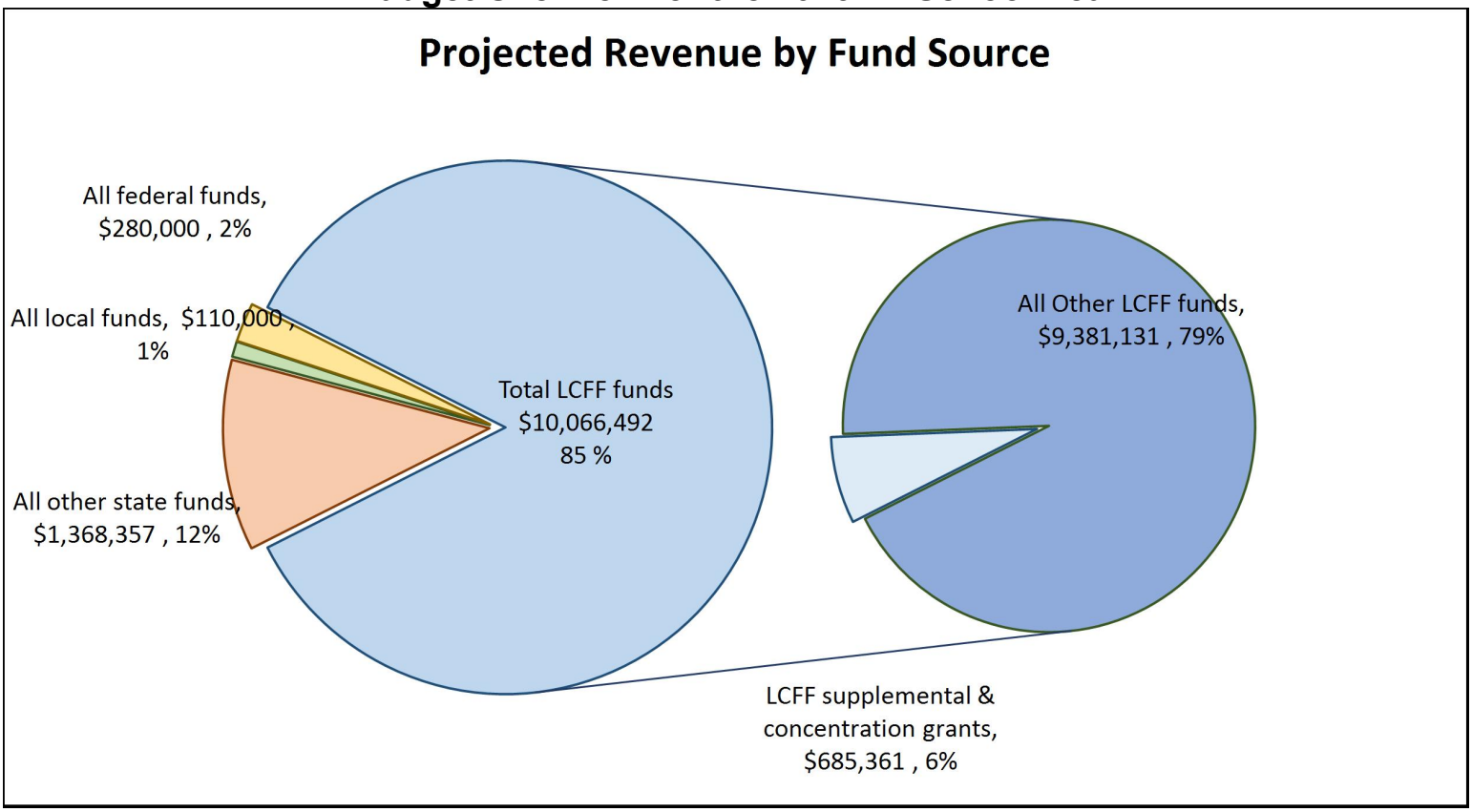
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: VALLECITO UNION SCHOOL DISTRICT
CDS Code: 05-61580
School Year: 2026-27
LEA contact information:
Tom Hoskins
Superintendent
thoskins@vsd.k12.ca.us
209-795-8500

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

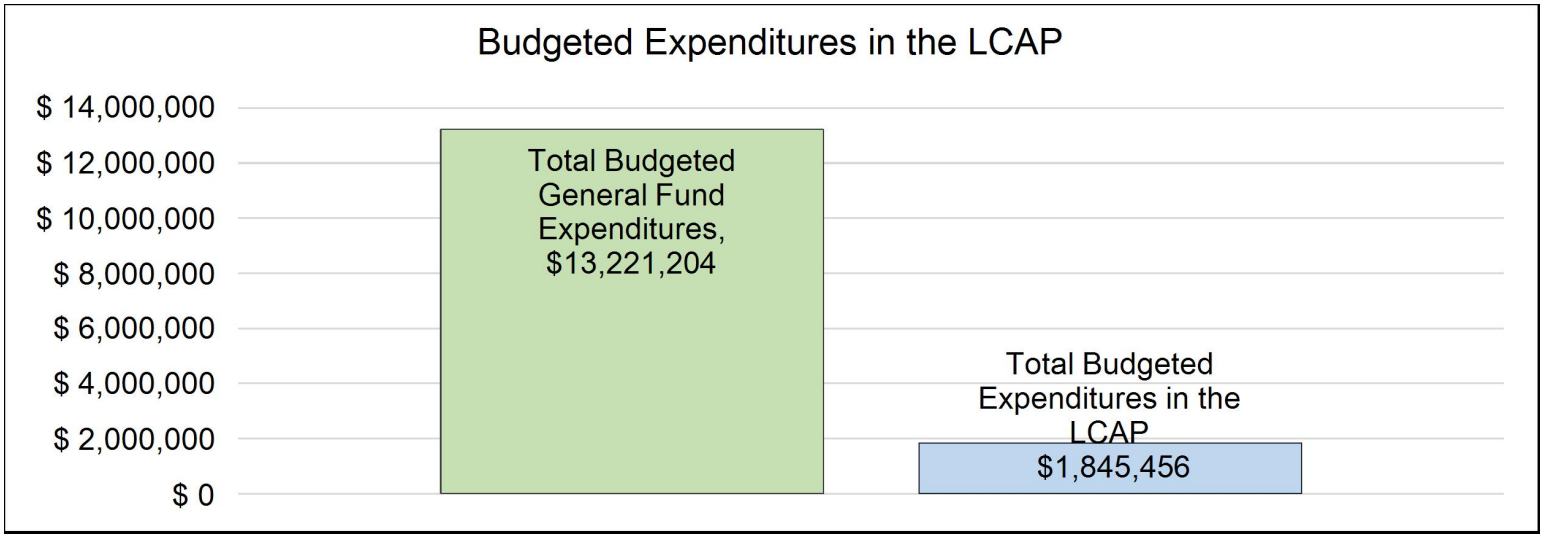


This chart shows the total general purpose revenue VALLECITO UNION SCHOOL DISTRICT expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for VALLECITO UNION SCHOOL DISTRICT is $11,824,849, of which $10,066,492 is Local Control Funding Formula (LCFF), $1,368,357 is other state funds, $110,000 is local funds, and $280,000 is federal funds. Of the $10,066,492 in LCFF Funds, $685,361 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 VALLECITO UNION 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: VALLECITO UNION SCHOOL DISTRICT plans to spend $13,221,204 for the 2026-27 school year. Of that amount, $1,845,456 is tied to actions/services in the LCAP and $11,375,748 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

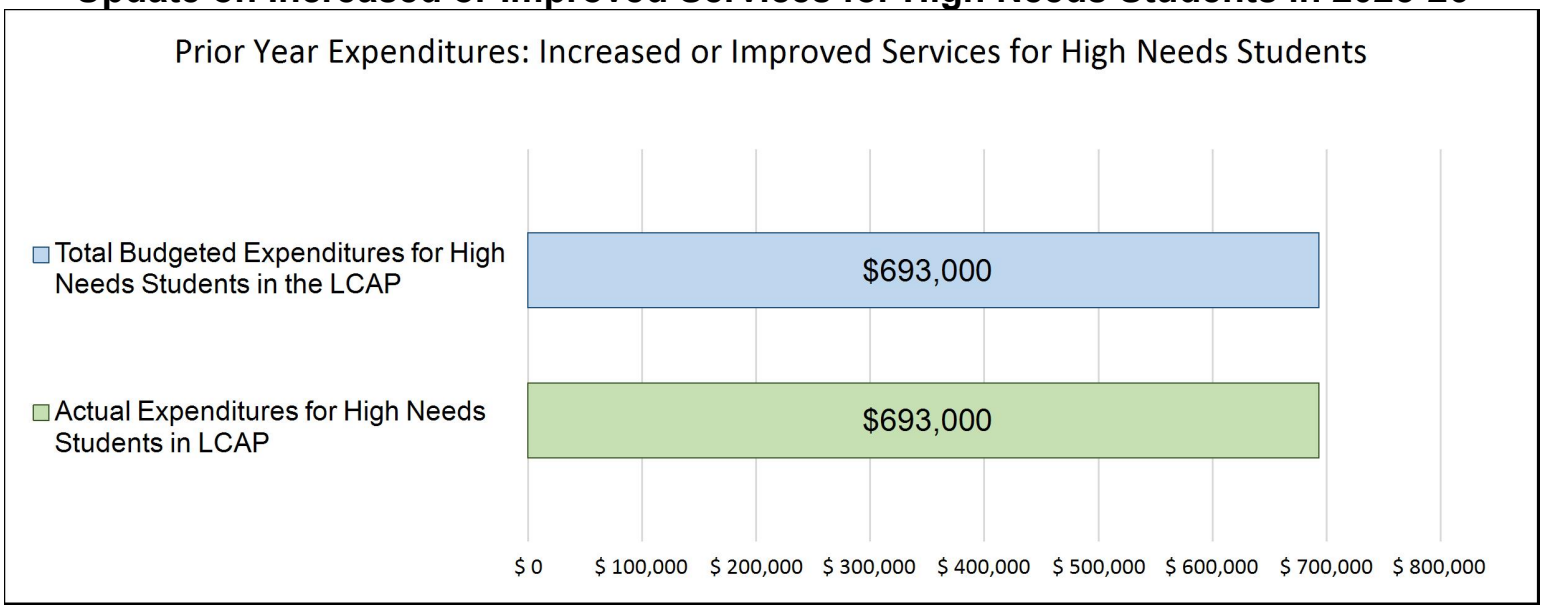
All other expenditures in the budget are attributed to supporting all other program and operational costs that are not included in the LCAP.

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

In 2026-27, VALLECITO UNION SCHOOL DISTRICT is projecting it will receive $685,361 based on the enrollment of Foster Youth, English learner, and low-income students. VALLECITO UNION SCHOOL DISTRICT must describe how it intends to increase or improve services for high needs students in the LCAP. VALLECITO UNION SCHOOL DISTRICT plans to spend $932,841 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 VALLECITO UNION 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 VALLECITO UNION 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, VALLECITO UNION SCHOOL DISTRICT's LCAP budgeted $693,000 for planned actions to increase or improve services for high needs students. VALLECITO UNION SCHOOL DISTRICT actually spent $693,000 for actions to increase or improve services for high needs students in 2025-26.

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
VALLECITO UNION SCHOOL DISTRICT	Tom Hoskins Superintendent	thoskins@vsd.k12.ca.us 209-795-8500

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.

