 26.7 below standard Two or More Races: 48.1 below standard English Learners: 96.8 below standard Socioeconomically Disadvantaged: 84 below standard Students with Disabilities: 140.3 below standard Foster Students: 118 below standard Homeless Students: 105.8 below standard	2024 Dashboard All Students: 65.6 below standard African American: 102.3 below standard American Indian: 92.8 below standard Asian: 28.3 below standard Filipino: 9.8 below standard Hispanic: 79 below standard Pacific Islander: 41.8 below standard White: 23.7 below standard Two or More Races: 45.3 below standard English Learners: 97.8 below standard Long Term EL:153 below standard Socioeconomically Disadvantaged: 83.3 below standard	2025 Dashboard All Students: 59.7 below standard African American: 91.7 below standard American Indian: 80.7 below standard Asian: 16.7 below standard Filipino: 19.1 below standard Hispanic: 72.1 below standard Pacific Islander: 5.7 above standard White: 18.8 below standard Two or More Races: 44 below standard English Learners: 94.4 below standard Long-Term English Learners: 148.2 below standard Socioeconomically Disadvantaged: 77.1 below standard	Math All students: 24.7 below standard American Indian: 40 points below standard Students with Disabilities: 140.3 below standard African American: 73 below standard English Learner: 9.8 below standard Long Term EL: 75.9 Foster Youth: 72.9 below standard Homeless: 50.8 below standard Socioeconomically Disadvantaged: below 41.5 standard Hispanic: 65.5 below standard	All students: improved 7.4 African American: improved 16.6 American Indian: improved11.8 Asian: improved8 Filipino: declined 18.8 Hispanic: improved 7.8 Pacific Islander: improved 81.2 White: improved 7.9 Two or More Races: improved 4.1 English Learners: improved 2.4 Long Term English Learners: improved 4.8 Socioeconomically Disadvantaged: improved 6.9 Students with Disabilities: improved 5.4 Foster Students: declined 8 Homeless Students: improved 3.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 139.3. below standard Foster Students: 110.8 below standard Homeless Students: 109.7below standard	Students with Disabilities: 134.9 below standard Foster Students: 126 below standard Homeless Students: 102.5 below standard		
1.3	CAST Science Dashboard	No comparable data available	2024 Dashboard All Students: 16.5 below standard African American: 21.7below standard American Indian: 29.5 below standard Asian: 11.2 below standard Filipino: 0.7 below standard Hispanic: 19.1 below standard Pacific Islander: Data suppressed to protect student privacy White: 7.9 below standard Two or More Races: 12.7 below standard English Learners: 25.3 below standard	2025 Dashboard All Students: 51.1 below standard African American: 45.1 below standard American Indian: 48.2 below standard Asian: 59.4 below standard Filipino: 62.7 below standard Hispanic: 48.4 below standard Pacific Islander: Data suppressed to protect student privacy White: 59.9 below standard Two or More Races: 57.2 below standard English Learners: 41 below standard	CAST All Students: 9.5 below standard African American: 16.7 below standard American Indian: 24.5 below standard Asian: 6.2 below standard Filipino: 0.5 below standard Hispanic: 14.1 below standard Pacific Islander: Data suppressed to protect student privacy White: 2.9 below standard Two or More Races: 7.7 below standard English Learners: 20.3 below standard	Comparison from 2024 All Students: declined 34.6 African American: declined 23.4 American Indian: declined 18.7 Asian: declined 48.2 Filipino: declined 62 Hispanic: declined 29.3 Pacific Islander: No data White: declined 52 Two or More Races: declined 44.5 English Learners: declined 15.7 Long Term English Learners: declined 6.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long Term English Learners: 30.4 below standard Socioeconomically Disadvantaged: 19.9 below standard Students with Disabilities: 29.8 below standard Foster Students: 21.7 below standard Homeless Students: 25.2 below standard	Long-Term EL: 36.8 below standard Socioeconomically Disadvantaged: 47.7 below standard Students with Disabilities: 37.7 below standard Foster Students: 45.4 below standard Homeless Students: 42.7 below standard	Long Term EL: 25.4 below standard Socioeconomically Disadvantaged: 14.9 below standard Students with Disabilities: 24.8 below standard Foster Students:16.7 below standard Homeless Students: 20.2 below standard	Socioeconomically Disadvantaged: declined 27.8 Students with Disabilities: declined 7.9 Foster Students: declined 23.7 Homeless Students: declined 17.5
1.4	Percentage of Students graduating College & Career Prepared	2023 Dashboard All Students: 44.4% African American: 25% American Indian: 37.5% Asian: 54.1% Filipino: 47.1% Hispanic: 39.4% Pacific Islander: Data suppressed to protect student privacy White: 60.2% Two or More Races: 53.7% English Learners: 11.4% Socioeconomically Disadvantaged: 36.0% Students with Disabilities: 10.2% Foster Students: 4.5%	2024 Dashboard All Students: 42.7% African American: 21.9% American Indian: Data suppressed to protect student privacy Asian: 53.2% Filipino: 61.1% Hispanic: 39.4% Pacific Islander: Data suppressed to protect student privacy White: 54.2% Two or More Races: 47.6% English Learners: 13.2%	2025 Dashboard All Students: 48.5% African American: 25.9% American Indian: Data suppressed to protect student Asian: 70% Filipino: 52.6% Hispanic: 44.8% Pacific Islander: Data suppressed to protect student privacy White: 63.2% Two or More Races: 39.3% English Learners: 23.8%	All Students: 54% African American: 36% American Indian: 50.7% Asian:65% Filipino:57.1% Hispanic:50.4% Pacific Islander: Data suppressed to protect student privacy White: 70.2% Two or More Races: 65.7% English Learners: 35.7% are prepared Long Term EL: 30%	All Students: improved 4.1% African American: improved 0.9% American Indian: N/A Asian: improved 15.9% Filipino: improved 5.5% Hispanic: improved 5.4% Pacific Islander: N/A White: improved 3% Two or More Races: declined 14.4% English Learners: improved 12.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless Students: 21.2%	Long Term English Learners: 13.0% Socioeconomically Disadvantaged: 36.5% Students with Disabilities: 8.2% Foster Students:16.7% Homeless Students: 28.4%	Long-Term English Learners: 24.9% Socioeconomically Disadvantaged: 41% Students with Disabilities: 10.2% Foster Students: 36% Homeless Students: 23.3%	Socio-economic Disadvantaged: 50.9% Students with Disabilities: 25.7% Foster Students: 40.9% Homeless students: 40.9%	Long Term English Learners: improved 11.9% Socio-economic Disadvantaged: improved 5% Students with Disabilities: 0% Foster: improved 31.5% Homeless: improved 2.1%
1.5	Percentage of students graduating having completed CTE pathways and A-G courses	2023 Dashboard All Students: 34.1% African American: 30.0% American Indian: 83.3% Asian: 37.5% Filipino: 37.5% Hispanic: 30.6% Pacific Islander: Data suppressed to protect student privacy White: 39.5% Two or More Races: 37.9% English Learners: 16.0% Socioeconomically Disadvantaged: 30.35% Students with Disabilities:14.35% Foster: 0.0% Homeless: 22.2%	2024 Dashboard All Students: 15.8% African American: 6.3% American Indian: American Indian: Data suppressed to protect student privacy Asian: 24.4% Filipino: 33.3% Hispanic: 14.2% Pacific Islander: Data suppressed to protect student privacy White: 20.7% Two or More Races: 14.1% English Learners: 2.0% Long Term English Learners: 2.0%	2025 Dashboard All Students: 18.5% African American: 0% American Indian: Data suppressed to protect privacy Asian: 32.4% Filipino: 21.1% Hispanic: 16.9% Pacific Islander: Data suppressed to protect privacy White: 24.8% Two or More Races: 10.5% English Learners: 7.5% Long-Term English Learners: 9% Socioeconomically Disadvantaged: 14.2%	2023 Dashboard All Students: 44.1% African American: 44.10% American Indian: 83.3% Asian: 44.5% Filipino: 47.5% Hispanic: 44.1% Pacific Islander: Data suppressed to protect student privacy White: 46.1% Two or More Races: 46.0% English Learners: 36.0% Long Term EL: 25% Socioeconomically Disadvantaged: 44.35%	All Students: declined 15.6% African American: declined 30% American Indian: No data Asian: declined 5.1% Filipino: declined 16.4% Hispanic: declined 13.7% Pacific Islander: No data White: declined 14.7% Two or More Races: declined 27.4% English Learners: declined 8.5% Long Term English Learners: improved 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 12.9% Students with Disabilities: 2.4% Foster Students: 8.3% Homeless Students: 8.6%	Students with Disabilities: 3.5% Foster Students: 4% Homeless Students: 4.8%	Students with Disabilities: 34.35% Foster Students: 20.0% Homeless Students: 42.2%	Socioeconomically Disadvantaged: declined 16.15% Students with Disabilities: declined 10.85% Foster: improved 4% Homeless: declined 17.4%
1.6	Percentage of students graduating having completed a CTE pathway	2023 Dashboard All Students: 28.1% African American: 17.5% American Indian: 43.8% Asian: 26.3% Filipino: 29.4% Hispanic: 26.8% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 33% Two or More Races: 27.8% English Learners: 11.9% Socioeconomically Disadvantaged: 24.3% Students with Disabilities: 11.9% Foster Students: 4.2% Homeless Students: 9.1%	2024 Dashboard All Students: 28.0% African American: 15.6% American Indian: Data suppressed to protect student privacy Asian: 34.6% Filipino: 33.3% Hispanic: 26.4% Pacific Islander: Data suppressed to protect student privacy White: 33.5% Two or More Races: 29.7% English Learners: 11.7% Long Term English Learners: 12.7% Socioeconomically Disadvantaged: 25.3%	2025 Dashboard All Students: 31.7% African American: 7.4% American Indian: Data suppressed to protect privacy Asian: 40.8% Filipino: 26.3% Hispanic: 30.3% Pacific Islander: Data suppressed to protect privacy White: 38% Two or More Races: 26.3% English Learners: 16.5% Long-Term English Learners: 19.5% Socioeconomically Disadvantaged: 28.1% Students with Disabilities: 17.6%	All Students: 38.1% African American: 38.1% American Indian: 45.8% Asian: 38.1% Filipino: 38.1% Hispanic: 38.1% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 38.1% Two or More Races: 38.1% English Learners: 31.9% Long Term EL: 20.0% Socioeconomically Disadvantaged: 24.3% Students with Disabilities: 31.9%	All Students: improved 3.6% African American: declined 10.1% American Indian: No data Asian: improved 23.3% Filipino: declined 3.1% Hispanic: improved 3.5% Pacific Islander: No data White: improved 5% Two or More Races: declined 1.5% English Learners: improved 4.6% Long Term EL: improved 6.8% Socioeconomically Disadvantaged: improved 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 13.9% Foster Students: 20.8% Homeless Students: 24.1%	Foster Students: 8.0% Homeless Students: 17.1%	Foster Students: 24.2% Homeless Students: 20.1%	Students with Disabilities: improved 5.7% Foster Students: improved 3.8% Homeless Students: improved 8%
1.7	Percentage of students graduating meeting UC/CSU requirements	2023 Dashboard All Students: 41.4% African American: 32.5% American Indian: 50% Asian: 55.3% Filipino: 64.7% Hispanic: 35.7% Pacific Islander: Data suppressed to protect student privacy White: 56.4% Two or More Races: 48.1% English Learners: 12.4% Socioeconomically Disadvantaged: 32.6% Students with Disabilities: 8.6% Foster Students: 8.3% Homeless Students: 20.5%	2024 Dashboard All Students: 40.1% African American: 37.5% American Indian: Data suppressed to protect student privacy Asian: 51.3% Filipino: 72.2% Hispanic: 35.3% Pacific Islander: Data suppressed to protect student privacy White: 54.2% Two or More Races: 46.9% English Learners: 13.7% Long Term English Learners: 14.7% Socioeconomically Disadvantaged: 31.9% Students with Disabilities: 11.4%	2025 Dashboard All Students: 44.9% African American: 29.6% American Indian: Data suppressed to protect privacy Asian: 70.4% Filipino: 57.9% Hispanic: 40.9% Pacific Islander: Data suppressed to protect privacy White: 58.5% Two or More Races: 38.6% English Learners: 21% Long-Term English Learners: 22.2% Socioeconomically Disadvantaged: 36.9% Students with Disabilities: 11.4% Foster Students: 32%	All Students: 51.4% African American: 45.5% American Indian: 55% Asian: 57.3% Filipino: 69.7% Hispanic: 47.7% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 63.4% Two or More Races: 56.1% English Learners: 25.4% Long Term EL: 20.0% Socioeconomically Disadvantaged: 51.6% Students with Disabilities: 26.6% Foster Students: 8.3%	All Students: improved 3.5% African American: declined 2.9% American Indian: No data Asian: improved 15.1% Filipino: declined 6.8% Hispanic: improved 5.2% Pacific Islander: No data White: improved 2.1% Two or More Races: declined 9.5% English Learners: improved 8.6% Long Term English Learners: improved 7.5% Socioeconomically Disadvantaged: improved 4.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Students: 12.5% Homeless Students: 20.7%	Homeless Students: 23.8%	Homeless Students: 40.5%	Students with Disabilities: improved 2.8% Foster Students: improved 23.7% Homeless Students: improved 3.3%
1.8	Percentage of students graduating prepared for college by the Early Assessment Program (EAP)	2023 Dashboard ELA All Students: 60.31% African American: 41.38% American Indian: 58.34% Asian: 71.95% Filipino: 88.24% Hispanic: 57.19% Pacific Islander: Data suppressed to protect student privacy White: 69.79% Two or More Races: 58.82% English Learners: 12.76% Socioeconomically Disadvantaged: 53.16% Students with Disabilities: 13.89% Foster Students: 25% Homeless Students: 42.31% Math All Students: 17.09%	2024 Dashboard ELA All Students: 56.96% African American: 50% American Indian: Data suppressed to protect student privacy Asian:67.95% Filipino: 77.77% Hispanic: 52.63% Pacific Islander: Data suppressed to protect student privacy White: 72.23% Two or More Races: 55.91% English Learners: 13.37% Socioeconomically Disadvantaged: 50.09% Students with Disabilities:15.81% Foster Students: 37.5%	2025 Dashboard ELA All students: 61.12% African American: 59.26% American Indian: Data suppressed to protect privacy Asian: 76.74% Filipino: 88% Hispanic: 56.9% Pacific Islander: Data suppressed to protect privacy White: 72.16% Two or more races: 66.99% English Learners: 7.14% Socioeconomically Disadvantaged: 53.83% Students with Disabilities: 16.67% Foster Students: 21.43%	ELA All Students: 69.16% African American: 55.67% American Indian: 69.75% Asian: 49.13% Filipino: 70.59% Hispanic: 65..48% Pacific Islander: N/A White: 73.51% Two or More Races: 69.84% English Learners: 35.00% Socioeconomically Disadvantaged: 61.50% Students with Disabilities: 36.06% Foster Students: Data suppressed to protect student privacy Homeless Students: 55.98%	ELA All Students: improved 0.82% African American: improved 17.88% American Indian: No data Asian: improved 4.79% Filipino: declined 0.24% Hispanic: declined 0.29% Pacific Islander: No data White: improved 2.37% Two or More Races: improved 8.17% English Learners: declined 5.62% Socioeconomically Disadvantaged: improved 0.67% Students with Disabilities: improved 2.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 11.54% American Indian: 8.33% Asian:28.57% Filipino: 35.29% Hispanic: 13.08% Pacific Islander: Data suppressed to protect student privacy White: 28.5% Two or More Races: 18.45% English Learners: 1.04% Socioeconomically Disadvantaged: 11.27% Students with Disabilities: 1.8% Foster Students: 0.00% Homeless Students:15.38%	Homeless Students:36.36% Math All Students: 16.88% African American: 17.85% American Indian: Data suppressed to protect student privacy Asian:23.38% Filipino: 33.33% Hispanic: 12.97% Pacific Islander: Data suppressed to protect student privacy White: 29.38% Two or More Races: 21.11% English Learners: 0.48% Socioeconomically Disadvantaged: 11.19% Students with Disabilities: 2.56% Foster Students: 5.88% Homeless Students:2.94%	Homeless Students: 45.33% Math All students: 20.51% African American: 14.81% American Indian: Data suppressed to protect student privacy Asian: 36.78% Filipino: 44% Hispanic: 16.67% Pacific Islander: Data suppressed to protect privacy White: 32.24% Two or more races: 19.05% English Learners: 0.58% Socioeconomically Disadvantaged: 14.75% Students with Disabilities: 2.78% Foster Students: 0% Homeless Students: 9.33%	Math All Students: 37.09% African American: 31.54% American Indian: 30.33% Asian: 48.57% Filipino: 42.29% Hispanic: 29.58% Pacific Islander: Data suppressed to protect student privacy White: 38.5% Two or More Races: 38.45% English Learners: 26.04% Socioeconomically Disadvantaged: 35.27% Students with Disabilities: 36.8% Foster Students: 0% Homeless Students:37.38%	Foster Students: declined 3.57% Homeless Students: improved 3.02% Math All Students: improved 3.42% African American: improved 3.27% American Indian: No data Asian: improved 8.21% Filipino: improved 8.71% Hispanic: improved 3.59% Pacific Islander: No data White: improved 3.74% Two or More Races: improved 0.6% English Learners: declined 0.46% Socioeconomically Disadvantaged: improved 3.48% Students with Disabilities: improved 0.98% Foster Students: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless Students: declined 6.05%
1.10	Percentage of students scoring Early, mid, or above Grade level iReady Math	All Students: 22% EL: 7% Sped: 7% SED: 17% Homeless Students: 12% Foster Students: 9%	All Students: 23% EL: 8% Sped: 7% SED: 18% Homeless Students: 12% Foster Students: 13%	All Students: 24% EL: 7% Sped: 6% SED: 18% Homeless Students: 13% Foster Students: 13%	All Students: 33% EL: 20% Sped: 20% SED: 26% Homeless Students: 24% Foster Students: 21%	All Students: improved 2% EL: 0% Sped: declined 1% SED: improved 1% Homeless Students: improved 1% Foster Students: improved 4%
1.11	ELPAC English Learner Progress	2023 Dashboard 44.9%	2024 Dashboard 45.3%	2025 Dashboard 42.9%	English Learner Progress 50%	Declined 2%
1.12	Percentage of students scoring Early, mid, or above Grade level iReady ELA	2023 All Students: 32% EL: 12% Sped: 9% Socioeconomically Disadvantaged: 27% Homeless Students: 20% Foster Students: 18%	2024 All Students: 36% EL: 14% Sped: 12% Socioeconomically Disadvantaged: 31% Homeless Students: 24% Foster Students: 21%	2025 All Students: 36% EL: 13% Sped: 10% Socioeconomically Disadvantaged: 30% Homeless Students: 23% Foster Students: 24%	All Students: 41% EL: 33% Sped: 25% Socioeconomically Disadvantaged: 40% Homeless Students: 35% Foster Students: 43%	All Students: improved 4% EL: improved 1% Sped: improved 1% Socioeconomically Disadvantaged: improved 3% Homeless Students: improved 3% Foster Students: improved 6%
1.13	English Learner Reclassification Rate	2023/2024 School Year 10.24%	2024/2025 School Year 21.00%	2025/2026 School Year 13.7%	16.24%	Improved 3.46%
1.14	Percentage passing AP exam with a score of 3 or higher	2023 All Students: 15.7% African American: 10.0%	2024 All Students: 18.5%	2025 All Students: 52% African American: 43%	67% of the students taking AP tests will score a 3 or better.	All Students: improved 36.3% African American: improved 33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian: 0.0% Asian: 18.6% Filipino: 25% Hispanic: 13.3% Pacific Islander: Data suppressed to protect student privacy White: 18.5% Two or More Races: 31.0% English Learners: 4.0% Socioeconomically Disadvantaged: 10% Students with Disabilities: 4.8% Foster Students: 0.00% Homeless Students: 16.7%	African American: 28.6% American Indian: 0.0% Asian: 12.2% Filipino: 27.3% Hispanic: 14.6% Pacific Islander: Data suppressed to protect student privacy White: 29% Two or More Races: 20% English Learners: 9.4% Long Term English Learners: 3.8% Socioeconomically Disadvantaged: 13% Students with Disabilities: 10.5% Foster Students: 0.00% Homeless Students: 9.1%	American Indian: Data suppressed to protect student privacy Asian: 47% Filipino: 70% Hispanic: 49% Pacific Islander: Data suppressed to protect student privacy White: 61% Two or more races: 59% English Learners: 32% Long-term English Learners: 28% Socioeconomically Disadvantaged: 46% Students with Disabilities 12% Foster Students: 56% Homeless Students: 42%		American Indian: No data Asian: improved 28.4% Filipino: improved 45% Hispanic: improved 35.7% Pacific Islander: No data White: improved 42.5% Two or More Races: improved 28% English Learners: improved 28% Long Term English Learners: improved 24.2% Socioeconomically Disadvantaged: improved 36% Students with Disabilities: improved 7.2% Foster Students: improved 56% Homeless Students: improved 25.3%
1.15	Implementation of academic content and performance standards for all students, including how English Learners	2023/2024 School Year 1. English Language Arts – Full Implementation and Sustainability	2024/2025 School Year 1. English Language Arts – Full	2025/2026 School Year 1. English Language Arts – Full	Full implementation of all academic standards	1. English Language Arts – no difference 2. English Language Development –

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	will access the CCSS and ELD standards.	2. English Language Development – Initial Implementation 3. Mathematics – Full Implementation and Sustainability 4. Science – Initial Implementation 5. History-Social Science – Beginning Development	Implementation and Sustainability 2. English Language Development – Initial Implementation 3. Mathematics – Full Implementation and Sustainability 4. Science – Initial Implementation 5. History-Social Science – Beginning Development	Implementation and Sustainability 2. English Language Development – Beginning Development 3. Mathematics – Full Implementation and Sustainability 4. Science – Initial Implementation 5. History-Social Science – Full Implementation and Sustainability		changed to beginning development 3. Mathematics – no difference 4. Science – no difference 5. History-Social Science – changed to full implementation and sustainability
1.16	Instructional Materials: Every student has standards-aligned materials	2023/2024 School Year 100% of the students have standards-aligned materials	2024/2025 School Year 100% of the students have standards-aligned materials	2025/2026 School Year 100% of the students have standards-aligned materials	100% of the students have standards-aligned materials	0% difference
1.17	Teachers: Fully Credentialed & appropriately assigned	2022/2023 School Year 2.5% of the teachers were considered teaching out of field. 2022/2023 School Year 85% of the teachers held a clear or preliminary credential	2024/2025 School Year 3.3% of the teachers were considered teaching out of field. 2024/2025 School Year 92% of the teachers held a clear or preliminary credential	2025/2026 School Year 1.37% of the teachers were considered teaching out of field. 2025/2026 School Year 94% of the teachers held a clear or preliminary credential	1.5% of the teachers were considered teaching out of field. 2022/2023 School Year 89% of the teachers held a clear or preliminary credential	Improved 1.13% of the teachers who were considered teaching out of field Improved 9% of the teachers who held a clear or preliminary credential

