

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 |
|-------------------------------------|----------------------------------|------------------------------------|
| Lincoln Unified School District | Kelly Dextraze Superintendent | kdextraze@lUSD.net 209-953-8716 |

Plan Summary [2024-25]

General Information

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

Lincoln Unified School District (LUSD) takes pride in its longstanding tradition of educational excellence. Situated in northwest Stockton, our commitment is unwavering in providing the highest standards of learning within a safe and welcoming environment. Our district serves an enrollment of 8,368 students in grades TK-12 across twelve schools, complemented by preschool programs serving 343 young students, and a specialized Young Adult Transition Program for those with special needs. Our educational offerings encompass a spectrum, including traditional TK-6 and TK-8 programs, rigorous middle school and secondary programs, an arts-focused school (Don Riggio School), and a comprehensive high school (Lincoln High School). Additional options include an alternative high school (Village Oaks), an independent learning program (ILC), and John McCandless Charter School. Village Oaks is identified as an Equity Multiplier school and is eligible to receive Equity Multiplier Funds.

The dedicated team at Lincoln Unified is composed of approximately 990 employees. Our student body mirrors the diversity of Stockton, with 53% Hispanic, 15.7% White, 11.3% African American, 9.7% Asian, and various other demographic components. Noteworthy statistics include a 64.2% socioeconomically disadvantaged rate, 12.6% English learners, and 12.1% receiving special education services. Furthermore, we cater to 350 students (4.2%) identified as homeless.

Our district mission is to provide a quality education through shared responsibility, fostering a safe and supportive environment for all students to meet the challenges of a global society.

Reflections: Annual Performance

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

Lincoln Unified School District's 2023 California School Dashboard reflects achievements across various categories. In English Language Arts, the district celebrates notable advancements, particularly among African American, Foster Youth, and students of two or more races, showcasing an encouraging upward trend. Lincoln High School had a remarkable 70% of students performing at or above standards, marking a complete recovery to pre-pandemic pass rates. In Mathematics, the district showed progress, with scores on the rise for Foster Youth, Homeless Youth, students of two or more races, Socioeconomically Disadvantaged students, and Asian students.

Chronic Absenteeism showed a promising decline, with the number of chronically absent students decreasing by 2.6%, indicative of enhanced student engagement and support systems. Moreover, Lincoln Unified School District excelled in supporting English Learners, evidenced by a surge in reclassification numbers and a significant 48.3% of students making progress towards English fluency. Notably, the graduation rate for English Learners also increased, reflecting the district's commitment to ensuring equitable opportunities for all students to thrive academically and beyond. These accomplishments underscore Lincoln Unified's dedication to fostering a dynamic and inclusive learning environment that empowers every student to reach their full potential.

The following schools within Lincoln Unified received the lowest performance level on the noted indicators on the 2023 Dashboard along with the action(s) developed to improve performance:

- o Mathematics: Don Riggio, Village Oaks High School (Addressed through actions 2.1, 2.4, 4.2, 4.5)
- o Chronic Absenteeism: Colonial Heights, Don Riggio, Mable Barron (Addressed through action 3.2)
- o Suspension: Claudia Landeen, Colonial Heights, Sierra Middle School (Addressed through actions 3.1, 3.4)
- o English Learner Progress: Tully C. Knoles (Addressed through action 4.4)
- o College/Career Readiness: Village Oaks High School (Addressed through actions 6.1, 6.2, 6.3, 6.4)

The following state indicators had one or more student groups within Lincoln Unified receive the lowest performance level on the 2023 Dashboard. The action(s) developed to improve performance are noted:

- o Chronic Absenteeism: Foster Youth, Homeless Youth, African American students (Addressed through action 3.5)
- o English Language Arts: Homeless Youth, Students with Disabilities (Addressed through actions 2.1, 2.4, 4.2)
- o Mathematics: Students with Disabilities, African American students (Addressed through actions 4.2, 4.5)
- o College/Career Readiness: Students with Disabilities (Addressed through action 1.3)
- o Suspension: African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Students who identify with two or more races (Addressed through actions 3.1, 3.4)

The following student groups within individual Lincoln Unified schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:

- o Brookside: English Learners and Students with Disabilities
- o Claudia Landeen: African American, Asian, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged
- o Colonial Heights: African American, Asian, Hispanic, Two or More Races, Students with Disabilities, and White students

- o Don Riggio: African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White students
- o John R. Williams: African American, English Learners, Students with Disabilities, and White students
- o Lincoln Elementary: African American, Asian, Homeless, and Students with Disabilities
- o Lincoln High: African American, English Learners, Pacific Islander, Students with Disabilities, and student of Two or More Races
- o Mable Barron: African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and Students with Disabilities
- o Sierra Middle: African American, Asian, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White students
- o Tully C. Knoles: African American, Asian, English Learners, Two or More Races, and Students With Disabilities
- o Village Oaks High: Socioeconomically Disadvantaged students

Reflections: Technical Assistance

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

Lincoln Unified qualifies for Differentiated Assistance based on the following:

- o African American students: Chronic Absenteeism (Addressed in Action 3.2), Suspension (Addressed through Actions 3.1 and 3.4)
- o Homeless Youth: ELA/Math; Chronic Absenteeism (Addressed in Action 3.2)
- o Students with Disabilities: ELA/Math; College/Career Indicator (Addressed in Actions 4.2, 4.5)

The following is a summary of the work Lincoln Unified is performing in partnership with the San Joaquin County Office of Education Continuous Improvement and Support Department:

- o District strategy meetings are held regularly to review data and perform root cause analyses.
- o Support provided by SJCOE includes Resources, tools, professional learning and technical assistance such as LCAP Guidance and Approval, role-alike Networks, Workshops, Student Programs and Events.
- o Regular meetings with representatives from SJCOE have included an overview of differentiated assistance, a review of Lincoln's current improvement efforts, and a discussion of next steps. SJCOE assists our district with each of the following: Identifying strengths & weaknesses in regard to state priorities; identifying pupil subgroups that are low performing or experiencing significant disparities from other pupil subgroups as identified on the California School Dashboard; Working collaboratively to secure assistance to improve performance in any areas of weakness identified by the school district; and Obtaining from the school district timely documentation demonstrating that it has completed the activities.
- o The Theory of Action (see addendum) developed and underway as part of Lincoln's CIM efforts to improve outcomes for Special Education students are regularly analyzed, monitored and adjusted as necessary.

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.

No Lincoln Unified Schools are identified as CSI eligible at this time.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|--|--|
| TEACHERS, BARGAINING UNITS, AND OTHER SCHOOL PERSONNEL | Meetings: March 5, 3:45 PM March 7, 3:45 PM <ul style="list-style-type: none"> o Teachers, Staff, LUTA and CSEA Members o March 5: LHS Lecture Hall o March 7: LUSD Board Room |
| PRINCIPALS AND ADMINISTRATORS | Meeting: March 19, 4:00 PM <ul style="list-style-type: none"> o Principals/Administrators, Assistant Principals & Education Services o Cabinet, Education Services o Admin Alley, District Office |
| PARENTS, FAMILIES, AND COMMUNITY MEMBERS: | Parent Advisory Committee: A committee of at least one parent from each site in each of the following categories: School Site Council, PTSA, Parent of a student with an IEP and Parent of an English Learner Meetings: <ul style="list-style-type: none"> o February 20 & April 16, 6:00 PM o Board Room, 6225 N. Harrisburg Pl, Suite C District English Learner Advisory Committee (DELAC) <ul style="list-style-type: none"> o Informational Meetings and Consultation with Educational Partners |

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|---|---|
| | <ul style="list-style-type: none"> o February 21, 5:30 PM o LUSD Adult School, 1700 Porter Way <p>Parents/Community</p> <ul style="list-style-type: none"> o March 4, 11:30 AM and March 4, 5:30 PM o Board Room, 6225 N. Harrisburg Pl, Suite C <p>Parent Advisory Committee</p> <ul style="list-style-type: none"> o May 21, 6:00 PM o Board Room, 6225 N. Harrisburg Pl, Suite C |
| STUDENTS | <p>Meetings:</p> <p>Districtwide Interscholastic Council (ISC):</p> <ul style="list-style-type: none"> o March 19, 12:45 pm o District Office Conference Room <p>Lincoln High Student Leadership</p> <ul style="list-style-type: none"> o March 20, 10:30 am o Lincoln High School <p>Village Oaks High Student Leadership</p> <ul style="list-style-type: none"> o March 21, 11:00 am o Village Oaks High School |
| SELPA | <p>Meeting with SJCOE SELPA</p> <ul style="list-style-type: none"> o February 16, 8:30 am o Ed Svcs Conference Room o Complete 1st Draft LCAP Revisions |
| PUBLIC MEETINGS OF LUSD GOVERNING BOARD | <p>Meetings:</p> <p>January 17, 2024, 7:00 PM</p> <ul style="list-style-type: none"> o LCAP Mid-Year Report to LUSD Governing Board <p>May 15, 7:00 PM</p> <ul style="list-style-type: none"> o 1st Draft completed, Presentation to Board of Trustees for review o During Meeting of Board of Trustees o Board Room, 6225 N. Harrisburg Pl, Suite C |

| | |
|--|--|
| | <p>June 24, 2024, 6:00 PM o LCAP Public Hearing</p> <p>June 26, 7:00 PM o LCAP & Budget Adoption o Presentation for Approval & Presentation of the Local Indicators o Board Room, 6225 N. Harrisburg Pl, Suite C</p> |
| STUDENTS, STAFF, AND PARENTS | <p>SURVEYS:</p> <p>December, 2023 o California Healthy Kids Survey</p> <p>January, 2024 o YouthTruth Survey</p> |
| VILLAGE OAKS HIGH SCHOOL, EQUITY MULTIPLIER QUALIFIER EDUCATIONAL PARTNER MEETINGS | <p>PARENTS (INCLUDING ELAC PARENTS) o February 20 & April 16, 6:00 PM</p> <p>STAFF o March 25, 2:45 PM o Feedback on April 19, 2024 (see addendum)</p> <p>STUDENTS o March 26, 2024, 1:30 pm</p> |

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

The LCAP process unfolded through a series of informative meetings where participants delved into the intricacies of the Local Control and Accountability Plan. We worked to develop a process that is meaningful and inclusive, providing Spanish interpreters so that non English speakers could be engaged in the process. The sessions involved a comprehensive examination of both state and local data. The revisiting of past LCAP goals and actions allowed for a reflective analysis of progress made and areas for improvement. Following this, an engaging Q & A session took place. Subsequently, an input session provided participants with the opportunity to actively contribute their insights to help shape the development of new actions and goals for the upcoming plan.