Welcome to Vallecito Union School District, nestled along the scenic Highway 4 Corridor of Calaveras County.

At VUSD, our mission is clear: we create a safe and trustful learning environment to inspire, serve, and care for every child. Guided by this principle, we are committed to fostering a community where every student can thrive and become an academically and socially responsible lifelong learner.

Our district is composed of two TK-5 schools, Hazel Fischer Elementary and Albert Michelson Elementary, as well as one 6-8 school, Avery Middle School. We proudly serve the vibrant communities of Vallecito, Murphys, Avery, Arnold, White Pines, and Dorrington, where approximately 620 students call our schools home.

We have approximately 105 dedicated staff to support and serve students, consisting of five administrators, forty-five certificated teachers/staff, and fifty classified employees.

Demographically, our district reflects a growing spectrum of diversity, with students from various ethnic backgrounds. About 80% of our students are White, 18% Hispanic or Latino, and the remainder represent a mix of ethnicities. Additionally, 57% of students come from socio-economically disadvantaged backgrounds, and approximately 3.5% are English Learners, mainly Spanish speakers.

At VUSD, our core values drive everything we do:

Equity: We ensure that every student receives a quality education and the opportunity to rise to their potential.
Innovation: We inspire a culture of creativity that allows students and staff to both problem-solve and create new opportunities.
Responsibility: We use a data-driven approach to hold ourselves accountable to bring about the changes we seek.
Collaboration: We recognize the power of working with others to promote teaching and learning.
Achievement: We hold our district to the highest academic standards.
Dedication: We inspire curiosity and confidence through our dedicated and engaged educators, laying the groundwork for our students to become lifelong learners.
Diversity: We celebrate the diversity and identities of all students and staff.
Professionalism: We invest in continually promoting a highly skilled educational team.

With an annual budget of approximately $12,000,000, Vallecito Union School District is committed to providing a well-rounded education for our students. From highly-qualified teaching staff to a wide range of programs and services, including Special Education services, multi-tiered system of support (MTSS) intervention programs, and after-school enrichment activities, we strive to meet the diverse needs of every learner. Additionally, we place a strong emphasis on parent and family education, offering resources and activities through partnerships with local agencies like Calaveras First 5. These collaborations ensure that parents have the support they need to actively engage in their child's education.

Lastly, we believe in leveraging our community's local expertise, business and recreational resources to enhance learning. From partnering with Bear Valley Resort for our ski program to organizing enriching field trips to local attractions like Calaveras Big Trees State Park and Angels Camp Museum, we provide hands-on experiences that engage students.

Reflections: Annual Performance

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

Vallecito Union School District has a lot to celebrate as a result of the 2025 LCAP CA Dashboard results.

The District showed growth and improvement in the following areas:

English Language Arts - Overall, increased 6.1 points, at 20.6 points above standard, with the homeless student subgroup making the biggest gain - 66.7 points, scoring at 40.5 points below standard. Additionally, the Hispanic subgroup increased 14.8 points, scoring 10.1 points above standard.

Mathematics - Overall, Increased 3.7 Points, at 0 points above standard, with the homeless student subgroup making the biggest gain - up 86.8 points, scoring at 57.7 points below standard

Chronic Absenteeism - at 19.8% chronically absent, the absence rate declined 6.4% overall, with the homeless student subgroup having the greatest reduction in absenteeism of 8.3%

The District identified the following areas of need for improvement:

Performance in:
ELA - at 88.1 points below standard, a decrease of 26.9 points among students with disabilities; at 40.5 points below standard, an increase of 66.7 points among the homeless student group

Math - at 104.5 points below standard, a decrease of 6.7 points among students with disabilities; at 57.7 points below standard, an increase of 86.8 points among the homeless student group; at 9.1 points below standard, a decrease of 4.2 points among the socioeconomically disadvantaged student group

Chronic Absenteeism - at 29.9%, a decrease of 3.7% among the Hispanic subgroup; at 59.3%, a decrease of 8.3% among the homeless subgroup; at 26.3%, a decrease of 2.3% among two or more races; at 29.2%, a decrease of 0.7% among students with disabilities; at 27.5%, a decrease of 3.6% among socioeconomically disadvantaged subgroup; at 19.5%, a decrease of 6.8% among the white subgroup

(It should be noted that the Homeless subgroup is compromised of a small group of students district wide so the performance of just a few students can have a significant impact on the subgroup data outcomes in any given year)

Highlights for individual school sites include:

Hazel Fischer Elementary - English Language Arts Performance Color (Blue - Very High), 17.2 points above standard, increase of 26.9 points; Mathematics Performance Color (Green - High), 17.5 points below standard, but an increase of 15.1 points; 100% English Learners maintained ELPI Levels
Albert Michelson Elementary - English Language Arts Performance Color (Green - High), 16.3 points above standard, maintained 0.8 Points; 3.3 points above standard, maintained 2.4 Points; 100% English Learners maintained ELPI Levels
Avery Middle School - English Language Arts Performance Color (Green - High), 20.6 points above standard, maintained -2.4 points; Mathematics Performance Color (Green - High), 1.4 points above standard, maintained 2.6 points;
100% English Learners maintained ELPI Levels

Areas of improvement for individual school sites include:
Hazel Fischer Elementary - Chronic Absenteeism among socioeconomically disadvantaged subgroup (36% chronically absent, maintained -0.2%), white subgroup (23.7% chronically absent, maintained -0.4%), and students with disabilities subgroup (28.6% chronically absent, declined 2.2%)

Albert Michelson Elementary - Math performance among white subgroup (5.3 points below standard, declined 3.7 points); Chronic Absenteeism among students with disabilities subgroup (31.7% chronically absent, increased 3.5%), Hispanic subgroup (20.5% chronically absent, declined 5.8%), socioeconomically disadvantaged subgroup (27.8% chronically absent, declined 8.9%), and white subgroup (20% chronically absent, declined 7.9%)

Avery Middle School - ELA performance among Hispanic subgroup (4.8 points below standard, maintained -1.1 points); Math performance among Hispanic subgroup (38.5 points below standard, increased 6.6 points) and among socioeconomically disadvantaged subgroup (8.4

points below standard, declined 13.3 points); Chronic Absenteeism among Hispanic subgroup (15.7% chronically absent, increased 1.4%), students with disabilities subgroup (26.7% chronically absent, declined 2.4%), socioeconomically disadvantaged subgroup (9.4% chronically absent, declined 4.6%), and white subgroup (14.5% chronically absent, declined 12.2%)

VUSD continues to show standard met for all local priorities. VUSD has excellent facilities, is fully staffed with credential certificated staff and continues to make strides in providing quality professional development, engaging families and offering a broad course of study and extended learning opportunities to prepare students.

As a part of this year's cycle for LCAP, VUSD will begin using Learning Recovery Emergency Block Grant (LREBG) Funds to support the actions under Goal 1 - Academic Achievement to support student growth in meeting our Distric metrics.

Reflections: Technical Assistance

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

Calaveras County Office of Education provided differentiation support services including training for staff that support student behaviors and best practices for student engagement, homeless/foster youth support education and support at our SEL Committee meetings and supporting our work with supporting students with disabilities with researched based practices and strategies.

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
Vallecito Union School District schedules a series of events and venues each year to engage a variety of community engagement partners in the Local Control Accountability Plan input process. Educational Partners include: Students, Parents, Certificated Staff, Classified Staff, Administrators, unrepresented employees, VTA and CSEA bargaining units, board members, and community members.	Five LCAP stakeholder meetings for rating progress on each LCAP Goal and providing suggestions and comments, were provided from March-April 2026 to engage various stakeholders, share data, identify successes and areas for improvement and generate ideas. * Additionally, student meetings were held at the schools with student representatives * Staff meetings were held at each school after school * Parent input was invited via LCAP discussions during Parents Club and School Site Council meetings and via surveys sent by Parent Square (50+ respondents) * Community meeting was held at Michelson Elementary School during Public Board Meeting on 4/15/26 * An online survey was provided to other Educational Partners to provide input if they could not attend an in-person meeting, or if they wanted to provide additional feedback to what they had already contributed in a meeting The agenda outline for the meetings was as follows: 1. Welcome/Overview 2. Data Dive (review and discuss 2025 CA Dashboard summary reports for district and specific sites) 3. Conduct a ranking of importance of each District LCAP Goal (stakeholders evaluate progress and assign "dot value" representing financial/focus priority of each Goal, with opportunity to provide comments and suggestions for each Goal)

Educational Partner(s)	Process for Engagement
	4. Share-out/questions 5. Discuss new initiatives under current Goals and implementation status updates when appropriate. 6. Wrap up and thank you All input/ideas were recorded and collected at the end of each stakeholder meeting. These ideas were then entered into a spreadsheet to be shared with staff and governing board members. This input will be considered for inclusion in the current LCAP. There will be two board meetings scheduled in June. During the first meeting a public hearing will be held in which all community members and public will have an opportunity to provide additional input before the governing board gives direction for any edits or revisions they would like to see prior to the final version being added to the second June board meeting for consideration and approval.

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

The most significant/frequent considerations, validations and discussion summarized from each stakeholder venue (students, staff parents, community members) included the following input:

Goal 1 - Academic Progress (received the most "value" as a focus area Goal)

- MTSS intervention teachers were rated highly impactful and will continue as an action item. (Intervention teacher will be added at Avery Middle School for the 26-27 school year.)
- Professional Learning Communities were rated very impactful and will continue as an action item. (Based on staff feedback, PLC schedules will be moved outside of the regular school day.)
- Professional Development scored high and will be included as an action item in the LCAP. (Based on staff feedback, PD will focus on Math Writing and PLC's.)

Goal 2 - School Climate & Wellness

- School Nurse scored highly impactful and will continue as an action.
- School Counselors scored highly impactful and will continue as an action.
- Healthy food choices scored very impactful and will continue as an action. ("Try-it" meals and student surveys will influence new menu items.)
- Digital safety and citizenship scored moderately impactful and will continue.

Goal 3 - Community Partnerships

- Hawks Hub ELOP program scored highly impactful and will continue.
- Family events scored very impactful and will continue as an action.

Goal 4 - Academic Engagement

- EdVenture Time after school enrichment scored highly impactful and will continue as an action. (Extending communication channels.)
- Music offering scored very impactful and will continue as an action. (STEAM Teacher FTE will be expanded.)
- Attendance Awareness campaign scored moderately impactful and will continue.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Performance: Provide high-quality teaching and learning experiences in all educational settings before, during, and after school, that increase academic achievement for every student, while implementing systems of support to close existing achievement gaps.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Stakeholder response, coupled with low English Language Arts and Math performance among certain sub-groups (Hispanic, Homeless, students with disabilities) has always pointed to a need for closing achievement gaps and improving student performance. The district recognizes the value of "first best teaching" for all students, and of providing targeted intervention and supports to identified students. This goal aligns with the mission to nurture the academic, social and emotional growth of our students so they can evolve into the best version of themselves and is a committed area of focus within the district's Multi-Tiered System of Support (MTSS) framework.