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Percentage of High School Students passing w/ C or better	2023/2024 1st semester English EL: 60% Foster: 52% SPED: 70% SED : 72% All: 77% Math EL: 46% Foster: 48% SPED: 62% SED : 63% All: 70% Science EL: 51% Foster: 54% SPED: 64% SED : 71% All: 77% Social Science EL: 57% Foster: 48% SPED: 65% SED: 68% All: 73% Health EL: 62% Foster: 40% SPED: 65% SED: 72% All: 77%	2024/20250 1st Semester English EL: 49% Foster: 60% SPED: 66% SED : 72% All: 78% Math EL: 38% Foster: 51% SPED: 53% SED: 62% All: 69% Science EL: 51% Foster: 67% SPED: 62% SED : 75% All: 81% Social Science EL: 60% Foster: 61% SPED: 72% SED: 75% All: 79% Health EL: 59% Foster: 80% SPED: 65% SED: 79% All: 83%	2025/2026 1st Semester English EL: 62% Foster: 56% SPED: 64% SED: 79% All: 83% Math EL: 44% Foster: 57% SPED: 49% SED: 66% All: 71% Science EL: 52% Foster: 47% SPED: 59% SED: 77% All: 81% Social Science EL: 63% Foster: 67% SPED: 68% SED: 91% All: 84% Health EL: 65% Foster: 67% SPED: 72% SED: 80% All: 85%	English EL: 80% Foster: 75% SPED: 85% SED : 85% All: 85% Math EL: 75% Foster: 75% SPED: 85% SED : 85% All: 85% Science EL: 75% Foster: 75% SPED: 80% SED : 85% All: 85% Social Science EL: 75% Foster: 75% SPED: 80% SED : 85% All: 85% Health EL: 85% Foster: 85% SPED: 80% SED : 85% All: 90% PE EL: 85%	English EL: improved 2% Foster: improved 4% SPED: declined 6% SED : improved 7% All: improved 6% Math EL: declined 2% Foster: improved 9% SPED: declined 13% SED : improved 3% All: improved 1% Science EL: improved 1% Foster: declined 7% SPED: declined 5% SED: improved 6% All: improved 4% Social Science EL: improved 6% Foster: improved 19% SPED: improved 3% SED: improved 23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		PE EL: 69% Foster: 53% SPED: 76% SED: 78% All: 83% VAPA EL: 80% Foster: 83% SPED: 82% SED: 89% All: 92% CTE EL: 70% Foster: 86% SPED: 75% SED: 83% All: 87% World Languages EL: 73% Foster: 69% SPED: 69% SED: 80% All: 84% ELD EL: 78% Foster: 80% SPED: 63% SED: 78% All: 78%	PE EL: 66% Foster: 67% SPED: 78% SED: 81% All: 85% VAPA EL: 87% Foster: 79% SPED: 83% SED: 90% All: 93% CTE EL: 63% Foster: 71% SPED: 70% SED: 83% All: 87% World Languages EL: 73% Foster: 69% SPED: 69% SED: 80% All: 84% ELD EL: 82% Foster: 88% SPED: 76% SED : 82% All: 83%	PE EL: 67% Foster: 62% SPED: 73% SED: 80% All: 84% VAPA EL: 85% Foster: 73% SPED: 87% SED: 92% All: 94% CTE EL: 74% Foster: 67% SPED: 75% SED: 85% All: 88% World Languages EL: 73% Foster: 56% SPED: 71% SED: 87% All: 89% ELD EL: 80% Foster: 100% SPED: 79% SED: 80% All: 80%	Foster: 85% SPED: 80% SED: 85% All: 90% VAPA EL: 99% Foster: 99% SPED: 99% SED : 99% All: 99% CTE EL: 99% Foster: 99% SPED: 99% SED: 99% All: 99% World Languages EL: 99% Foster: 99% SPED: 99% SED: 99% All: 99% ELD EL: 99% Foster: 90% SPED: 99% SED: 99%	All: improved 11% Health EL: improved 3% Foster: improved 27% SPED: improved 7% SED: improved 8% All: improved 8% PE EL: declined 2% Foster: improved 9% SPED: declined 3% SED: improved 2% All: improved 1% VAPA EL: improved 5% Foster: declined 10% SPED: improved 5% SED: improved 3% All: improved 2% CTE EL: improved 4% Foster: declined 19% SPED: 0% SED: improved 2% All: improved 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						World Languages EL: 0% Foster: declined 13% SPED: improved 2% SED: improved 7% All: improved 5% ELD EL: improved 2% Foster: improved 20% SPED: improved 13% SED: improved 2% All: improved 2%
1.19	CAASPP-ELA Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary Students With Disabilities: 122.9 below standard Denton Elementary Students With Disabilities: 77.30 below standard Divisadero Middle English Learners: 82.90 below standard Students With Disabilities: 149.2 below standard El Diamante High	2024 Dashboard Conyer Elementary Students With Disabilities: 114.2 below standard Denton Elementary Students With Disabilities: 62.1 below standard Divisadero Middle English Learners: 84 below standard Students With Disabilities: 125.8 below standard	2025 Dashboard Conyer Elementary Students With Disabilities: 100.9 below standard Denton Elementary Students With Disabilities: 52.7 below standard Divisadero Middle English Learners: 70.8 below standard	Conyer-Elementary Students With Disabilities: 110.61 Below Standard Denton Elementary Students With Disabilities: 69.57 Below Standard Divisadero Middle English Learners: 74.61 Below Standard Students With Disabilities: 134.28 Below Standard	Conyer Elementary Students With Disabilities: improved 22 Denton Elementary Students With Disabilities: improved 24.6 Divisadero Middle English Learners: improved 12.1 Students With Disabilities: improved 28.3 El Diamante High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 52.80 below standard Students With Disabilities: 102 below standard Four Creeks Elementary English Learners: 92.00 below standard Golden Oak Elementary Students With Disabilities: 127.80 below standard Golden West High Students With Disabilities: 176.1 below standard Goshen Elementary Students With Disabilities: 47.40 below standard Green Acres Middle English Learner: 93.9 below standard Students With Disabilities: 136.20 below standard Highland Elementary ALL: 76.70 below standard	El Diamante High English Learners: 20.5 below standard Students With Disabilities: 98.3 below standard Four Creeks Elementary English Learners: 84.00 below standard Golden Oak Elementary Students With Disabilities: 106 below standard Golden West High Students With Disabilities: 146 below standard Goshen Elementary Students With Disabilities: 136.3 below standard Green Acres Middle English Learners: 93.8 below standard	Students With Disabilities: 117.5 below standard El Diamante High English Learners: 36.5 below standard Students With Disabilities: 77.5 below standard Four Creeks Elementary English Learners: 75.8 below standard Golden Oak Elementary Students With Disabilities: 100.5 below standard Golden West High Students With Disabilities: 125.9 below standard Goshen Elementary Students With Disabilities: 108.1 below standard Green Acres Middle	El Diamante High English Learners: 47.52 Below Standard Students With Disabilities: 91.80 Below Standard Four Creeks Elementary English Learners: 82.80 Below Standard Golden Oak Elementary Students With Disabilities: 115.02 Below Standard Golden West High Students With Disabilities: 158.49 Below Standard Goshen Elementary Students With Disabilities: 42.66 Below Standard Green Acres Middle English Learners: 84.51 Below Standard	English Learners: improved 16.3 Students With Disabilities: improved 24.5 Four Creeks Elementary English Learners: improved 16.2 Golden Oak Elementary Students With Disabilities: improved 27.3 Golden West High Students With Disabilities: improved 50.2 Goshen Elementary Students With Disabilities: declined 60.7 Green Acres Middle English Learners: improved 87.5 Students With Disabilities: improved 11.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 88.4 below standard Socioeconomically Disadvantaged: 77.5 below standard Students With Disabilities: 143.00 below standard Ivanhoe Elementary Students With Disabilities: 136.20 below standard La Joya Middle English Learners: 87.1 below standard Linwood Elementary Students With Disabilities: 99.40 below standard Pinkham Elementary Students With Disabilities: 84.70 below standard Ridgeview Middle English Learners: 70.6 below standard Students With Disabilities: 111.40 below standard Riverway Elementary	Students With Disabilities: 135.3 below standard Highland Elementary ALL: 48.6 below standard English Learners: 65.9 below standard Socioeconomically Disadvantaged: 48.8 below standard Students With Disabilities: 110.5 below standard Ivanhoe Elementary Students With Disabilities: 137 below standard La Joya Middle English Learners: 67.6 below standard Linwood Elementary Students With Disabilities: 128.5 below standard	English Learners: 6.4 below standard Students With Disabilities: 124.6 below standard Highland Elementary ALL: 48.7 below standard English Learners: 81.9 below standard Socioeconomically Disadvantaged: 50.6 below standard Students With Disabilities: 75.9 below standard Ivanhoe Elementary Students With Disabilities: 113.4 below standard La Joya Middle English Learners: 54.6 below standard Linwood Elementary Students With Disabilities: 94.2 below standard	Students With Disabilities: 122.58 Below Standard Highland Elementary ALL: 69.03 Below Standard English Learners: 79.56 Below Standard Socioeconomically Disadvantaged: 69.75 Below Standard Students With Disabilities: 128.70 Below Standard Ivanhoe Elementary Students With Disabilities: 122.58 Below Standard La Joya Middle English Learners: 78.39 Below Standard Linwood Elementary Students With Disabilities: 89.46 Below Standard	Highland Elementary ALL: improved 28 English Learners: improved 6.5 Socioeconomically Disadvantaged: improved 26.9 Students With Disabilities: improved 67.1 Ivanhoe Elementary Students With Disabilities: improved 22.8 La Joya Middle English Learners: improved 32.5 Linwood Elementary Students With Disabilities: improved 5.2 Pinkham Elementary Students With Disabilities: improved 0.5 Ridgeview Middle English Learners: improved 14.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities: 148.1 below standard Royal Oaks Elementary Students With Disabilities: 114.40 below standard Valley Oak Middle English Learners: 95.1 below standard Students With Disabilities: 160.40 below standard Veva Blunt Elementary English Learners: 83.5 below standard Students With Disabilities: 106.70 below standard Washington Elementary ALL: 86.4 below standard English Learners: 73.40 below standard Hispanic: 89.30 below standard Socioeconomically Disadvantaged: 84.2 below standard Willow Glen Elementary	Pinkham Elementary Students With Disabilities: 100.7 below standard Ridgeview Middle English Learners: 62.5 below standard Students With Disabilities: 135.1 below standard Riverway Elementary Students With Disabilities: 145.6 below standard Royal Oaks Elementary Students With Disabilities: 109.8 below standard Valley Oak Middle English Learners: 73.2 below standard Students With Disabilities: 140.6 below standard Veva Blunt Elementary	Pinkham Elementary Students With Disabilities: 84.2 below standard Ridgeview Middle English Learners: 56.2 below standard Students With Disabilities: 114.5 below standard Riverway Elementary Students With Disabilities: 111.7 below standard Royal Oaks Elementary Students With Disabilities: 107.6 below standard Valley Oak Middle English Learners: 75.7 below standard Students With Disabilities: 148.4 below standard Veva Blunt Elementary	Pinkham Elementary Students With Disabilities: 76.23 Below Standard Ridgeview Middle English Learners: 63.54 Below Standard Students With Disabilities: 100.26: Below Standard Riverway Elementary Students With Disabilities: 133.29: Below Standard Royal Oaks Elementary Students With Disabilities: 102.96 Below Standard Valley Oak Middle English Learners: 85.59 Below Standard Students With Disabilities: 144.36 Below Standard	Students With Disabilities: declined 3.1 Riverway Elementary Students With Disabilities: improved 36.4 Royal Oaks Elementary Students With Disabilities: improved 6.8 Valley Oak Middle English Learners: improved 19.4 Students With Disabilities: improved 12.0 Veva Blunt Elementary English Learners: improved 26.3 Students With Disabilities: improved 34.7 Washington Elementary ALL: improved 33.2 English Learners: improved 15.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities: 168.2 below standard	English Learners: 94.5 below standard Students With Disabilities 112.2 below standard Washington Elementary ALL: 78.9 below standard English Learners: 72.6 below standard Hispanic: 87.1 below standard Socioeconomically Disadvantaged: 78.8 below standard Willow Glen Elementary Students With Disabilities: 145.8 below standard	English Learners: 57.2 below standard Students With Disabilities: 72.0 below standard Washington Elementary ALL: 53.2 below standard English Learners: 57.6 below standard Hispanic: 64.3 below standard Socioeconomically Disadvantaged: 51.2 below standard Willow Glen Elementary Students With Disabilities: 113.2 below standard	Veva Blunt Elementary English Learners: 75.15 Below Standard Students With Disabilities: 96.03 Below Standard Washington Elementary ALL: 77.76 Below Standard English Learners: 66.06 Below Standard Hispanic: 80.37 Below Standard Socioeconomically Disadvantaged: 75.78 Below Standard Willow Glen Elementary Students With Disabilities: 151.38 Below Standard	Hispanic: improved 25.0 Socioeconomically Disadvantaged: improved 33.0 Willow Glen Elementary Students With Disabilities: improved 55.0
1.20	CAASPP-Math Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary Students With Disabilities: 144.8 below standard Denton Elementary	2024 Dashboard Conyer Elementary Students With Disabilities: 128.4 below standard	2025 Dashboard Conyer Elementary Students With Disabilities: 118.3 below standard	Conyer Elementary Students With Disabilities: 130.3 below standard Denton Elementary	Conyer Elementary Students With Disabilities: improved 26.5 Denton Elementary

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities: 105.5 below standard El Diamante High English Learners: 159.0 below standard Students With Disabilities: 198.9 below standard Four Creeks Elementary Students With Disabilities: 119.7 below standard Golden Oak Elementary Students With Disabilities: 152 below standard Golden West High ALL: 140.8 below standard Hispanic: 150.1 below standard Socioeconomically Disadvantaged: 153.2 below standard Students With Disabilities: 280.2 below standard White: 116.8 below standard Green Acres Middle	Denton Elementary Students With Disabilities: 96.9 below standard El Diamante High English Learners: 152.3 Students With Disabilities: 215.9 below standard Four Creeks Elementary Students With Disabilities: 122.4 below standard Golden Oak Elementary Students With Disabilities: 146.6 below standard Golden West High ALL: 135.4 below standard Hispanic: 140.2 below standard Socioeconomically Disadvantaged: 134.2 below standard Students With Disabilities: 221.9 below standard	Denton Elementary Students With Disabilities: 90.5 below standard El Diamante High English Learners: 154.9 below standard Students With Disabilities: 200.0 below standard Four Creeks Elementary Students With Disabilities: 111.2 below standard Golden Oak Elementary Students With Disabilities: 128.7 below standard Golden West High ALL: 128.6 below standard Hispanic: 137.2 below standard Socioeconomically Disadvantaged: 137.4 below standard	Students With Disabilities: 94.95 below standard El Diamante High English Learners: 143.10 below standard Students With Disabilities: 179.01 below standard Four Creeks Elementary Students With Disabilities: 107.73 below standard Golden Oak Elementary Students With Disabilities: 136.80 below standard Golden West High ALL: 126.72 below standard Hispanic: 135.09 below standard Socioeconomically Disadvantaged: 137.88 below standard Students With Disabilities: 252.18 below standard	Students With Disabilities: improved 15 El Diamante High English Learners: improved 4.1 Students With Disabilities: declined 1.1 Four Creeks Elementary Students With Disabilities: improved 8.5 Golden Oak Elementary Students With Disabilities: improved 23.3 Golden West High ALL: improved 12.2 Hispanic: improved 12.9 Socioeconomically Disadvantaged: improved 15.8 Students With Disabilities: improved 46.3 White: improved 0.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 140 below standard Students With Disabilities: 167.9 below standard Highland Elementary English Learners: 97.9 below standard Students With Disabilities: 157.1 below standard Hurley Elementary Students With Disabilities: 114.1 below standard Ivanhoe Elementary Students With Disabilities: 144.9 below standard La Joya Middle Hispanic-112.9 below standard Pinkham Elementary English Learners: 100.5 below standard Students With Disabilities: 119.2 below standard Ridgeview Middle	White: 135.8 below standard Green Acres Middle English Learners: 126.2 below standard Students With Disabilities: 160.8 below standard Highland Elementary English Learners: 96.3 below standard Students With Disabilities: 153.4 below standard Hurley Elementary Students With Disabilities: 100.5 below standard Ivanhoe Elementary Students With Disabilities: 118.3 below standard La Joya Middle Hispanic: 102.1 below standard	Students With Disabilities: 233.9 below standard White: 116.6 below standard Green Acres Middle English Learners: 122.5 below standard Students With Disabilities: 174.6 below standard Highland Elementary English Learners: 96.3 below standard Students With Disabilities: 98.4 below standard Hurley Elementary Students With Disabilities: 81.4 below standard Ivanhoe Elementary Students With Disabilities: 100.3 below standard La Joya Middle	White: 105.12 below standard Green Acres Middle English Learners: 126.00 below standard Students With Disabilities: 151.11 below standard Highland Elementary English Learners: 88.11 below standard Students With Disabilities: 141.39 below standard Hurley Elementary Students With Disabilities: 102.69 below standard Ivanhoe Elementary Students With Disabilities: 130.41 below standard La Joya Middle Hispanic: 101.61 below standard	Green Acres Middle English Learners: improved 17.5 Students With Disabilities: declined 6.7 Highland Elementary English Learners : improved 1.6 Students with Disabilities: improved 58.7 Hurley Elementary Students With Disabilities: improved 32.7 Ivanhoe Elementary Students With Disabilities: improved 44.6 La Joya Middle Hispanic: improved 7.4 Pinkham Elementary English Learners: improved 14.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities: 140 below standard Riverway Elementary Students With Disabilities: 155.4 below standard Royal Oaks Elementary Students With Disabilities: 118.6 below standard Valley Oak Middle ALL: 122.2 below standard English Learners: 41.5 below standard Hispanic: 130.9 below standard Socioeconomically Disadvantaged: 135 below standard Veva Blunt Elementary Students With Disabilities: 129.3 below standard Washington Elementary ALL: 109.4 below standard Hispanic: 111.7 below standard	Pinkham Elementary English Learners: 83 below standard Students With Disabilities: 116.7 below standard Ridgeview Middle Students With Disabilities: 162.1 below standard Riverway Elementary Students With Disabilities: 162.5 below standard Royal Oaks Elementary Students With Disabilities: 127.3 below standard Valley Oak Middle ALL: 111.2 below standard English Learners: 133.5 below standard Hispanic: 117.1 below standard Socioeconomically Disadvantaged: 118.1 below standard	Hispanic: 105.5 below standard Pinkham Elementary English Learners: 86.2 below standard Students With Disabilities: 116.2 below standard Ridgeview Middle Students With Disabilities: 174.0 below standard Riverway Elementary Students With Disabilities: 130.4 below standard Royal Oaks Elementary Students With Disabilities: 140.4 below standard Valley Oak Middle ALL: 98.1 below standard English Learners: 119.8 below standard Hispanic: 105.8 below standard	Pinkham Elementary English Learners: 90.45 below standard Students With Disabilities: 107.28 below standard Ridgeview Middle Students With Disabilities: 126.00 below standard Riverway Elementary Students With Disabilities: 139.86 below standard Royal Oaks Elementary Students With Disabilities: 101.74 below standard Valley Oak Middle ALL: 109.98 below standard English Learners: 37.35 below standard Hispanic: 117.81 below standard Socioeconomically Disadvantaged:	Students With Disabilities: improved 3 Ridgeview Middle Students With Disabilities: declined 34 Riverway Elementary Students With Disabilities: improved 25 Royal Oaks Elementary Students With Disabilities: declined 21.8 Valley Oak Middle ALL: 24.1 English Learners: declined 78.3 Hispanic. improved 25.1 Socioeconomically Disadvantaged: improved 27 Veva Blunt Elementary Students With Disabilities: improved 28.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 108.5 below standard Willow Glen Elementary Students With Disabilities: 172.1 below standard	Veva Blunt Elementary Students With Disabilities: 109.3 below standard Washington Elementary ALL: 106.2 below standard Hispanic: 113.7 below standard Socioeconomically Disadvantaged: 106.9 below standard Willow Glen Elementary Students With Disabilities: 167.2 below standard	Socioeconomically Disadvantaged: 108.0 below standard Veva Blunt Elementary Students With Disabilities: 100.7 below standard Washington Elementary ALL: 85.6 below standard Hispanic: 92.5 below standard Socioeconomically Disadvantaged: 83.9 below standard Willow Glen Elementary Students With Disabilities: 140.5 below standard	121.50 below standard Veva Blunt Elementary Students With Disabilities: 116.37 below standard Washington Elementary ALL: 98.46 below standard Hispanic: 100.53 below standard Socioeconomically Disadvantaged: 97.65 below standard Willow Glen Elementary Students With Disabilities: 154.89 below standard	Washington Elementary ALL: improved 23.8 Hispanic: improved 19.2 Socioeconomically Disadvantaged: improved 24.6 Willow Glen Elementary Students With Disabilities: improved 31.6
1.21	College and Career Ready Schools & Student Groups identified in Red	2023 Dashboard Mt. Whitney High Students With Disabilities: 7.9% English Learners: 9.4% Sequoia High English Learners: 0% Hispanic: 1.00%	2024 Dashboard Mt. Whitney High Students With Disabilities: 10.3 % English Learners: 14.5% Sequoia High English Learners: 0%	2025 Dashboard: Mt. Whitney High Students with Disabilities: 9.5% English Learners: 20.8% Sequoia High English Learners: 2.3%	Mt. Whitney High Students With Disabilities 17.90% English Learners 19.40% Sequoia High English Learners: 10.00% Hispanic: 11.00%	Mt. Whitney High Students With Disabilities: improved 1.6% English Learners: improved 11.4% Sequoia High English Learners: improved 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 1.2% Students With Disabilities: 0%	Hispanic: 1.5% Socioeconomically Disadvantaged: 0.4% Students With Disabilities: 0%	Hispanic: 0.7% Socioeconomically Disadvantaged: 0.6% Students with Disabilities: 0%	Socioeconomically Disadvantaged: 11.20% Students With Disabilities: 10.00%	Hispanic: declined 0.3% Socioeconomically Disadvantaged: declined 0.6% Students With Disabilities: 0%
1.22	English Learner Progress Schools & Student Groups identified in Red	2023 Dashboard Conyer Elementary: 28.60% Crowley Elementary: 60.30% Divisadero Middle: 55.30% Four Creeks Elementary: 34.50% Golden West High: 34.20% Redwood High: 21.00% Sequoia High: 16.70% Valley Oak Middle: 44.50% Veva Blunt Elementary: 36.00% Washington Elementary: 32.50%	2024 Dashboard Conyer Elementary:61.0% Crowley Elementary: 33.7% Divisadero Middle: 60.9% Four Creeks Elementary: 34.9% Golden West High: 36.1% Redwood High: 52.6% Sequoia High: 17.8% Valley Oak Middle: 48.4% Veva Blunt Elementary: 49.1% Washington Elementary: 37.2%	2025 Dashboard Conyer Elementary: 33.3% Crowley Elementary: 45.5% Divisadero Middle: 45.8% Four Creeks Elementary: 46.8% Golden West High: 37.1% Redwood High: 60.3% Sequoia High: 11.3% Valley Oak Middle: 50.6% Veva Blunt Elementary: 53.7%	Conyer Elementary: 31.46% Crowley Elementary: 66.33% Divisadero Middle: 60.83% Four Creeks Elementary: 37.95% Golden West High: 37.62% Redwood High: 23.10% Sequoia High: 18.37% Valley Oak Middle: 48.95% Veva Blunt Elementary: 39.60% Washington Elementary: 35.75%	Conyer Elementary: improved 4.7% Crowley Elementary: declined 14.8% Divisadero Middle: declined 9.5% Four Creeks Elementary: improved 12.3% Golden West High: improved 2.9% Redwood High: improved 39.3% Sequoia High: declined 5.4% Valley Oak Middle: improved 6.1% Veva Blunt Elementary: improved 17.7% Washington Elementary: declined 3.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Washington Elementary: 28.6%		
1.23	Graduation Rate Schools & Student Groups identified in Red	2023 Dashboard Golden West Students with Disabilities: 57.9%	2024 Dashboard Golden West Students with Disabilities: 70%	2025 Dashboard Golden West Students with Disabilities: 91.7%	Golden West Students with Disabilities: 77.9%	Golden West Students with Disabilities: improved 33.8%
1.24	K-2 class size	2023/2024 School Year With LCAP support: 24.53 student to teacher ratio Without LCAP support 27.63 student to teacher ratio	2024/2025 School Year With LCAP support: 23.17 student to teacher ratio Without LCAP support 25.66 student to teacher ratio	Metric no longer being used	Maintain current class size average	No comparison data available
1.25	School FIT Reports	June 2024 22 schools were rated "good" 15 schools were rated "fair"	June 2025 5 schools were rated "good" 32 schools were rated "fair"	June 2026 10 schools were rated "good" 27 schools were rated "fair"	All Schools received a rating of "good".	Schools rating "good" declined by 12 schools Schools rating "fair" increased by 12 schools
1.26	Elementary Class Size	2023/2024 24.53 student to teacher ratio	2024/2025 25.94 student to teacher ratio	2025/2026 25.84 student to teacher ratio	Maintain 24.53 student to teacher ratio	Increased by 1.31
1.27	% of students needing a chrome book	0% of students need a chrome book	0% of students need a chrome book	Metric no longer being used	0% of students need a chrome book	No comparison data available.
1.28	Students graduating A-G w/ music credits	Baseline established in 2024/2025 school year. 28% of students enrolled in a music class completed A-G music requirement.	28% of students enrolled in a music class completed A-G music requirement. 2024-25	Metric no longer being used	Baseline established in 2024/2025 school year	No comparison data available.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.29	Students suspension rate enrolled in music classes	2024 70 of the 1,715 students enrolled in a music class were suspended, equating to 4%.	2024 70 of the 1,715 students enrolled in a music class were suspended, equating to 4%.	Metric no longer being used	Suspension rate of 3% for students enrolled in a music class.	No comparison data available.
1.30	% of students enrolled in a CTE course	2023/2024 Female: 40.54% Male: 59.05 English Learners: 6.10% SPED: 9.84% SED: 13.05%	2024/2025 Female: 41% Male: 59% English Learners: 6% SPED: 10.0% SED: 62%	2025/2026 Female: 42% Male: 58% English Learners: 7% SPED: 11% SED: 64%	Female: 50.0% Male: 50.0% English Learners: 6.10% SPED: 19.84% SED: 25.05%	2024/2025 Female: improved 1.460% Male: improved 1.05% English Learners: improved 0.9% SPED: improved 1.16% SED: improved 50.95%
1.31	Desired Results Developmental Profile (DRDP) in the area of language development	2023/24 17% of preschool students scored as Building Earlier 35% scored Building Later and integrating Earlier	2024/25 33% of preschool students scored as Building Earlier 53% scored Building Later and Integrating Earlier	2025/26 52% of preschool students scored Building Earlier on the Fall Benchmark 87% attained attained Building Later and Integrating Earlier	25% of preschool students scored as Integrating Earlier 30% scored Building Later	Improved 35% of preschool students scoring as Building Earlier Improved 52% of preschool students scoring Building Later and Integrating Earlier