The educational partner meetings received positive attendance and each meeting resulted in written feedback and dialogue about our LCAP. Educational Partner input was collected, documented, and shared at the following link: <https://shorturl.at/fhtRV> . A hard copy of input can be provided by calling (209) 953-8714. An analysis of the Educational Partner Feedback received (Addendum) from all educational partner was

conducted and recurring themes that emerged were documented (Addendum). The five overriding themes resulted in our new goals one through five, The aforementioned process was replicated specifically for Village Oaks High School (Equity Multiplier qualifier) and the theme and actions that emerged resulted in Goal 6 (See VOHS Addendum).

After consulting Educational Partners and review of 3-year data and metrics, Lincoln Unified has determined the best course of action is to restructure the goals and actions for the 2024-25 LCAP to address priorities and organize like efforts, actions, and expenditures.

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 1 | Provide all students with access to broad and challenging curriculum to ensure all student graduate college/career ready. | 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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has collaborated with consultants and educational partners in order to identify a graduate success profile. Students and parents have expressed the need for coherent, aligned curriculum and additional feedback and communication regarding student progress toward mastery of standards that will be address through our focus on the development of district-aligned, guaranteed and viable curriculum implementation. To achieve this goal the District will develop and implement a highly coherent instructional system informed by best practices. This system will provide students with:

- Knowledge and skills to be college, career and civic life ready that are clearly defined in a Learner Profile that includes milestones at critical junctures.
- Access to guaranteed and viable curriculum for each course and grade level that is standards-based and utilizes a diverse range of instructional resources including both on-line and print materials.
- Information using a coherent system that includes assessments in all content areas that provides teachers with multiple opportunities to measure, monitor, and provide feedback on student mastery of learning.

Our school district recognized the importance of ensuring student success in college, career, and civic life. Responding to feedback from students and parents, we acknowledged the necessity for a coherent, aligned curriculum and enhanced communication on student progress towards mastering standards. To address these needs, we are prioritizing the development and implementation of a district-aligned, guaranteed, and viable curriculum. By integrating best practices, we aim to establish a highly coherent instructional system. This system will furnish students with clearly defined knowledge and skills outlined in a Learner Profile, ensuring their readiness for future endeavors. Additionally, it will offer access to standards-based curriculum for each course and grade level, encompassing a diverse array of instructional resources. Through a coherent assessment system across all content areas, teachers will have ample opportunities to gauge, monitor, and provide feedback on student learning, fostering continuous growth and achievement. All actions are designed to promote and improve academic achievement.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|-------------|---|---|----------------|----------------|---------------------------|----------------------------------|
| 1.B (State) | Access to Instructional Materials: Number/percentage of students without access to their own copies of standards-aligned instructional | 0% SARC Williams Reports | | | 0% | |
| 2A (Local) | Implementation of the State Board adopted academic content and performance standards for all students: Rate of Implementation of standards for all students on Local Indicator Reflection Tool 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability | 5 Local Indicator Self-Reflection Tool | | | 5 | |
| 2B (Local) | English Learners' access to Common Core academic content: Rate of Implementation of standards for all | 5 Local Indicator Self Reflection Tool | | | 5 | |

| | | | | | |
|----------------|---|---|--|--|---|
| | students on Local Indicator Reflection Tool 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability | | | | |
| 8 (State) | College and Career: Percent of graduates prepared for College/Career | Overall - 39.3% SED - 31.8% EL - 15.5% FY - no performance level SWD - 6.3% 2023 Dashboard CCI | | | Overall - 39.3% SED - 35% EL - 20% FY - 10% SWD - 10% |
| 4.B (State) | A-G Completion: Percent of graduates meeting A-G requirements | 39.7% 2023 Dashboard | | | 45% |
| 4.C (State) | Career Technical Education (CTE) Completion: Percentage of students successfully completing a CTE Pathway | 7.8% 2023 Dashboard | | | 12% |
| 4.G (State) | Advanced Placement (exam pass rate): Percent of students who passed Advanced Placement (AP) exam with a score of 3 or higher | 68.3% 2023 AP Report | | | 70% |

| | | | | | |
|------------------------|--|--|--|--|---|
| 8 (Local) | Dual Enrollment: Percent of students who passed at least one Dual enrollment course | 15.9% 2023 DataQuest | | | 20% |
| 4.A (State) ELA | CAASPP ELA: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts | ELA: Overall - 44.71% Grade 3 - 39% Grade 4 - 37% Grade 5 - 39% Grade 6 - 42% Grade 7 - 47% Grade 8 - 45% Grade 11 - 55% SED - 35 % EL - 11% LTEL - 5% FY - 19 % SWD - 16 % HY - 26% CAASPP/DataQuest | | | ELA: Overall - 52% Grade 3 - 44% Grade 4 - 42% Grade 5 - 44% Grade 6 - 47% Grade 7 - 52% Grade 8 - 50% Grade 11 - 60% SED - 40% EL - 16% LTEL - 10% FY - 24% SWD - 21% HY - 31% |
| 4.A (State) Math | CAASPP Math: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in Mathematics | Math Overall - 27.64% Grade 3 - 40% Grade 4 - 30% Grade 5 - 27% Grade 6 - 28% Grade 7 - 28% Grade 8 - 22% Grade 11 - 27% SED - 23% EL - 10% LTEL - 2% FY - 10% SWD - 12% | | | Math: Overall - 40% Grade 3 - 45% Grade 4 - 35% Grade 5 - 32% Grade 6 - 33% Grade 7 - 33% Grade 8 - 227% Grade 11 - 32% SED - 28% EL - 15% LTEL - 7% FY - 15% SWD - 17% |

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|--|--|------------------|--|--|----------|--|
| | | HY - 16% | | | HY - 21% | |
| | | CAASPP/DataQuest | | | | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-------------|--------------|
| 1.1 | Instructional Materials | Teachers and students will be provided with instructional materials and resources both digital and print formats necessary for the delivery of high quality instruction aligned to standards. (Metrics: SARC, Williams, Local Reflection Tool) | | No |

| | | | | |
|------------|----------------------------------|--|--|-----|
| 1.2 | Technology | All students will have regular access to tablets or Chromebooks and mobile wifi devices will be provided for students who do not have internet access at home. (Metrics: SARC, Williams, CAASPP ELA, CAASPP Math) | | Yes |
| 1.3 | Credit Recovery | Digital course offerings to support high school students to stay on track to graduate on time and College/Career ready. (Metrics: CCI, Graduation rate - listed under Goal 3) | | Yes |
| 1.4 | Additional Supplemental Services | The District will maintain current levels of staffing and contracted services to provide access to a broad course of study and to support student learning-services provided over the LCFF base and funded with supplemental funding. (Metric: SARC) | | Yes |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 2 | Accelerate student learning with high expectations for all to increase student achievement for all subgroups. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The District has identified targeted support for all students who need acceleration especially Foster Youth, Socio-Economically Disadvantaged students, English Learners, and students with disabilities.