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 scores (All Students) CA Dashboard ELA	ELA 2023 16 points Above Standard	2024 14.5 points Above Standard	2025 20.6 points above standard	32 points Above Standard	4.6 point increase
1.2	CAASPP scores - ELA (Socio Economic	8 points Above Standard	2024 12.9 points Above Standard	2025 12.9 points above standard	20 points Above Standard	4.9 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Disadvantaged Group) CA Dashboard					
1.3	CAASPP scores - ELA (Hispanic Group) CA Dashboard	3.5 points Above Standard	2024 4.7 points Below Standard	2025 10.1 points above standard	14 points Above Standard	6.6 point increase
1.4	CAASPP scores (All Students) CA Dashboard Math	Math 2023 8.5 points Below Standard	2024 3.7 points Below Standard	2025 0 points above standard	10 points Above Standard	8.5 point increase
1.5	CAASPP scores - Math (Socio Economic Disadvantaged Group) CA Dashboard	18.4 points Below Standard	2024 5 points Below Standard	2025 9.1 points below standard	0 points Above Standard	9.3 point increase
1.6	CAASPP scores - Math (Hispanic Group) CA Dashboard	31.2 points Below Standard	2024 34.2 points Below Standard	2025 13.3 points below standard	10 points Below Standard	17.9 point increase
1.7	Diagnostic Assessment - ELA (IReady) Grade Level Equivalent Note: Avery Middle School has committed to IXL licensing for 6th grade ELA and Math	Data not yet available. Year 1 Outcome will become the baseline.	Reading (End of Year Diagnostic) AME Mid or Above Grade Level - 47% Early on Grade Level - 20% One Grade Level Below - 26% Two Grade Levels Below - 4% Three or more Levels Below - 3% HFE Mid or Above Grade Level - 27% Early on Grade Level - 34% One Grade Level Below - 29%	2025-26 AME Mid or Above Grade Level - 36% Early on Grade Level - 22% One Grade Level Below - 29% Two Grade Levels Below - 11% Three or more Levels Below - 2% HFE Mid or Above Grade Level- 17%	EOY Elementary (HFE & AME) Reading - Mid or above grade = 65% Early on grade = 20% One Grade Below = 10% Two/More grade below = 5%	From Year 1 Outcome AME Mid or Above Grade Level - decreased by 11% Early on Grade Level - increased by 2% One Grade Level Below - increased by 3% Two Grade Levels Below - increased by 7% Three or more Levels Below - decreased by 1% HFE

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Two Grade Levels Below -8 % Three or more Levels Below - 3%	Early on Grade Level- 20% One Grade Level Below- 46% Two Grade Levels Below - 11% Three or more Levels Below- 6%		Mid or Above Grade Level decreased by 10% Early on Grade Level-decreased by 14% One Grade Level Below increased by 17% Two Grade Levels Below increased by 3% Three or more Levels Below increased by 3%
1.8	Diagnostic Assessment - Math (IReady) Grade Level Equivalent Note: Avery Middle School has committed to IXL licensing for 6th grade ELA and Math	Data not yet available. Year 1 Outcome will become the baseline.	Math (End of Year Diagnostic) AME Mid or Above Grade Level - 33% Early on Grade Level - 27% One Grade Level Below - 33% Two Grade Levels Below - 4% Three or more Levels Below - 3% HFE Mid or Above Grade Level - 26% Early on Grade Level - 21%	2025-26 AME Mid or Above Grade Level - 14% Early on Grade Level - 18% One Grade Level Below - 51% Two Grade Levels Below - 15% Three or more Levels Below - 3% HFE Mid or Above Grade Level - 9% Early on Grade Level - 10% One Grade Level Below - 61%	EOY - Elementary (HFE & AME) Math - Math - Mid or above grade = 65% Early on grade = 20% One Grade Below = 10% Two/More grade below = 5%	From Year 1 Outcome AME Mid or Above Grade Level - decreased by 19% Early on Grade Level - decreased by 9% One Grade Level Below - increased by 18% Two Grade Levels Below - increased by 11% Three or more Levels Below - maintained at 3 growth%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			One Grade Level Below - 43% Two Grade Levels Below - 8% Three or more Levels Below - 2%	Two Grade Levels Below - 13% Three or more Levels Below- 7%		HFE Mid or Above Grade Level decreased by 17% Early on Grade Level decreased by 11% One Grade Level Below increased by 18% Two Grade Levels Below increased by 5% Three or more Levels Below increased by 5%
1.9	ELPAC scores of students progressing toward English language proficiency; RFEP %	2022 English Learner Progress measured by the Summative ELPAC (Initial ELPAC scores not reported on Dashboard; 2023 ELPAC scores not available until 8/24): 31.3% progressed at least one ELPI level 31.3% maintained ELPI level 4, maintained lower ELPI levels (i.e., level 1, 2L, 2H, 3L, 3H) 37.5% decreased at least one ELPI Level.	2024 English Learner Progress measured by the Summative ELPAC (Initial ELPAC scores not reported on Dashboard; 2025 ELPAC scores not available until 6/25): 50% progressed at least one ELPI level 0% maintained ELPI level 4	2025 English Learner Progress measured by the Summative ELPAC): 40% progressed at least one ELPI level 0% maintained ELPI level 4 46.7% maintained lower ELPI levels (i.e., level 1, 2L, 2H, 3L, 3H)	English Learner Progress measured by the Summative ELPAC: 55.3% making progress toward English language proficiency Reclassification rate: 28% LTEL rate: 0% LTEL rate: 0%	Progressed at least one ELPI level - 8.7% increase Maintained ELPI level 4 - 31.3% decrease Maintained lower ELPI levels (i.e., level 1, 2L, 2H, 3L, 3H) - 15.4% increase Decreased at least one ELPI Level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023-24 Dashboard summary prior to 2023-24 ELPAC scores availability: 31.3% making progress towards English language proficiency 2023-24 reclassification rate: 4% (2 students) 2022-23 LTEL rate: 4% (2 students); 2023-24 rate: 9.5% (2 students)	37.5% maintained lower ELPI levels (i.e., level 1, 2L, 2H, 3L, 3H) 12.5% decreased at least one ELPI Level LTEL rate: 10% (2 students) RFEP rate: 5% (1 student)	13.3% decreased at least one ELPI Level LTEL rate: TBD RFEP rate: TBD		24.2% increase/improvement LTEL rate TBD RFEP rate TBD
1.10	Percentage of non-promoted students	2023-24: AME: 0% HFE: 0%	0% non-promoted students	1 kindergartener at HFE is considered a non-promoted student	0% non-promoted students	Increase from 0 to 1 student as non-promoted
1.11	Percentage of non-graduating 8th graders (Dropout rate)	6% percent (3 students) of the 8th grade class are considered non-graduating students as of May of the 2023-24 school year.	2024-25 3% percent (2 students) of the 8th grade class are considered non-graduating students	0% non-graduating students	0% non-graduating students	0% non-graduating students
1.12	Highly-qualified and appropriately-assigned teachers	2023-24 status of 100% of teachers being appropriately-assigned and highly-qualified	100% of teachers appropriately-assigned and highly-qualified	100% of teachers appropriately-assigned and highly-qualified	100% of teachers appropriately-assigned and highly-qualified	100% of teachers appropriately-assigned and highly-qualified
1.13	Student access to standards-based materials	2023-24 status of 100% of students having sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials	100% of students have sufficient access to standards-aligned instructional materials

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	School Facilities Tool (FIT) Results	2023-24 Facility Inspections Reports rating of 100% ("Exemplary")	2024-25 Facility Inspections Report Rating - 97.95% (Good)	2025-26 Facility Inspections Report Rating -100% (Exemplary)	Facility Inspections Reports rating of 95% or greater ("Good" to "Exemplary")	Increase of 2.05% rating
1.15	Academic and performance standards Self Reflection Survey	2023-24 full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)	Full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)	Full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)	Full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)	Full implementation of state board-adopted academic content and performance standards (state-approved adopted curriculum and state-aligned student performance standards are used)
1.16	Broad course of study Self Reflection Survey	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study in 2023-24	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study	Student schedules, programs, and school master schedules of grades 1-8 show students have access to a broad course of study
1.17	Reflex Math Fluency Data	Grade Green Light % Avg. Fluency Gain 1 25.7% 91.0 facts 2 52.6% 170.0 facts 3 37.3% 84.4 facts 4 40.3% 87.5 facts	2024-25 All grade 1-6 students: Green Light % Avg. Fluency Gain 47.7% 29,747 facts Avg. Student Gain 79.5 facts	2025-26 All students (district): Green Light %: 41.4% Total Fluency Gain: 16.4K facts	Green Light % increase by 10% for each grade level (e.g. - 25.7% increase to 35.7%) Avg. Fluency Gain increase facts by 10%	Year 1 data becomes the baseline: All students (district): Green Light %: decrease of 6.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 43.8% 62.4 facts 6 72.2% 107.0 facts		Avg. Student Gain: 43.5 facts HFE 1-5: Green Light 41.9%; Avg. Fluency Gain: 67.2 facts; Total Fluency Gain: 9,952 facts AME 1-5: Green Light 23.4%; Avg. Fluency Gain: 23.2 facts; Total Fluency Gain: 3,159 facts	(e.g. - 91.0 facts increases by 9.1 facts = 100.1 facts)	Total Fluency Gain: decrease of 13,347 facts Avg. Student Gain: decrease of 36 facts

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.

1.1 - MTSS Intervention Support - 2 FTE certificated teachers have been hired to provide daily MTSS support at the elementary schools. At AME a master schedule has been comprised to maximize the opportunity for targeted intervention time with small groups of students during the day. Additionally, AME shifted the schedule of the MTSS teacher to provide planned six week intervention (tutoring) time using i Ready software for targeted instruction. At HFE the master schedule including serving students in grades 1-5 with targeted intervention time for both reading and math. The HFE MTSS teacher schedule was shifted to provide after school tutoring on select days of the week. Upon reflection at the end of the year, HFE determined that several students recommended for after school tutoring (intervention) were unable to attend due to transportation challenges.

1.2 - Universal ELA/Math Diagnostic Tools - Elementary school (K-5) committed to iReady to start the school year and teachers and administrators were provided 2 separate professional development trainings on using the iReady software. Three separate diagnostic windows were scheduled to track student progress in both ELA and Math (beginning of year, midyear and end of year). It was determined that only grades 1-5 would participate in the diagnostic - it was deemed too early for Kinder to take online diagnostics and they instead rely on one on one assessment data. At the middle school, the teachers are using IXL as a diagnostic tool and licenses for both math and ELA for Grades 6-8.

1.3 Targeted Tier 2 Supports - For 2024-25 this was targeted for Middle School Math. The IXL software did provide individualized instruction that allowed teachers to assign standards to students for additional practice. This extra support was primarily used by 6th graders who had licenses and for students with disabilities. At the elementary schools, iReady Personalized Individual Instruction licenses were purchased (100 total) that were distributed to identified targeted students who needed extra support. This software is what was used during the afterschool tutoring session at AME and are what is planned for use during the summer hybrid program. The implementation of using the iReady personalized instruction is still in the implementation phase and has not been done with full fidelity yet - students need the required minutes (approx. 45 minutes weekly or 9 minutes daily working on targeted learning objectives to implement the intervention as intended.

1.4 - Professional Learning Communities (PLCs) - The District made continued progress with this action during the 2025-26 school year. The District contracted with Solution Trees to provide both in-person and virtual coaching. PLC's focus on the four essential questions: 1. What do we want students to learn? 2. How will we know if they learned it? 3. What do we do if they did not learn it? 4. What do we do if they did learn it? During PLC time this year we focused on identifying Essential Standards and Learning Objectives. The virtual coaching model was not well received and will not continue next year.