Goal Analysis [2025-26]

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

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

All actions were fully implemented.

Successes include:
1.3: Dual Immersion will be expanding from two to three elementary schools.

1.6: 4,037 students enrolled in a Career Technical Education (CTE) course with a middle school CTE elective that offers students exposure to various career technical careers.
1.11: All 42 sites completed a comprehensive needs assessment to use data to drive decisions related to supplemental and concentration funds. Sites identified appropriate support for chronically absent students through SART meetings, provided academic support for student groups not meeting iReady milestones through learning centers and small group instruction in classes.
1.17: All unduplicated student groups had an increase in Math and ELA on the CAASPP. Curriculum Coordinators identified freshmen having the highest failure rates in high school so The Breakthrough Success Community (BTSC) Network was fully implemented with students participating in targeted interventions.
1.21: District narrowed the focus to 5th grade for Math, providing 5th grade teachers with additional materials and professional development in mathematics.
1.23: Districtwide English Language progress monitoring was done through Ellevation with training provided to all principals and English Language Development teachers related to designated ELD and progress monitoring.
1.24: District narrowed the focus to 3rd grade, providing 3rd grade teachers with additional materials and professional development in English Language Arts.
1.25: District created a team that meets weekly to review chronic absenteeism and works directly with sites to implement appropriate interventions for homeless and foster youth, assigning district social workers to Tier 2 and Tier 3 homeless and foster students.

Challenges include:
1.1: Although we did not hire a District librarian, we contracted with TCOE for library support to ensure all site libraries were available 6 hours a day.
1.7: Not all prep periods for co-teachers were aligned which created a challenge with collaboration time.
1.16: Although professional development was fully implemented, high turnover in math requires annual repetition of professional development opportunities.
1.26: Hiring and retaining highly qualified special education staff continues to be an annual issue, requiring repetition of training.

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

1.1 Increase of 2 hours for the library technician positions.
1.3 Added paraprofessionals.
1.4 Added district wide training for guiding coalition team members.
1.6 Decrease due to vacancies and lower cost for replacements.
1.7 Reduced an educational specialist.
1.12 Overestimated expenses for materials and supplies.
1.13 Did not renew online assessment subscription.
1.14 Added paraprofessionals at every high school.
1.17 Eliminated Student Success Teachers.
1.20 Transportation increase.

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

The following Actions were effective:
1.1 Library Media Support: Metric 1.1 showed students below standard in ELA improved by 12.3 with Metric 1.12 showing iReady ELA improving by 4%. The following groups all showed an increase in Metric 1.12 for iReady ELA in 2025-2026: homeless, foster, SED and ELs.
1.3 Dual Immersion: Increased percentage of students proficient in two languages with 326 students earning the Seal of Biliteracy, an increase of 16%, and increased interest in the program so the Dual Immersion program expanded from 2 to 3 sites next year.
1.4 Professional Learning: Improved grades as evident with an increase in Metric 1.4, percentage of students graduating prepared for college, by 4.1% and 2% growth in Metric 1.10 on iReady Math.
1.5 Technology: all students have access to chromebooks which resulted in growth by unduplicated students on Metrics 1.1 and 1.2, except foster had a decline of 8.0 in Metric 1.2.
1.6 Course Access: All unduplicated student groups increasing on the percentage of graduating in Metric 2.4, with foster youth increasing by 21.2%. Metric 1.4 showed all unduplicated student groups improving on graduating college and career prepared, as a result of the number of middle and high school students to taking a career technical education course increasing to 4,037.
1.7 Secondary Special Education Support: The co-teach model for students with disabilities had a positive impact with a 5.4% growth on the CAASPP in Math.
1.8 Counseling Team: Metric 2.4 showed Graduation rate increased 5.1% and all unduplicated student groups improved. Foster youth increased 12.8% and students with disabilities increased 21%. Grades improved in ELA for all unduplicated students, foster had an increase in ELD of 20% and SWD had an increase in ELD of 13%.
1.9 Assessment and Instructional Technology: Metric 1.1 showed students below standard in ELA improved by 12.3 with Metric 1.12 showing iReady ELA improving by 4%. The following groups all showed an increase in Metric 1.12 for iReady ELA in 2025-2026: homeless, foster, SED and ELs. Metric 2.2 shows Chronic absenteeism remained at 19% for all students, with the following groups all seeing improvements: ELs of 4%, SED of 3.8%, with foster declining by 2.1%.
1.11 School Support: Metric 2.7, Suspension rate improved by 0.7% with unduplicated student groups all showing improvement in suspension rate. Metric 2.2 shows Chronic absenteeism remained at 19% for all students, with the following groups all seeing improvements: ELs of 4%, SED of 3.8%, with foster declining by 2.1%. All unduplicated student groups showed an increase in Math and ELA on the CAASPP as reflected in Metric 1.1 and 1.2, except for foster youth seeing a decline of 8.0 in Metric 1.2.
1.12 Early Childhood Support: Metric 1.31 showed 35% increase of preschool students scoring Building Earlier on the Fall Benchmark and 52% increase on Building Later and Integrating Earlier on the Desired Results Developmental Profile.
1.13 Instructional Technology: Metric 2.7, Suspension rate improved by 0.7% with unduplicated student groups all showing improvement in suspension rate. Metric 2.2, Chronic absenteeism remained 19%. All unduplicated student groups showed an increase in Math and ELA on the CAASPP as evident in Metric 1.1 and 1.2, with the exception of foster youth seeing a decline of 8.0 in Metric 1.2.
1.14 ELD Pathway for Newcomers and Long-Term English Learners: Metric 1.2 showed English Learners with growth in math and ELA on CAASPP with all ELD teachers being trained on Ellevation, a new platform to monitor English learner progress. The attention to progress monitoring and course selection for LTELs showed an improvement of LTELs graduating having completed a CTE Pathway, increasing to 6.8%, as shown in Metric 1.6. Metric 1.13 showed reclassification rate improved by 3.46%.
1.15 Support for CTE pathway graduation: Metric 1.6, the percentage of high school students participating in CTE pathways improved by 3.6%, with all unduplicated student groups seeing improvement.
1.16 Targeted Secondary Math Support: Metric 1.2, showed unduplicated student groups had growth in math on the CAASPP, except foster youth seeing a decline of 8.0. Metric 1.18 showed all unduplicated showed improvement in number of students passing high school math with a C or better, except ELs with a 2% decline.

1.17 Intervention Support: Metric 1.12 showed all students improved 4%, with foster youth improving 6% on iReady ELA. Metric 1.1 and 1.2 showed all unduplicated student groups had improvements in math and ELA on the CAASPP, except foster youth decline 8.0 in Metric 1.2.
1.18 Learning Community Model Curriculum Content Specialists: All sites had support from content specialists, focusing on math and ELA, resulting in improvement on the CAASPP in math and ELA by all unduplicated student groups, with the exception of foster youth in math, as evident in Metric 1.1 and 1.2.
1.19 Curriculum Staff: All sites have access to PowerBi to analyze local assessments aligned to the CAASPP that are created by content specialists. This platform allows staff to drill down to specific students not meeting standard, to provide targeted intervention which is effective with unduplicated students as evident through Metric 1.1 and 1.2 with growth on the CAASPP in ELA and math. Foster youth was the only student group who had a decline of 8.0 in math on Metric 1.2.
1.20 Music Program: Metric 1.7, percentage of students meeting UC/CSU eligibility by completing one year of visual and performing arts increased by 3.5%.
1.21 Targeted Elementary Math Support: Metric 1.10 showed an increase in iReady math of 2%, with homeless and SED student groups seeing a 1% growth and foster seeing a 4% growth.
1.23 Target Designated ELD Support: Professional development provided to all teachers on English Language Development and progress monitoring through the Ellevation platform. Ellevation allows all teachers to progress monitor and track growth, which yielded growth for ELs and LTELs on the CAASPP in math and ELA, as shown in Metric 1.1 and 1.2.
1.24 Target ELA support: Metric 1.1 showed growth in ELA on CAASPP for all unduplicated student groups.
1.25 Targeted Homeless/Foster Youth Support: Metric 2.2, chronic absenteeism remained 19% for all students. English learners improved 4%, SED improved 3.8% and foster declined 2.1%.
1.26 Targeted Elementary Special Education Support: Metric 1.1 showed a growth of 14.2% for SWD and 1.2 showed a 5.4% growth for SWD .
1.27 Targeted Graduation and CCI Support: Metric 1.21 showed English Learners increased by 11.4% with College and Career Ready and Metric 2.4 showing all student groups improved with graduation rates.

The following Actions were Ineffective:

1.2 Metric 1.2 showed minimal growth of 1.2 for English Learners, and English Learner in Dual Immersion outperformed English Learners in non Dual Immersion classes. Thus, elementary teachers were eliminated as there was greater success and interest in Dual Immersion so funds were shifted to Action 1.3 to fund more Dual Immersion staff.

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.

This goal description was rewritten to align with the District's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students and parents indicated the need to align and narrow the focus, so all educational partners know the focus will be on: Academic Achievement (Goal #1), Belonging and Safety (Goal #2) and Communication and Family Engagement (Goal #3).

The following action was removed:

1.2: Removed elementary teachers to include all Dual Immersion teachers and paraprofessionals in Action 1.3 as the District is expanding to 3 Dual Immersion schools as a result of the successes and high interest in the program.
1.16 Removed as services are reflected in Action 1.4.
1.19: Removed as services are reflected in Action 1.4.
1.25: Removed as services are reflected in Action 3.2.

The following metrics were removed:

1.24: K-2 Class size was removed as the data is reflected in Elementary Class size, Metric 1.26.
1.27: Percentage of students needing a chromebook as all students have had chromebooks since 2023.
1.28: Students graduating A-G w/ music credits were removed as data is reflected in Metric 1.7, percentage of students graduating meeting UC/CSU requirements.
1.29: Students suspension rate enrolled in music classes as data had minimal to no correlation with effectiveness of Music Program, Action 1.20.

Budgetary codes were removed from all actions as we restructured all the LCAP accounting codes to better align with the written plan.
Restructured supplemental positions from District support to site support, with the increase in SSPDDBG funds.
The description in Action 1.4 was adjusted to include the student groups in red as Action 1.16 and 2.12 were collapsed.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Library Media Support	To increase reading scores and provide low income and English learners access to high interest books, the district will continue to fund a full time district librarian position and 6 hour library technicians at all school sites.	$4,255,241.00	Yes
1.2	Elementary Teachers	The district provides an additional teacher to decrease class size at all elementary sites. Action 1.2 discontinued in the 26/27 school year.		
1.3	Dual Immersion	Dual Immersion- the district has 2 dual immersion programs at Mountain View and at Willow Glen. Both programs will be expanding up to the next grade level this upcoming year (Mountain View will be TK-4th & Willow Glen will be TK-2nd) . This is a district-wide program that has an open	$3,430,091.00	Yes

Action #	Title	Description	Total Funds	Contributing
		registration for all entering TK/K students. The district provides additional paraprofessionals. This action is written to address English Language Learners.		
1.4	Professional Learning	In order to meet the needs of students who are struggling (SED, Foster, English Learners, and homeless) the district has identified professional learning for teachers, administrators, and other staff members. Training will include a focus on differentiation for Tier I and the implementation of PLCs. For Tier II & Tier III strategies the district has begun focusing on both behavior & academic services. Based on input from administrators, counselors, social workers, and district office staff Professional learning would help create, implement, and design systems and structures to support Tier II & Tier III services. Other Professional Learning is support for AVID, proper use of funds, SEL support, and supporting the student groups identified in red. The following schools have student groups identified in red for Math: School Student Group Green Acres Middle English Learners, La Joya Middle Hispanic Valley Oak Middle ALL, English Learners, Hispanic, Socioeconomically Disadvantaged Golden West All, Hispanic, Socioeconomically Disadvantaged, white El Diamante English Learners The following schools have student groups identified in red for Suspensions. Annie R. Mitchell ALL, Asian ,English Learners, Socioeconomically Disadvantaged Creekside Community Day ALL, Hispanic, Socioeconomically Disadvantaged Crestwood Elementary White Crowley Elementary ALL, English Learners, Hispanic, Socioeconomically Disadvantaged District American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth	$4,350,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Divisadero Middle ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged El Diamante High Black/African American Golden Oak Elementary Multiple Races Golden West High English Learners, Hispanic, Socioeconomically Disadvantaged Goshen Elementary ALL, Asian, Socioeconomically Disadvantaged Green Acres Middle ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged Highland Elementary English Learners, Hispanic La Joya Middle English Learners, Hispanic, Socioeconomically Disadvantaged Pinkham Elementary English Learners, Socioeconomically Disadvantaged, White Ridgeview Middle ALL, English Learners, Hispanic, Socioeconomically Disadvantaged Riverway Elementary White		
1.5	Technology	The district provides students with a chrome book; so students can complete assignments at home and access on line tutoring. To provide support for the district has hired an additional 5 tech support Technician.	$2,697,648.00	Yes
1.6	Course Access	The district will continue to provide additional classes/sections in the middle/high schools. The district provides additional interventions in the area of intervention for secondary students. The district continues to work on expanding NCAA-approved course offerings for students. Over the past year, VUSD has gained approval for 119 NCAA courses, providing students with more opportunities to meet eligibility requirements for collegiate athletics. Includes: SCICON & AP Exams & HS Credit recovery	$3,148,029.00	Yes
1.7	Targeted Secondary Special Education Support	The district has hired additional special education teachers to create a service delivery model of co-plan/coteach. The model will be implemented in 7-12 grades . The model will address the data of special educations students being identified as red in ELA, math, C& C readiness, and graduation rate for our special education secondary students. This action	$428,369.00	No

Action #	Title	Description	Total Funds	Contributing
		will allow students to have easier access to grade level standards and flexibility with schedules to be able to enroll in electives that address C & C readiness and graduation requirements. 4 Ed specialist at middle school level & 1 content specialist. The action address schools identified in red: District -ELA, Math, Graduation Rate Divisadero Middle-ELA El Diamante High- ELA, Math Golden West High- ELA, Math, Graduation Rate Green Acres Middle-ELA, Math Mt. Whitney High-Graduation Rate, College and Career Ready Ridgeview Middle-ELA, Math Valley Oak Middle-ELA		
1.8	Counseling Team	The district has hired a director of student services and a coordinator of counseling to support, train and implement ASCA for the 26 High School Counselors. The School Counselors meet with parents and students. They provide Academic, Social Emotional, and College and Career supports. They support staff in the area of professional learning in regard to students supports and classroom accommodations. School Counselors connect with community partners to provide access to outside programs and services to their students. Students are assigned to individual school counselors who function as their case manager to support in the areas of academic, behavior, social emotional, and college and career readiness. The district will pay for 1 AP test for every student in their VUSD career.	$5,237,385.00	Yes
1.9	Assessment and Instructional Technology	The District continues to provide district and site-level support in the area of assessment and instructional technology. Assessment data are used to strengthen instructional planning, MTSS implementation, accountability, and systems of support. Instructional technology is used to enhance instruction through increased engagement, real-world application, student-centered learning opportunities, and improved communication with students and families. The district provides additional services for ELPAC testing and assessment staff.	$946,396.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	School Support	In order to help schools meet the needs of low income, English learners, & foster youth students, all qualified schools receive state supplemental and concentration funds as well as Federal Title I funds. Supplemental and Concentration funds are distributed based on unduplicated counts while Federal funds are distributed on Free and Reduced lunch counts. Director, Coordinator, Budget Analyst, & Special Projects Technician were hired to support this action. The amount received for state funds for each unduplicated student is as follows and distributed based on the number of unduplicated students. Elementary-$209.23 Middle schools-$163.15 High Schools-$72.37 The following high impact elementary schools sites receive and additional $20 per unduplicated student: Crowley, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington The following high impact high schools sites receive and additional $169 per unduplicated student: Sequoia For Federal Title I funds, $334.06 is received for each student qualifying for Free & Reduced lunch. High Schools receive $170 for each student qualifying for Free & Reduced lunch. The expenditure of these funds are addressed in each schools' Single Plan for Student Achievement. The funds are to address the needs (based on school data) of each school's unduplicated and underperforming student group. The expenditures/activities are monitored by the school's School Site Council as well as the districts State & Federal Projects department. 30100 Site Funds $5,678,493 According to Education Code section 64001 "LCAPs must be consistent with school plans". "The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans." Every school plan as at a minimum one action to address each of their student groups identified in Red. 07290 Site Funds $5,258,970	$16,880,982.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District Supports Additional support the district provides for implementation of site interventions & Professional Learning Communities (PLC) $300,000 for sub release $400,000 for printing $100,000 for AP Exams $850,000 for SCICON To support students who have been expelled the district allocates additional funds for the Creekside $50,000-Supplemental/Concentration Funds $50,000-Title I		
1.12	Early Childhood Support	After analyzing the Desired Results Developmental Profile data there was evidence that unduplicated students are entering transitional kindergarten less prepared. At the end of the year data demonstrated that the sites where high concentrations of unduplicated students attended showed less kindergarten readiness. In order to prepare unduplicated children for kindergarten the district is funding additional services for preschool age students who are in a full day transitional kindergarten program. The specific sites are those which have an 80 percent or higher concentration of socially economically disadvantaged and English Learner students. The services include: full-time preschool teachers teaching side by side transitional kindergarten teachers supporting the roll out of the Desired Results Developmental Profile (DRDP), the Learning Foundations for Early Education, understanding learning through play and reconfiguring the class to follow the Early Childhood Environmental Scale. The classrooms are required to provide distinct interest areas inside of the classroom and in outdoor learning spaces. The spaces are required to be different from traditional tk or kindergarten spaces. They also include substantial materials which are required to be shared and are required to be switched out often to keep student interest and are aligned to curriculum. Sobrato Early Academic Language (SEAL) professional learning opportunities will continue. Twenty-six teachers need training to	$435,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		effectively deliver the instruction with fidelity. SEAL is research based and proven to develop the academic language in children via social studies and science content. This will benefit 16 of the 28 elementary schools. This curriculum requires all materials be hands-on. Purchases are made in alignment with 4 particular units of study. The focus of the blended preschool sites are to align current practices to prepare students equitably for kindergarten. Blended Early Childhood classrooms described above are housed at 15 sites. With the support of supplemental and concentration funds, the early childhood education program is able to serve over 700 students.		
1.13	Instructional Technology	With district ELA scores showing significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. Their ELA scores are 66.4 points below standard. The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard. The District continues to provide district and site-level support in the area of instructional technology. Instructional technology is used to enhance instruction through increased engagement, real-world application, student-centered learning opportunities, and improved communication with students and families. Instructional technology support takes many forms, including but not limited to:	$199,467.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Set-up and Management - Set-up and management of instructional technology systems and applications so that they are available and appropriately configured for teachers, administrators, and all students. Training and Support - Working collaboratively with other lead teams to train and support staff in understanding and effectively using instructional technology to strengthen learning opportunities for all students. Develop systems for initial and ongoing training to support teachers and staff at all levels of experience. Analysis and Action - Analyze instructional technology implementation and academic outcome data to track progress for all students and student groups, and to provide targeted systems of support. Data and Reporting - Provide accurate and useful instructional technology data for LCAP reporting. * Address SED (homeless), Foster, EL * Address parent feedback		
1.14	ELD Pathway for Newcomers and Long-Term English Learners	To support ELs, Visalia Unified has enhanced an English Language Development (ELD) Pathway for both Newcomers and Long-Term English Learners (LTELs). VUSD has created a comprehensive framework that outlines clear processes, sets expectations, and ensures alignment across all levels of instruction. With feedback from principals, assistant principals, registrars, counselors, parents, and students, we have created a clear ELD Pathway that delineates the clear identification of ELs, placement into appropriate ELD programs, and opportunities for reclassification. We have aligned curriculum, instructional practices, assessment tools, and support services to provide a cohesive experience for ELs. To support EL students, duel immersion, and creating systems and structures for AVID the district has also hired a director.	$743,657.00	Yes
1.15	Support for CTE pathway graduation	In order to support students graduating with a CTE pathway and provide multiple pathways to address student interests and market needs of our	$2,739,131.00	Yes