Feedback from educational partners reflected common trends regarding differentiated supports to students. educational partners shared students would benefit from additional support, at their point of need, to accelerate student learning. The District also heard from advisory groups the importance of providing educators with support to ensure students are making progress in their reading growth and development. Another trend that surfaced was ample opportunities within and beyond the instructional day for:

- Opportunities to practice literacy and numeracy skills with the support of educators
- Enrichment opportunities for students who need it the most
- Social-emotional supports
- Tailored and differentiated instruction based on the needs of our learners

Our district has recognized the importance of providing targeted support to students who require acceleration, particularly focusing on those with disabilities and homeless students. This decision stems from feedback obtained from educational partners, which highlighted the need for differentiated support tailored to students' individual needs to enhance their learning trajectory. Advisory groups emphasized the significance of equipping educators with the necessary resources and support to facilitate students' progress in reading growth and development. Identified trends underscored the importance of offering ample opportunities within and beyond the instructional day for practicing literacy and numeracy skills, providing enrichment opportunities, delivering social-emotional supports, and delivering tailored and differentiated instruction to meet the diverse needs of our learners. By addressing these specific areas of support, our district aims to ensure equitable access to quality education and promote the success of all students.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|------------------------|---|--|----------------|----------------|--|----------------------------------|
| 4.A (State) ELA | CAASPP ELA: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts | ELA: Overall - 44.71% Grade 3 - 39% Grade 4 - 37% Grade 5 - 39% Grade 6 - 42% Grade 7 - 47% Grade 8 - 45% Grade 11 - 55% SED - 35 % EL - 11% LTEL - 5% FY - 19 % SWD - 16 % HY - 26% CAASPP/DataQuest | | | ELA: Overall - 52% Grade 3 - 44% Grade 4 - 42% Grade 5 - 44% Grade 6 - 47% Grade 7 - 52% Grade 8 - 50% Grade 11 - 60% SED - 40% EL - 16% LTEL - 10% FY - 24% SWD - 21% HY - 31% | |
| 4.A (State) Math | CAASPP MATH: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts | Math Overall - 27.64% Grade 3 - 40% Grade 4 - 30% Grade 5 - 27% Grade 6 - 28% Grade 7 - 28% Grade 8 - 22% Grade 11 - 27% SED - 23% EL - 10% LTEL - 2% FY - 10% SWD - 12% HY - 16% CAASPP/DataQuest | | | Math: Overall - 40% Grade 3 - 45% Grade 4 - 35% Grade 5 - 32% Grade 6 - 33% Grade 7 - 33% Grade 8 - 227% Grade 11 - 32% SED - 28% EL - 15% LTEL - 7% FY - 15% SWD - 17% HY - 21% | |

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|-----------------------------------|--|--|--|--|--|--|
| 4.A (State) Science | CAST: Percentage of students grade 3-8 & 12 meeting or exceeding standards on the California Science Test | CAST Overall - 24.9% Grade 5 - 25% Grade 8 - 23% Grade 12 - 29% CAASPP/DataQuest | | | CAST: Grade 5 - 30% Grade 8 - 30% Grade 12 - 30% | |
| 4.A (Local) DIBELS | DIBELS (AMPLIFY): Percent of students reading at grade level | ELA Kinder - 39% Grade 1 - 44% Grade 2 - 54% Grade 3 - 60% Winter 2024 DIBELS (AMPLIFY) | | | ELA Kinder - 44% Grade 1 - 49% Grade 2 - 58% Grade 3 - 60% | |
| 4.A (Local) i-Ready ELA | i-Ready ELA : Percent of students at grade level in English Language Arts | ELA Kinder - 48% Grade 1 - 26% Grade 2 - 43% Grade 3 - 53% Grade 4 - 33% Grade 5 - 33% Grade 6 - 34% Grade 7 - 34% Grade 8 - 38% Winter 2024 i-Ready | | | ELA Kinder - 50% Grade 1 - 30% Grade 2 - 45% Grade 4 - 55% Grade 5 - 40% Grade 6 - 40% Grade 7 - 40% Grade 8 - 42% | |
| 4.A (Local) i-Ready Math | i-Ready Math: Percent of students at grade level in Mathematics | Math Kinder - 30% Grade 1 - 14% Grade 2 - 23% Grade 3 - 23% Grade 4 - 26% Grade 5 - 29% Grade 6 - 32% | | | MATH Kinder - 35% Grade 1 - 17% Grade 2 - 26% Grade 4 - 29% Grade 5 - 32% Grade 6 - 26% Grade 7 - 26% | |

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|-------------------------|--|--------------------------------|--|--|---------------|--|
| | | Grade 7 - 23% Grade 8 - 18% | | | Grade 8 - 21% | |
| | | Winter 2024 i-Ready | | | | |
| 4.E (State) | English Proficiency: Percentage of English Learners making progress towards English language proficiency as measured by the ELPAC English Learner Progress Indicator - CA Dashboard | 48.3% 2023 Dashboard | | | 53% | |
| 4.F (State) | English Learner Reclassification Rate: Percentage of English Learners who meet the LUSD Standards to be redesignated as Fluent English Proficient. | 8.2% District SIS | | | 12% | |
| 4.E (Local) LTELs | LTELs: Percentage of students identified as Long Term English Learners (LTEL) DataQuest | 13.7% 2022-23 DataQuest | | | 15% | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------|--|-------------|--------------|
| 2.1 | Assessment | Teachers will be provided access to benchmark assessments to monitor student progress and adjust instruction accordingly to improve academic performance. (Metrics: CAASPP ELA, CAASPP Math) | | Yes |
| 2.2 | Summer Programs | Summer Programs will be implemented to provide academic intervention and improve academic performance. (Metrics: CAASPP ELA, CAASPP Math) | | Yes |
| 2.3 | Curriculum Alignment | Districtwide curriculum alignment will take place in both ELA and Math to ensure all students, including English Learners, receive aligned, high rigor and grade level instruction. (Metrics: CAASPP ELA, CAASPP Math, English Proficiency, EL Reclassification rate, LTEL rate) | | Yes |
| 2.4 | Special Education Program | The district will provide effective, high quality, grade level instructional program for students with special needs in addition to access to a full continuum of services. Exposure to grade-level standards results in | | No |

| | | | | |
|--|--|--|--|--|
| | | increased academic achievement. (Metrics: CAASPP ELA, CAASPP Math, Amplify, i-Ready ELA, i-Ready Math) | | |
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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 3 | Cultivate safe, engaging, and inclusive classrooms, schools and District to support the whole child. | Broad Goal |

State Priorities addressed by this goal.

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| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> |
|---|

An explanation of why the LEA has developed this goal.

The goal of cultivating safe, inclusive, and restorative classrooms, schools, and district, while supporting the whole child, stems from our commitment to providing an educational environment where every student can thrive. We believe that by fostering safety and inclusivity, we create a foundation for optimal learning experiences. Restorative practices not only address conflicts but also promote a sense of community and accountability. Additionally, supporting the whole child means recognizing and nurturing their academic, social, emotional, and physical well-being, ensuring that each student can reach their full potential in a holistic and empowering educational setting.

The actions outlined support the goal of cultivating safe, engaging, and inclusive classrooms, schools, and District while supporting the whole child in several ways. District staff support in creating safe and welcoming environments, administering surveys for feedback, providing parent engagement opportunities, and implementing SEL curriculum and mental health services all contribute to fostering a positive environment for students. Students in positive environments are less likely to exhibit behaviors that result in suspension and/or expulsions. Additionally, maintaining counselors, improving attendance and engagement, and offering professional development on inclusive practices ensure that all students receive the support they need for holistic development and academic success.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------------|--|--|----------------|----------------|--|----------------------------------|
| 6.A (State) | Suspension Rate : Percentage of students suspended at least once during the academic year | Overall - 6.8% EL - 4.4% FY - 11.5% SED - 7.9% SWD - 10% | | | Overall - 5% EL - 3% FY - 7% SED - 6% SWD - 8% | |

| | | | | | | |
|----------------|---|--|--|--|--|--|
| | | AA - 13.5% AI - 13.3% PI - 9.2% 2 or more races - 8.7% | | | AA - 11% AI- 11% PI - 7% 2 or more races - 7% | |
| | | 2023 Dashboard | | | | |
| 6.B (State) | Expulsion Rate: Percentage of students expelled from the district during the academic year | Overall - 0.6% EL - 0.5% FY - 1.6% SED - 0.7% SWD - 1.1% | | | Overall - 0.5% EL - 0.5% FY - 1% SED - 0.5% SWD - 1% | |
| | | 2022-23 DataQuest | | | | |
| 6.C (Local) | YouthTruth School Climate Survey: Percent positives regarding ENGAGEMENT | Elementary - 80% Middle School - 36% High School - 48% | | | Elementary - 80% Middle School - 50% High School - 50% | |
| | | Winter 2024 YouthTruth | | | | |
| 6.C (Local) | YouthTruth School Climate Survey: Percent positives regarding CARING RELATIONSHIPS | Elementary - 65% Middle School - 33% High School - 29% | | | Elementary - 70% Middle School - 38% High School - 34% | |
| | | Winter 2024 YouthTruth | | | | |
| 6.C (Local) | YouthTruth School Climate Survey: Percent positives regarding ACADEMIC CHALLENGE | Elementary - 31% Middle School - 52% High School - 49% | | | Elementary - 36% Middle School - 57% High School - 56% | |
| | | Winter 2024 YouthTruth | | | | |
| 6.C (Local) | YouthTruth School Climate Survey: Percent positives regarding CULTURE | Elementary - 11% Middle School - 19% High School - 20% | | | Elementary - 16% Middle School - 24% High School - 24% | |
| | | Winter 2024 YouthTruth | | | | |

| | | | | | |
|----------------|---|--|--|--|--|
| 6.C (Local) | YouthTruth School Climate Survey: Percent positives regarding BELONGING | Elementary - 22% Middle School - 41% High School - 40% Winter 2024 YouthTruth | | Elementary - 27% Middle School - 46% High School - 45% | |
| 5.A (State) | Student Attendance Rate: The percentage of students in grades K-8 and 9-12 who attend school on average daily | K-8 - 81% 9-12 - 92% P2 Attendance 2023-24 | | K-8: 85% 9-12: 95% | |
| 5.B (State) | Chronic Absenteeism Rate: Percentage of k-12 students identified as absent from school for 10% or more of the total number of days | Overall - 34.3% EL - 33.9% FY - 47.4% SED - 39% HY - 62.6% AA - 43.8% 2023 Dashboard | | Overall - 20% EL - 20% FY - 38% SED - 30% HY - 50% AA - 38% | |
| 5.C (State) | Middle School Dropout Rate: Percentage of students in grades 7 and 8 who stop coming to school and do not enroll in another school | 0.0 % CALPADS 2023 | | 0% | |
| 5.D (State) | High School Dropout Rate: Percentage of students who (1) do not graduate with a regular high school diploma, (2) do not otherwise complete | 1.14 % CALPADS | | < 1% | |