1.5 - Artificial Intelligence - The District took several steps forward with this action. A license to Magic School was purchased for teachers to use with lesson planning and student learning tools/ideas. More PD is needed with Magic School to help staff leverage this resource effectively. A task force was developed this year and met five times to discuss the guidelines, policies and direction VUSD should move with regards to AI in education. A resolution was passed in the fall regarding AI's place in education and outlined how the District would approach considering rules and policies going forward. An AI Townhall Event was held in which educators, parents, students and community came together to discuss AI both hopes and concerns. Based on all the information collected during the year, draft AI guidelines were developed. As next steps, VUSD will collect more feedback from educational partners in developing a final version of an AI Guidebook that reflects the needs and desires of the community at large.

1.6 - ELD Coordinator - The District created and approved a more comprehensive job description for a Director of Student Services during the year that incorporated the duties of the ELD Coordinator. Testing occurred throughout the district in a timely manner and support was provided on an "as needed basis" when teachers reached out for additional support.

1.7 - Individualized Tutoring Support - At Avery Middle School, teaching staff continue to offer individual tutoring before school daily from 8am - 8:45am. Both Michelson Elementary and Hazel Fischer offered an afterschool tutoring session using iReady software led my MTSS Teachers. These after school programs had mixed reviews and will be reflected upon on how to improve for the future.

1.8 - Professional Development - Beyond District Wide Professional Development coordinated during designated PD days, the District authorized several professional development requests that are tailored to specific needs of staff. Teaching staff were approved to attend Asilomar Math training, some received coaching training through CCOE, the nurse was approved for CPR training, Speech Therapist was approved to attend a conference and special education teachers were provided specialized training in Orton Gillingham to learn strategies that could be used in the classroom.

1.9 Writing Curriculum Pilot - Teachers were asked to volunteer and we had 10 teachers participate in a writing pilot using two publishers materials, Simplify Writing and Step Up to Writing. The materials did not arrive until October and teachers were not able to implement

immediately. At the end of the year, teachers were asked to provide feedback and give a recommendation about the curriculum they used. In both cases, teachers found some good components, but had more negative feedback and did not recommend either curriculum for possible District Wide adoption.

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 - Expended as budgeted
1.2 - Came in under budget as entered a multi year contract with iReady that lowered the annual cost.
1.3 - Expended as budgeted The IXL software was purchased for grades 6-8 for both Math and ELA.
1.4 - Expended as budgeted. The Solution Tree contract for coaching came in as budgeted.
1.5 - Less was expended than initially budgeted for AI. We remained in the information gathering phase this year and had no actual costs for AI.
1.6 - Expended as budgeted for ELD. With the transition to an updated job description (Director of Student Services), the portion allotted to support ELD came in as budgeted.
1.7 - Expended more than budgeted. This was for extra duty pay for staff to support after school homework and tutoring programs.
1.8 - Expended more than budgeted. Variety of PD for staff throughout the year, request for specialized PD for Speech, Nurse and other staff added to the overall cost.
1.9 - Expended more than budgeted. Ten staff signed up to pilot materials which added to the overall cost.

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

1.1 - MTSS Intervention Support - Effective overall. Both Hazel Fischer and Michelson schools were able to fully implement 1 FTE teacher for the full year, including during school and afterschool targeted support. The schools will need to continue tracking individual student growth and progress to track the impact of the MTSS teacher related to both reading and math. CAASPP Data over the course of the LCAP period has shown growth in both reading and math overall.

1.2 - Universal Diagnostic Tools - Effective overall. All schools committed to diagnostic tools early in the year. There was fidelity to administering diagnostics during the school year to track progress. Diagnostic data was referenced and utilized in considering intervention support and discussed during staff collaboration time. As a next step we will do a deeper analysis of the direct correlation between district diagnostic tools and the CAASPP state assessment.

1.3 - Targeted Tier 2 Support - Marginally effective. While we were able to continue implementation of our online tutoring software during our afterschool program, our overall data shows that we are still not providing students enough time to complete targeted practice skills. We are learning how to effectively use our online software to make the most of this tutoring model. We will continue to use our targeted Tier 2 software as part of our Power Summer School offering.

1.4 - Professional Learning Communities (PLCs) - Moderately effective. With staff having a general understanding of PLCS, why they are important, how they function and the key elements of effective PLCs from training during the previous year, this year was focused on implementation. At the elementary level groups were able to identify essential standards and learning objectives for both math and reading at

each grade level. At the Middle School there were challenges with the single teacher model that made meaningful collaboration possible. Through coaching and guidance there is a plan to address this and make improvements at the middle school.

1.5 - Artificial Intelligence - Somewhat effective. Action was taken, several meeting and discussions ensued and the District is closer to having guidelines on how AI looks in education at VUSD.

1.6 - ELD Coordinator - Somewhat effective. The District was able to continue all assessments and obtain data that helps track student progress with language acquisition. Our data is trending well and students are growing and/or maintaining overall.

1.7 - Individualized Tutoring - Somewhat effective. See Action 1.3 (Targeted Tier 2 Support) above for a full description.

1.8 - Professional Development - Effective overall. By accommodating specific needs of staff we are better able to tailor learning that leads to better outcomes for students. This is most apparent for many of our singleton or specialized staff including counselors, nurse, special education teachers, speech therapist, etc.

1.9 - Writing Curriculum Pilot - Marginally effective. As a result of the pilot, teachers have more clarity about what a quality curriculum should include and offer. Unfortunately, neither of the materials piloted had the components desired by teachers. One of the key ideas that was discovered is that teachers need more professional development around good writing strategies. The middle school has found a good resource being used by 6th grade which could be expanded to 7th and 8th grade - the particular curriculum is not availabe for K-5.

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

1.1 - MTSS Intervention Support - The District will continue to have one full time MTSS teacher assigned to each elementary school. The MTSS Teacher contracted work day will be scheduled to consider equity with general education teacher colleagues so prep time and student contact time are similiar. MTSS teachers will be assigned to assist with SST meetings and Focus/Data meetings with teachers. MTSS teachers will be provided the opportunity to participate in Orton Gillingham training to expand their instructional strategies that support reading. This action will be supported using Learning Recovery Emergency Block Grant (LREBG).

1.2 - Universal Diagnostic Tools - For 2026/27 - licenses for IXL will be purchased so that all 6-8 grade students have IXL access for both Reading and Math.

1.3 - Targeted Tier 2 Support - Scheduled time as part of the master schedule at elementary schools will include Tier 2 instruction time in which i-Ready can be used regularly to increase practice minutes. At the middle school additional minutes have been added to the school day that will provide intervention/What I Need (WIN) time for students to receive extension or re-teach time depending on the student learning levels.

1.4 - PLCs - A master calendar has been developed for next year that will provide each grade level time to meet twice a month (the first and third Wednesday of the month) for in-person PLC time. Grade levels meeting in person can focus on student learning and outcomes, review

data and develop plans for intervention (both high and low) based on student data. All PLCs will occur after the school day next year and principals will be available to be a part of these discussions.

1.5 - AI - The District will continue a license with Magic School AI and seek teacher volunteers who are interested in piloting the platform to learn how AI can support feedback to students, differentiating instruction, generating engaging lesson plans and more.

1.6. - ELD coordinator - The coordinator will be asked to provide just in time response for ELD strategies for teaching staff. The coordinator will also be asked to establish a system in which teachers may ask for observation time in which the coordinator observes a lesson and provides strategies that may support ELD learners.

1.7 - Individualized Tutoring - Refer to items 1.1 and 1.3 for details.

1.8 - Professional Development - District will provide quality Professional Develop to support math, writing, PLCs and Strategies to support positive student behavior, as continue to receive PD requests and consider on a case by case basis for approval. This action will be supported using Learning Recovery Emergency Block Grant (LREBG).

1.9 - Writing Curriculum Pilot - The Middle School will have the opportunity to use the resources recommended by 6th grade. For elementary Mystery Writing as well as Mystery Science will be ordered and available for teachers to use. These writing templates and tools will be helpful to support the writing process, but are not a full writing program.

1.10 - (New for 2026-27) Essential Standards/Learning Outcomes Identified - Essential standards and Learning Outcomes for math and ELA will be identified for TK-5 and posted on the District website providing clarity on the teaching and learning occurring in each classroom across the District. Essential standards and learning outcomes for math, ELA, Science, PE and Social Science will be posted for grades 6-8.

1.11 - (New for 2026-27) Fifteen Additional Instructional Minutes - Fifteen (15) minutes will be added to the instructional day. The additional time will be built into school master schedules and include additional intervention time to provide targeted intervention support for students both above/at grade level and below grade level abilities.

1.12 - (New for 2026-27) Program Specialist - VUSD will add a program specialist for District wide support to provide expertise, leadership, and assistance in meeting the needs of students with exceptional needs. This position supports and empowers special education teachers, paraeducators, administrators, and general education staff through consultation, coaching, modeling, professional development, and technical expertise.