Action #	Title	Description	Total Funds	Contributing
		community the district hires an additional 40 CTE credentialed teachers. To provide opportunities for students to access work base experiences the district has hired. One administrator and coordinator to support CTE pathways.		
1.16	Targeted Secondary Math Support	The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model. The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson. The following schools have student groups identified in red: School Student Group Green Acres Middle English Learners, La Joya Middle Hispanic Valley Oak Middle ALL, English Learners, Hispanic, Socioeconomically Disadvantaged Golden West All, Hispanic, Socioeconomically Disadvantaged, white El Diamante English Learners Action 1.16 discontinued in the 26/27 school year.		
1.17	Intervention Support	Analyzing data provided through iReady and CAASPP assessments, we recognize a need to address student success in reading and math. The data show that our socioeconomically disadvantaged (homeless), English Learners, and foster students are showing proficiency at a lower rate than their peers. To address this need, Student Success Teachers have been placed at schools that indicate the highest need for student support in the areas of reading and math. The primary focus of Student Success Teachers will center on reading intervention in grades K-2 and math fluency and instructional strategies for students in grades 3-6. Student Success Teachers are assigned based on student requirements. The following schools have been identified to receive additional support from a reading intervention teacher based on ELA CAASPP data: Crowley, Highland, Pinkham, Four Creeks, Crestwood, Washington, Houston, Veva Blunt, Ivanhoe, Sierra View, Goshen, Conyer, Homeless student.	$1,790,304.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For secondary students: The district provides a Learning Liaison that meets regularly with teenage parents to support their understanding of child development. Summer School: The district provides summer school for high school students to support students who failed a class and wanted a class to free up their schedule during the school year, and for elementary and middle school students to mitigate summer loss.		
1.18	Learning Community Model Curriculum Content Specialists	The district has hired 12 content specialists focusing on implementing Tier 1 support at school sites. Content Specialist in the areas of math, literacy, science, social science, world languages, and ELD will support engagement among students, educators, and broader educational partners, facilitating knowledge-sharing, collaborative projects, and mutual support in the learning process. By emphasizing collective efforts, the LCM seeks to create enriched learning experiences and maximize student success. Under the LCM framework, team members will be deployed to school sites for up to three days a week to support site administrators, instructional coaches, and teachers directly. Furthermore, up to two days a week will be dedicated to professional learning and development sessions with department administrators, ensuring continuous growth and alignment with evolving educational practices. Transitioning to a community model within our district organization reflects a strategic shift towards enhancing the support structures for schools. The district office aims to establish conducive conditions for educational teams at school sites to cultivate engaging, rigorous, and successful learning environments for all students. Through alignment of district staff and resources, the LCM promotes interdependence between district departments and school sites, ensuring coordinated support systems that effectively operationalize the district's Mission/Vision, Strategic Plan, and Initiatives.	$1,483,456.00	Yes
1.19	Curriculum Staff	The presence of dedicated Curriculum Coordinators & Administrator of Leaders and Learning overseeing STEM (Science, Technology, Engineering, and Mathematics) and literacy programs within Visalia Unified		

Action #	Title	Description	Total Funds	Contributing
		School District is instrumental in advancing student achievement and educational outcomes. These Coordinators of Curriculum focus on promoting academic development across all content areas, with a particular emphasis on reading, writing, and communication skills. Their role is pivotal in aligning curriculum standards, instructional practices, and assessment strategies across grade levels and schools. They are committed to ensuring that all students, especially those from socioeconomically disadvantaged backgrounds, foster youth, homeless, and English learners, have access to the necessary support to succeed in their classes. Coordinators of Curriculum play a crucial role in successfully implementing intervention programs, such as Student Success Teachers, at designated sites to address the needs of our unduplicated students. The responsibilities of the Coordinators of Curriculum encompass a diverse array of leadership activities. They lead the design and implementation of rigorous and relevant curricula that meet state standards and incorporate best practices in education. Furthermore, they provide ongoing support and professional learning opportunities for teachers to enhance their instructional skills. Collaborating with district educational partners, they secure resources to enrich classroom experiences and promote student success. These Coordinators also offer coaching and professional development to teachers, helping them integrate research-based strategies into diverse subject areas. They utilize assessment data to identify strengths and areas for improvement, implementing targeted interventions to support struggling students and ensure equitable learning outcomes for all. Action 1.19 discontinued in the 26/27 school year.		
1.20	Music Program	VUSD visual and performing arts (VAPA) support includes 4-6 music teachers, theater staff, and administrators. In additions funds are allocated for VAPA programs to provide opportunities to purchase sheet music, instruments, and performance fees without requiring students to fundraiser.	$6,616,711.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.21	Targeted Elementary Math Support	The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model. The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson. The following schools have student groups identified in red: School Student Group Highland English Learners Pinkham Elementary English Learners Washington Elementary ALL, Hispanic, Socioeconomically Disadvantaged	$225,780.00	Yes
1.22				
1.23	Target Designated ELD Support	The district will provide additional support for the identified schools to monitor efficacy of designated ELD. Support will include additional observational visits and training. Substitutes are available for support. The following schools have been identified in red for EL progress: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.	$225,812.00	Yes
1.24	Target ELA support	Using the LCM model, the district will continue to refine the implementation of READERSHIP in secondary sites. The focus of the implementation will be on conferring, goal setting, and increasing reading volume. For elementary sites the focus will be to continue to work on K-2nd Milestone (Elementary sites) -Continue Implementation Support with Fundations; training for new teachers and teachers who would benefit from further professional learning using the Plan, Do, Study, Act (PDSA) cycle. The following schools have student groups identified in red: District Foster Youth, Homeless Youth Divisadero Middle English Learners El Diamante High English Learners Four Creeks Elementary English Learners	$225,884.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Green Acres Middle English Learners Highland Elementary ALL, English Learners, Socioeconomically Disadvantaged La Joya Middle English Learners Ridgeview Middle English Learners Valley Oak Middle English Learners Veva Blunt Elementary English Learners Washington Elementary ALL, English Learners, Hispanic, Socioeconomically Disadvantaged		
1.25	Targeted Homeless/Foster Youth Support	The district provides a Student Welfare Attendance Technicians to each program and a reading intervention teacher. This support is targeted for those two student groups district wide. In addition the district reviews data attendance data monthly, calls families needing additional support to help eliminate barriers for students to attend school. Action 1.25 discontinued in the 26/27 school year.		
1.26	Targeted Elementary Special Education Support	The district has hired a Program Consultant and Instructional Coach whose primary focus is on inclusion and supporting elementary site's development of their Learning Centers to provide more individualized services. Keeping students in the GE as much as possible (especially TK-3rd grade) to reduce the achievement gap that's happening because they're missing out on grade level curriculum. The following sites will be the first to receive training and will be part of the improvement cycles for implementation purposes. The following schools have student groups identified in red: Conyer Elementary ELA, Math District-ELA, Math Four Creeks Elementary-Math Golden Oak- ELA, Math Goshen Elementary-ELA Ivahnoe-ELA, Math Linwood-ELA Riverway-ELA, Math Royal Oaks-ELA, Math Will Glen, ELA, Math	$230,322.00	No

Action #	Title	Description	Total Funds	Contributing
		Denton-ELA, Math Highland Elementary-ELA, Math Hurley-Math Pinkham Elementary-ELA, Math Veva Blunt Elementary-ELA, Math Willow Glen-ELA, Math		
1.27	Targeted Graduation and CCI support	Counselors will meet with the following student groups on a regular bases to monitor grades, suspensions and to support the students to better enable them to graduate and graduate College and Career. In addition for Foster Youth the Foster Youth liaison will meet with all foster youth to discuss supports needed for success. This address: The Differentiated Assistance to address Foster Youth suspensions and the red state dashboard indictor for these student groups. District wide: Foster Youth Mt. Whitney: English Learners, SWD ELs - Grad Rate and CCI SWD - Grad Rate and CCI	$242,831.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students, parents and community partner surveys. The input shared from educational partners showed cultural and climate should continue to be a focus for the district, with an emphasis placed on students' social emotional well-being. Thus, Action.2.1 for school social workers and Action 2.2 for school psychologists for developed, with all schools receiving support from social workers and school psychologists. The District remained at 19% chronic absenteeism, so Actions 2.4 and 2.5 were developed to ensure all sites have an Assistant Principal who will oversee Attendance, Tier 2 meetings, Student Attendance Review Team (SART), and assist with multitiered system of supports. More so, Action 2.10 was developed to support all sites with student welfare and attendance technicians, district liaisons and a Coordinator to oversee chronic absenteeism for the entire district. To address educational partners input for behaviors that impede learning, Action 2.8 and 2.9 were developed to increase services to help sites address behaviors. Action 2.8 and 2.9, provide support from Behavior Intervention Technicians (BIT), On Campus Intervention (OCI) teachers, and additional paraprofessionals and two coordinators to support all sites with behavior interventions. Goal 2 is closely monitored though behavior data and attendance data, with Metric 2.16 diving deeper into recidivism rates of On Campus Intervention to provided targeted supports to students who continue to display behaviors that impede learning. The need to increase educational partner input was addressed through Metrics 2.9, 2.10, and 2.11 with Metric 2.17 measuring the number of translations to ensure all educational partners' voices are heard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Cumulative District Total of Actual Attendance	2023 93.17%	2024 93.68%	2025 93.61%	95.00%	Improved: 0.44%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Chronic Absenteeism rates	2023 Dashboard All Students: 22.8% African American: 29.9% American Indian: 29.9% Asian: 14% Filipino: 10.2% Hispanic: 24.3% Pacific Islander: 23.1% White: 18.9% Two or More Races: 21% English Learners: 20.7% Socioeconomically Disadvantaged: 26.3% Students with Disabilities: 29.5% Foster Students: 26% Homeless Students: 43.3%	2024 Dashboard All Students: 19.5% African American: 27.8% American Indian: 31.1% Asian:13.4% Filipino: 10.3% Hispanic:20.2% Pacific Islander: 19.0% White: 17.1% Two or More Races: 19.1% English Learners: 18.6% Long Term EL: 18.4% Socioeconomically Disadvantaged: 23.1% Students with Disabilities: 26.1% Foster Students:28.5% Homeless Students: 36.4%	2025 Dashboard All Students: 19.2% African American: 21.7% American Indian: 29.2% Asian: 12.9% Filipino: 10.1% Hispanic: 20.2% Pacific Islander: 21.4% White: 17% Two or More Races: 16.6% English Learners: 16.7% Long Term EL: 17.7% Socioeconomically Disadvantaged: 22.5% Students with Disabilities: 26.4% Foster Students: 28.1% Homeless Students: 32.9%	All Students: 12.8% African American: 17.9% American Indian: 17.9% Asian: 12% Filipino: 10.2% Hispanic: 12.8% Pacific Islander: 13% White: 12.8% Two or More Races: 12.8% English Learners: 12.8% Long Term EL: 14.5% Socioeconomically Disadvantaged: 12.8% Students with Disabilities: 15.5% Foster Students: 13% Homeless Students: 23.3%	All Students: improved 3.6% African American: improved 8.2% American Indian: improved 0.7% Asian: improved 1.1% Filipino: improved 0.1% Hispanic: improved 4.1 Pacific Islander: improved 1.7% White: improved 1.9% Two or More Races: improved 4.4 % English Learners: improved 4% Long Term EL: improved 0.7% Socioeconomically Disadvantaged: improved 3.8% Students with Disabilities: improved 3.1% Foster Students: declined 2.1% Homeless Students: improved 10.4%
2.3	Teacher Attendance Rate	Average number of days absent: 4.48	2024 Average number of days absent: 14.28	2024 Average number of days absent: 18.64	Average number of days absent: 13.48	Declined 4.36 days

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		The above data was reported in error. The correct data is included below. Average number of days absent: 14.48 (2023)				
2.4	Graduation Rate	2023 Dashboard-5 year graduation rate All Students: 89.6% African American: 82.5% American Indian: 87.5% Asian: 93.4% Filipino: 88.2% Hispanic: 88.7% Pacific Islander: Data suppressed to protect student privacy White: 93.3% Two or More Races: 87% English Learners: 80.5% Socioeconomically Disadvantaged: 87.7% Students with Disabilities: 59% Foster Students: 79.2% Homeless Students: 71.6%	2024Dashboard-5 year graduation rate All Students: 91.9% African American: 87.5% American Indian: Data suppressed to protect student privacy Asian: 93.6% Filipino: 94.4% Hispanic: 91.6% Pacific Islander: Data suppressed to protect student privacy White:93.7% Two or More Races: 95.3% English Learners: 85.9% Long Term EL: 89.7% Socioeconomically Disadvantaged:90.6%	2025Dashboard-5 year graduation rate All Students: 94.7% African American: 77.8% American Indian: Data suppressed to protect privacy Asian: 97.2% Filipino: 94.7% Hispanic: 94.3% Pacific Islander: Data suppressed to protect privacy White: 96.8% Two or More Races: 96.5% English Learners: 89.9% Long-Term EL: 92.8% Socioeconomically Disadvantaged: 93.2% Students with Disabilities: 80%	Dashboard-5 year graduation rate All Students: 93.6% African American:93.6% American Indian: 93.6% Asian: 95.4% Filipino: 93.6% Hispanic: 93.6% Pacific Islander: Data suppressed to protect student privacy White: 93.6% Two or More Races: 93.6% English Learners: 90.5% Long Term EL: 93.6% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 89% Foster Students: 93.6%	All Students: improved 5.1% African American: improved 4.7% American Indian: Data suppressed to protect student privacy Asian: improved 3.8% Filipino: improved 6.5% Hispanic: improved 5.6% Pacific Islander: Data suppressed to protect student privacy White: improved 3.5% Two or More Races: improved 9.5% English Learners: improved 9.4% Long Term EL: improved 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities: 72.7% Foster Students: 70.8% Homeless Students: 77.6%	Foster Students: 92% Homeless Students: 78.1%	Homeless Students: 91.6%	Socioeconomically Disadvantaged: improved 5.5% Students with Disabilities: improved 21% Foster Students: improved 12.8% Homeless Students: improved 6.5%
2.5	High School Drop Out Rate	Class of 2023 All Students: 7% African American: 13% American Indian: 10% Asian: 4% Filipino: 6% Hispanic: 8% Pacific Islander: Data suppressed to protect student privacy White: 5% Two or More Races: 9% English Learners: 16.5% Socioeconomically Disadvantaged: 8.1% Students with Disabilities: 22.4% Foster Students: 13.6% Homeless: 20%	Class of 2024 All Students: 5.6% African American: 6% American Indian: NA% Asian: 4% Filipino: 0% Hispanic: 5.5% Pacific Islander: Data suppressed to protect student privacy White: 4% Two or More Races: 4.7% English Learners: 16.5% Socioeconomically Disadvantaged: 6.0% Students with Disabilities: 14.5% Foster Students: 13.6% Homeless: 14.2%	Class of 2025 All Students: 2.0% African American: 9.1% American Indian or Alaska Native: 0.0% Asian: 0.0% Filipino: 5.0% Hispanic or Latino: 2.0% Pacific Islander: Data suppressed to protect student privacy White: 1.2% Two or More Races: 3.4% English Learners: 3.4% Socioeconomically Disadvantaged: 2.4% Students with Disabilities: 6.4%	All Students: 5% African American: 5% American Indian: 5% Asian: 2% Filipino: 2% Hispanic: 5% Pacific Islander: Data suppressed to protect student privacy White: 5% Two or More Races: 5% English Learners:7% Socioeconomically Disadvantaged: 5% Students with Disabilities: 9% Foster Students: 6% Homeless: 9%	All Students: improved 5 % African American: improved 3.9% American Indian: improved 10% Asian: improved 4% Filipino: improved 1% Hispanic: improved 6% Pacific Islander: Data suppressed to protect student privacy White: improved 3.8% Two or More Races: improved 5.6% English Learners: improved 13.1% Socioeconomically Disadvantaged: improved 5.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Foster Youth: 3.2% Homeless Youth: 11.1%		Students with Disabilities: improved 16% Foster Students: improved 10.4% Homeless: improved 8.9%
2.6	Middle School Drop Out Rate	2023 Less than 1 percent	2024 Less than 1 percent	2025 Less than 1 percent	Less than 1 percent	No difference
2.7	Suspension Rate Percentage of students suspended at least one day	2023 Dashboard All Students: 5.1 % African American: 10.1% American Indian: 12.4% Asian: 3.3% Filipino:1.4% Hispanic:5.4% Pacific Islander: 0.19% White: 3.8% Two or More Races: 5.2% English Learners: 5.3% Socioeconomically Disadvantaged: 6% Students with Disabilities: 7.7% Foster: 14.9% Homeless: 8.6%	2024 Dashboard All Students:5.5% African American: 11.2% American Indian: 11.3% Asian: 3.7% Filipino:1.8% Hispanic:5.9% Pacific Islander: 0.0% White: 3.8% Two or More Races: 6.2% English Learners: 6.6% Long-Term EL-13.2% Socioeconomically Disadvantaged:6.8% Students with Disabilities:7.8% Foster: 14.1% Homeless: 9.1%	2025 Dashboard All Students: 4.4% African American: 12.7% American Indian: 8.2% Asian: 2.7% Filipino: 2.3% Hispanic: 4.5% Pacific Islander: 1.8% White: 3.8% Two or More Races: 4.2% English Learners: 5.3% Long-Term English Learners: 9.9% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 7.2% Foster: 14% Homeless: 7.3%	All Students: 4.1 % African American: 5.1% American Indian: 6.4% Asian: 3.3% Filipino:1.4% Hispanic:4.1% Pacific Islander: .19% White: 3.8% Two or More Races: 4.1% English Learners: 4.1 % Long-Term EL-6.2 % Socioeconomically Disadvantaged: 4.1 % Students with Disabilities: 4.1 % Foster: 7.9% Homeless: 5.6%	All Students: improved 0.7% African American: declined 2.6% American Indian: improved 4.2% Asian: improved 0.6% Filipino: declined 0.9% Hispanic: improved 0.9% Pacific Islander: declined 1.61% White: 0.0% Two or More Races: improved 1.0% English Learners: 0.0% Long-Term EL: improved 3.3% Socioeconomically Disadvantaged: improved 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with Disabilities: improved 0.5% Foster Students: improved 0.9% Homeless Students: improved 1.3%
2.8	Expulsion Rate	2022/2023 School Year All Students: 0.2% African American: 0.7% American Indian: 0.8% Asian: 0.08% Filipino: 0% Hispanic: 0.3% Pacific Islander: 0% White: 0.08% Two or More Races: 0.1% English Learners: 0.4% Socioeconomically Disadvantaged: 0.28% Students with Disabilities: 0.7% Foster Students: 2% Homeless Students: 0.3%	2023/2024 School Year All Students: 0.2% African American: 0.7% American Indian: 0.9% Asian: 0% Filipino: 0% Hispanic: 0.2% Pacific Islander: 0% White: 0.1% Two or More Races: 0.1% English Learners: 0.2% Socioeconomically Disadvantaged: 0.3% Students with Disabilities: 0.4% Foster Students: 0.8% Homeless Students: 0.5%	2024/2025 School Year All Students: 0.10% African American: 0.20% American Indian or Alaska Native: 0.00% Asian: 0.10% Filipino: 0.00% Hispanic or Latino: 0.10% Pacific Islander: 0.00% White: 0.10% Two or More Races: 0.00% English Learners: 0.10% Socioeconomically Disadvantaged: 0.10% Students with Disabilities: 0.10% Foster Youth: 0.90% Homeless Youth: 0.20%	All Students: 0.2% African American: 0.2% American Indian: 0.2% Asian: 0.08% Filipino: 0% Hispanic: 0.2% Pacific Islander: 0% White: 0.08% Two or More Races: 0.1% English Learners: 0.2% Socioeconomically Disadvantaged: 0.1% Students with Disabilities: 0.2% Foster Students: 0.2%	All Students: improved 0.1% African American: improved 0.5% American Indian: improved 0.7% Asian: declined 0.02% Filipino: 0% Hispanic: improved 0.2% Pacific Islander: 0% White: declined 0.02% Two or More Races: improved 0.1% English Learners :improved 0.3% Socioeconomically Disadvantaged: improved 0.18% Students with Disabilities: declined 0.3% Foster Students: improved 1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless Students: improved 0.1%
2.9	Parent Survey	2023/2024 The parent over all satisfaction score was 3.5 out of 4	2024/2025- Outcome as a new baseline since the survey and data point was changed The parent over all satisfaction score was 3.2 out of 4	2025/2026 The parent over all satisfaction score was 2.34 out of 4.	The parent over all satisfaction score will be 3.9 out of 4	Declined 1.16
2.10	Staff Survey	2023/2024 The staff over all satisfaction score was 3.16 out of 4	2024/2025 72% of the teachers completing the survey feel they belong. New baseline data due to survey and data point change.	2025/2026 73.5% of the teachers completing the survey feel they belong.	85% of teachers completing survey will feel they belong.	Improved 1.5%
2.11	Student Survey	2023/2024 83.63% of the students completing the survey feel their teacher cares about them 71.69% regularly participate in extra-curricular activities 80.21% feel they are part of the school.	2024/2025 87% of the students completing the survey feel their teacher cares about them 65% regularly participate in extra-curricular activities 77% feel they are part of the school.	2025/2026 64% of the students completing the survey feel their teacher cares about them 64% regularly participate in extra-curricular activities 77% feel they are part of the school.	90% of the students completing the survey feel their teacher cares about them 82%regularly participate in extra-curricular activities 90% feel they are part of the school.	Students feel their teacher cares about them: declined 19.63% Students regularly participate in extra-curricular activities: declined 7.69% Students feel they are part of the school: declined 3.21%
2.13	Students have access and are enrolled in a broad course of study (i.e. social science,	Dashboard: Met	Dashboard: Met	Dashboard: Met	Dashboard: Met	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	science, health, PE, VAPA, and world language)					
2.14	Schools/Student Groups Identified in Red in Chronic Absenteeism	2023 Dashboard. Hurley Elementary Asian: 34.00% White: 23.80% Royal Oaks Elementary English Learners: 29.20% Washington Elementary Students With Disabilities: 50.00%	2024 Dashboard. Hurley Elementary Asian: 17.3% White: 12.8% Royal Oaks Elementary English Learners: 29.4% Washington Elementary Students With Disabilities: 44.4%	2025 Dashboard Hurley Elementary Asian: 11.1% White: 5.1% Royal Oaks Elementary English Learners: 17% Washington Elementary Students With Disabilities: 29.6%	Hurley Elementary Asian: 24.00% White: 18.80% Royal Oaks Elementary English Learners: 18.20% Washington Elementary Students With Disabilities: 30.00%	Hurley Elementary Asian: improved 22.9% White: improved 18.7% Royal Oaks Elementary English Learners: improved 12.2% Washington Elementary Students With Disabilities: improved 20.4%
2.15	Suspension Rate-Schools/Student Groups Identified in Red	2023 Dashboard Ivanhoe Elementary Students With Disabilities: 11.70% La Joya Middle English Learners: 4.60% Hispanic: 3.20% Socioeconomically Disadvantaged: 3.50% Students With Disabilities: 9.20% Linwood Elementary Students With Disabilities: 6.60%	2024 Dashboard Ivanhoe Elementary Students With Disabilities: 11.8% La Joya Middle English Learners: 13.0% Hispanic: 9.0% Socioeconomically Disadvantaged: 11.3% Students With Disabilities: 15.3% Linwood Elementary	2025 Dashboard Ivanhoe Elementary Students With Disabilities: 4.5% La Joya Middle English Learners: 6.6% Hispanic: 7% Socioeconomically Disadvantaged: 10.1% Students With Disabilities: 14.6% Linwood Elementary	Ivanhoe Elementary Students With Disabilities: 8% La Joya Middle English Learners: 4% Hispanic: 3% Socioeconomically Disadvantaged: 3% Students With Disabilities: 7% Linwood Elementary	Ivanhoe Elementary Students With Disabilities: improved 7.2% La Joya Middle English Learners: declined 2.2% Hispanic: declined 3.8% Socioeconomically Disadvantaged: declined 6.6% Students With Disabilities: declined 5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Manuel F. Hernandez Students With Disabilities: 6.60% Pinkham Elementary English Learners: 6.00% Socioeconomically Disadvantaged: 4.00% White: 8.00% Ridgeview Middle ALL: 11.70% English Learners: 14.60% Hispanic: 13.80% Socioeconomically Disadvantaged: 14.50% Students With Disabilities: 26.20% Riverway Elementary White: 6.90% Washington Elementary Students With Disabilities: 7.00% Creekside Community Day All: 38.00%	Students With Disabilities: 3.9% Manuel F. Hernandez Students With Disabilities: 5.2% Pinkham Elementary English Learners: 5.3% Socioeconomically Disadvantaged: 7.5% White: 9.2% Ridgeview Middle ALL: 11.70% English Learners: 16.2% Hispanic: 13.4% Socioeconomically Disadvantaged: 14.8% Students With Disabilities: 15.1% Riverway Elementary White: 10.7% Washington Elementary Students With Disabilities: 11.1%	Students With Disabilities: 2.7% Manuel F. Hernandez Students With Disabilities: 9.5% Pinkham Elementary English Learners: 5.10% Socioeconomically Disadvantaged: 4.2% White: 11.1% Ridgeview Middle ALL: 10.1% English Learners: 14.2% Hispanic: 10.7% Socioeconomically Disadvantaged: 13.1% Students With Disabilities: 10.2% Riverway Elementary White: 5.0% Washington Elementary Students With Disabilities: 7.1%	Students With Disabilities: 5% Manuel F. Hernandez Students With Disabilities: 5% Pinkham Elementary English Learners: 5% Socioeconomically Disadvantaged: 3% White: 6% Ridgeview Middle ALL: 9% English Learners: 14.60% Hispanic: 11% Socioeconomically Disadvantaged: 11% Students With Disabilities: 21% Riverway Elementary White: 5% Washington Elementary Students With Disabilities: 6%	Linwood Elementary Students With Disabilities: improved 3.9% Manuel F. Hernandez Students With Disabilities: improved 2.9% Pinkham Elementary English Learners: improved 0.9% Socioeconomically Disadvantaged: declined 0.2% White: declined 3.1% Ridgeview Middle ALL: improved 1.6% English Learners: improved 0.4% Hispanic: improved 3.1% Socioeconomically Disadvantaged: improved 1.4% Students With Disabilities: improved 16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Creekside Community Day All: 26.1%	Creekside Community Day All: 15.4%	Creekside Community Day All: 30%	Riverway Elementary White: improved 1.9% Washington Elementary Students With Disabilities: declined 0.1% Creekside Community Day All: improved 22.6%
2.16	Recidivism rates of On Campus Intervention (OCI)	2024 183 out of 703 students returned to OCI 26% Recidivism rate	2024 183 out of 703 students returned to OCI 26% Recidivism rate	2025 161 out of 684 students returned to OCI 23.5% Recidivism rate	Recidivism rate will be 20%.	Improved 2.5%.
2.17	Number of translations provided by the communication and FCRC team	2024 Communication and FCRC teams provided 582 direct interpreting services.	2024 Communication and FCRC teams provided 582 direct interpreting services.	2025 Communication and FCRC teams provided 1,288 direct interpreting services.	Communication and FCRC teams provided 682 direct interpreting services.	Improved by 706.
2.18	Attendance for students on FCRC staff caseload	FCRC caseload 38% of students on SARB contracts are not chronically absent.	FCRC caseload 38% of students on SARB contracts are not chronically absent.	FCRC caseload 46% of SARB contracts are not chronically absent.	FCRC caseload 54% of students on SARB contracts are not chronically absent.	Improved 8%.