| | | | | | | |
|-------------|---|-------------------------|--|--|-----|--|
| | high school, or (3) are not still enrolled as a “fifth year senior” | | | | | |
| 5.E (State) | High School Graduation Rate: Percentage of students who complete the LUSD board adopted graduation requirements | 91.6% 2023 Dashboard | | | 95% | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
|----------|-------|-------------|-------------|--------------|

| | | | | |
|-----|--|--|--|-----|
| 3.1 | School Climate | LUSD will provide staff to support creating safe and welcoming school environments. (Metrics: Suspension Rate, Expulsion Rate, Chronic Absenteeism Rate) | | Yes |
| 3.2 | Survey | LUSD will annually administer the Youth Truth survey to students, families and staff in addition to the CA Healthy Kids Survey every other year to get feedback regarding engagement, relationships, academics, and connectedness. Efforts to improve and adjust will be made based of survey feedback to enable students to feel safe and welcome. Safe and welcoming environments will result in reduced chronic absenteeism, asuspensions, and expulsions. (Metrics: Chronic absenteeism rate, Suspension rate, expulsion rate) | | No |
| 3.3 | Parent Engagement | Schools will provide site based parent engagement opportunities to ensure the engagement of all families. The district will provide support for parent engagement to ensure all families have access to resources and opportunities provided. (Metric: YouthTruth results) | | No |
| 3.4 | Counseling and Mental Health Services | Maintain counselors at all schools and provide additional mental health services and social and emotional support for students, and provide/ implement Social Emotional Learning (SEL) curriculum. (Metrics: Attendance Rate, Chronic Absenteeism rate) | | Yes |
| 3.5 | Tiered Re-Engagement | Implement a system of support to improve the attendance and engagement of students in all grades. (Metrics: Graduation Rate, Dropout Rates, Attendance Rate, Chronic Absenteeism rate) | | No |
| 3.6 | Professional Development - Teaching, Leading, and Counseling | LUSD will provide teachers, leaders, and counselors with professional development focused on curriculum and guidance alignment to ensure access and equity for all students. (Metrics: Graduation Rates, YouthTruth results, CAASPP results listed with Goal 1) | | No |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 4 | Provide quality leadership, teaching, and learning to ensure a premium education for all students to maximise students' academic achievement. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Quality leadership fosters a supportive and inclusive environment, empowering both educators and students to thrive. Effective teaching practices not only impart knowledge but also cultivate critical thinking, creativity, and problem-solving skills essential for lifelong learning. Prioritizing high-quality learning experiences ensures that students receive the necessary tools and resources to reach their full potential academically, socially, and emotionally, preparing them to become engaged and productive members of society. Thus, this goal reflects the district's commitment to excellence and equity in education, aiming to nurture well-rounded individuals capable of contributing positively to their communities and beyond. Research shows that appropriately credentialed teachers who reflect the student populations they serve are a critical component of student achievement. In addition, quality professional learning is critical to maintain high-level teaching, leading, and counseling.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|-------------------------|--|---|----------------|----------------|------------------------------------|----------------------------------|
| 1.A (State) Credentials | Appropriately Credentialed Teachers: Percent of Teachers appropriately assigned and Fully Credentialed | Assigned: 92.2% Credentialed: 96.7% DataQuest 2023 | | | Assigned: 95% Credentialed: 97% | |
| 1.A (Local) | Certificated Staff Demographics: | American Indian - 0.5% Asian - 7% Black/African American - 3.2% | | | American Indian - 1% Asian - 9% | |

| | | | | | |
|--------------------|---|--|--|--|---|
| Staff Demographics | Percent of certificated staff district-wide by specified ethnicity | Filipino - 1.1% Hispanic - 21.7% White - 64.9% 2022-23 CalPads | | | Black/African American - 10% Filipino - 5% Hispanic - 25% White - 50% |
| 7 (Local) | Percent of site administrators participating in district wide professional development | 50% Admin PD Attendance Sheets 2023-24 | | | 100% |
| 7 (Local) | Percent of certificated teachers participating in district wide professional development | 85% PD Attendance Sheets 2023-24 | | | 90% |
| 7 (Local) | Percent of certificated school counselors participating in district wide professional development regarding equity and providing a premium education for all. | 20% PD Attendance Sheets 2023-24 | | | 100% |
| 4.A (State) ELA | CAASPP ELA: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts | ELA: Overall - 44.71% Grade 3 - 39% Grade 4 - 37% Grade 5 - 39% Grade 6 - 42% Grade 7 - 47% Grade 8 - 45% Grade 11 - 55% SED - 35 % EL - 11% LTEL - 5% FY - 19 % SWD - 16 % | | | ELA: Overall - 52% Grade 3 - 44% Grade 4 - 42% Grade 5 - 44% Grade 6 - 47% Grade 7 - 52% Grade 8 - 50% Grade 11 - 60% SED - 40% EL - 16% LTEL - 10% FY - 24% SWD - 21% |

| | | | | | | |
|------------------------|--|---|--|--|--|--|
| | | HY - 26% | | | HY - 31% | |
| | | CAASPP/DataQuest | | | | |
| 4.A (State) Math | CAASPP MATH: Percentage of students grade 3-8 & 11 meeting or exceeding standards on the CAASPP summative assessments in English Language Arts | Math Overall - 27.64% Grade 3 - 40% Grade 4 - 30% Grade 5 - 27% Grade 6 - 28% Grade 7 - 28% Grade 8 - 22% Grade 11 - 27% SED - 23% EL - 10% LTEL - 2% FY - 10% SWD - 12% HY - 16% | | | Math: Overall - 40% Grade 3 - 45% Grade 4 - 35% Grade 5 - 32% Grade 6 - 33% Grade 7 - 33% Grade 8 - 227% Grade 11 - 32% SED - 28% EL - 15% LTEL - 7% FY - 15% SWD - 17% HY - 21% | |
| | | CAASPP/DataQuest | | | | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 4.1 | Core Services | The District will provide highly qualified staff. (Metric: Appropriately Credentialed Teachers, Certificated Staff Demographics) | | No |
| 4.2 | Instructional Time | The district will support ongoing costs of minutes and days exceeding the minimum will be funded to increase academic achievement. (Metrics: CAASPP ELA, CAASPP Math) | | Yes |
| 4.3 | Curriculum Implementation | Professional learning will be provided to support the implementation of standards and of newly adopted curriculum K-12. (Metrics: Teacher, administrator, and counselor participation rates) | | No |
| 4.4 | Professional Development and Coaching - ELD | Teachers and administrators will be provided with professional development and coaching to support ongoing implementation of designated and integrated ELD to increase achievement for English Learners (Metrics: PD participation rates, CAASSP ELA for ELs, CAASPP Math for ELs) | | Yes |
| 4.5 | Professional Development - Math | Provide K-8 and Single Subject Math teachers professional development to support instructional strategies aligned with state standards and adopted curriculum to ensure equitable access to math courses and increased student performance in mathematics. (Metrics: PD participation rates. CAASPP Math) | | No |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|---|--------------|
| 5 | Include families and community and create learning environments worthy of our students to ensure students want to attend and feel safe at school. | Broad Goal |

State Priorities addressed by this goal.

| |
|--|
| Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) |
|--|

An explanation of why the LEA has developed this goal.

By actively involving families and the broader community in the educational process, the district acknowledges the crucial role they play in students' overall development. Engaging families in their children's education promotes a sense of belonging and reinforces the importance of partnership between home and school. Additionally, by integrating community resources and expertise, the district can enrich learning experiences and provide students with real-world connections, making their education more relevant and meaningful. By striving to create learning environments that are worthy of its students, the district commits to providing spaces that inspire curiosity, creativity, and critical thinking, ensuring that every student has the opportunity to reach their full potential and thrive academically, socially, and emotionally.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|-------------|---|--|----------------|----------------|---------------------------|----------------------------------|
| 5.A (State) | Student Attendance Rate: Percentage of students attending school daily on average | K-8 - 81% 9-12 - 92% P2 Attendance 2023-24 | | | K-8 - 85% 9-12 - 95% | |
| 1.C (State) | Percent of LUSD School Facilities Maintained in "Good Repair" or "Exemplary" FIT Report | 100% 2023-24 | | | 100% | |

| | | | | | | |
|----------------|---|--|--|--|--|--|
| Local | Percent of LUSD Schools with Comprehensive Safety Plans | 100% 2023-24 | | | 100% | |
| 3.A (State) | Percent Positives to YouthTruth Communication & Feedback Summary Measure: This summary measure describes the degree to which responders agree that there are open and effective lines of communication between families and schools. | 83% YouthTruth, February 2024 | | | 90% | |
| Local | Percent of Parents/Families active on ParentSquare | 98% ParentSquare, 2024 | | | 99% | |
| 5.B (State) | Chronic Absenteeism Rate: Percentage of k-12 students identified as absent from school for 10% or more of the total number of days | Overall - 34.3% EL - 33.9% FY - 47.4% SED - 39% HY - 62.6% AA - 43.8% 2023 Dashboard | | | Overall - 20% EL - 20% FY - 38% SED - 30% HY - 50% AA - 38% | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|----------------------|---|-------------|--------------|
| 5.1 | Parent Communication | All schools and district staff will use Parent Square for regular communication with families to build a strong home to school connection in support of students. (Metric: YouthTruth data, ParentSquare usage) | | No |
| 5.2 | Parent Educator | A Parent Educator will work with the families of young children, providing resources and support around school readiness and focusing on the importance of school attendance in TK and Kindergarten. (Metrics: Attendance Rate, Chronic Absenteeism Rate, YouthTruth) | | Yes |
| 5.3 | Behavioral Supports | Prioritize restorative practices and positive behavioral intervention supports by building on staff capacity to promote diversity, equity and inclusion. (Metrics: Attendance Rate) | | Yes |
| 5.4 | Mentors | District staff will contract with providers to support mentoring opportunities for students. Mentors will reinforce the importance of coming to school regularly and prioritizing academics. (Metrics: Attendance Rate, CHronic Absenteeism Rate) | | Yes |

| | | | | |
|------------|------------------------------|--|--|----|
| | | | | |
| 5.5 | Safe Campuses in Good Repair | The district will ensure that all sites remain safe and in good repair. (Metrics: FIT Report, Safety Plans) | | No |