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	MTSS Implementation & Intervention Support	Maintain Intervention Teachers (2 FTE) to provide targeted and intensive instruction in the core subject areas of Math and Reading for socio-economic disadvantaged, English Language Learners, Homeless Youth, Foster Youth and other identified students (K-5) who are more than 1 grade level below standard. This action will be supported using Learning Recovery Emergency Block Grant (LREBG). Metrics 1.1-1.11 will be used to track the effectiveness of this action.	$215,000.00	Yes
1.2	Universal ELA/Math Diagnostic Tools	Purchase K-8 Diagnostic tools to monitor, screen and track student academic progress in both ELA and Math to support the Multi Tiered System of Support framework.	$23,000.00	No
1.3	Targeted Tier 2 Intervention Support	Purchase Targeted Intervention Supplemental Support materials (MTSS Tier 2) for Math and ELA District Wide	$9,518.00	Yes
1.4	Professional Learning Community	Implement collaboration days district wide across all grade levels following professional learning community framework	$226,400.00	Yes
1.5	Artificial Intelligence Implementation	Develop and implement Artificial Intelligence (AI) technology policies, trainings, resources and education that can contribute to student learning and achievement while promoting efficiencies in teacher workload.	$0.00	No
1.6	ELD Coordinator Support	Designate an ELD District Lead to organize resources, strategies, lessons for classroom teachers that provide targeted support to identified students.	$26,000.00	Yes
1.7	Academic Tutoring Support	Research and secure school tutoring for students leveraging a variety of resources including: staff, peer tutors, and individualized instruction software.	$3,974.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Professional Development	Expand professional development learning opportunities for all staff (summer conferences, additional duty training days, etc.) This action will be supported using Learning Recovery Emergency Block Grant (LREBG). Metrics 1.1-1.11 will be used to track the effectiveness of this action.	$43,451.00	No
1.9	Writing Curriculum	Research and pilot writing curriculum that will provide lessons, resources, diagnostic tools and training for teaching staff to support quality writing instruction across all grade levels.	$6,249.00	No
1.10	Post Essential Standards & Student Learning Outcomes	Essential Standards and Learning Outcomes will be determined through the PLC process. For TK - 5 grades Essential Standards and Student Learning Outcomes will be posted on our website for both Reading and Math. For grades 6-8 Essential Standards and Learning Outcomes will be posted for each subject area (Math, Reading, Social Science, Science, PE). Essential Standards and Student Learning Outcomes will be made available to parents.	$0.00	No
1.11	Fifteen (15) minutes additional instruction time	Fifteen (15) minutes will be added to the instructional day. The additional time will be built into school master schedules and include additional intervention time to provide targeted intervention support for students both above/at grade level and below grade level abilities.	$150,000.00	Yes
1.12	Program Specialist	VUSD will add a program specialist for District wide support to provide expertise, leadership, and assistance in meeting the needs of students with exceptional needs. This position supports and empowers special education teachers, paraeducators, administrators, and general education staff through consultation, coaching, modeling, professional development, and technical expertise.	$140,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Climate: Prioritize health and well-being for students, families, and employees, so that everyone feels safe, welcome, and able to contribute at their highest level.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Students and staff must feel well and safe before they can effectively fulfill their learning and teaching roles in the school and reach their potential to choose who they want to become and what they want to accomplish. Stakeholder feedback indicates a need for learning activities, socio-emotional support, and healthy food choices that contribute to engaged and healthy learning. This goal aligns with the district's guiding principle to provide a safe, respectful, and nurturing school environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Healthy Kids Student Survey Summary of Key Indicators for Safety/Connectedness (% in agreement)	California School Climate, Health, and Learning Survey Summary, 2022-23: Strongly Agree/Agree or Very Safe/Safe responses (all students): Positive peer relationships 55% Perceived safety at school 68%	California Healthy Kids Student Survey District Report 2024-25: Strongly Agree/Agree or Very Safe/Safe responses (all students): School connectedness 76%	California Healthy Kids Student Survey District Report 2025-26: Strongly Agree/Agree or Very Safe/Safe responses (all students): School connectedness 69%	Kelvin/California School Climate, Health, and Learning Survey Summary, 2026-27: Strongly Agree/Agree or Very Safe/Safe responses (all students): Positive peer relationships 79%	Perceived safety at school increased 9% Caring adult relationships increased 8% School connectedness increased 5% Students treated with respect increased 37% Meaningful participation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fairness and respect 52% Caring adult relationships 67% School connectedness 64%	Caring adults in school 73% Feel safe at school 86% Students treated with respect 73% *Meaningful participation 39% (*added 2025)	Caring adults in school 75% Feel safe at school 77% Students treated with respect 89% *Meaningful participation 36%	Perceived safety at school 92% Fairness and respect 76% Caring adult relationships 91% School connectedness 88%	decreased by 3% from 2024-25 to 2025-26
2.2	Kelvin SEL Survey Results (% in agreement)	Kelvin/SEL Survey Results 2023-24: Experiences with Culturally/Linguistically Responsive Environments 83% Resources for Coping 79% Emotional Learning 77% Safety and Connection 77% Opportunities for Student Voice and Leadership 72%	Kelvin/SEL Survey Results 2024-25: Experiences with Culturally/Linguistically Responsive Environments 83% Resources for Coping 78% Emotional Learning 75% Safety and Connection 73% Opportunities for Student Voice and Leadership 70%	Kelvin/SEL Survey Results 2025-26: Experiences with Culturally/Linguistically Responsive Environments 83% Resources for Coping 81% Emotional Learning 77% Safety and Connection 75% Opportunities for Student Voice and Leadership 71%	Kelvin Summary, 2026-27: Strongly Agree/Agree; Very Much/Pretty Much True responses (all students): Social emotional distress: 7% Optimism: 82%% Life satisfaction: 92% Chronic sadness/hopelessness: 9% Considered suicide: 1% Knows where to get mental health help: 94% School openly talks about mental health: 68%	Kelvin/SEL Survey Results: Experiences with Culturally/Linguistically Responsive Environments 0% Resources for Coping increased 4% Emotional Learning decreased 0% Safety and Connection decreased 2% Opportunities for Student Voice and Leadership decreased 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School encourages addressing mental health needs: 99% Got help from counselor/therapist in the last year: 68% Don't want to talk to therapist/counselor: 14%	
2.3	Non-recurring Student Discipline incidents (not resulting in suspension) by School	No concise data available for 2023-24 to Establish a baseline. Year 1 data will become the Baseline Data.	Year 1 data establishes the baseline data. 2024-25 incidences: AME - 66 incidents documented attributed to 26 students HFE - 18 incidents documented out of 175 students = 10% AMS - 147 8th: 28 office referrals 7th: 87 office referrals + 7 bus citations 6th: 24 office referrals + 1 bus citation	2026 HFE - 49 incidents attributed to 21 students AME - 15 incidents attributed to 8 students AMS - 129 Referral/Demerits attributed to 47 students	2026-27 Non-recurring Student Discipline incidents (% of student population): AME - 5% HFE - 5% AMS - 5%	Year 1 data establishes the baseline data. 2026 non-recurring Student Discipline incidents (% of student population): AME - decrease of 51 incidents AMS - increase of 63 incidents HFE - increase of 31 incidents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Suspension rate (%) by School CA Dashboard	2023 VUSD - 4.7% suspended at least one day AME - 0.5 % suspended at least one day HFE - 1.6% suspended at least one day AMS - 12.1% suspended at least one day	2025 VUSD - 3.55% suspended at least one day (1.15% decrease) AME - 1.8% suspended at least one day (1.3% increase) HFE - 1.14% suspended at least one day (.46% decrease) AMS - 7.7% suspended at least one day (4.4% decrease)	2026 VUSD - AME - 1.68% suspended at least one day 4 students (0.12% decrease) HFE - 4 students out of 180, or 2.2% AMS - 4.16% suspended at least one day (9 students)	2026 VUSD - 4.0% AME - 0.5% HFE - 1.2% AMS - 7.5%	VUSD - suspended at least one day - AME - 1.18% increase HFE - .6% increase AMS - 7.94% decrease
2.6	Expulsion rate (%) by school	2023-24 AME - 0% HFE - 0% AMS - 0%	AME - 0% HFE - 0% AMS - 0%	AME - 0% HFE - 0% AMS - 0%	2026-27 AME - 0% HFE - 0% AMS - 0%	AME - 0% HFE - 0% AMS - 0%
2.10	Middle school drop-out rate	2023-24: 0% dropouts	2024-25: 0% dropouts	2025-26: 0% dropouts	2026-27: 0% dropouts	2025-26: 0% dropouts

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.

2.1 - Digital Safety & Citizenship - The District uses a District Wide license with Neptune Navigate to provide instruction to students in K-8 regarding topics like cyberbullying, password protection, internet safety, etc. These lessons were primarily taught by computer tech/aides. A license for Screenagers was purchased and several showings of Screenagers were offered during the school year.

2.2 - Social Emotional Learning - The District adopted and purchased Caring School Communities curriculum for grades K- 8. Designated time is set aside daily for SEL circle time at the elementary level. Lesson plans from Caring School Communities guide the topics discussed and teachers have discretion to utilize supplemental resources as well. Circle time focuses on many topics including rules, expectations, procedures, feelings, being a friend, including everyone, resolving conflict, effective communication and more. At Michelson, the principal

was able to incorporate SEL lessons for all students during assemblies held while teachers met in PLC meetings. At the middle school SEL was taught during all school assemblies while teachers held PLC meetings. Staff have devised a series of topics and created engaging resources and activities to support lessons.Additionally, the middle school participates in breaking down the walls.

2.3 - Professional Development SEL/Trauma - PD during the 2025/26 school year included inclusion training for all staff during beginning of the year PD day. Para professionals participated in behavior strategies and de-escalation techniques during the course of the year.

2.4 - School Nurse - A school nurse was available all year to support families Districtwide with health needs. The nurse supported students with specific medical conditions, those with IEPs and also provided general information and guidance to families regarding best practices with staying healthy as well as immunization information.

2.5 - School Counselors - For 2025/26 two school counselors were budgeted. Counselors developed a schedule in which all school sites were covered on 4 out of 5 days with counselors on site. Counselors were always on-call to go to a site having an emergency crisis situation. Additionally, the school psychologist supported student counseling services during the year.

2.6 - Healthy Food Choices - The food service department was able to fill all food worker positions during the year to support the preparation and serving of over 750 meals daily (Breakfast and Lunch) through the Universal Meals Program in which all students have access to meals at no charge, regardless of income status.

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

2.1 - Digital Safety & Citizenship - Overall, expenditures were as budgeted. The main expense is the yearly Neptune Navigate license.
2.2 - Social Emotional Learning - We expended as budgeted. Supplies and materials for SEL assemblies and school SEL activities were main expenses.
2.3 - Professional Development SEL/Trauma - The actual expenditure was less than what was budgeted. Online webinars were less expensive than sending staff to conference requiring travel and hotel expenses.
2.4 - School Nurse - This expense came in as budgeted.
2.5 - School Counselors - These expenditures came in as budgeted with two counselors.
2.6 - Healthy Food Choices - These expenditures came in as budgeted.

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

2.1 - Digital Safety & Citizenship - Moderately Effective. Through our online training we are able to bring awareness and education to students related to internet and social media use. We still experience students engaging in online bullying at the upper grades.
2.2 - Social Emotional Learning - Overall Effective. We seem to be able to implement our SEL program with more fidelity at the elementary schools. The challenge at middle school is the time needed along with coordinating with the master schedule. The middle school has adapted a school-wide assembly model of delivery to get consistent messaging to all students.
2.3 - Professional Development SEL/Trauma - Moderately Effective. Counselors have received training that supports Tier 2 and Tier 3 behavior intervention and SEL support. With limited PD days, it is difficult to provide district wide PD annually to all staff. Our data indicates we have a growing number of students needing Tier 2 and Tier 3 supports related to SEL and Behavior needs.

2.4 - School Nurse - Overall Effective. The nurse has been an effective communicator and tracked health related data. Our absence rates are down overall.
2.5 - School Counselors - Overall Effective. Counselor provide valuable social and emotional support to students at all three sites. There continues to be a need for behavior and social support among students at all grade levels.
2.6 - Healthy Food Choices - Mostly Effective. The manager of food services will continue to conduct informal surveys and gather feedback on what meals students prefer that can be served and meet the nutritional requirements set for schools. We receive less complaints about healthy food choices than in previous years. The challenge for food service is to provide healthy choices that meet all the necessary criteria including: meet compliance standards set by the state and federal governments, use ingredients that are within our food budget, and appeal to student's taste preferences and are not thrown out.

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

2.1 - Digital Safety & Citizenship - we will continue to purchase an annual license for Neptune Navigate. Since we have less computer aide time assigned for instruction, we will revisit the scope and sequence of the curriculum to determine what lessons to prioritize at each grade level.

2.2 - Social Emotional Learning - we will continue to use our SEL curriculum and have designated SEL circle time at the Elementary Schools. With a modified master schedule, the middle school will seek to include designated SEL time for classes to address topics most relevant to adolescent children. Age appropriate SEL curriculum will be researched and purchased for the middle school.

2.3 - Professional Development SEL/Trauma - PD will remain unchanged.

2.4 - School Nurse - this action will remain unchanged.

2.5 - School Counselors - for 2025/26 two (2) FTE counselors will be assigned to provide counseling support district wide at three schools. Counselors and administrators have already met to develop a new schedule that provides equity and services to students TK-8 at all three (3) school sites.

2.6 - Healthy Food Choices - new menu items will be introduced based on feedback from students about preferred menu options. At the middle school they will look to continue offering healthy smoothies at midmorning break after a successful pilot project was introduced this school year. Staffing will remain consistent to produce the abundant number of meals served daily.

2.7 - (New for 2026-27) Screen Time Limits - VUSD will research and collect stakeholder input (parents, staff, community) to develop and implement limits to screen time during the school day (including chromebook use and phone access at school.