Goal Analysis [2025-26]

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

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

All actions were fully implemented.

Success include:
2.11: Fully staff and trained all members of the Attendance Team and Targeted Attendance Team.
2.4 and 2.5: All assistant principals received training on attendance progress monitoring tools and evidence based interventions to address chronic absenteeism.

Challenges include:
2.7: Hiring and retaining bus drivers continues to be an issue.
2.3, 2.6, 2.8 and 2.12: Providing districtwide training on behavior and evidence based interventions.

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

2.2 Decrease based on staffing allocation model.
2.7 Decrease as officiating costs were removed.
2.9 Vacancies were unfilled.

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

The following actions were Effective:
2.1 School Social Workers: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all student groups improving except foster students.
2.2 School Psychologists: Metric 2.2 shows chronic absenteeism rate improved for students with disabilities by 3.1%. Metric 2.7 shows students with disabilities improved suspension rate by 0.5%.
2.3 Targeted Suspension Support Special Education: Metric 2.2 shows chronic absenteeism rate improved for students with disabilities by 3.1%. Metric 2.7 shows students with disabilities improved suspension rate by 0.5%.
2.4 Elementary Assistant Principals: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all student groups improving except foster students. Metric 1.10 showed an increase in iReady math of 1%, with the homeless student group seeing a 1%. The following groups all showed an increase in Metric 1.12 for iReady ELA in 2025-2026: homeless, foster, SED and ELs. Metric 2.7 showed an improvement of 0.7% with suspension rate, with all unduplicated students showing improvement.
2.5 High School Assistant Principals: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all unduplicated student groups improving except foster students. Metric 2.7 showed an improvement of 0.7% with suspension rate, with SED and foster improving, while ELs maintained.

2.6 Kinder Paraprofessionals: Metric 1.10 showed an increase in iReady math of 2%, with the homeless student group seeing a 1%. The following groups all showed an increase in Metric 1.12 for iReady ELA in 2025-2026: homeless, foster, SED and ELs, with foster seeing the largest growth of 6%.
2.7 Transportation: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all student groups improving except foster students.
2.8 Behavior Intervention Team: Metric 2.7 showed an improvement of 0.7% with suspension rate, with SED and foster improving, while ELs maintained. Metric 2.8 improved for all by 0.1%, with all unduplicated student groups improving.
2.9 Engagement Team: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all student groups improving except foster students. Metric 2.7 showed an improvement of 0.7% with suspension rate, with SED and foster improving, while ELs maintained. Metric 2.8 showed the expulsion rate improved for all by 0.1%, with all unduplicated student groups improving.
2.10 Attendance Team: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all student groups improving except foster students.
2.11 Targeted Attendance Support: Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%, with all student groups improving except foster students.
2.12 Targeted Suspension Support: Metric 2.7 showed an improvement of 0.7% with suspension rate, with SED and foster improving, while ELs maintained. Metric 2.8 showed the expulsion rate improved for all by 0.1%, with all unduplicated student groups improving.

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.

This goal description was rewritten to align with the District's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students and parents indicated the need to align and narrow the focus, so all educational partners know the focus will be on: Academic Achievement (Goal #1), Belonging and Safety (Goal #2) and Communication and Family Engagement (Goal #3).
Budgetary codes were removed from all actions as we restructured all the LCAP accounting codes to better align with the written plan.
Action 2.7 removed sports officials as the action provides transportation for sporting events and does not cover the officiating costs.
The following actions were removed:
Action 2.11 removed as services are reflected in Action 3.2.
Action 2.12 removed as services are reflected in Action 1.4.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Social Workers	The district has hired 28 School Social Workers with 1 lead. Social Workers are assigned schools based on student needs. The Social Workers meet with parents, provides Social Emotional Groups, supports	$5,320,833.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff in the area of professional learning and works with community partners to provide support for schools. Students are assigned to the Social Worker caseload based on attendance, behavioral support, or family needs.		
2.2	School Psychologists	To increase the number of School Psychologists the district funds 45% of their salaries. This allows them to focus on multitiered systems of support including social skills, behavioral skills, increased engagement in the learning environment by creating opportunities for socialization and connection, and academic intervention groups.	$6,131,152.00	Yes
2.3	Targeted Suspension Support Special Education	Based on suspension rates for school identified in red for special education, training will be provided in functional assessment and development of behavioral plans. In addition the district is reviewing the MTSS process and requires training in the following areas: discipline alternatives for discipline writing effective behavioral plan. The following schools will receive the training to address their special education students in the area of suspensions: The following schools have student groups identified in red: Annie R. Mitchell Conyer Elementary Divisadero Middle Golden West High Green Acres Middle Highland Elementary Ivanhoe Elementary La Joya Middle Linwood Elementary Manuel F. Hernandez Ridgeview Middle Washington Elementary	$301,880.00	No
2.4	Elementary Assistant Principals	The Elementary Assistant Principals coordinate and facilitate the school sites' Tier ll meetings. The foci of Tier ll meetings are providing services to identified students in the areas of academics and social emotional needs	$4,688,958.00	Yes

Action #	Title	Description	Total Funds	Contributing
		as well as monitoring all English Learner Progress. In addition AP's coordinate and facilitate preschool transition meetings focusing on student behavior and academic needs.		
2.5	High School Assistant Principals	The Secondary Assistant Principals coordinate and facilitate the school sites' Tier II & Tier III meetings. The foci of Tier II meetings are providing services to identified students in the areas of academics and social emotional needs as well as monitoring all English Learner Progress. In addition AP's coordinate and facilitate middle school transition meetings to high school focusing on student behavior and academic needs. They also provide support in transitioning expelled students back to a traditional high school as well as credit recovery students returning back from the continuation high school.	$1,293,039.00	Yes
2.6	Kinder Paraprofessionals	The district has assigned a paraprofessional to support kindergarten. The support is allocated by the number of kinder classes and the need of students. The role of the paraprofessional will be to support students in the area of ELA with small group support.	$951,926.00	Yes
2.7	Transportation	To enable better recruitment and consistency with bus drivers, the district has created full time bus driver position to continue support transportation for chronic absenteeism. Transportation also includes VAPA & Sports transportation.	$2,098,825.00	Yes
2.8	Behavior Intervention Team	The district has hired a director of student services to train, monitor, support administrators and all site staff on behavioral prevention which includes: 37 Behavior Intervention Technicians with 4 leads and an OCI team that consist of a 1 Social worker, 1 BCBA, 4 Behavior intervention Specialist, 4 OCI teachers, and 8 paraprofessionals. Each school site is assigned 1 Behavior Intervention Technician. At the site the BIT is assigned students based on data from the Tier 2 meeting. They provide Social Emotional Groups, and Behavioral Interventions to students	$4,153,502.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1:1 and in groups. They meet with parents to support progress monitoring with behavior interventions. Each Middle School and High School Site is equipped with campus supervisors (some who specialize in students impacted by gangs) that support student behavior during unstructured time to prevent suspensions and expulsions. The district provides drug counseling in Federal Funds.		
2.9	Engagement Team	The district has hired two coordinators, and two periods of the high school activity advisors that will specifically identify and work with specific student groups to increase student engagement and prevent suspensions. In addition the district funds officiating for athletics.	$1,022,333.00	Yes
2.10	Attendance Team	The district has hired Coordinator, 7 Student Welfare and Attendance Technicians (SWAT) and 5 district liaisons to support students, schools, and families with attendance.	$1,956,888.00	Yes
2.11	Targeted Attendance Support	The district has allocated a District Liaison to support sites in red to address Chronically Absenteeism. These Liaisons will be meeting with sites on a regular bases during Tier II meetings to insure student attendance is a focus. They will be conducting home visits to the students who have been identified as chronically absent. Schools identified in red with additional support: Hurley Elementary-Asian, White Royal Oaks Elementary-English Learners Washington Elementary-Students With Disabilities Action 2.11 discontinued in the 26/27 school year.		
2.12	Targeted Suspension Support	To meet the needs of students who are suspended, the Tier II teams will participate in Professional Learning with a district and support at their meetings. The Professional Learning will include Alternative means of correction and on-campus intervention before considering a suspension.		

Action #	Title	Description	Total Funds	Contributing
		Tier II teams will meet to collaborate in creating systems and structures to provide interventions before suspensions and will document and utilize the PowerSchool Tier Intervention data and Matching tool to assist all students. The following schools will participate in the Professional Learning to address specific student groups: The following schools have student groups identified in red: School Student Group Annie R. Mitchell ALL, Asian ,English Learners, Socioeconomically Disadvantaged Creekside Community Day ALL, Hispanic, Socioeconomically Disadvantaged Crestwood Elementary White Crowley Elementary ALL, English Learners, Hispanic, Socioeconomically Disadvantaged District American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth Divisadero Middle ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged El Diamante High Black/African American Golden Oak Elementary Multiple Races Golden West High English Learners, Hispanic, Socioeconomically Disadvantaged Goshen Elementary ALL, Asian, Socioeconomically Disadvantaged Green Acres Middle ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged Highland Elementary English Learners, Hispanic La Joya Middle English Learners, Hispanic, Socioeconomically Disadvantaged Pinkham Elementary English Learners, Socioeconomically Disadvantaged, White Ridgeview Middle ALL, English Learners, Hispanic, Socioeconomically Disadvantaged Riverway Elementary White To address districtwide black/African American student suspension a district wide student advisory group has been established. Action 2.12 discontinued in the 26/27 school year.		

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. The district recognizes community partner input and family involvement provides support for students academic and social growth. This goal supports the input from educational partners input to better support student behavior, as evident with the reduction in suspensions. The district recognizes the importance of all educational partners feeling welcomed at all school functions and feeling supported in all aspects of the educational process. In order to capture the qualitative data specific to individual needs, Metric 3.1 and 3.2 were created to capture the unique needs and understand if one's needs are being met.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Survey from families participating in activities at the Family Community Resource Center	Will be established in 2024/2025 school year	98% of the parents felt the FCRC helped them.	100% of the parents felt the FCRC helped them.	Will be established in 2024/2025 school year	2% improvement
3.2	Survey from community partners	Will be established in 2024/2025 school year	Was not administered	Metric no longer being used	Will be established in 2024/2025 school year	Metric no longer being used
3.3	Parent & Family Engagement Survey	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and	All areas will be identified as "Full Implementation"	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and

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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				groups - Full Implementation		

Goal Analysis [2025-26]

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

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

All actions were fully implemented.

Successes include:
3.1 Community Outreach: Cross divisional work with the Communication Team allowed for the team to integrate into other departments and sites.
3.2 Family and Community Resource Center (FCRC)-All staff members were hired and fully trained. District attendance meetings held every Tuesday to analyze chronic absenteeism for all sites.

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

3.2 Overestimated due to additional staff not being hired

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

3.1 Community Outreach- Metric 2.17 showed an increase of 706 translations provided by the communication and FCRC team.
3.2 Family and Community Resource Center (FCRC): Metric 2.2 shows an improvement of Chronic absenteeism for all students of 3.6%. Metric 2.18 showed attendance for FCRC staff caseload improved by 8% for students on SARB contracts not chronically absent.

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.

This goal description was rewritten to align with the District's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students and parents indicated the need to align and narrow the focus, so all educational partners know the focus will be on: Academic Achievement (Goal #1), Belonging and Safety (Goal #2) and Communication and Family Engagement (Goal #3).
Budgetary codes were removed from all actions as we restructured all the LCAP accounting codes to better align with the written plan.
Action 3.1: Eliminating the Communication team Director. The cross divisional allows the Communication Department to work within the Deputy Superintendent's Department.
The description in Action 3.2 was adjusted to include the student groups in red as Action 2.11 was collapsed.

Metric 3.2 was removed as community partner input is gathered through DAC input sessions and community input sessions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach	The district has hired an Outreach and Community Director and a Digital Media & Content Specialist. The goal of this team is to build collaboration between community, school, and the district. Collaboration allows schools and the district to better serve our students/families that have a difficult time accessing both academic/social emotional resources. This team will be responsible for disseminating school and district events through local media and social media. The team will be responsible for ensuring data and community input is shared received as part of building a community input system. The district funds two translators for parent and community outreach.	$1,157,017.00	Yes
3.2	Family and Community Resource Center (FCRC)	The district will continue to support the Family and Community Resource Center (FCRC). The Mission of the resource center is "Building Family, Community, and School Partnerships" The goals of the Resource Center's Goals are as follows: Build: In order to increase services the FCRC will build partnerships with parents/guardians, schools and community partners. Empower: In order to empower parents the FCRC will provide opportunities for parents/guardians to better understand laws, decision making processes, and knowledge to support their children's learning, growth, and development In order to link families to services the FCRC will provide case management (coordinate, provide, and refer services) and wrap around services . The following programs are housed in the resource center: American Indian Program, Attendance Support Building Futures Program (First 5 granted funded), Families in Transition Support (Homeless), Foster Youth Program, Family Support Services (District Liaisons & School Social Workers) Migrant Education Program, and Parent University.	$1,454,657.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The FCRC is expanding district support for enrollment. The goal of the enrollment supports to allow easier access for families to enroll and provide opportunities for the district to share various resources to families upon enrollment. With one department monitoring enrollment will provide consistency with data input into our student information system. Staff: Director, Special Projects Tech, district liaisons, clerical, Staffing included: Special Projects Technician, Family Engagement Specialists, Homeless/Foster Youth Student Welfare and, Attendance Technician Director and two Coordinators. Some of the following activities are funded through the FCRC: To support foster & homeless students the district has hired a Student Welfare & Attendance Technician (SWAT) to each program. The SWAT works with families for enrollment, basic need support, and foster family support to address suspensions. SWATs also work with the following schools with the following student groups in Red: Hurley Elementary-Asian, White Royal Oaks Elementary-English Learners Washington Elementary-Students With Disabilities Finger printing-2,500 Parent Engagement Printing FCRC funds for community outreach/office-$50,000 30100 Outside agency contracts $110,000 Enrollment support-07200-$50,000 Homeless/Foster Youth-30100 Translation Services-30100 This resource is located at the District's Family Community Resource Center and is available to all district families that are in need to services and In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils that action is implemented district wide.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Continuation High School will increase graduation rates and English Learner Progress as measured by the 2026 dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Sequoia was identified as qualifying for Equity Multiplier Funds (78.9% non-stability and Over 80% SED). To provide targeted support to Sequoia High School, the Director of State and Federal funding facilitated the Needs Assessment, gathering input on the unique needs of Sequoia High School. More so, the Director of State and Federal Funding gathered input from educational partners during Sequoia's school site council meeting, the district advisory council, and district input sessions. This goal was developed to address Sequoia High School's graduation rates for all students and English Learner Progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2024 Dashboard All Students: 71% English Learners: 79.6% Socioeconomically Disadvantaged: 71.8% Hispanic: 70%	2024 Dashboard All Students: 75.1% English Learners: 74.2% Socioeconomically Disadvantaged: 75.0% Hispanic: 76.8%	2025 Dashboard All Students: 83.4% English Learners: 83.7% Socioeconomically Disadvantaged: 83.4% Hispanic: 82%	2024 Dashboard All Students: 81% English Learners: 85% Socioeconomically Disadvantaged: 81% Hispanic: 81%	All Students: improved 12.4% English Learners: improved 4.1% Socioeconomically Disadvantaged: improved 11.6% Hispanic: improved 12%
4.2	CAASPP	2024 Dashboard ELA All Students: 218 points below standard Hispanic: 206.4 points below standard	2024 Dashboard ELA All Students: 243.5 points below standard	2025 Dashboard ELA All Students: 245.8 below standard Hispanic: 244.3 below standard	ELA All Students: 150 points below standard	ELA All Students: declined 27.8 Hispanic: declined 37.9

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 211.6 points below standard English Learner: 188.9 points below standard Math All Students: 274 points below standard Hispanic: 264.6 points below standard Socioeconomically Disadvantaged: 266.5 points below standard English Learner: 250.2 points below standard	Hispanic: 247.1 points below standard Socioeconomically Disadvantaged: 245.5 points below standard English Learner: 210.4 points below standard Math All Students: 292 points below standard Hispanic: 294.1 points below standard Socioeconomically Disadvantaged: 300 points below standard English Learner: 274.5 points below standard	Socioeconomically Disadvantaged: 242.1 below standard English Learners: 253.1 below standard Math All Students: 273.3 below standard Hispanic: 276.1 below standard Socioeconomically Disadvantaged: 274.4 below standard English Learners: 292.9 below standard	Hispanic: 146.4 points below standard Socioeconomically Disadvantaged: 150 points below standard English Learner: 150.2 points below standard Math All Students: 180 points below standard Hispanic: 190 points below standard Socioeconomically Disadvantaged: 195.5 points below standard English Learner: 150.2 points below standard	Socioeconomically Disadvantaged: declined 30.5 English Learner: declined 64.2 Math All Students: improved 0.7 Hispanic: declined 11.5 Socioeconomically Disadvantaged: declined 7.9 English Learner: declined 42.7
4.3	English Learner Progress	2024 Dashboard: 16.7%	2024 Dashboard: 17.8%	2025 Dashboard: 11.3%	Dashboard: 26.7%	Improved 5.4%
4.4	Suspension Rate	2024 Dashboard All Students: 13% English Learners: 10.7% Students with Disabilities: 21.1% White: 17.5% Hispanic: 11.4% Socioeconomically Disadvantaged: 12.9%	2024 Dashboard All Students: 23.2% English Learners: 16.0% Students with Disabilities: 28.7% White: 15.0% Hispanic: 24.1%	2025 Dashboard All Students: 24% English Learners: 17.6% Students with Disabilities: 25.6% White: 28% Hispanic: 23.1%	All Students: 7% English Learners: 4% Students with Disabilities: 10% White: 8.5% Hispanic: 6% Socioeconomically Disadvantaged: 6%	All Students: declined 11% English Learners: declined 6.9% Students with Disabilities: declined 4.5% White: declined 10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 24.8%	Socioeconomically Disadvantaged: 24.6%		Hispanic: improved 11.7% Socioeconomically Disadvantaged: declined 11.7%

Goal Analysis [2025-26]

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

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

All actions were fully implemented.