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Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|------------------------------|
| 6 | By graduation 2027, Village Oaks High School will increase the percentage of graduating students meeting California School Dashboard criteria for College and/or Career readiness to at least 15%. To support the goal, there will be emphasis on targeting socioeconomically disadvantaged students in the area of mathematics. | Equity Multiplier Focus Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Whatever a student's decision - four-year college, community college, trade school, military or directly into a career - having a strong academic background defined by a college and career preparatory program and grade-level academic proficiency makes success much more likely. Many students who attend Village Oaks high school graduate just a few courses short of meeting the UC A-G requirements. It is the goal to increase that number through academic support with VOHS based coursework and San Joaquin Delta College's Dual Enrollment program. In addition, CTE offerings can be increased and students supported to complete pathways and graduate ready for either further education or the workforce.

Lincoln Unified School District chose to prioritize the goal of increasing college and career readiness at Village Oaks High School (VOHS) for several reasons. Feedback from all educational partners expressed concern that VOHS students were primarily focused on credit recovery rather than preparation for life after high school. This indicated a need to shift the school's focus towards ensuring students are adequately prepared for post-secondary education and careers.

The goal specifically targets increasing the percentage of graduating students meeting California School Dashboard criteria for College/Career readiness. The decision to prioritize mathematics is based on data indicating that performance on the CAASPP Math exam is a primary obstacle preventing students from meeting state requirements. By focusing attention on mathematics, the goal seeks to address the specific academic area where students may be falling short and provide targeted support to improve their outcomes. In addition, VOHS students need support with ELA and increased CTE and Dual Enrollment opportunities. Overall, this goal aligns with the broader mission of ensuring that all VOHS students are adequately prepared for success beyond high school, whether in college or in their chosen career paths.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------------------------|---|--|----------------|----------------|--|----------------------------------|
| 4.B (State) | A-G Completion Rate: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University | Overall - 0% SED - 0% 2023 Dashboard Additional Reports | | | 25% | |
| 4.C (State) | CTE Completers: The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks | Overall - 0% SED - 0% 2023 Dashboard Additional Reports | | | 15% | |
| 4.B (State) 4.C (State) | The percentage of high school graduates who are placed in the "Prepared" level and the Approaching Prepared level on the College/Career Indicator. | 0% Prepared 6.3% Approaching Prepared 2023 Dashboard | | | 10% Prepared 15% Approaching Prepared | |
| 4.A (State) ELA | ELA CAASPP Results: Percent of students meeting or exceeding standards | 17.55% 2023 Dashboard | | | 20% | |

| | | | | | | |
|------------------------|--|-------------------------|--|--|----|--|
| 4.A(Stat e) Math | Math CAASPP Results: Percent of students meeting or exceeding standards | 1.75% 2023 Dashboard | | | 5% | |
|------------------------|--|-------------------------|--|--|----|--|

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|---|-------------|--------------|
| 6.1 | Dual Enrollment | Supports will be put in place to enable Village Oaks students to navigate registration and course completion through the Dual Enrollment program at San Joaquin Delta College. (Metric: VOHS CCI) | | No |

| | | | | |
|------------|---------------------------|---|--|----|
| 6.2 | Counseling and Mentorship | VOHS will provide students with counseling and mentorship resources to support students with academic achievement. (Metrics: VOHS ELA CAASPP, VOHS Math CAASPP) | | No |
| 6.3 | CTE | VOHS will develop and implement CTE opportunities. (Metric: VOHS CTE Completion Rates) | | No |
| 6.4 | Math Support | Extra math support will be provided for VOHS students. (Metrics: CAASPP Math, A-G Rates) | | No |

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

| | |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$ | \$ |

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 |
|---|-----------------------------|-------------------------|---|
| | 0.000% | \$0.00 | |

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 |
|-------------------|---|---|--|
| 1.2 | <p>Action: Technology</p> <p>Need:</p> <p>Scope:</p> | | <p>SARC Williams Local Reflection Tool</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|---|
| | LEA-wide | | |
| 1.3 | Action: Credit Recovery Need: Scope: Schoolwide | | College & Career Indicator Graduation Rates |
| 1.4 | Action: Additional Supplemental Services Need: Scope: LEA-wide | | SARC |
| 2.1 | Action: Assessment Need: Scope: LEA-wide | | CAASPP ELA CAASPP Math |
| 2.2 | Action: Summer Programs Need: | | |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Scope: LEA-wide</p> | | |
| 2.3 | <p>Action: Curriculum Alignment</p> <p>Need:</p> <p>Scope: LEA-wide</p> | | <p>CAASPP ELA CAASPP Math English Proficiency EL Reclassification LTEL</p> |
| 3.1 | <p>Action: School Climate</p> <p>Need:</p> <p>Scope: LEA-wide</p> | | <p>Suspension Rate Expulsion Rate</p> |
| 3.4 | <p>Action: Counseling and Mental Health Services</p> <p>Need:</p> <p>Scope: LEA-wide</p> | | <p>Attendance Rate Chronic Absenteeism Rate</p> |
| 4.2 | <p>Action: Instructional Time</p> | | <p>CAASPP ELA CAASPP Math</p> |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|-------------------|---|---|--|
| | <p>Need:</p> <p>Scope: LEA-wide</p> | | |
| 5.2 | <p>Action: Parent Educator</p> <p>Need:</p> <p>Scope: LEA-wide</p> | | <p>Attendance Rate Chronic Absenteeism Rate YouthTruth Responses</p> |
| 5.3 | <p>Action: Behavioral Supports</p> <p>Need:</p> <p>Scope: LEA-wide</p> | | <p>Attendance Rate Chronic Absenteeism Rate</p> |
| 5.4 | <p>Action: Mentors</p> <p>Need:</p> <p>Scope: LEA-wide</p> | | <p>Attendance Rate Chronic Absenteeism Rate</p> |

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 |
|-------------------|---|---|--|
| 4.4 | <p>Action: Professional Development and Coaching - ELD</p> <p>Need:</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | | Professional Development Participation Rates |

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

Additional Concentration Grant Funding

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

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|--|--|---|
| Staff-to-student ratio of classified staff providing direct services to students | .04 | .04 |

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|--|---|
| Staff-to-student ratio of certificated staff providing direct services to students | .03 | .05 |

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2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|---|---|--|---|--|
| | [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | | | | 0.000% | |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$0.00 | | | | | | |

| 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 |
|--|----------|----------------------------------|--|---|------------|--|--|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| This table was automatically populated from this LCAP. | | | | | | | | | | | | | | | |
| 1 | 1.1 | Instructional Materials | All | No | | | | | | | | | | | |
| 1 | 1.2 | Technology | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 1 | 1.3 | Credit Recovery | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Lincoln High School and Village Oaks High School Grades 9-12 | | | | | | | | |
| 1 | 1.4 | Additional Supplemental Services | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 2 | 2.1 | Assessment | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 2 | 2.2 | Summer Programs | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |

| 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 |
|--------|----------|---|--|---|--|--|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2.3 | Curriculum Alignment | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 2 | 2.4 | Special Education Program | Students with Disabilities | No | | | | | | | | | | | |
| 3 | 3.1 | School Climate | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 3 | 3.2 | Survey | All | No | | | | | | | | | | | |
| 3 | 3.3 | Parent Engagement | All | No | | | | | | | | | | | |
| 3 | 3.4 | Counseling and Mental Health Services | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | | | | | | | | | |
| 3 | 3.5 | Tiered Re-Engagement | Students with Disabilities | No | | | | | | | | | | | |
| 3 | 3.6 | Professional Development - Teaching, Learning, and Counseling | All | No | | | | | | | | | | | |
| 4 | 4.1 | Core Services | All | No | | | | | | | | | | | |
| 4 | 4.2 | Instructional Time | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 4 | 4.3 | Curriculum Implementation | All | No | | | | | | | | | | | |
| 4 | 4.4 | Professional Development and Coaching - ELD | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | | | | | | | |
| 4 | 4.5 | Professional Development - Math | All | No | | | | | | | | | | | |

| 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 |
|--------|----------|------------------------------|---|---|----------|--|-------------|-----------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|
| 5 | 5.1 | Parent Communication | All | No | | | | | | | | | | | |
| 5 | 5.2 | Parent Educator | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 5 | 5.3 | Behavioral Supports | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 5 | 5.4 | Mentors | English Foster Low Learners Youth Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | | | | | | | |
| 5 | 5.5 | Safe Campuses in Good Repair | All | No | | | | | | | | | | | |
| 6 | 6.1 | Dual Enrollment | All | No | | | | | | | | | | | |
| 6 | 6.2 | Counseling and Mentorship | All | No | | | | | | | | | | | |
| 6 | 6.3 | CTE | All | No | | | | | | | | | | | |
| 6 | 6.4 | Math Support | All | No | | | | | | | | | | | |