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	Digital Safety & Citizenship	Incorporate digital citizenship and internet safety instruction to students using district approved curriculum and resources.	$1,400.00	No
2.2	Social Emotional Instruction	Maintain regular Social Emotional instruction in classrooms using approved SEL curriculum K-8. (Morning Meetings, Social Lessons, Structured Team Building Activities, etc.)	$3,500.00	No
2.3	Professional development in mental health, SEL, interventions	Professional development for targeted staff on mental health, SEL, trauma-informed strategies, & interventions at schools to improve academic & socio-emotional well-being/performance.	$5,000.00	Yes
2.4	School Nurse	Maintain school nurse (1 FTE) to monitor health needs of students and to provide communication and support to Homeless and Foster Youth families to improve overall attendance.	$142,000.00	Yes
2.5	School Counselors	Provide two full time counselors to serve all school sites to support social, emotional and behavioral needs of students within an MTSS framework.	$230,000.00	Yes
2.6	Healthy Food Choices	Maintain expanded FTE of food service staff to provide fresh and healthy food options available to students and VUSD staff.	$100,000.00	No
2.7	Screen Time Limits	VUSD will research and collect stakeholder input (parents, staff, community) to develop and implement limits to screen time during the school day (including chromebook use and phone access at school.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Community Partnerships: Establish collaborative partnerships in the community resulting in expanded learning opportunities for students, and increased community engagement.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Synergy and collaboration with community resources and local talent and expertise only serve to build capacity and maximize the teaching and learning experience for students and staff. VUSD embraces opportunities to extend learning and to engage the community by communicating needs, utilizing volunteers, and offering high-interest programs and services to students and families. This goal aligns with the district's guiding principle to forge partnerships and collaborate with community organizations and individuals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/community/family attendance rates (sign-in sheets) for Back-to-School Night	2023-24 school site family participation rate: AME - 71% HFE - 54% AMS - 6th 51%; 7th 44%; 8th 39% (45% avg.)	2024-25 School site family participation rate: AME - 80% HFE - 45% AMS - 42% Family Science Nights: AME 192 people attended HFE 148 people attended Family Art Nights:	2025-26 School site family participation rate: AME - 71% HFE - 53% AMS - 56% Family STEAM Nights: AME - 143 people attended HFE - 62 people attended	2026-27: All sites 85% parent/family attendance	School site family participation rate: AME - 0% increase HFE - 1% decrease AMS - 11% increase Family Night Attendance from 2024-25 to 2025-26: AME - decrease of 49 people

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			AME 77 people attended HFE 45 people attended (2024-25 HFE Open House - 71.5%)			HFE -decrease of 86 people
3.2	Parent engagement survey results	Parents constituted 56.7% of 134 respondents on 3/18/23 LCAP Actions/Services Stakeholder Survey	2024-25 54 parents responded to the LCAP Actions/Services Stakeholder Survey as of 4/29/25	2025-26 Percentage that agree/strongly agree: Teachers: 1. Know how to contact teacher 87.7% 2. Best interest at heart 76.4% 3. Timely info 79.7% Principal: 1. Know how to contact 92.1% 2. Best interest\ at heart 83.9% 3. Timely info 89.9% Superintendent: 1. Know how to contact 73.1% 2. Best interest at heart 68.6%	2026-27: 90% parent response rate	Parent Engagement Metric shifted from percentage of LCAP surveys completed, to the responses from a parent engagement survery that asks specific questions about how to contact staff, do they have best interest of students, are they timely with information. This new survey will be compared for 2025-26 with 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				3. Timely info 79.6%		
3.5	Parent/community member participation in School Site Councils	# Parents/Community Members, 2023-24: AME - 50% HFE - 0% AMS - 38%	2024-25 AME - 43% HFE - Parent/community participation in process of being established AMS - 38% AMS - 38% (no difference)	2025-26 AME - 50% HFE - 33% AMS - 38%	2026-27 Parity at each site	AME - 0% increase HFE - 33% increase AMS - 0% increase
3.6	Board Meeting Community Participation - # in attendance?	May 2023 - April 2024 Number of community members attending board meetings: 8/2: 22 8/22: 11 9/13: 18 10/18: 12 11/15: 11 12/11: 4 1/17: 10 2/21: 9 3/4: 0 3/13: 6 4/17: 5	August 2024 - April 2025 Number of community members attending board meetings: 8/7/2024 0 8/19/2024 4 9/18/2024 8 10/16/2024 5 11/20/2024 19 12/18/2024 7 1/15/2025 2 2/12/2025 41 3/12/2025 1 3/25/2025 0 4/16/2025 6	May 2025 - December 2025 Number of community members attending board meetings: 5/7 11 6/4 16 6/18 10 8/6 11 9/17 32 10/15 2 11/19 9 12/18 3 1/21 15 2/26 1 3/11 6 4/15 6	Attendance for community members attending board meetings will average 10 people per meeting (not including required staff)	2025-26 8/6 -11 9/17 +14 10/15 -10 11/19 -2 12/18 -1 1/21 -1 2/26 -8 3/11 +0 4/15 +1
3.7						

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.

3.1 - The expanded digital communication for the District came from updating the District and School websites, including updated information and pictures. Parent Square continues to be the primary mode of communication for school and district announcements and Aeries App provides an individualized communication method for parents seeking information about grades, homework and attendance. The District has plans to publish and mail out a Community Report over the summer 2026.

3.2 - Expanded Learning Opportunities - The District continued to offer a variety of afterschool EdVenture time sessions to students in grades TK-6 at all three school sites, but focusing primarily on students in grades TK-5 at the two elementary schools. Additionally, the District maintains the Hawks Hub, a daily afterschool supervision program run out of Avery Middle School. The program ran daily from 2:05 until 5pm and provided bus service for students attending from both Hazel Fischer and Michelson Elementary.

3.3 - Family Events - Each school site offered newly designed family nights during the 2025/26 school year. At Avery Middle School they held a Family Art Night in the Spring that included showcasing student artwork including, masks, poetry, dragon art and theater performances. At both Michelson and Hazel Fischer Elementary they held STEAM Family Nights. These events were set up as self guided stations in which families could learn, explore and be creative together.

3.4 - Agency Partnerships - VUSD continued to forge partnerships with businesses, agencies and individuals in our communities. Many of these partnerships resulted in impactful learning experiences for both students and adults. Examples include our partnership with First 5 and offering parenting classes, and partnership with local business that provided after school enrichment through EdVenture Time, including two theater stage productions offered to elementary students at both Michelson and Hazel Fischer.

3.5 - School and District Townhall Events - The District held two separate townhall events this year. One event was focused on Anti-bullying/Positive School Culture at Avery Middle School. The second event focused on discussing Artificial Intelligence and its role in education. In addition, the District held four Screenager events in which the documentary Screenagers was shown, discussing growing up in the digital age. The AI event was well attended, while the remaining events had little or no attendees.

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

3.1 Expanded Communication - Came in as budgeted - $0.
3.2 Expanded Learning Opportunities - This expenditure came in as budgeted. This covered a porton of the Director of Student Services position which successfully partnered with many local agencies and business during the year to offer enrichment for students.
3.3. Family Events - Expenditures came in less than budgeted for Science and Art Nights. We were able to host two events this year - at HFE and AME. A lot of materials and supplies have now been purchased and can be reused for future family night events.
3.4 Agency Partnerships - These expenditures came more than budgeted. We included two different theater performance events - one at HFE and one at AME. These two week events included contracted services with partners that cost more than what was initially budgeted.

3.5 Townhall Event - Expenditures came in as budgeted. Most of the cost was for supplies/food for participants.

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

3.1 Expanded Communication - Marginally effective. The website was updated but continues to be a work in progress to maintain and keep current.
3.2 Expanded Learning Opportunities - Effective. We continue to see good enrollment and receive good feedback from families that participate in our EdVenture Time afterschool sessions.
3.3. Family Events. Effective. We had very good attendance for our STEAM Family Nights at both school sites. Survey results were positive feedback. Science, steam and art continue to be requested most often.
3.4 Agency Partnerships - Somewhat effective. The Director of Student Services had established a long list of partnerships that we currently utilize. There is more opportunity to connect with local experts that can make grade level standards and classroom learning more engaging.
3.5 Townhall Events - Marginally Effective. The Artificial Intelligence event was well attended and gathered good feedback and data from participants. The anti-bullying event was poorly attended.

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

3.1 Expanded Communication - We are initiating a Community Report that will go out to residence across our district to provide information about our schools and district. We continue to send out the Week at a Glance calendar to staff and families which continues to receive postive feedback.
3.2 Expanded Learning Opportunities - We will continue offering EdVenture Time Sessions. Since the STEAM teacher position will be increased to an 0.85 FTE position, the number of sessions will increase from the current year. We will continue to seek outside partnerships to supplement some of our sessions (ceramics, tennis, choral music, etc.)
3.3. Family Events - We will host Family STEAM Nights for the 2026/27 school year and select times of year that famlies will be most likely to attend.
3.4 Agency Partnerships - No changes, continue reach out to various agencies.
3.5 Townhall Events - No changes, seek topics and issues in which townhall events provide an opportunity for stakeholders to come together and share information and ask questions.

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	Expand Communication Platforms	Further expand district/school communication to connect with families and community through preferred forms of communication (as determined by parent/community survey input).		No

Action #	Title	Description	Total Funds	Contributing
3.2	Expanded Learning Opportunities	Assign administrative staff to oversee after-school enrichment opportunities that build partnerships with community, businesses, and agencies and expand the learning opportunities for students.	$100,000.00	No
3.3	Family Events	Coordinate academic focused family nights (STEAM; Math; and/or Reading) that engage families and provide opportunity for parent education and partnership.	$2,000.00	No
3.4	Agency and Community Partnerships	Partner with community agencies (i.e., First 5) and contract services to offer specific parent trainings and clinics on a variety of topics. Seek regional partners to provide summer program offerings to students (e.g., Murphys Creek Theater summer program; Bear Valley Outdoor Camp; etc.)	$5,841.00	No
3.5	School & District town hall events	Schedule a series of (in person) town hall style events that encourage a two way dialogue among stakeholders regarding district status, levels of progress, and student programs. (Coffee Talk with the Principal, Superintendent Social Evening, etc.)	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Academic Engagement: In line with state standards, provide core academics and expanded educational opportunities that are so relevant and interesting that students and families are excited about learning.	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.