Successes include:
4.1: All staff hired and fully trained. Counseling staff have monthly meetings with the College and Career Department to align program and services to comprehensive high schools.
4.2: All staff hired and fully trained. District liaison meets monthly with Family Community Resource Center to align attendance procedures with all comprehensive sites.

Challenges include:
4.3 Modifying the training to meet the needs of Sequoia Continuation High School, as the students enter and exit at various times throughout the year.
4.4 Hiring and retaining staff to provide transportation as there is a shortage of staff meeting driving requirements.

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

4.1 Increase due to services from Action 4.3 being added
4.2 Overestimated personnel costs
4.3 Decrease as services reflected in 4.1
4.4 Decrease due to services reflected in 4.2

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

The following actions were Effective:
4.1: Metric 4.1 showed graduation rate increased for all student groups by 12.4%, with all student groups showing improvement.
4.2: District Liaison coordinates transportation, communicates with parents and supports the transition for students back to home site. Based on local chronic absenteeism data, Sequoia only has one student who is chronically absent.

4.3: Metric 4.3 showed English Learner Progress of 5.4%.
4.4: Students who have transportation barriers are provided transportation by Sequoia staff so transportation is readily available showing an improvement in chronic absenteeism in Metric 2.2.

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.

This goal description was rewritten to align with the District's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students and parents indicated the need to align and narrow the focus, so all educational partners know the focus will be on: Academic Achievement (Goal #1), Belonging and Safety (Goal #2) and Communication and Family Engagement (Goal #3), while aligning Goal #4 to the three district goals.
Budgetary codes were removed from all actions as we restructured all the LCAP accounting codes to better align with the written plan.
The following action were removed:
Action 4.3 as services reflected in Action 4.1 with the additional counselors focusing on English Learner Progress.
Action 4.4 as services reflected in Action 4.2 with transportation provided by the district liaison.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Graduation Support	Two additional Counselors and an additional Assistant Principal will be hired. The goal of the support is prevention and support for students to return to their home school. After reviewing data the team will support students to reach their goal of returning to their home school, graduating C& C ready, and preparing for after graduation. The counselors will continue to work with COS to offer classes or provide classes through the adult school. The counselors are working to create CTE opportunities. The following groups are identified in red on the state dashboard for the College and Career Indicator: All students English Learners Hispanic Homeless SED Students with Disabilities	$562,711.00	No

Action #	Title	Description	Total Funds	Contributing
		White		
4.2	Attendance Support	Based on data, In Quarter 3, I23 students end with attendance of 69.99% to 0%. Data indicates that when students attend school 100%-80% of the time, they are more likely to meet the graduation requirements. A District liaison will be hired to support family involvement and attendance.	$252,122.00	No
4.3	Sequoia English Learner Progress	Based on Sequoia's increasing EL population (21%) and being identified in red on English Learner Progress, the site will partner with the Multilingual department in analyzing ELPAC data to inform needs for professional learning for teachers. This professional learning model will consist of specific strategies chosen in collaboration with site leadership. Additionally, Sequoia will revise their intake form and attach an EL goal-setting sheet so students and teacher may track their progress. Action 4.3 discontinued in the 26/27 school year.		
4.4	Transportation	Provide school to home transportation to support students attending school. Action 4.4 discontinued in the 26/27 school year.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Creekside Community Day School will lower its suspension rate, while focusing on engagement strategies to improve attendance, as indicated on the 2026 dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Creekside Community Day School was identified as qualifying for Equity Multiplier Funds (88.7% non-stability and Over 80% SED) and CSI in 2023. Both Socioeconomically Disadvantaged and Hispanic student groups were identified as red on the state dashboard. To provide targeted support to Creekside, the Director of State and Federal funding facilitated the Needs Assessment, gathering input on the unique needs of Creekside. More so, the Director of State and Federal Funding gathered input from educational partners during Creekside's school site council meeting, the district advisory council, and district input sessions. This goal was developed to address Creekside Community Day School's suspension rates (red on dashboard) and academic performance on the dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	2023 Dashboard All students: 38% Hispanic: 40.6% Socioeconomically Disadvantaged: 36.7%	2024 Dashboard All students: 26.1% Hispanic: 28.2% Socioeconomically Disadvantaged: 26%	2025 Dashboard All Students: 15.4% Hispanic: 15.1% Socioeconomically Disadvantaged: 15.5%	All students: 18% Suspension Rate Hispanic: 20% Socioeconomically Disadvantaged: 16%	All students: improved 22.6% Hispanic: improved 25.5 Socioeconomically Disadvantaged: improved 21.2
5.2	CAASPP	All students (ELA): No performance color All students (Math): 348 points below standard Hispanic: 348 points below standard	2024 Dashboard All students (ELA): data not displayed for privacy All students (Math): data not	2025 Dashboard All students (ELA): data not displayed for privacy All students (Math): data not	All students (ELA)- No performance color All students (Math): 248 points below standard	All students (ELA): data not displayed for privacy All students (Math): data not displayed for privacy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			displayed for privacy Hispanic: data not displayed for privacy	displayed for privacy Hispanic: data not displayed for privacy	Hispanic: 248 points below standard	Hispanic: data not displayed for privacy
5.3	Chronic Absenteeism Rate	All students: 60% Socioeconomically Disadvantaged: 66.7%	2024 Dashboard All students: 81.5% Socioeconomically Disadvantaged: data not displayed for privacy	2025 Dashboard All Students: 50% Socioeconomically Disadvantaged: 50%	All students Chronic Absenteeism Rate: 40% Socioeconomically Disadvantaged: 42.77%	All Students: improved 10% Socioeconomically Disadvantaged: improved 16.7%

Goal Analysis [2025-26]

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

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

All actions were fully implemented.

Successes include:

5.1: All staff hired and fully trained. Being Creekside has a fluid list of students, staff have developed partnerships with home sites to continue services when students return to their home sites.
5.2 All staff hired and fully trained. District liaison works closely with the Family and Community Resource Center to ensure every student and family is being informed of all community and district resources.
5.3: All staff hired and fully trained. Site leaders meet regularly with Director to review data and implement evidence based practices and create extra and co-curricular opportunities unique to Creekside Community Day School.

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

5.1 Decreased as services are reflected in Action 5.3.
5.3 Increased as services in 5.1 decreased.

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

The following actions were Effective:

5.1 Suspension Support: Metric 5.1 showed suspension rates improved for all students. Metric 5.3 showed chronic absenteeism improved 10% for all students and 16.7% for socioeconomically disadvantaged students.
5.2 Community Support: Metric 5.3 showed chronic absenteeism improved 10% for all students and 16.7% for socioeconomically disadvantaged students.
5.3 Engagement Support: Metric 5.1 showed suspension rates improved for all students. Metric 5.3 showed chronic absenteeism improved 10% for all students and 16.7% for socioeconomically disadvantaged students.

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.

This goal description was rewritten to align with the District's Core Beliefs and Commitments that drive the work of the Strategic Plan. Input from the District Advisory Committee, district staff, union partners, students and parents indicated the need to align and narrow the focus, so all educational partners know the focus will be on: Academic Achievement (Goal #1), Belonging and Safety (Goal #2) and Communication and Family Engagement (Goal #3), while aligning Goal #5 to the three district goals.
Budgetary codes were removed from all actions as we restructured all the LCAP accounting codes to better align with the written plan.
The following action were removed:
Action 5.1 as services are reflected in Action 1.11.
Action 5.3 as services are reflected in Action 1.11.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Suspension Support	The district provides additional paraprofessionals and an intervention teacher to support students. The teacher screens each student, creates an Individual Learning Plan as needed, and provides small group instruction. Action 5.1 discontinued for 26/27 school year.		
5.2	Community Support	To support students and families the district has provided a district liaison. The liaison completes an ASES assessment develops a support plan for families to help with attendance, basic needs, and linkage to outside agencies as needed.	$164,879.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Engagement Support	The district will provide additional opportunities for students to participate in ways to connect to the school. Transportation Parent meetings, "Community Store", motivational speakers. Action 5.3 discontinued for 26/27 school year.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Suspension Rate	Dashboard 2024 Long-Term English Learners: 13.23% Foster Youth: 14.1% Homeless: 9.1% African American: 11.2% American Indian: 11.3%	Dashboard 2024 Long-Term English Learners: 13.23% Foster Youth: 14.1% Homeless: 9.1% African American: 11.2% American Indian: 11.3%	2025 Dashboard Long-Term English Learners: 9.9% Foster Students: 14% Homeless Students: 7.3% African American: 12.7% American Indian: 8.2%	Long-Term English Learners: 6.2% Foster Youth: 7.9% Homeless: 5.6% African American: 5.1% American Indian: 6.4%	Long-Term English Learners: improved 3.33% Foster Students: improved 0.1% Homeless: improved 1.8% African American: declined 1.5% American Indian: improved 3.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.2	Suspension Rate Creekside:	Dashboard 2024 26.1% Suspended	Dashboard 2024 26.1% Suspended	Metric no longer being used	20% Suspended	No comparison data available
6.3	Chronic Absenteeism	Dashboard 2024 Foster Youth: 28.5% American Indian: 31.1% Homeless: 36.4%	Dashboard 2024 Foster Youth: 28.5% American Indian: 31.1% Homeless: 36.4%	2025 Dashboard Foster Students: 28.1% American Indian: 29.2% Homeless Students: 32.9%	Foster Youth: 13% American Indian: 17.9% Homeless: 23.3%	Foster Students: improved 0.4% American Indian: improved 1.9% Homeless Students: improved 3.5%
6.4	ELA CAASPP	2024 Dashboard Long-Term English Learners: 93.6 below standard Students w/ Disabilities: 109.7 below standard American Indian: 71.6 below standard	2024 Dashboard Long-Term English Learners : 93.6 below standard Students w/ Disabilities: 109.7 below standard American Indian: 71.6 below standard	2025 Dashboard Long-Term EL: 89.4 below standard Students with Disabilities: 97.1 below standard American Indian: 52 below standard	Long-Term English Learners: 83.6 below standard Students w/ Disabilities: 74.4 below standard American Indian: 2.0 below standard	Long-Term English Learners: improved 4.2 Students w/ Disabilities: improved 12.6 American Indian: improved 19.6
6.5	Math CAASPP	2024 Dashboard English Learner: 97.8 below standard Long-Term English Learners: 153 below standard Foster Youth: 110.8 below standard Homeless: 109.7 below standard Students with Disabilities: 139.3 below standard African American:102.3 below standard	2024 Dashboard English Learner: 97.8 below standard Long-Term English Learners: 153 below standard Foster Youth: 110.8 below standard Homeless: 109.7 below standard Students with Disabilities: 139.3 below standard African American: 102.3 below standard	2025 Dashboard English Learners: 94.4 below standard Long-Term English Learners: 148.2 below standard Foster Students: 126 below standard Homeless Students: 102.5 below standard Students with Disabilities: 134.9 below standard	English Learner : 9.8 below standard Long-Term English Learners: 75.9 below standard Foster Youth: 72.9 below standard Homeless: 50.8 below standard Students w/ Disabilities: 140.3 below standard African American: 73 below standard	English Learners: improved 3.4 Long-Term English Learners: improved 4.8 Foster Students: declined 15.2 Homeless Students: improved 7.2 Students with Disabilities: improved 4.4 African American: improved 10.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American: 91.7 below standard		
6.6	College/Career	Dashboard 2024 Students W/ Disabilities: 8.2% Foster Youth: 16.7% Long-Term English Learners: 13.0%	Dashboard 2024 Students W/ Disabilities: 8.2% Foster Youth: 16.7% Long-Term English Learners: 13.0%	Dashboard 2025 Students W/ Disabilities: 10.2% Foster Youth: 36% Long-Term English Learners: 24.9%	Students W/ Disabilities: 25.7% Foster Youth: 40.9% Long-Term English Learners: 35.7%	Students W/ Disabilities: improved 2.0% Foster Youth: improved 19.3% Long-Term English Learners: improved 11.9%

Goal Analysis [2025-26]

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

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

All actions were fully implemented.

Successes include:
6.1: All sites were fully staffed with counselors and proper training for all counselors.
6.3: District hired all instructional coaches and content specialist. All content specialist and instructional coaches meet on a monthly basis to align work and share best practices to replicate throughout the district.

Challenges include:
6.2: Hiring and training highly qualified behavior intervention techs and paraprofessionals.

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.

6.2 Decreased as services are reflected in 1.11.
6.3 Overestimated cost of personnel.

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

The following actions were Effective:

6.1: Metric 6.1 shows improvement for all student groups, except African American with a decline of 1.5%. Metric 6.3 showed Chronic Absenteeism improved for all student groups, with homeless having the greatest improvement of 3.5%. Metric 6.6 showed growth for all student groups. Foster students showed the greatest growth of 19.3%.
6.2: Metric 6.1 shows improvement for all student groups, except African American with a decline of 1.5%. Metric 6.3 showed Chronic Absenteeism improved for all student groups, with homeless having the greatest improvement of 3.5%. Metrics 6.4, 6.5, and 6.6 showed growth for all student groups except foster students in Math on the CAASPP. Foster students showed the greatest growth in College and Career of 19.3%.
6.3: Metrics 6.4, 6.5, and 6.6 showed growth for all student groups except foster students in Math on the CAASPP. Foster students showed the greatest growth in Metric 6.6, College and Career, of 19.3%.

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.

The following metric was removed:
6.2: Suspension rate Creekside was removed as it is reported in Goal #5 in Metric 5.1. Suspension rate for the district is reported in Metric 6.1.
The following actions was removed:
Action 6.2 as services are reflected in Action 1.11.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Continuing Counselors	In order to address behavior and attendance the district has hired additional counselors. Counselors will meet with their caseload to help remove barriers in the area of behavior and attendance. The middle school counselors will help support the new CTE programs at the middle school. Metrics: 6.1, 6.3, 6.6 LREBG funding: $188,903	$188,903.00	No
6.2	Continuing Behavior Support	Based on data our unduplicated students, Long Term English Learners, and special education students suspension rates are higher than the district average as well as district wide we are higher than the state average in suspensions. To support students the district hired campus		

Action #	Title	Description	Total Funds	Contributing
		supervisors, behavior Intervention Techs, paraprofessionals, and an assistant principal at the community day school. Metrics: 6.1, 6.3, 6.4, 6.5, 6.6 LREBG funding: $0 Action 6.2 discontinued in the 26/27 school year.		
6.3	Continuing Academic Support	With our scores having "maintained" the district is continuing with the academic support of academic coaches. In order to increase math, ELA, and English Learner Progress the district hired instructional coaches and content specialists. Their role is student interventions and supporting teaching in implementation of research based instructional strategies. Metrics:6.4, 6.5, 6.6 LREBG funding: $2,421,924	$2,421,924.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$70,251,279	$6,397,717

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.243%	0.000%	$0.00	22.243%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Library Media Support **Need:** To increase reading scores and provide low-income and English learners access to high-interest books, the district will continue to fund a full-time district librarian position and 6-hour library technicians at all school sites, and the implementation of the following of the district	During the three-year LCAP cycle, initiated actions positioned libraries to be more accessible to and equitable for the learning community with a focus on the collection development and support for English Learners. Hours of operation were expanded at all library sites, allowing for the addition of a well-utilized after-school makerspace program at elementary sites and space for collaborative small group work and individual study at secondary sites. School library collections, more	1.12 Reading iReady Student Groups: Homeless Foster Socio Economic Disadvantage English Learners

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	library program: continued annual review of school library collections (analyses of gaps in diversity, bilingual books, multilingual collections), purchase of additional high-interest library books in print and digital formats to support increased access, new onboarding program for new library staff, mentoring and support of all site library technicians with a focus on collection development and high-interest book access for English learner and low-income students, and increased communication to staff and outreach to families regarding increased book/library access. Scores that support this action are: i Ready 2023/2024 School Year 2nd Administration All Students-32% EL-12% SED-27% Homeless-20% Foster-18% **Scope:** LEA-wide	closely aligned with California State Model School Library Standards, are positioned to meet the diverse learning needs and varied interests of students. Identified gaps in diversity, bilingual, and multilingual collections were addressed with the expansion of both print and digital collections. Additionally, the relevance and currency of district library collections have led to an increase in the circulation of materials. Ongoing training for library technicians and new library staff led to generified fiction collections, targeted print and electronic acquisitions, and increased engagement with students, teachers, and families. These actions are being done LEA-Wide to provide equitable access to all students but focus outreach on unduplicated students.	
1.4	**Action:** Professional Learning **Need:** With district ELA scores shows significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5	As the support systems will be developed, Professional learning will address each sites needs in their plans in developing stronger services. Professional learning may include: reading instruction, services that address SEL and behavior, English Learner strategies, engagement strategies, etc.. The professional learning address the district's need to increase English Learner scores in ELA & Math. Training will provide trauma informed practices that affect our homeless	Unduplicated student scores in: 1.10 & 1.12 iReady-Mth & ELA Attendance 2.7 Suspensions 1.8 Grades

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. Their ELA scores are 66.4 points below standard. The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard. The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students'	& foster youth students. It is district wide due to the fact that all teachers and staff work with English Learners, homeless students, and foster youth students. Since all teachers have identified SED, Homeless, Foster Youth, and/or homeless students all teachers will be provided professional learning.	