2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|-------------------|
| [INPUT] | [INPUT] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | [AUTO-CALCULATED] | | [AUTO-CALCULATED] |
| | | | 0.000% | | \$0.00 | 0.000% | 0.000 % | Total: | \$0.00 |
| | | | | | | | | LEA-wide Total: | \$0.00 |
| | | | | | | | | Limited Total: | \$0.00 |
| | | | | | | | | 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 (%) |
|--|----------|----------------------------------|---|------------|--|--|--|---|
| This table is automatically generated and calculated from this LCAP. | | | | | | | | |
| 1 | 1.2 | Technology | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 1.3 | Credit Recovery | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Lincoln High School and Village Oaks High School Grades 9-12 | | |
| 1 | 1.4 | Additional Supplemental Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 2.1 | Assessment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 2.2 | Summer Programs | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |

| 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 | 2.3 | Curriculum Alignment | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.1 | School Climate | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 3 | 3.4 | Counseling and Mental Health Services | Yes | LEA-wide | English Learners Foster Youth Low Income | | | |
| 4 | 4.2 | Instructional Time | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 4 | 4.4 | Professional Development and Coaching - ELD | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | | |
| 5 | 5.2 | Parent Educator | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 5 | 5.3 | Behavioral Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 5 | 5.4 | Mentors | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |



2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| Totals | \$90,257,609.00 | \$0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|----------------------|----------------------------------|--|--|---|
| This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added. | | | | | |
| 1 | 1.1 | Assessment | Yes | \$500,000.00 | |
| 1 | 1.2 | Technology | Yes | \$850,000.00 | |
| 1 | 1.3 | Instructional Materials | No | \$1,000,000.00 | |
| 1 | 1.4 | NGSS Implementation | No | \$40,000.00 | |
| 1 | 1.5 | Core Services | No | \$57,874,015.00 | |
| 1 | 1.6 | Instructional Time | Yes | \$4,859,467.00 | |
| 1 | 1.7 | Credit Recovery | Yes | \$175,000.00 | |
| 1 | 1.8 | Equitable Access | Yes | \$400,000.00 | |
| 1 | 1.9 | Additional Supplemental Services | Yes | \$4,000,000.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|---|--|--|---|
| 2 | 2.1 | Intervention Services | Yes | \$525,000.00 | |
| 2 | 2.2 | Professional Development and Coaching - ELD | Yes | \$45,064.00 | |
| 2 | 2.3 | Professional Development - Math | Yes | \$51,300.00 | |
| 2 | 2.4 | Summer Program | Yes | \$2,230,000.00 | |
| 3 | 3.1 | Counseling and Mental Health Services | Yes | \$3,034,764.00 | |
| 3 | 3.2 | Behavioral Supports | Yes | \$210,000.00 | |
| 3 | 3.3 | Survey | No | \$32,250.00 | |
| 3 | 3.4 | Mentors | No | \$150,000.00 | |
| 3 | 3.5 | School Climate | Yes | \$3,684,589.00 | |
| 4 | 4.1 | Parent Engagement | No | \$7,700.00 | |
| 4 | 4.2 | Parent Communication | No | \$45,000.00 | |
| 4 | 4.3 | Parent Educator | Yes | \$64,100.00 | |
| 5 | 5.1 | Special Education Program | No | \$10,455,408.00 | |
| 5 | 5.2 | Program Specialists | No | \$0.00 | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| | | | | | |
| 5 | 5.3 | Professional Development - Inclusive Practices | No | \$23,952.00 | |
| 5 | 5.4 | Tiered Re-Engagement | No | \$0.00 | |
| 5 | 5.5 | Curriculum | No | \$0.00 | |

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2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| | \$20,629,284.00 | \$0.00 | \$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) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
|--------------------|----------------------|----------------------------|---|--|---|---|---|

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

| | | | | | | | |
|---|-----|---|-----|----------------|--|--|--|
| 1 | 1.1 | Assessment | Yes | \$500,000.00 | | | |
| 1 | 1.2 | Technology | Yes | \$850,000.00 | | | |
| 1 | 1.6 | Instructional Time | Yes | \$4,859,467.00 | | | |
| 1 | 1.7 | Credit Recovery | Yes | \$175,000.00 | | | |
| 1 | 1.8 | Equitable Access | Yes | \$400,000.00 | | | |
| 1 | 1.9 | Additional Supplemental Services | Yes | \$4,000,000.00 | | | |
| 2 | 2.1 | Intervention Services | Yes | \$525,000.00 | | | |
| 2 | 2.2 | Professional Development and Coaching - ELD | Yes | \$45,064.00 | | | |
| 2 | 2.3 | Professional Development - Math | Yes | \$51,300.00 | | | |
| 2 | 2.4 | Summer Program | Yes | \$2,230,000.00 | | | |
| 3 | 3.1 | Counseling and Mental Health Services | Yes | \$3,034,764.00 | | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|--------------------|----------------------|----------------------------|---|--|---|---|---|
| 3 | 3.2 | Behavioral Supports | Yes | \$210,000.00 | | | |
| 3 | 3.5 | School Climate | Yes | \$3,684,589.00 | | | |
| 4 | 4.3 | Parent Educator | Yes | \$64,100.00 | | | |

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2023-24 LCFF Carryover Table

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

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Summary of LCAP Input Lincoln Unified Educational Partners Spring 2024

Goal 1: Access to broad and challenging curriculum

Diverse Teaching Methods and Curriculum:

- Suggestions for more project-based learning, hands-on activities, and a variety of teaching styles.
- Advocacy for a culturally rich curriculum and materials available online to match English curriculum for Dual Language programs.
- Calls for less reliance on computer-based learning programs and more emphasis on traditional teaching methods.

Enhanced Support and Resources:

- Requests for additional paraprofessionals in classes with high newcomer numbers and more tutors available.
- Advocacy for increased communication with parents about curriculum, textbooks, and accelerated math programs.
- Suggestions for creating safer spaces/clubs for students and providing testing centers for accessibility for retests or makeup exams.

Equity and Accessibility:

- Concerns about the accessibility and rigor of courses, especially for under-resourced students and those with disabilities.
- Calls for increased access to challenging curriculum for all students, with a focus on providing opportunities for academic advancement and support where needed.
- Advocacy for alternative pathways for students with disabilities to achieve diplomas and ensuring access to engaging and hands-on curriculums for all students, including English Language Learners.

These themes encompass various suggestions and concerns related to ensuring access to a broad and challenging curriculum for all students while addressing issues of equity, diverse learning needs, and effective resource allocation.

Goal 2: Accelerating student learning with high expectations for all

Individualized Support and Intervention:

- Suggestions for implementing tracking systems to closely monitor students who are not meeting grade level expectations and providing timely intervention to help them catch up.
- Calls for tutoring programs, both during and after school, to support struggling students.
- Advocacy for early identification and support for students with learning difficulties, such as dyslexia, to prevent them from falling behind.
- Requests for programs or resources to challenge high-achieving students and involve them in tutoring their peers.

Setting and Communicating High Expectations:

- Recommendations for reteaching teachers about setting high expectations for all students and providing them with strategies to meet these expectations.
- Suggestions for creating a formal assessment matrix based on priority standards and establishing common formative assessments to monitor student achievement.
- Advocacy for providing clear goals and expectations for students, along with incentives such as student celebrations and scholarships for top performers.

Engaging Parents and Community Involvement:

- Calls for more involvement of parents in supporting their children's learning, including workshops sponsored by teachers to provide insights into content areas.
- Suggestions for creating programs or classes for parents to understand and support their children's education.
- Advocacy for involving community organizations to support student learning, especially for specific student groups like African American students.

These themes highlight the importance of providing tailored support to students, establishing and communicating high expectations, and fostering collaboration between schools, parents, and the community to accelerate student learning and ensure success for all students.

Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools, and district, and support the whole child

Representation and Community Building:

- Calls for the teaching staff to better represent the student population, particularly in terms of racial and cultural diversity.
- Suggestions for improving the sense of community within schools through activities, events, and increased communication with parents.
- Advocacy for programs and workshops aimed at building connections among students, parents, and staff members to create a more inclusive environment.

Safety and Support Services:

- Concerns about school safety, including the need for increased security measures, such as more guards and improved monitoring of facilities.
- Calls for additional mental health support services, such as counselors and therapists, to address the diverse needs of students.
- Suggestions for implementing restorative practices as alternatives to suspensions and improving communication regarding safety protocols and drills.

Training and Professional Development:

- Requests for training and professional development opportunities for staff members to enhance their skills in areas such as classroom management, cultural competency, and restorative practices.
- Advocacy for involving experienced teachers in decision-making processes and providing ongoing training to create inclusive learning environments for all students.
- Suggestions for implementing programs and initiatives, such as arts programs and mentorship opportunities, to support student engagement, academic success, and overall well-being.