New goal based on input from community engagement partners, district and board visioning and strategic planning, intended to counteract chronic absenteeism, offer a broad range of educational opportunities and resources, and promote family and community partnership that fosters students' ownership and engagement in their own learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Chronic absenteeism rate (%) (All Students, district, tracking homeless separately) CA Dashboard	2023 39.7% chronically absent (Socioeconomically Disadvantaged: 39.4%; Homeless: 50%; Hispanic: 32.2%)	2024-25 15.2% chronically absent Socioeconomically Disadvantaged: 22.3% Homeless: 47.2% Hispanic: 14.3%	2025-26 Dashboard 19.8% chronically absent Declined 6.4% Socioeconomically Disadvantaged: 27.5% Homeless: 59.3% Hispanic: 20.9% Year-to-date: 6.61% chronically absent Declined 33.09%	2026-27 15.7% chronically absent	2025-26 Dashboard Chronically absent - 19.9% decrease Socioeconomically Disadvantaged: 11.9% decrease Homeless: 9% increase Hispanic: 11.3% decrease Year-to-date: Declined 33.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Chronic absenteeism rate (%) (All Students, by school) CA Dashboard	2023 AME - 46.4% HFE - 48.6% AMS - 25.6%	2024-25 AME - 14.6% chronically absent HFE - 21.7% chronically absent AMS - 22.9% chronically absent	2025-26 AME - 21.2% chronically absent HFE - 25.1% chronically absent AMS - 13.7% chronically absent	2026-27 AME - 22.4% HFE - 24.6% AMS - 1%	AME - 25.2% decrease HFE - 23.5% decrease AMS - 11.9% decrease
4.3	Chronic absenteeism rate (%) (Socioeconomically Disadvantaged, by school) CA Dashboard	2023 AME - 48.3% HFE - 46.5% AMS - 28.5%	2024-25 AME - 14.6% chronically absent HFE - 28.9% chronically absent AMS - 14.3% chronically absent	2025-26 AME - 27.8% chronically absent HFE - 36% chronically absent AMS - 19.4% chronically absent	2026-27 AME - 21% HFE - 22.5% AMS - 4.5%	AME - 20.5% decrease HFE - 10.5% decrease AMS - 9.1% decrease
4.4	Chronic absenteeism rate (%) (Hispanic, by school) CA Dashboard	2023 AME - 44.2% HFE - 41.7% AMS - 17%	2024-25 AME - 16.7% chronically absent HFE - 25.0% chronically absent AMS - 20.8% chronically absent	2025-26 AME - 20.5% chronically absent HFE - 32% chronically absent AMS - 15.7% chronically absent	2026-27 AME - 20.2% HFE - 17.7% AMS - 1%	AME - 23.7% decrease HFE - 9.7% decrease AMS - 1.3 % decrease
4.5	California Healthy Kids Student Survey Summary of Key Indicators for Academic Engagement (% in agreement)	2023-24 School Climate, Health, and Learning Survey: Strongly Agree/Agree (all students): Academic Motivation 75% Boredom 28% Caring Adult Relationships 75% High Expectations - by Adults 75%	2024-25 California School Climate, Health, and Learning Survey: Strongly Agree/Agree (all students): Academic Motivation 75% Boredom 28%	2025-26 California School Climate, Health, and Learning Survey: Strongly Agree/Agree (all students): Academic Motivation 71% Boredom 38%	California School Climate, Health, and Learning Survey: Strongly Agree/Agree (all students): Academic Motivation 99% Boredom 4% Caring Adult Relationships 99%	Academic Motivation - no difference Boredom - 10% increase Caring Adult Relationships - 0% increase High Expectations - by Adults 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Meaningful Participation 45% Parent Involvement in School 75% School Connectedness 75%	Caring Adult Relationships 73% High Expectations - by Adults 80% Meaningful Participation 39% Parent Involvement in School 78% School Connectedness 76%	Caring Adult Relationships 75% High Expectations - by Adults 80% Meaningful Participation 36% Parent Involvement in School 65% School Connectedness 69%	High Expectations - by Adults 99% Meaningful Participation 69% Parent Involvement in School 99% School Connectedness 99%	Meaningful Participation - 9% decrease Parent Involvement in School - 10% decrease School Connectedness - 6% decrease
4.6	Enrollment in ELOP	2023-24 47% of all eligible (TK-6th) students are enrolled in ELOP	2024-25 39% of all eligible (TK-6th) students are enrolled in EdVenture Time. 9% of all eligible (TK-6th) students are enrolled in Hawks Hub (48% combined total)	2025-26 36% of all eligible (TK-6th) students are enrolled in EdVenture Time (167 students). 9% of all eligible (TK-6th) students are enrolled in Hawks Hub (45% combined total - 44 students).	90% of students enrolled in ELOP	2% decrease enrolled in ELOP activities
4.7	Number of Volunteer Applications	2023-24: 75 Volunteer Applications	2024-25: 53 Volunteer Applications	2025-26: 14 Volunteer Applications	100 parent/community volunteer applications/partnerships	Decrease of 61 volunteer applications
4.9	Access to a Broad Course of Study	Broad Course of Study in place	Maintaining Broad Course of Study	Maintaining Broad Course of Study	Maintain Broad Course of Study	Maintaining Broad Course of Study

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.

4.1 Communication Consultant - This action was discontinued for 2025/26 as part of budget reductions.

4.2 Chronic Absenteeism - We have had a successful attendance awareness initiative and are seeing much improved daily attendance and decreased chronic absenteeism. We have established incentive systems at school sites including Top Hawk Points at Avery Middle School, had attendance banner contests for our annual banners that are posted at schools, sent out updates to families throughout the year with our attendance data and had our school nurse send out information on how to stay healthy and protocols for when to come to school and when to stay home.

4.3 STEAM Teacher - Our STEAM teacher served both elementary schools (K-5) and provided mostly Music Instruction to students with some engineering lesson also provided. The students were taught music instruction in 2 week blocks with lower grades focusing on rhythm sticks and xylophones and upper grades learning xylophones and uekeleles. Some classes performed a concert at the end of their lessons.

4.4 Full Year/Day Expanded Learning Program - Hawks Hub afterschool program ran all year and during the summer. Transportation was provided for students coming from both elementary schools and we have established solid enrollment for this program with positive feedback overall from parents. The program is scheduled to run 9 hours a day during summer session again and will resume the first day of school next school year.

4.5 Expanded Learning Opportunities - EdVenture Time Sessions that are offered after school provide a variety of enrichment activities including offerings like, ceramics, sewing, art, chess, robotics, and sports. VUSD offered over 35 Edventure Time sessions during the school year - all free of charge to students attending.

4.6 Positive Attendance School Calendar - This was conducted by sending out surveys to staff and families with different options for school year calendars. Options like a "traditional" calendar, "year round" calendar and hybrid calendar were all presented. There were a few highly vocalized requests from stakeholders that were taken into consideration and presented when VUSD met with Mark Twain and Bret Harte School Districts to decide on a three year school calendar. When deciding on a final calendar for adoption, three priorities were to maximize quality instruction time for students, have a calendar that promoted good attendance and have a calendar that aligned with the high school as close as possible. We implement the newly agreed to calendar starting in the 2026-27 school year.

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 Communication Consultant - This expense came in as budgeted. The action was discontinued and had a budget of $0.
4.2 Chronic Absenteeism - This came in as budgeted. The biggest expense was for our school banners.
4.3 STEAM Teacher - This came in as budgeted. For a 0.70 FTE Teachers, Supplies and Consultant cost.

4.4 Full Year/Day Expanded Learning Program - This came in as budgeted. Primary cost included supplies and materials for Hawks Hub as well as staff salaries.
4.5 Expanded Learning Opportunities - Expenditures matched the budget. We offered more partnership programs (with local artists) that came in as originally budget.
4.6 Positive Attendance School Calendar - Came in as budgeted - $0 dollars.
4.7 Data Tracking and Targeted Communication - Came in as budgeted - $0 dollars.

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

4.1 Communication Consultant - Discontinued.

4.2 Chronic Absenteeism - Very effective. The concerted effort to communicate with families and make attendance important appears to be working and shows in our data results. We had our best positive attendance rates and lowest chronic absenteeism rates in the past 5 years.

4.3 STEAM Teacher - Mostly effective. The feedback from students and families was that they like music and want more music and more science lessons. The STEAM teacher did coordinate and run a successful Family Night at each elementary school.

4.4 Full Year/Day Expanded Learning Program - Effective. The Hawks Hub was launched, has an enrollment of 28 students, and has provided child supervision and enrichment that supports families from 2 - 5pm all school days. A spring break intersession was held and summer sessions are scheduled for summer 2026.

4.5 Expanded Learning Opportunities - Effective. The EdVenture Time Sessions are well attended, receive good feedback and support our ELOP program.

4.6 Positive Attendance School Calendar - TBD - this will be the first year of the new calendar, so we will have to review the attendance data at the end of the year. Attendance is improving, schools do a good job of promotoing good attendance through communication.

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

4.1 Communication Consultant - Discontinued.

4.2 Chronic Absenteeism - This action will continue unchanged.

4.3 STEAM Teacher - This position will be increased to 0.85 FTE position for the coming year and continue a emphasis on teaching music to grades K-5. The STEAM teacher will incorporate engineering/science into some of the instructional days.

4.4 Full Year/Day Expanded Learning Program - This action will continue as the Hawks Hub.

4.5 Expanded Learning Opportunities - This action will continue at with the 0.85 FTE STEAM Teacher leading these.

4.6 Positive Attendance School Calendar - This action will be updated now that a three year calendar cycle has been adopted.

4.7 Data Tracking and Targeted Communication Outreach for At Risk Subgroups - We will continue to track data on our at risk student groups. Homeless is a subgroup that has some of the most concerning data regarding attendance and we will work closely with the Homeless/Foster Youth County Coordinator to track and offer support to these students and families. Transportation is a barrier that has been identified to having students engage more in school.

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	Communication Consultant	Discontinued	$0.00	No
4.2	Chronic Absenteeism	Share and distribute the district's attendance policies, protocols, and supports to families as part of developing a comprehensive positive attendance awareness campaign.	$300.00	No
4.3	STEAM Teacher	Provide a STEAM teacher (0.85 FTE) to provide hands-on (K-5) music and engineering lessons during the school day and Science/Technology/Engineering/Art/Mathematic activities after school.	$56,000.00	No
4.4	Full School Year Expanded Day School Program	Maintain the "Hawks Hub" at Avery Middle School – a 210 day after school program for TK-8 students enrolled	$315,323.00	Yes
4.5	Expanded Learning Opportunities	Continue EdVenture Time after-school expanded learning program to students in grades K-6.	$40,000.00	Yes
4.6	Positive School Attendance Calendar	Implement a school year calendar that strives to maximize student attendance based on community input.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Data Tracking and Targeted Communication Outreach for At Risk Subgroups	Implement protocol in which at risk subgroups (Homeless & Foster Youth) are tracked using data each trimester to analyze progress. Additionally, initiate an individualized communication reach out with families to encourage them to participate in extracurricular activities (sports, clubs) and invite them to school events and functions.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Intentionally Left Blank	

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

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
$685,361	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.023%	0.000%	$0.00	9.023%