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
	rate is 43.3% and foster youth students' rate is 26%. Based on staff observation, input, and student outcomes professional learning would help create, implement, and design systems and structures to support Tier ll & Tier lll services. In addition unduplicated students consistently underperform our "all student groups" ;therefore, to address those students are identified for Tier ll & Tier lll systems. **Scope:** LEA-wide		
1.5	**Action:** Technology **Need:** Teachers require students use computers on a daily bases and based on parent and staff input not all students have access to chrome books at home. Students from economically disadvantaged backgrounds are less likely to have personal computers or reliable internet access at home, which limits their ability to fully participate in learning opportunities and in all subjects unduplicated students based on grades score lower than all students. **Scope:** LEA-wide	Providing Chromebooks and hotspots to students can significantly help close the digital divide. This action provides equal access to technology for families who can't afford computers. The action insures students have access to digital interventions anytime after school.	1.27 Percentage of students having access to a chrome book 1.1 & 1.2 ELA/Math Dashboard scores for unduplicated students
1.6	**Action:** Course Access	The district has reviewed ELD classes and is requiring more students to be scheduled in ELD	2.4 Graduation Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 44.4% of our students graduate C& C Ready while 11.4% of our EL students,4.5% our Foster Youth, and 36% of our Socioeconomically Disadvantaged graduate C & C Ready. When students fail a course the additional FTE allows for students to retake the course. **Scope:** Schoolwide	courses which causes an increase of FTE's for secondary. also based on staff input, the sites offer more C&C courses then necessary to provide flexibility in scheduling to allow more students who are struggling (based on data, SED, homeless, foster youth, English Learners) to enroll in C & C courses. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.4 College and Career Ready Student Groups English Learner, Foster Youth, & SED
1.8	**Action:** Counseling Team **Need:** At the high school level, overall graduation rate is 89.6% and all four and College and Career readiness is at 44.4% At all High schools unduplicated students have a lower college and career readiness rate than the district average and their site average. Golden West: All Students: 36.7% of the students are graduating with college and career readiness. SED students: 11.1% Homeless students (SED): 31% English Learners:13.2% Foster Youth: data not displayed for privacy. El Diamante High School: All Students:58.2% of the students are graduating with college and career readiness. SED students: 51.3%	Site staff and district staff has expressed the need to have an increase in our student graduation rate and college and career readiness graduation rates. School counselors are focusing on supporting students in being successful in their academic classes, understanding and accessing college and career pathways, and outside higher education institutions for dual/current enrollment. Counselors run target groups and lessons for unduplicated students to support them in being academically successful in their classes and accessing high educational opportunities. This includes building target groups and lessons with social emotional skills for unduplicated students who are not currently on track for graduation or college and career readiness. Counselors support our unduplicated students in accessing high education through facilitating college visits with various college representatives based on unduplicated career and educational interests. This information is gathered through 1:1 meeting with counselors (ILP).	2.4 Graduation Rates, 1.4 College and Career Readiness, 1.18 Grades 2.7 suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless students (SED): 35.7% English Learners:17.1% Foster Youth: data not displayed for privacy. Mt. Whitney: All Students: 36.2% of the students are graduating with college and career readiness. SED students: 32.2% Homeless students (SED): 27.8% English Learners:9.4% Foster: data not displayed for privacy. Redwood: All Students: 65.8% of the students are graduating with college and career readiness. SED students: 54.5% English Learners 23.5% Homeless: data not displayed for privacy. Foster Youth: data not displayed for privacy. At the high school level, all four high schools suspension rates are higher than the district average. In addition at all high schools unduplicated students have a greater chance of being suspended. El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28% Golden West: All Students: 9.2% of the students are suspended	Site staff and district staff has expressed the need to have direct proactive discipline interventions for students. School counselors are using school behavior as one indicator to run counseling groups and specific targeted classroom lessons. Counselors run target groups and lessons for unduplicated students identified in Tier II meetings and while also serving other students. This includes building target groups and lessons to build the social emotional skills of unduplicated students. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8% Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3% Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15% **Scope:** Schoolwide		
1.9	**Action:** Assessment and Instructional Technology **Need:** A review of District-wide and school-level data reveal significant performance gaps between identified subgroups and other student groups. In addition, these student groups have shown regression since the pandemic. In ELA, Special Education, Foster, and Homeless students are in the Red (CA Dashboard), falling short of both growth and	Based on a review of data and practices, assessment and instructional technology are critical to supporting the following actions designed to address the student needs outlined above. These actions will directly support the academic needs of Unduplicated pupils who, on average, are performing both below standard and below the District average in ELA. In Math, these students are also performing below standard, with just one group performing above the District average. • Core Instruction - Assessment and instructional technology supports the	Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism 1.1 & 1.2 ELA, and math. 1.12 iReady Scores 1.1 & 1.2 CAASP ELA & Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance goals. All identified subgroups (African American, American Indian, English Learner, Foster, Hispanic, Homeless, Special Education, and Socioeconomically Disadvantaged) are performing below the average of All Students in points below standard, with All Students posting a -25.9 Distance From Standard (DFS) score. In Math, only Special Education students are in the Red (CA Dashboard). However, almost all identified subgroups (American Indian, English Learner, Foster, Hispanic, Homeless, Special Education, and Socioeconomically Disadvantaged) are performing below the average of All Students in points below standard. Only the African American identified subgroup is performing better than All Students (-67.1 DFS). **Scope:** LEA-wide	teacher's ability to plan for and provide effective core instruction. • Intervention - Assessment and instructional technology provides adaptive, personalized independent practice to students in ELA and Math, while also creating more opportunities for teachers to identify student needs for small group instruction, allowing for more targeted, individualized instruction. • Primary Language Support - Many of the instructional technology programs used by the District allow users to toggle between languages (e.g., primary and target language), and even receive live support in several languages. • English Language Development (ELD) Strategies for All - Instructional technology allows teachers to strengthen instruction with more authentic pictures, engaging videos, interactive displays, and real-world applications. These strategies support increased understanding for English Learners and have been proven effective for all student groups. • Culturally Relevant Pedagogy - Instructional technology provides tools for the teacher to engage in instruction that is culturally relevant, connecting with student experiences and honoring students' histories. • Family Engagement - Instructional technology can be leveraged to increase family connection for our students with the highest needs. Furthermore, several of these tools allow for translation,	

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

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
		identified subgroups, research and practice show that they are beneficial to all students to be college and career-ready and thus will be provided on an LEA-wide basis.	
1.11	**Action:** School Support **Need:** The District English Learner Advisory Committee, the District Advisory Committee, staff, and parents all expressed the need to allocate additional funding to schools in order for them to meet the needs of unduplicated students. Schools were required to focus on unduplicated students needing additional services. Each service is determined based on student data. Funding for the services are Title I and Supplemental/Concentration funds. **Scope:** LEA-wide	Funds are distributed to sites based on the number of unduplicated students and each site has a large number of unduplicated students enrolled and their site. Each School Plan address unduplicated student needs with the input of their school site council. Actions might be: Additional academic support through additional teachers, aides, and supplemental materials. Additional SEL support through Behavior Technicians, supplemental materials, rewards based on each students behavior plan. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism 1.1 & 1.2 ELA, and math. 1.12 iReady Scores 1.1 & 1.2 CAASP ELA & Math
1.12	**Action:** Early Childhood Support **Need:** At our highest needs schools over 40% of the students are English Learners and the sites have a high concentration of of socially economically disadvantaged students. In several cases double digit increases on specific standards. 71% of last year's transitional kindergarten students came from our highest needy sites. Research identifies that students living in low socio-economic	The district will provide SEAL training to all teachers to support English Learners as a supplemental curriculum that is aligned with the California EL Roadmap and is research based and proven to develop academic language. A focus on language provides support for English Leaners and SED students leads to higher reading scores. Teachers use the strategies while teaching whole group to meet the needs of English Learners therefore it is necessary to implement the action district wide.	1.31 DRDP in the area of language development

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
	households are less likely to have strong language as compared to high economic households. and with 16% of our kinder students identified as English Learners and the sites have a high concentration of of socially economically disadvantaged students, the district provides support TK to enhance language development. **Scope:** LEA-wide		
1.13	**Action:** Instructional Technology **Need:** With the District ELA scores showing significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. Their ELA scores are 66.4 points below standard. The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically	The provision and quality utilization of instructional technology aims to address these identified needs of unduplicated in the following ways: Primary Language Support - Many of the instructional technology programs used by the District allow users to toggle between languages (e.g., primary and target language), and even receive live support in several languages. Personalized Instruction - The District has contracted with a vendor to provide interactive, adaptive independent practice opportunities for students through a digital learning program in Math and ELA (grades K-8). English Language Development (ELD) Strategies for All - Instructional technology allows teachers to strengthen instruction with more authentic pictures, engaging videos, interactive displays, and real-world applications. These strategies support increased understanding for English Learners and have been proven effective for all student groups.	Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism 1.1 & 1.2 ELA, and math. 1.12 iReady Scores 1.1 & 1.2 CAASP ELA & Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard. A review of District-wide and school-level data reveal significant performance gaps between identified subgroup and the needs for unduplicated student groups include: Core Instruction - Instructional technology supports the teacher's ability to provide effective core instruction to meet the students needs during the first instruction. Intervention - Instructional technology provides adaptive, personalized independent practice to students in ELA and Math, while also creating more opportunities for small group instruction by the teacher, allowing for more targeted, individualized instruction. Culturally Relevant Pedagogy - Instructional technology provides tools for the teacher to engage in instruction that is culturally relevant, connecting with student experiences and honoring students' histories. Family Engagement - Instructional technology can be leveraged to increase family connection for our students with the highest needs. **Scope:** LEA-wide	Communication with Families - Teachers have multiple tools at their disposal to increase and strengthen communication with families, which has a positive effect on student learning. Furthermore, several of these tools allow for translation, removing the barrier for teachers to speak with families in their preferred language. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.15	**Action:** Support for CTE pathway graduation **Need:** The lowest percentage of CTE Pathway completers for the district are English learners (16 percent of CTE Completers) and Students With Disabilities (14 percent of CTE Completers), and 24% of SED while the district average is @ 8%. **Scope:** Schoolwide	Hiring additional Career and Technical Education (CTE) teachers to support unduplicated students improves educational equity by offering more flexibility in scheduling and expanding opportunities for unduplicated students to enroll in CTE courses that can have a significant positive impact on student outcomes. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.30 -The percentage of unduplicated students participating in CTE pathway 1.6 The percentage of unduplicated students graduating in CTE pathways.
1.17	**Action:** Intervention Support **Need:** Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, English learners, and students from socioeconomically disadvantaged backgrounds demonstrate markedly lower performance levels compared to the district-wide average. In the areas or reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of socioeconomically disadvantaged (homeless) students, 22% of foster youth, and 12% of English Learners. The Smarter Balanced ELA assessment, 41.73% of district students meet or exceed standards, compared to 34.42% of socioeconomically disadvantaged students,	A review of data and practices shows that student success teachers and coordinators of curriculum are crucial for implementing actions to meet the student needs described above. These measures will specifically address the academic needs of unduplicated pupils, who on average are performing below both the standard and the District average in ELA. To address the needs of our unduplicated students, Student Success Teachers will prioritize critical reading concepts necessary for student success and mastering content standards. This will involve Student Success Teachers focusing on both Tier 2 acceleration and Tier 1 support, emphasizing core instruction to address foundational student needs and reduce the necessity for further interventions. Coordinators of Curriculum in the areas of Literacy will play a critical role with the success of intervention students and Student Success	1.12 iReady Diagnostic: SED, Homeless, Foster, EL 1.1 CAASPP: K-6 SED, 3-6 Homeless, 3-6 Foster, 3-6 EL

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
	19.39% of foster youth, and 12.74% of English Learners. **Scope:** Schoolwide	Teachers. Curriculum coordinators will collaborate with site principals, instructional coaches, and SSTs to implement PDSA cycles for continuous improvement based on data analysis. Since all sites have a significantly large group of unduplicated students and all teachers have unduplicated students in their class, support is provided district wide and In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.18	**Action:** Learning Community Model Curriculum Content Specialists **Need:** The need to develop common formative and summative assessments aligned to the CAASPP, across all school sites to deliver great Tier 1 instruction. Based on the percentage of students passing courses and the CAASPP scores, there is a difference between those passing and those performing at or above grade level on the CAASPP for unduplicated students. Foster youth, English Learners and unduplicated students underperformed non unduplicated student groups. Content specialist will provide support to teachers with appropriate scaffolds and modifications needed to meet the needs of all unduplicated students. CAASPP Data in 2025	Unduplicated student data on CAASPP and iReady show a need to provide support to sites with unpacking standards, lesson design, assessment creation, and reteaching. Ensuring all sites have the necessary professional development and training, with common assessments throughout the district, will help identify targeted intervention for unduplicated students. In order to most effectively and efficiently implement this action to address the need of unduplicated pupils, it is being implemented schoolwide to maximize the impact to unduplicated pupils and others students who also exhibit the need for these services. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented schoolwide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1 CAASPP ELA Dashboard 1.2 CAASPP Math Dashboard 1.10 iReady Math 1.12 iReady ELA

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
	VUSD All Students: -13.6 VUSD EL: -58.4 VUSD LTEL: -89.4 VUSD SED: -31.4 VUSD FY: -66.8 Math: 59.7 Points Below Standard VUSD All Students: -59.7 VUSD EL: -94.4 VUSD LTEL: -148.2 VUSD SED: -77.1 VUSD FY: -126 **Scope:** Schoolwide		
1.20	**Action:** Music Program **Need:** VUSD's music program provides course access to a opportunities that create a well rounded program that most SED students do not have access to unless the district provides choir and instrumental music. Based on community input of the high cost of private music classes and the inability for low income students to have access to community classes the 4-6 music classes is instrumental in creating a strong secondary program and their parents perception is their child would not have the interest in learning an instrument in high school or middle school. The secondary program provides a place for students to engage in school activities. In addition Many theories have been proposed to explain why	Based on parent input their students would not have had any musical experience without VUSD supporting the 4-6 music program. Part of the district's strategic plan is for all students be engaged in a extra curricular activity. Providing the opportunity for students who could not afford music lessons allows those students to be more likely to participate in music and play programs when in middle and high school. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.7 Percentage of students graduating meeting UC/CSU requirements

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
	music and songs might support second language learning: neural, cognitive, mnemonic, phonological, and emotional/ motivational (Schön et al. 2008; Spicher & Sweeney 2007; Fomina, 2000; Medina 1990). **Scope:** Schoolwide		
1.21	**Action:** Targeted Elementary Math Support **Need:** English learners, foster youth and socioeconomically disadvantaged students are underperforming non unduplicated student groups in mathematics as measured by the CAASPP and iReady scores. A need for targeted math support to teach the necessary prerequisite math skills required as math builds upon itself. CAASPP Math Data in 2025: 59.7 Points Below Standard English Learners: 94.4 Points Below Standard Long Term English Learners: 148.2 Points Below Standard Foster Youth: 126 Points Below Standard Low Income: 77. 1 Points Below Standard **Scope:** Schoolwide	Across the district math scores continue to be a concern as unduplicated students are further away from standard than other student groups. The need to provide common formative and summative assessments across the district to address the skill deficits students are experiencing and provide targeted intervention based on the standards students are not mastering. This narrowed focus will allow individual student needs to be met across the district. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented schoolwide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.2 CAASPP Math Dashboard 1.10 iReady Math
1.23	**Action:** Target Designated ELD Support	To ensure that Designated ELD is consistently being implemented, we will capitalize on the	1.1 CAASPP ELA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our data analysis has brought to light significant disparities in English Language Arts (ELA) achievement of EL students. English Learners consistently exhibit lower proficiency rates in ELA when compared with their counterparts. Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level. In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards compared to 12.74% of English learners met or exceeded standards. In the Math portion of the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards. **Scope:**	Learning Community (LCM) Model that consists of district and site administrators, content specialists, and instructional coaches. The LCM will meet to discuss baseline data, develop systems of support, and track progress in English Language Learners. Based on data, the team will decide on-site professional opportunities in the area of ELD based on their needs. We will co-develop the PL plan so that school sites have autonomy and are invested in the process. Professional Learning will include the following learning opportunities: 1. Review of ELD standards 2. Backwards mapping with ELPAC Performance Tasks 3. Best Practices for English Learners 4. Co-teaching of VUSD ELD Signature Strategies 5. Teacher Clarity in ELD and Language Objective This action will support to address the needs of ELs because it is based on data.	1.2 CAASPP Math Dashboard 1.13 English Learner Reclassification Rate 1.22 English Learner Progress Schools & Student Groups Identified in Red
1.24	**Action:** Target ELA support	Across the district ELA scores continue to be a concern as unduplicated students are further away from standard than other student groups. The	1.1 CAASPP ELA Dashboard 1.10 iReady ELA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: English learners, foster youth and socioeconomically disadvantaged students are underperforming non unduplicated student groups in ELA as measured by the CAASPP and iReady scores. A need for targeted ELA support to teach the necessary reading and writing skills required to have success with grade level content. CAASPP ELA Data in 2025 VUSD All Students: -13.6 VUSD EL: -58.4 VUSD LTEL: -89.4 VUSD SED: -31.4 VUSD FY: -66.8 **Scope:** Schoolwide	need to provide common formative and summative assessments across the district to address the skill deficits students are experiencing and provide targeted intervention based on the standards students are not mastering. This narrowed focus will allow individual student needs to be met across the district. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented schoolwide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.27	**Action:** Targeted Graduation and CCI support **Need:** Foster youth, English Learners and socioeconomically disadvantaged students are underperforming their peers in the graduation rate and college and career indicators. 2025 Dashboard: Mt. Whitney High Students with Disabilities: 9.5% English Learners: 20.8% Sequoia High English Learners: 2.3% Hispanic: 0.7% Socioeconomically Disadvantaged: 0.6%	To increase awareness of college and career opportunities and graduation requirements, counselors will develop a 4 year plan aligned with students' career interest profile. Having counseling sessions to review college and career options, beginning in middle school, will allow students to select elective options that align with their career interest profiles. More so, students will be made aware of the various pathways and academies available at all high schools, with introductory courses being offered in middle school. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented schoolwide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.21 College and Career Ready Schools and student groups in Red 2.4 Graduation Rate

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 with Disabilities: 0% **Scope:** Schoolwide		
2.1	**Action:** School Social Workers **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. Parent and staff feedback revealed that they wish to have the additional support provided by the school social worker: so their child can learn how to self monitor their behavior, have the additional family support when in crisis and attendance becomes and issue.	We allocate social worker resources based on each school's need. The social worker's focus of support are unduplicated students and provides groups to help with coping skills, reaches out to families and student who are struggling with attendance and behavior, and links families to community partners' resources. We expect the additional services will provide the support to families and students before students are suspended and before students are identified as chronically absent. This activity will decrease attendance & suspension rates. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.2 Chronically Absenteeism Rate: SED, Homeless, Foster 2.7 Suspension Rate: SED, Homeless, Foster

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** School Psychologists **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The absenteeism rate for Special Education is 29.5%, and the suspension rate is 7.7%. Staff feedback revealed that they wish to have the additional support provided by the school psychologist to help prevent suspension and provide strategies for student success in behavior and academic support with proactive measures. With over 70% of students identified as Socially Economically Disadvantaged being referred to Tier II support and Tier III individualized support, **Scope:** LEA-wide	This action allows for an increased of school allocation of days to support unduplicated students at sites. This activity will decrease suspension rates and increase student engagement and attendance. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.7- Suspension Rate: Unduplicated Students 2.2 Attendance: Unduplicated Students : and Students w/ Disabilities

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
2.4	**Action:** Elementary Assistant Principals **Need:** Tier ll & Tier lll services address absenteeism rate, suspension rates, and academic achievement. With the district's chronically absenteeism rate and suspension rate showing significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. The district's academic scores reflect the same disparity as absenteeism and suspensions. The district's English Learner progress shown little change. The assistant principal will lead the implementation of Tier ll & Tier lll services. **Scope:**	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator to support students identified as needing Tier ll & Tier lll services. This activity of implementing Tier ll & Tier lll services will increase attendance and decrease suspension rates while increasing academic scores. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Unduplicated students data for 2.2Chronically absenteeism 2.7 Suspension 1.10 & 1.12 iReady Math & ELA 1.11 ELPAC

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		
2.5	**Action:** High School Assistant Principals **Need:** Tier ll & Tier lll services address absenteeism rate, suspension rates, and academic achievement. At the high school level, all four high schools suspension rates are higher than the district average. In addition at all High schools unduplicated students have a greater chance of being suspended. El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28% Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2% English Learners 12.5% Foster Youth: 20.8% Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3%	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator and monitor to support students with Tier ll needs. The Assistant principals will target and schedule necessary services for unduplicated students first in Tier ll meetings. This activity will increase attendance and decrease suspension rates while increasing academic scores. and Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.7 Suspension Rates for Redwood, El Diamante, Golden West, and Mt. Whitney All Students: SED students: English Learners Homeless: Foster Youth:

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
	Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15% Site staff and district staff has expressed the need to have additional administrators to monitor student progress and support the implementations of Tier ll efforts. The Assistant principals will target unduplicated students first in Tier ll meetings and while also serving all students. **Scope:** Schoolwide		
2.6	**Action:** Kinder Paraprofessionals **Need:** Based on this years 2nd administration of iReady 53% of kindergarten scored "Early on Grade Level or Mid or Above Grade Level" while 41% of English Learners, 49% SED, 37% of homeless, and 33% of Foster Youth scored "Early on Grade Level or Mid or Above Grade Level". In addition teachers, unions, and administrators feel the need to provide additional support in kinder classes. **Scope:**	In order to address the disparity between all student scores and SED, EL and Foster. The Kinder para will provide interventions at all sites to target unduplicated students. Interventions may include additional language support, 1:1 support, and small group support. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.10 & 1.12 Kinder iReady ELA & Math

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		
2.7	**Action:** Transportation **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26% . Parents share the difficulty of transportation due to not having reliable transportation or are not able to transport students to school because of their work schedule. Based on District Advisory Committee is was stated that transportation is a vital district support to enable students to attend school and participate in sports, and before/after school programs. **Scope:** LEA-wide	To continue to provide bussing within the board adopt range the district provides funding to support bus driver salaries and other transportation costs. The district provides transportation for foster youth students to insure they are able to attend their school of origin. The action provides transportation while parents are working and/or don't have transportation for their family. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.2 Chronically Absenteeism Rate for unduplicated students
2.8	**Action:** Behavior Intervention Team **Need:** The district's suspension rate has significant disparities in rates among unduplicated	Behavior Intervention Team will work with students on proactive behavior interventions to support students in improving their behavior prior to suspension or expulsions. At the site the BIT is assigned students who are unduplicated students based on data from the Tier 2 meeting. They	2.7 Suspension Rates 2.8 Expulsion Rates 2.16 Recidivism rates of OCI

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6%. The suspension rate for foster students is at 14.9% The average expulsion rate for all students is .2. For expelled students 67.5% are identified as SED. Out of all expulsions 4% are Homeless and 7% are Foster. 20% of students expelled are EL students. **Scope:** Schoolwide	provide Social Emotional Groups, and Behavioral Interventions to students 1:1 and in groups to unduplicated students. They meet with parents to support progress monitoring with behavior interventions. The district BIT leads will be supporting and training site BITs with providing services to unduplicated students at their respective sites. The district BCBA will work with sites to support unduplicated Tier 2 and Tier 3 students to observe behaviors and consider on campus intervention placement. The goal of OCI is early intervention to prevent expulsions and prepare and teach students on self-regulation strategies in order for them to better access Tier 1 instruction. Each Middle School and High School Site is equipped with campus supervisors to support unduplicated students impacted by gangs. They also promote appropriate behavior during unstructured time to prevent suspensions and expulsions. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.9	**Action:** Engagement Team **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among unduplicated student groups. The	The coordinators will target unduplicated students first in Tier ll meetings. The team's goal is to create a school environment in which our unduplicated students can fill connected and engage in activities at their school site. Students who are engaged at school are	2.2 Chronically Absenteeism Rate: SED, Homeless, Foster 2.7 Suspension Rate: SED, Homeless, Foster

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
	average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. At the high school level, all four high schools suspension rates are higher than the district average. In addition at all High schools unduplicated students have a greater chance of being suspended. While the state average is 3.5% suspended at least one day. El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28% Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5%	more likely to have a higher attendance rate and graduation rate. In order to address the disparity these coordinators will identify staff to train and support with Tier ll and Tier 3 unduplicated students. This activity will decrease attendance, suspension & expulsion rates while increasing student engagement. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.8 Expulsion Rate: SED, Homeless, Foster