These themes highlight the importance of creating a supportive and inclusive school environment where all students feel represented, safe, and valued, and where staff members receive the necessary training and support to meet the diverse needs of the student body.

Goal 4: Quality leadership, teaching, and learning

Teacher Quality and Support:

- Concerns about teacher competency and the need for better screening during the hiring process to attract and retain more qualified educators.
- Suggestions for providing additional support for teachers, such as academic coaches, release time for course alignment, and professional development opportunities.
- Advocacy for better communication between teachers and parents regarding curriculum and homework, as well as providing support for teachers' mental health and well-being.

Curriculum and Instructional Improvement:

- Calls for more engaging and hands-on learning experiences, particularly in subjects like math and science, to increase student interest and attention.
- Suggestions for improving curriculum alignment, setting minimum requirements for classes, and providing ongoing training on new standards and teaching methodologies.
- Advocacy for incorporating leadership development into the curriculum and implementing restorative practices as alternatives to punitive measures.

Parent and Community Engagement:

- Concerns about the lack of involvement of parents, particularly those from Hispanic backgrounds, and suggestions for strategies to increase their participation in school activities and decision-making processes.
- Calls for more equitable and effective communication with parents, including the use of bilingual resources and alternative methods beyond Aries sign-ups.
- Advocacy for peer mentoring programs between high school students and local elementary schools, as well as providing more opportunities for parents to engage in their children's education through workshops and training sessions.

These themes highlight the importance of ensuring teacher quality and support, improving curriculum and instructional practices, and fostering meaningful engagement with parents and the community to promote student success and achievement.

Goal 5: Creating Learning environments worthy of our students

Physical Environment and Resources:

- Concerns about the adequacy and cleanliness of facilities, including classrooms and bathrooms, with suggestions for manageable class sizes, appropriate classroom furniture, and cleaner facilities.
- Calls for enhancements to the school environment, such as more green spaces, updated school sites, additional bathrooms, and improved access to resources like the library and technology.

Support and Inclusion:

- Advocacy for more support for students and teachers in the classroom, including the need for paraprofessionals, specialized training for staff, and resources for students with disabilities.
- Calls for a safer and more inclusive school environment, with strategies to address issues like vaping, fighting, and the need for therapy sessions and mental health support.

Communication and Engagement:

- Suggestions for improving communication and engagement between stakeholders, such as holding frequent parent input nights, enhancing the school website for easier access to information, and utilizing platforms like ParentSquare for district-level communication.
- Advocacy for programs and initiatives that promote community involvement and pride in the school, such as beautification days, work-study programs, and opportunities for parent and student involvement in campus improvement projects.

These themes underscore the importance of providing a conducive physical environment, fostering support and inclusion for all students and staff, and enhancing communication and engagement to create a positive and effective learning community.

In summary, LCAP Goal 6 should be focused on increasing access to courses and experiences for College and Career Readiness and successful completion of A-G courses.

- A support class for Dual Enrollment (.2 FTE for Counselor or Teacher)
- Mentorship, including after school (F.A.C.E.S)
- Supplemental materials, transportation costs, for CTE and College and Career Readiness
- After school or lunch tutoring

We need to make a decision on the target goal for LCAP Goal 6. As explained by Lori Green at the staff meeting, VO is receiving additional funding (Equity Multiplier) due to not making improvements on the Dashboard in the areas of mathematics and College and Career Readiness.

However, we also just received notification that we are no longer considered a CSI school because our dashboard improved in the areas of ELA and suspension rate. Therefore, we will not continue to receive CSI funds.

I believe we should center our goal on College and Career Readiness since improving on SBAC math is a stretch due to not having a three year math requirement.

I am going to give ideas (below), and I would like each of you to add comments or other ideas.

1) Although the percentage of students enrolling in Dual Enrollment with Delta College increased this year (only 2 students last year), it is below 10% of the student body.

Goal: For the 2024-2025 school year, at least 15% of the student body will pass a class in Dual Enrollment and at least 10% of the student body will pass two classes in Dual Enrollment.

Strategy: A support class will be offered to students who enroll in Dual Enrollment.

Expenditure: The FTE for the support classes will be funded.

2) We have started Year 1 of the Child Development Pathway. In the 2024-2025 school year, Year 2 will be added which includes a practicum piece. Students who complete Year 1 and Year 2 are considered Pathway completers.

Goal: At least 5% of the student body will be a pathway completer by the end of the 2024-2025 school year.

Strategy: The master schedule will be created to support a double block (4th and 5th period) advanced child development (Year 2) course allowing for students to complete practicum at elementary schools.

Expenditure: Costs for transportation and supplemental materials will be provided.

3) Mentorship of students on choices for becoming college and career-ready is a research-based practice according to the Institute of Educational Sciences.

Goal: Graduation rate will be at 95%.

Strategy: Students who are identified as most at-risk for not achieving a high school diploma will be provided mentorship during the school day and after school.

Expenditure: A contract with a mentor from F.A.C.E.S. will be funded.

4) According to the Institute of Educational Sciences, engaging students with curricula and programs that connect schoolwork with college and career success improves students' capacity to manage challenges in and out of school.

Goal: By the senior year, students will be well-prepared to construct a post-graduate plan.

Strategy: Students enrolled in CTE pathways or College and Career exploration courses will have access to experiences to increase awareness of career options and the pathways to certifications and degrees.

Expenditure: Costs associated with supplemental materials and tours related to colleges and industries will be funded.

SPED- We may get more buy in from students to take advantage of this if we are able to offer a multitude of class options from varying disciplines.

Also possibly open up the availability to all grade levels at VOHS

Comments- Math Dept: The support class for this goal is fantastic. Many students have been interested in the summer DUAL program that is being offered in June. I think students (especially Juniors) would take advantage of this and having the extra period for support would be advantageous.

Social Science Department: Create buy-in by offering classes that are relevant to student's academic goals. Or maybe like a little pathway that gets them credits they will definitely need to graduate from Delta. (We need to find a way to make this a pathway that

will actually lead to a university path. Like maybe have people from EOP (Education Opportunity Program) at different universities come and agree if you pass these classes will bring you into Humboldt State or Sonoma state when you graduate.

What are the goals of the support class? How will it be formatted to help students that might be enrolled in different classes? (Classes of different units as well.)

PE/Elective Dept: More offerings at Delta, classes outside of academics, Dance, automotive, culinary, swimming, archery, art classes any class that be an intro class. Asl and other language classes. Support class is needed to help students get through Delta classes. Supporting students to take classes at night at Delta by getting the to and from class. Can we plant the seed to go to Delta with the sophomores. Can we get information that we can share with students to help motivate them to take classes.

English: Automotive would be a high-interest class for students, but not online. Students crave more hands-on, practical skills. Patient care, medical fields, and similar careers would be classes that have a high level of interest. Same with electrical.

We could require that certain classes can only be made up as dual enrollment (if a student needs English credits they have to take that through Delta rather than Subject.com). This is more doable if we have a support class.

Science Dept: Any way we could create an interest survey to determine what kind of classes they would be interested in taking through delta? Exposing students to subjects that they don't encounter in high school is helpful when trying to figure out what career to go into.

Comments- Math Dept: Students are really enjoying both Child Development and Culinary. The activities that are involving the community is not only amazing for the students, but also putting VOHS out there in a positive light. The Rotary Read In and Volunteering at the Elementary sites have been fantastic. I think many students would really enjoy this pathway (and can easily transfer between LHS and VOHS with this path).

SPED- We also appreciate the rotary read and al that child development offers.

Social Science Department: Mrs. Cherry should have access to tons of training and support for this class. And possibly a mentor teacher, to help her lesson plan and guide her in the right direction.

Science Dept: This is great. Love that the students would be experiencing the work associated with child care. But also, we have a high need for another career path as well. Concerned that the high male population may not be as interested in that path?

PE/Electives: Getting out in the community to see all the child care options. Would like to do a rotary read after hours at Village Oaks to support the students where they are comfortable. Host a read night to promote the VO students. The students need to get out into the community to get new experiences. How do we get more students to choose this class instead of being forced into the class? Do students complete ECE hours at Delta if they are taking Child Development classes or the certificate program? Do students get paid for the practicum or just credits? Offer student to get CPR/First Aid certification in the first 2 months of the course.

English: keeping it in the middle of the day has many benefits as anything that pushes students to stay later often struggles with attendance concerns. Can students be compensated financially for doing this pathway and their work?

One of the downsides of this pathway to consider is that careers in this field tend to be lower paid and we may consider this as we are about to dedicate a fair amount of effort and financial resources to a pathway that may lead to low wages.

(SPED) Many of these students are also truant, maybe we can explore a way to extend this resource beyond the school grounds.

Comments- Math Dept: Marvin being on campus has been a win win all around. There has been improvement with the truant students that have been focused on (and behavior). Students who have not been "flagged" have also bonded with Marvin and it has been beneficial all around (staff included).

Social Science Department: Dads program at Franklin where people provide parental type of mentorship. I wonder if we could pay parents a stipend for coming to school to provide help in classes, walk around at lunch and passing periods.

Science Dept: How many more mentors would that require? How will students be identified for the mentorship and would they be willing to complete the after school component? What does mentorship look like during the school day? (Neither one of us has Marvin in our classes so we don't know!)

PE/Electives: Is Marvin able to meet all we need for mentoring the students we have at VO. Do we need a second Marvin?

Club Lift will help maybe meet the needs of some of these students. What about our girls that need a mentor, what are we doing for them?