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:** MTSS Implementation & Intervention Support **Need:** Our EL, Foster and Low Income subgroups are not meeting the same met or exceed levels for Math and ELA. **Scope:**	This action provides Targeted Tier 2 support as part of the District MTSS implementation that is targeted for unduplicated students.	CAASPP Results for Math and 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
	LEA-wide		
1.3	**Action:** Targeted Tier 2 Intervention Support **Need:** Additional Tiered Intervention Supplies, Materials, Licenses **Scope:** LEA-wide	Computer programs and software to provide individualized Targeted Tier 2 intervention support for identified students that are below grade level and would benefit from additional support.	Metric 1.2, 1.3, 1.5, 1.6
1.4	**Action:** Professional Learning Community **Need:** Unduplicated Student are performing below other subgroups on CAASPP scores **Scope:** LEA-wide	PLC time for staff will provide focused time to review data of unduplicated students and identified targeted intervention support needs.	CAASPP results for unduplicated students groups
1.11	**Action:** Fifteen (15) minutes additional instruction time **Need:** Unduplicated students are not performing as high on CAASPP as other students and have been identified as need more intervention time. This action increases Targeted Tier 2 Supports for these students. **Scope:**	15 minutes additional time will be added to all three school sites thus providing Targeted Tier 2 Support time for unduplicated students as well as others based on student data results.	CAASPP results for ELA and Math by Subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Professional development in mental health, SEL, interventions **Need:** Our unduplicated students are disproportionately impacted by trauma which may impact behavior and impede learning **Scope:** LEA-wide	Build staff capacity to offer strategies to support unduplicated student groups, including restorative practice training.	Metrics 2.1, 2.2, 2.4
2.4	**Action:** School Nurse **Need:** Unduplicated student groups (especially homeless/foster youth) currently have the highest chronic absenteeism rates, which may result from illness and other health concerns **Scope:** LEA-wide	School Nurse offers family support, information and strategies to promote positive attendance at school and minimize absences.	Metrics 2.1, 2.2 and 4.3 and 4.4
2.5	**Action:** School Counselors **Need:** Our unduplicated student groups show higher rates of trauma that impact learning **Scope:**	Full time school counselors offer individual, and small group support to student to promote positive mental health and better performance at school	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.4	**Action:** Full School Year Expanded Day School Program **Need:** Additional supervision, academic and social support prioritized for targeted unduplicated students as well as other identified target students who would benefit from expanded support outside the regular school day hours. **Scope:** LEA-wide	After School Program will offer transportation to the program daily and include homework/tutor support in addition to enrichment opportunities that support positive social development.	Attendance in afterschool program, academic progress as measured through Goal 1 metrics, discipline progress as measured through Goal 2 metrics.
4.5	**Action:** Expanded Learning Opportunities **Need:** Our unduplicated student groups typically do not have access to the same life experiences as other student groups based on staff reporting. **Scope:** LEA-wide	EdVenture Time provides enrichment activities to student groups that otherwise would not have the means of participation. Unduplicated pupils are prioritized for program participation.	Metric 4.6
4.7	**Action:** Data Tracking and Targeted Communication Outreach for At Risk Subgroups **Need:** Unduplicated students are trending below all other sub groups in both ELA and Math	By reaching out directly to families we can build stronger and more trusting relationship to encourage participation and better attendance which will support stronger academic results.	CAASPP ELA and Math Scores and Chronic Absenteeism Rates for 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
	CAASPP scores, as well as higher rates of chronic absenteeism. **Scope:**		

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
1.6	**Action:** ELD Coordinator Support **Need:** EL students are performing below other subgroup in area of academics, RFEP % **Scope:** Limited to Unduplicated Student Group(s)	ELD Coordinator supports obtaining and tracking data for ELL students, provides strategies to teaching staff that support ELL students and will begin offering opportunities for observation time in classrooms followed with coaching time with teachers. Focus on Lang. Acquisition strategies, data collection to drive instruction, training for staff to support EL student, Communication with families	Metric 1.3, 1.6, 1.9

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

Additional Concentration Grant Funding

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

N/A

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	0	2 staff:335 students
Staff-to-student ratio of certificated staff providing direct services to students	0	7 staff:335 students

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	7,595,905	685,361	9.023%	0.000%	9.023%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,770,456.00	$75,000.00	$0.00	$0.00	$1,845,456.00	$1,699,797.00	$145,659.00

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	MTSS Implementation & Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Albert Michelson Elementary & Hazel Fischer Elementary K-5	Ongoing	$215,000.00	$0.00	$165,000.00	$50,000.00	$0.00	$0.00	$215,000.00	
1	1.2	Universal ELA/Math Diagnostic Tools	All	No			K-8	Ongoing	$0.00	$23,000.00	$23,000.00	$0.00	$0.00	$0.00	$23,000.00	
1	1.3	Targeted Tier 2 Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$9,518.00	$9,518.00	$0.00	$0.00	$0.00	$9,518.00	
1	1.4	Professional Learning Community	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$202,500.00	$23,900.00	$226,400.00				$226,400.00	
1	1.5	Artificial Intelligence Implementation	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.6	ELD Coordinator Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$26,000.00	$0.00	$26,000.00	$0.00	$0.00	$0.00	$26,000.00	
1	1.7	Academic Tutoring Support	All Strategic & Intensive students	No			Specific Schools: Hazel Fischer & Michelson Elementary Schools TK-5	Ongoing	$3,974.00	$0.00	$3,974.00	$0.00	$0.00	$0.00	$3,974.00	

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	1.8	Professional Development	All	No			All Schools TK-8	Ongoing	$0.00	$43,451.00	$18,451.00	$25,000.00	$0.00	$0.00	$43,451.00	
1	1.9	Writing Curriculum	All	No					$0.00	$6,249.00	$6,249.00				$6,249.00	
1	1.10	Post Essential Standards & Student Learning Outcomes	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.11	Fifteen (15) minutes additional instruction time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.12	Program Specialist	Students with Disabilities	No			All Schools		$140,000.00	$0.00	$140,000.00				$140,000.00	
2	2.1	Digital Safety & Citizenship	All	No			All Schools 1st grade - 8th grade		$0.00	$1,400.00	$1,400.00				$1,400.00	
2	2.2	Social Emotional Instruction	All	No				Ongoing	$0.00	$3,500.00	$3,500.00	$0.00	$0.00	$0.00	$3,500.00	
2	2.3	Professional development in mental health, SEL, interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	2.4	School Nurse	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$142,000.00	$0.00	$142,000.00	$0.00	$0.00	$0.00	$142,000.00	
2	2.5	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$230,000.00	$0.00	$230,000.00	$0.00	$0.00	$0.00	$230,000.00	
2	2.6	Healthy Food Choices	All	No				Ongoing	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
2	2.7	Screen Time Limits	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.9						TK-8	Ongoing								
3	3.1	Expand Communication Platforms	All	No			All Schools									
3	3.2	Expanded Learning Opportunities	All	No				Ongoing	$100,000.00	$0.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	
3	3.3	Family Events	All	No			All Schools TK-8	Ongoing	$2,000.00	$0.00	$2,000.00	$0.00	$0.00	$0.00	$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Agency and Community Partnerships	All	No			All Schools	Ongoing	$0.00	$5,841.00	$5,841.00	$0.00	$0.00	$0.00	$5,841.00	
3	3.5	School & District town hall events	All	No			All Schools		$0.00	$500.00	$500.00				$500.00	
3	3.6						TK-8									
4	4.1	Communication Consultant	All	No			All Schools TK-8	1 year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.2	Chronic Absenteeism	All Chronically absent students	No			All Schools	Ongoing	$0.00	$300.00	$300.00	$0.00	$0.00	$0.00	$300.00	
4	4.3	STEAM Teacher	All	No			Specific Schools: Hazel Fischer and Albert Michelson K-5	Ongoing	$56,000.00	$0.00	$56,000.00	$0.00	$0.00	$0.00	$56,000.00	
4	4.4	Full School Year Expanded Day School Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$295,323.00	$20,000.00	$315,323.00				$315,323.00	
4	4.5	Expanded Learning Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$37,000.00	$3,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	
4	4.6	Positive School Attendance Calendar	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.7	Data Tracking and Targeted Communication Outreach for At Risk Subgroups	All	No					$0.00	$0.00	$0.00				$0.00	

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
7,595,905	685,361	9.023%	0.000%	9.023%	$1,309,241.00	0.000%	17.236 %	**Total:**	$1,309,241.00
								LEA-wide Total:	$1,283,241.00
								Limited Total:	$26,000.00
								Schoolwide Total:	$0.00

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	MTSS Implementation & Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Albert Michelson Elementary & Hazel Fischer Elementary K-5	$165,000.00	
1	1.3	Targeted Tier 2 Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,518.00	
1	1.4	Professional Learning Community	Yes	LEA-wide	English Learners Foster Youth Low Income		$226,400.00	
1	1.6	ELD Coordinator Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,000.00	
1	1.11	Fifteen (15) minutes additional instruction time	Yes	LEA-wide	English Learners Foster Youth Low Income		$150,000.00	
2	2.3	Professional development in mental health, SEL, interventions	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	School Nurse	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,000.00	
2	2.5	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income		$230,000.00	
4	4.4	Full School Year Expanded Day School Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,323.00	
4	4.5	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,205,400.00	$1,538,272.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	MTSS Implementation & Intervention Support	Yes	$215,000.00	215,000
1	**1.2**	Universal ELA/Math Diagnostic Tools	Yes	$23,000.00	6,249
1	**1.3**	Targeted Tier 2 Intervention Support	Yes	$7,000.00	7,000
1	**1.4**	Professional Learning Community	Yes	$35,000.00	35,000
1	**1.5**	Artificial Intelligence Implementation	No	$5,000.00	5,000
1	**1.6**	ELD Coordinator Support	Yes	$26,000.00	26,000
1	**1.7**	Academic Tutoring Support	No Yes	$10,000.00	10,000
1	**1.8**	Professional Development	Yes	$10,000.00	10,000
1	**1.9**	Writing Curriculum	No	$5,000.00	5,000
2	**2.1**	Digital Safety & Citizenship	No	$1,400.00	1,400

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	2.2	Social Emotional Instruction	No	$3,500.00	3,500
2	2.3	Professional development in mental health, SEL, interventions	Yes	$5,000.00	5,000
2	2.4	School Nurse	Yes	$142,000.00	142,000
2	2.5	School Counselors	Yes	$230,000.00	230,000
2	2.6	Healthy Food Choices	No	$100,000.00	100,000
3	3.1	Expand Communication Platforms	No	$0.00	0
3	3.2	Expanded Learning Opportunities	No	$100,000.00	315,323
3	3.3	Family Events	No	$5,000.00	5,000
3	3.4	Agency and Community Partnerships	No	$5,000.00	5,000
3	3.5	School & District town hall events	No	$500.00	500
4	4.1	Communication Consultant	No	$0.00	0
4	4.2	Chronic Absenteeism	No	$1,000.00	300
4	4.3	STEAM Teacher	No	$56,000.00	56,000

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)
4	**4.4**	Full School Year Expanded Day School Program	Yes	$180,000.00	315,000
4	**4.5**	Expanded Learning Opportunities	Yes	$40,000.00	40,000
4	**4.6**	Data Tracking and Targeted Communication Outreach for At Risk Subgroups	Yes	$0.00	0
4	**4.7**	Positive School Attendance Calendar	No	$0.00	0

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)
621,316	$693,000.00	$693,000.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS Implementation & Intervention Support	Yes	$215,000.00	215,000		
1	1.2	Universal ELA/Math Diagnostic Tools	Yes	$23,000.00	23,000		
1	1.3	Targeted Tier 2 Intervention Support	Yes	$7,000.00	7,000		
1	1.4	Professional Learning Community	Yes	$35,000.00	35,000		
1	1.6	ELD Coordinator Support	Yes	$26,000.00	26,000		
1	1.7	Academic Tutoring Support	Yes	$10,000.00	10,000		
1	1.8	Professional Development	Yes	$0.00	0		
2	2.3	Professional development in mental health, SEL, interventions	Yes	$5,000.00	5,000		
2	2.4	School Nurse	Yes	$142,000.00	142,000		
2	2.5	School Counselors	Yes	$230,000.00	230,000		
4	4.4	Full School Year Expanded Day School Program	Yes	$0.00	0		
4	4.5	Expanded Learning Opportunities	Yes	$0.00	0		

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)
4	**4.6**	Data Tracking and Targeted Communication Outreach for At Risk Subgroups	Yes	$0.00	0		

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)
6,553,808	621,316	0	9.480%	$693,000.00	0.000%	10.574%	$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 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 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 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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