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
	Foster Youth: 20.8% Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3% Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15% Site staff and district staff has expressed the need to have additional district support for Tier 2 and Tier 3 in implementing services for unduplicated students and over 60% of our expulsion rates being unduplicated students who have been impacted by gangs, these positions were created to engage these specific student groups. **Scope:** LEA-wide		
2.10	**Action:** Attendance Team **Need:** The district's chronically absenteeism rate has significant disparities in rates among unduplicated student groups. The district's	The Attendance Team meets with schools to review and support attendance procedures and organizes SARB hearings. The team supports sites and parents to address barriers that affect student attendance. This allows barriers to be removed so that our unduplicated students can attend school regularly.	2.2 Chronically Absenteeism: Homeless Foster Socially Economically Disadvantaged English Learners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. The district has surveyed our homeless & SED families and they have identified the following services that help support their children to attend school: -access to food pantry -clothing available for emergency purposes -access to school supplies -transportation (homeless) -support with enrollment for ease. **Scope:** LEA-wide	To educate the community videos and announcements that are shared throughout the community on the importance of attending school every day. the Following services are provided at the Family Resource Center: -access to food pantry -clothing available for emergency purposes -access to school supplies -transportation (homeless) -support with enrollment for ease. -access to outside agencies for support -support for our TK families funded -support to our American Indian Families Since all sites have a significantly large group of unduplicated students and the resources are housed at one location and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
3.1	**Action:** Community Outreach **Need:** With over 5,000 students identified as English Learner and with over 90% of them speaking Spanish the district has hired 2 district translators.	Translation at community meetings and parent meetings will remove one of the barriers for parents to share their thoughts and ideas. Additionally, providing access to all educational partners in Spanish and English will support stronger engagement in students and parents which has been shown to foster higher success rates in academic outcomes. These actions are focused on English learner families. The services	2.17 Number of translations

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	are offered LEA-wide to promote equity and access across a broad range of services that may not otherwise be available or supported with out the addition of formal translation support.	
3.2	**Action:** Family and Community Resource Center (FCRC) **Need:** The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different unduplicated student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%.While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. Homeless & Foster Parents have shared the inconsistencies with enrollment at many school sites. The additional enrollment support will provide one place for Parents' of New Comers, Families experiencing homelessness, and foster parents to receive support.	The FCRC supports unduplicated students and families of unduplicated students by providing a place for families to receive food, clothing, toiletries, family support, and family group support. In addition, the staff organizes and participates in community events to help identify homeless families and families needing additional support so that they are able to support their child's education. The FCR supports school sites with the enrollment of students and the Attendance Team works directly supports unduplicated students and families of unduplicated students by working to remove the barriers that is keeping them from attending school on a regular basis. The FCRC provides unduplicated students and families of unduplicated students by running social emotional groups to give them the skills they need to support students being successful in and outside of school. Since all sites have a significantly large group of unduplicated students and the FCRC is located in one building and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.2 Attendance for students on FCRC staff caseload

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The district funds a homebase liaison (title I) to support teenage parents and the homeless shelter. **Scope:** LEA-wide		

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	above Grade level and in math 22% of all students are scoring Early, mid, or above Grade levelwhile and only 7% of our English Learners. **Scope:** Limited to Unduplicated Student Group(s)		
1.14	**Action:** ELD Pathway for Newcomers and Long-Term English Learners **Need:** Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level. In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards compared to 12.74% of English learners met or exceeded standards.In the Math portion of the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards. **Scope:**	Actions that VUSD will take to Address the Needs of all English Learners are: 1. Creating clarity of ELD Support in grades 9-12: Implementing the ELD Pathway for Newcomers and Long-Term English Learners (LTELs) to establish a transparent framework for students, parents, and staff members. 2. Differentiation in Support: Each Newcomer and Long-Term English Learner will be placed into the pathway strand tailored with course outlines and supports. 3. Consistency in Resources: We will be consistent in the use of materials for each course, including a structured course outline, district-approved curriculum, and ELD Signature Strategies. 4. Clarity in Reclassification Process: Implementing a systematic approach to clarify the reclassification process for ELs including informative presentations, goal-setting, and documentation for students and parents to help understand the importance of reclassification	We will monitor effectiveness through: 1.11 ELPAC (percentage of students growing one level or more) 1.1 & 1.2 ELA & Math CAASPP 1.3. Reclassification (percentage of students reclassified) 1.12. iReady

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	5. Multiple Reclassification Opportunities: Increasing the frequency of reclassification opportunities for ELs throughout the school year.	
1.23	**Action:** Target Designated ELD Support **Need:** Our data analysis has brought to light significant disparities in English Language Arts (ELA) achievement of EL students. English Learners consistently exhibit lower proficiency rates in ELA when compared with their counterparts. Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level. In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards compared to 12.74% of English learners met or exceeded standards.In the Math portion of the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards.	To ensure that Designated ELD is consistently being implemented, we will capitalize on the Learning Community (LCM) Model that consists of district and site administrators, content specialists, and instructional coaches. The LCM will meet to discuss baseline data, develop systems of support, and track progress in English Language Learners. Based on data, the team will decide on-site professional opportunities in the area of ELD based on their needs. We will co-develop the PL plan so that school sites have autonomy and are invested in the process. Professional Learning will include the following learning opportunities: 1. Review of ELD standards 2. Backwards mapping with ELPAC Performance Tasks 3. Best Practices for English Learners 4. Co-teaching of VUSD ELD Signature Strategies 5. Teacher Clarity in ELD and Language Objective This action will support to address the needs of ELs because it is based on data.	We will monitor effectiveness through: 1. Daily schedule will include Designated ELD 2. ELPAC (percentage of students growing one level or more) 3. CAASPP (percentage of students getting closer to distance from standard 4. Reclassification (percentage of students reclassified) 5. IReady (percentage of students increasing in their diagnostic) 6.. Diagnostic Data from core curriculum (Read 180 and Engish 3D)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

All schools in Visalia Unified School District have an unduplicated student concentrations of greater than 55 percent, except Denton, Hurley, Redwood, Shannon Ranch, Oak Grove. The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at all schools with greater than 55% unduplicated student count. The actions that are funded with additional concentration funds are: 2.1 School Social Workers, 2.2 School Psychologists, and 2.9 Engagement Team.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary (Denton, Hurley, Oak Grove & Shannon Ranch): The average staff to student ratio is 1:37. All middle schools have a concentration of more than 55%. At the high school level, Redwood is the only high school with a concentration of less than 55%. Redwood average staff to student ratio is 1:245.	For all elementary schools with a concentration of greater than 55%, the average staff to student ratio 1:33. All middle schools have a concentration of more than 55%. The average staff to student ratio is 1:39. At the high school level, the average staff to student ratio is 1:114 for the schools with a concentration of greater than 55%.

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 certificated staff providing direct services to students	Elementary (Denton, Hurley, Oak Grove & Shannon Ranch): The average staff to student ratio is 1:20. All middle schools have a concentration of more than 55%. At the high school level, Redwood is the only high school with a concentration of less than 55%. Their average staff to student ratio is 1:21.76 .	For all elementary schools with a concentration of greater than 55%, the average staff to student ratio 1:19. All middle schools have a concentration more than 55%. The average staff to student ratio is 1:24.3. At the high school level, the average staff to student ratio is 1:20.2 for the schools with a concentration of greater than 55%.

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	315,833,046	70,251,279	22.243%	0.000%	22.243%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$73,793,595.00	$3,590,539.00	$250,000.00	$13,020,124.00	$90,654,258.00	$67,131,621.00	$23,522,637.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Library Media Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,308,268.00	$946,973.00	$3,555,241.00		$250,000.00	$450,000.00	$4,255,241.00	
1	1.2	Elementary Teachers														
1	1.3	Dual Immersion	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Willow Glen & Mt. View	ongoing	$3,277,679.00	$152,412.00	$3,430,091.00				$3,430,091.00	
1	1.4	Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,244,726.00	$2,105,438.00	$1,877,796.00			$2,472,368.00	$4,350,164.00	
1	1.5	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$666,649.00	$2,030,999.00	$2,697,648.00				$2,697,648.00	
1	1.6	Course Access	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	ongoing	$3,067,733.00	$80,296.00	$1,739,585.00			$1,408,444.00	$3,148,029.00	
1	1.7	Targeted Secondary Special Education Support	Students with Disabilities	No				ongoing	$409,335.00	$19,034.00	$428,369.00				$428,369.00	
1	1.8	Counseling Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	ongoing	$4,979,668.00	$257,717.00	$5,237,385.00				$5,237,385.00	

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	1.9	Assessment and Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$654,344.00	$292,052.00	$946,396.00				$946,396.00	
1	1.11	School Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,814,254.00	$9,066,728.00	$10,529,387.00			$6,351,595.00	$16,880,982.00	
1	1.12	Early Childhood Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$86,324.00	$348,725.00	$308,888.00			$126,161.00	$435,049.00	
1	1.13	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$199,467.00	$199,467.00				$199,467.00	
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$720,735.00	$22,922.00	$515,874.00			$227,783.00	$743,657.00	
1	1.15	Support for CTE pathway graduation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	ongoing	$2,541,607.00	$197,524.00	$2,739,131.00				$2,739,131.00	
1	1.16	Targeted Secondary Math Support														
1	1.17	Intervention Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral	ongoing	$717,794.00	$1,072,510.00	$1,631,857.00			$158,447.00	$1,790,304.00	

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
							King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oa K-2 Reading & 3-6 Math									
1	1.18	Learning Community Model Curriculum Content Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,454,916.00	$28,540.00	$642,314.00			$841,142.00	$1,483,456.00	
1	1.19	Curriculum Staff														
1	1.20	Music Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary 4-6 grades.	ongoing	$6,152,965.00	$463,746.00	$6,616,711.00				$6,616,711.00	
1	1.21	Targeted Elementary Math Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Highland, Pinkham, Washington TK-6	ongoing	$225,780.00	$0.00	$225,780.00				$225,780.00	
1	1.23	Target Designated ELD Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia,	ongoing	$225,812.00	$0.00	$225,812.00				$225,812.00	

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
							Four Creeks, Veva Blunt, and Washington. Tk-12									
1	1.24	Target ELA support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Conyer, Denton, Divisadero, El Diamante, Four Creeks, Golden Oak, Golden West, Goshen, Green Acres, Highland, Hurley, Ivanhoe, La Joya, Linwood, Pinkham, Ridgeview, Royal Oaks, Valley Oak, Veva Blunt, Washington	ongoing	$225,884.00	$0.00	$225,884.00				$225,884.00	
1	1.25	Targeted Homeless/Foster Youth Support														
1	1.26	Targeted Elementary Special Education Support	Students with Disabilities	No			All Schools Specific Schools: Elementary Sites	ongoing	$230,322.00	$0.00	$230,322.00				$230,322.00	
1	1.27	Targeted Graduation and CCI support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mount Whitney 7-12	ongoing	$242,831.00	$0.00	$242,831.00				$242,831.00	

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	**2.1**	School Social Workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$5,054,408.00	$266,425.00	$5,320,833.00				$5,320,833.00	
2	**2.2**	School Psychologists	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$5,858,721.00	$272,431.00	$6,131,152.00				$6,131,152.00	
2	**2.3**	Targeted Suspension Support Special Education	Students with Disabilities	No			Specific Schools: Annie R. Mitchell Conyer Elementary Divisadero Middle Golden West High Green Acres Middle Highland Elementary Ivanhoe Elementary La Joya Middle Linwood Elementary Manuel F. Hernandez Ridgeview Middle Washington Elementary	ongoing	$238,466.00	$63,414.00	$301,880.00				$301,880.00	
2	**2.4**	Elementary Assistant Principals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	ongoing	$4,480,610.00	$208,348.00	$4,688,958.00				$4,688,958.00	
2	**2.5**	High School Assistant Principals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Redwood, El Diamante, Golden	ongoing	$1,235,584.00	$57,455.00	$1,293,039.00				$1,293,039.00	

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
							West, and Mt. Whitney									
2	2.6	Kinder Paraprofessionals	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary	ongoing	$909,628.00	$42,298.00	$951,926.00				$951,926.00	
2	2.7	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$2,098,825.00	$2,098,825.00				$2,098,825.00	
2	2.8	Behavior Intervention Team	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood	ongoing	$3,509,144.00	$644,358.00	$3,815,052.00			$338,450.00	$4,153,502.00	
2	2.9	Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$686,907.00	$335,426.00	$1,022,333.00				$1,022,333.00	
2	2.10	Attendance Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,763,740.00	$193,148.00	$1,871,277.00			$85,611.00	$1,956,888.00	
2	2.11	Targeted Attendance Support														
2	2.12	Targeted Suspension Support														
3	3.1	Community Outreach	English Learners	Yes	LEA-wide	English Learners	All Schools	ongoing	$935,606.00	$221,411.00	$1,157,017.00				$1,157,017.00	
3	3.2	Family and Community Resource Center (FCRC)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,127,909.00	$326,748.00	$894,534.00			$560,123.00	$1,454,657.00	

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
4	**4.1**	Graduation Support	All	No			All Schools Specific Schools: Sequoia	ongoing	$537,708.00	$25,003.00		$562,711.00			$562,711.00	
4	**4.2**	Attendance Support	All Students Struggling with Attendance	No			All Schools Specific Schools: Sequoia	ongoing	$240,919.00	$11,203.00		$252,122.00			$252,122.00	
4	**4.3**	Sequoia English Learner Progress														
4	**4.4**	Transportation														
5	**5.1**	Suspension Support														
5	**5.2**	Community Support	All	No			All Schools Specific Schools: Creekside	ongoing	$157,553.00	$7,326.00		$164,879.00			$164,879.00	
5	**5.3**	Engagement Support														
6	**6.1**	Continuing Counselors	All	No			Specific Schools: Elementary & High Schools	2026/2027 school year	$180,509.00	$8,394.00		$188,903.00			$188,903.00	
6	**6.2**	Continuing Behavior Support														
6	**6.3**	Continuing Academic Support	All	No			All Schools	20256/20267 school year	$966,583.00	$1,455,341.00		$2,421,924.00			$2,421,924.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
315,833,046	70,251,279	22.243%	0.000%	22.243%	$72,833,024.00	0.000%	23.061 %	**Total:**	$72,833,024.00
								LEA-wide Total:	$38,610,794.00
								Limited Total:	$4,171,777.00
								Schoolwide Total:	$30,050,453.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Library Media Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,555,241.00	
1	**1.3**	Dual Immersion	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Willow Glen & Mt. View	$3,430,091.00	
1	**1.4**	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,877,796.00	
1	**1.5**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,697,648.00	
1	**1.6**	Course Access	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	$1,739,585.00	
1	**1.8**	Counseling Team	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	$5,237,385.00	

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	1.9	Assessment and Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$946,396.00	
1	1.11	School Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,529,387.00	
1	1.12	Early Childhood Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,888.00	
1	1.13	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,467.00	
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$515,874.00	
1	1.15	Support for CTE pathway graduation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Schools	$2,739,131.00	
1	1.17	Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oa K-2 Reading & 3-6 Math	$1,631,857.00	

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	1.18	Learning Community Model Curriculum Content Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$642,314.00	
1	1.20	Music Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary 4-6 grades.	$6,616,711.00	
1	1.21	Targeted Elementary Math Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Highland, Pinkham, Washington TK-6	$225,780.00	
1	1.23	Target Designated ELD Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington. Tk-12	$225,812.00	
1	1.24	Target ELA support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Conyer, Denton, Divisadero, El Diamante, Four Creeks, Golden Oak, Golden West, Goshen, Green Acres, Highland, Hurley, Ivanhoe, La Joya, Linwood, Pinkham, Ridgeview, Royal Oaks, Valley Oak, Veva Blunt, Washington	$225,884.00	
1	1.27	Targeted Graduation and CCI support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mount Whitney 7-12	$242,831.00	
2	2.1	School Social Workers	Yes	LEA-wide	English Learners Foster Youth	All Schools	$5,320,833.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	School Psychologists	Yes	LEA-wide	Foster Youth Low Income	All Schools	$6,131,152.00	
2	2.4	Elementary Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$4,688,958.00	
2	2.5	High School Assistant Principals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Redwood, El Diamante, Golden West, and Mt. Whitney	$1,293,039.00	
2	2.6	Kinder Paraprofessionals	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary	$951,926.00	
2	2.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,098,825.00	
2	2.8	Behavior Intervention Team	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood	$3,815,052.00	
2	2.9	Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,022,333.00	
2	2.10	Attendance Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,871,277.00	
3	3.1	Community Outreach	Yes	LEA-wide	English Learners	All Schools	$1,157,017.00	
3	3.2	Family and Community Resource Center (FCRC)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$894,534.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$108,258,770.00	$100,317,337.21

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Library Media Support	Yes	$3,248,823.00	$3,925,270.13
1	**1.2**	Elementary Teachers	Yes	$3,299,734.00	$3,392,727.06
1	**1.3**	Dual Immersion	Yes	$2,164,513.00	$2,695,733.91
1	**1.4**	Professional Learning	Yes	$2,437,499.00	$4,285,746.56
1	**1.5**	Technology	Yes	$3,299,837.00	$3,159,015.33
1	**1.6**	Course Access	Yes	$4,377,513.00	$3,384,795.91
1	**1.7**	Targeted Secondary Special Education Support	No	$710,000.00	$549,051.03
1	**1.8**	Counseling Team	Yes	$4,593,181.00	$4,917,779.14
1	**1.9**	Assessment and Instructional Technology	Yes	$910,394.00	$908,652.41
1	**1.11**	School Support	Yes	$11,186,879.00	$11,272,125.41
1	**1.12**	Early Childhood Support	Yes	$294,083.00	$236,877.49

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	1.13	Instructional Technology	Yes	$1,082,219.00	$389,526.95
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	Yes	$310,418.00	$463,527.03
1	1.15	Support for CTE pathway graduation	Yes	$3,093,552.00	$2,942,982.24
1	1.16	Targeted Secondary Math Support	No	$335,000.00	335,000
1	1.17	Intervention Support	Yes	$5,402,815.00	$2,617,418.76
1	1.18	Learning Community Model Curriculum Content Specialists	No	$1,167,100.00	$1,270,952.24
1	1.19	Curriculum Staff	No	$1,319,838.00	1,319,838
1	1.20	Music Program	Yes	$5,708,877.00	$6,550,007.47
1	1.21	Targeted Elementary Math Support	No	$106,100.00	106,100
1	1.23	Target Designated ELD Support	Yes	$743,550.00	743,550
1	1.24	Target ELA support	No	$20,000.00	20,000
1	1.25	Targeted Homeless/Foster Youth Support	Yes	$385,000.00	385,000
1	1.26	Targeted Elementary Special Education Support	No	$420,000.00	420,000

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	1.27	Targeted Graduation and CCI support	No	$0.00	0
2	2.1	School Social Workers	Yes	$4,732,773.00	$4,737,722.32
2	2.2	School Psychologists	Yes	$9,535,542.00	$5,467,079.60
2	2.3	Targeted Suspension Support Special Education-	No	$500,000.00	500,000
2	2.4	Elementary Assistant Principals	Yes	$4,571,139.00	$4,446,371.00
2	2.5	High School Assistant Principals	Yes	$1,016,542.00	$1,043,890.06
2	2.6	Kinder Paraprofessionals	Yes	$945,827.00	$852,222.45
2	2.7	Transportation	Yes	$3,268,588.00	$2,656,752.65
2	2.8	Behavior Intervention Team	Yes	$5,273,878.00	$5,906,672.20
2	2.9	Engagement Team	Yes	$1,215,613.00	$856,684.63
2	2.10	Attendance Team	Yes	$1,583,321.00	$1,729,731.12
2	2.11	Targeted Attendance Support	No	$215,477.00	215,477

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Targeted Suspension Support	No	$150,000.00	150,000
3	3.1	Community Outreach	Yes	$1,397,604.00	$1,308,540.65
3	3.2	Family and Community Resource Center (FCRC)	Yes	$1,101,807.00	$637,219.28
4	4.1	Graduation Support	No	$450,000.00	$521,331.56
4	4.2	Attendance Support	No	$120,000.00	$60,043.66
4	4.3	Sequoia English Learner Progress	No	$9,986.00	$0.00
4	4.4	Transportation	No	$140,000.00	$0.00
5	5.1	Suspension Support	No	$958,904.00	$623,537.87
5	5.2	Community Support	No	$91,735.00	$82,930.99
5	5.3	Engagement Support	No	$40,000.00	$148,563.02
6	6.1	Continuing Counselors	No	$5,303,298.00	$5,198,511.60
6	6.2	Continuing Behavior Support	No	$1,764,279.00	$1,130,834.00

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)
6	**6.3**	Continuing Academic Support	No	$7,255,532.00	$5,751,544.48

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$65,837,694.00	$70,488,074.00	$68,374,956.69	$2,113,117.31	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Library Media Support	Yes	$2,798,823.00	$3,1910,63.83		
1	1.2	Elementary Teachers	Yes	$3,299,734.00	$3,392,727.06		
1	1.3	Dual Immersion	Yes	$1,650,000.00	1,650,000		
1	1.4	Professional Learning	Yes	$1,039,293.00	$1,379,744.18		
1	1.5	Technology	Yes	$3,299,837.00	$3,159,015.33		
1	1.6	Course Access	Yes	$2,676,383.00	$1,857,711.76		
1	1.8	Counseling Team	Yes	$4,078,416.00	$4,917,779.14		
1	1.9	Assessment and Instructional Technology	Yes	$910,394.00	$908,652.41		
1	1.11	School Support	Yes	$4,875,210.00	$5,602,521.71		
1	1.12	Early Childhood Support	Yes	$294,083.00	$236,877.49		
1	1.13	Instructional Technology	Yes	$1,082,219.00	$389,526.95		
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	Yes	$310,418.00	$463,527.03		
1	1.15	Support for CTE pathway graduation	Yes	$3,093,552.00	$2,942,682.24		

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	1.17	Intervention Support	Yes	$5,402,815.00	$2,617,418.76		
1	1.20	Music Program	Yes	$5,708,877.00	$6,550,007.47		
1	1.23	Target Designated ELD Support	Yes	$743,550.00	743,550		
1	1.25	Targeted Homeless/Foster Youth Support	Yes	$165,000.00	165,000		
2	2.1	School Social Workers	Yes	$4,732,773.00	$4,737,722.32		
2	2.2	School Psychologists	Yes	$5,669,957.00	$5,467,079.60		
2	2.4	Elementary Assistant Principals	Yes	$4,571,139.00	$4,395,903.11		
2	2.5	High School Assistant Principals	Yes	$1,016,542.00	$1,043,890.06		
2	2.6	Kinder Paraprofessionals	Yes	$945,827.00	$852,222.45		
2	2.7	Transportation	Yes	$3,268,588.00	$2,656,752.65		
2	2.8	Behavior Intervention Team	Yes	$5,044,878.00	$5,906,672.20		
2	2.9	Engagement Team	Yes	$1,215,613.00	$856,684.63		
2	2.10	Attendance Team	Yes	$1,583,321.00	$1,729,731.12		
3	3.1	Community Outreach	Yes	$194,856.00	$164,872.78		
3	3.2	Family and Community Resource Center (FCRC)	Yes	$815,976.00	$395,620.41		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$302,784,238	$65,837,694.00	0.571%	22.315%	$68,374,956.69	0.000%	22.582%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024