What about another counselor? Does this pay for one?

English: Concerned that after-school requirements will mean a lot of our students will be unwilling to commit. Could we explore a longer day schedule, that has a later start time in exchange for a later end time?

Comments- Math Dept: This would be awesome. FIELD trips would be amazing and are extremely needed. A career fair would also be an awesome way to get more CTE and Career Exploration information out to our students. SPED-Pathways and presentations every year for all grade levels. Field Trips also. Prior students come back and give their experiences.

Social Science Department: Could we use money for subs so we could take the kids on field trips?

Science Dept: It seems like this goal will be met just by having more students doing the Delta classes. Maybe move the PGP from English classes and add it to a class with ASVAB prep coursework. Also, all our classes using STEMScopes have "Career Connections" and "Scientist Spotlights" built into the curriculum. It's easy to skip as it is considered "elaborate" within the 5E's, but we could definitely be more diligent about building a consistent discussion circle about the careers connected to each scope.

PE/Elective: Students need to get out for all subject areas and tie it to their everyday life. Students will buy into the curriculum if they can connect it with their everyday life.

English: Students need life skills classes that allow for teaching of different pathways prior to senior year. I also think that we need to try to establish a partnership with the larger community (trades, our district personnel, some other organizations) that would allow for kids to have hands-on experience in a variety of career fields.

**Theory of Action for Students With Disabilities:
Student Achievement**

| If: | Practice: | By the Following Action: | Then All Students With Disabilities Will Demonstrate: |
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| District Administration <ul style="list-style-type: none"> • Cabinet • Director of Special Education & Health Services • Education Services | <ul style="list-style-type: none"> • Promoting a teaching and learning agenda • Providing resources, professional development and ongoing support for site administrators | <ul style="list-style-type: none"> • Allocate adequate resources and funding to support the provision of specialized services for students with disabilities. • Establish clear policies and procedures for identifying, assessing, and providing services to students with disabilities. • Provide professional development opportunities for teachers and other staff members to enhance their skills and knowledge in serving students with disabilities. • Ensure that all school sites are equipped with the necessary resources and equipment to meet the needs of students with disabilities. | <ul style="list-style-type: none"> • <i>Maximum access to grade-level general education curriculum</i> • <i>Improved academic outcomes</i> • <i>Increased social-emotional competence</i> • <i>Self-awareness regarding the standards they are expected to meet</i> • <i>Proficiency in the areas of ELA & Mathematics</i> • <i>Ability to be self-aware, set goals, and monitor own learning and behavior</i> • <i>Habits of learning that can be applied to new situations</i> • <i>Ability to engage in productive thinking and interaction</i> • <i>Ability to use technology to effectively analyze and communicate information</i> • <i>Self-efficacy as a life-long learner</i> • <i>Readiness for college, career and life</i> |
| Site Administration <ul style="list-style-type: none"> • Principals • Assistant Principals | <ul style="list-style-type: none"> • Creating a welcoming and inclusive school environment that values diversity and promotes equity and social justice • Promoting a teaching and learning agenda • Leading the implementation of a clearly defined systems of support with fidelity | <ul style="list-style-type: none"> • Ensure that all staff members implement best practices for serving students with disabilities. • Schedule students' school days to maximize their time in general education classrooms. • Provide/ensure necessary accommodations and modifications to enable students with disabilities to access the curriculum and participate in school wide activities. • Establish effective communication channels with parents and guardians to ensure that they are informed and involved in their child's education. | |
| Program Specialists | <ul style="list-style-type: none"> • Ensuring all students have current IEPs which include goals appropriate to each individual student's disability • Promoting LRE for all students on IEPs | <ul style="list-style-type: none"> • Collaborate with IEP teams regarding student needs and placement. • Represent the district and student in contentious IEPs. • Facilitate related services referrals. • Oversee the Non-Public School (NPS) caseload. • Monitor compliance with Federal and State Laws, Education Code, and Board Policies. | |
| General Education Teachers | <ul style="list-style-type: none"> • Creating a positive and supportive learning environment that values and respects the diversity of all students. • Providing high-quality grade-level instruction • Differentiating instruction to meet the needs of all learners, including those with disabilities • Designing learning opportunities that are both engaging and accessible | <ul style="list-style-type: none"> • Know and plan for the specific learning needs of each student they teach. • Implement UDL principles to provide multiple means of representation, engagement, and expression to meet the diverse needs of all students. • Collaborate with resource support teachers and other specialists to provide necessary accommodations and modifications to support students with disabilities. • Continuously assess and monitor student progress and adjust instruction accordingly to meet their individual needs. | |
| Special Education Teachers: <ul style="list-style-type: none"> • RSP • SDC | <ul style="list-style-type: none"> • Providing targeted interventions and supports for students with disabilities | <ul style="list-style-type: none"> • Provide specialized instruction and support to students with disabilities in both individual and group settings. • Collaborate with classroom teachers to provide necessary accommodations and modifications to enable students with disabilities to access the curriculum and participate in school activities. • Provide professional development opportunities for classroom teachers to enhance their skills and knowledge in serving students with disabilities. • Assess and monitor student progress and provide ongoing feedback to classroom teachers and parents. | |
| Inclusion Specialist <ul style="list-style-type: none"> • Program Lead Teacher | <ul style="list-style-type: none"> • Providing targeted supports and instructional guidance for Special Education teachers | <ul style="list-style-type: none"> • Provide teachers guidance with development of schedules • Monitor scheduling students' time outside the general education classroom. • Model lessons. • Coordinate and facilitate professional learning. • Facilitating collaboration between special education and general education teachers. | |
| Related Service Providers <ul style="list-style-type: none"> • Psychologists • Behaviorists | <ul style="list-style-type: none"> • Collaborating with classroom teachers and other specialists to develop and implement plans and other strategies to support students with disabilities | <ul style="list-style-type: none"> • Conduct assessments to identify and diagnose disabilities and develop appropriate interventions and accommodations. • Provide counseling and support services to students with disabilities to help them cope with the challenges of school and life. • Provide professional development opportunities for teachers and other staff members to enhance their skills and knowledge in supporting students with disabilities. | |
| Parents of Students With Disabilities | <ul style="list-style-type: none"> • Collaborating with school administration, classroom teachers, and other specialists to develop and implement plans and other strategies to support their students with disabilities • Reinforcing goals set in collaboration with the school in | <ul style="list-style-type: none"> • Advocate for their child's rights and ensure that they receive the services and accommodations they need to succeed in school. • Work collaboratively with teachers and other school staff members to develop and implement Individualized Education Plans (IEPs) and other strategies to support their child's learning. • Provide ongoing support and encouragement to their child and help them develop the skills and confidence they need to succeed in school and life. • Stay informed and involved in their child's education by attending | |

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| | the home environment | meetings, reviewing progress reports, and participating in activities. | |
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| Goal 1: Access to broad and challenging curriculum | | | | | | | | |
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| Parent Advisory 2/20/24 | Parents/Community | Teachers/ Staff/ LUTA/ CSEA | LUSD Administrators | Students: ISC, Student Leadership, Principal's Advisory | DELAC (District English Learner Advisory Committee) | Orenda Education Study Results | Lincoln High School | Village Oaks |
| Additional paraprofessionals needed in classes with high number of newcomers. | Help students learn not to cheat by providing Turnitin.com again | Having appropriate benchmark assessments for all curriculum not just English/Math (or time to write them) | DWCD - Time for teachers to talk, plan & share best practices. | Students probably would want to come to school if it's funner and not just the same old thing | More outside time, more play learning and help on explaining. | Review and limit the number of programs and initiatives, ensuring that only the ones that positively impact teaching and learning remain. | being able to get more student engagement with classes adding a finance class to help students. | Less work at Lincoln (work is too hard) |
| More project-based learning classroom. Less computer-based learning programs kids loose interest/get frustrated in. | Benchmark assessments Data director? Illuminati? Are we getting a new platform? | Testing Centers for accessibility for retests or make up exams. | Provide links to carry on each school website & inform families & students that they are there. | Create Safer clubs/spaces for students | more tutors available get parents more involved in the academic success of their student, less homework more hands on. | Reevaluate short days for seniors and their course load so they can be competitive in whatever path they take, with academic persistence and the highest GPS's. All courses except PE, should be A-G approved for a premium education. If they are not now, get them approved and backdate enforcement. If they cannot be approved, do not offer them. | Have a higher variety of classes available for students with different ways of learning the curriculum or implement different ways of teaching. | At Lincoln, they don't give us enough time to do assignments. |
| Ensuring the curriculum for DL program matches English curriculum with materials available online. (ex. Social Studies curr. at Sierra Middle School) | Increase academic information on K-8 websites.(curriculum, textbooks, etc) | Technology – the district needs to move quickly toward integration the use of AI into our curriculum hopping AI use and responsibility lessons will be availability to students in the 24/25 school year. | Provide diverse culturally rich curriculum that elevates student learning globally. | I think we need to look at the kids and what they are doing. If we can stop what we are doing then we will be able to focus on class and up our scores. If we need more people to come we need to make our stuff more exciting | Usando menos tecnologia en el salon de clase <i>Use less technology in class</i> | Ensure students are in the most rigorous course of study possible. Evaluate systems and communication regarding honors, AP, and Accelerated Math pathways to ensure that the most under-resourced students have full access. Look at processes and communication through their eyes. | Many students want to go into Business - maybe offer business classes. | To crowded with little faculty inside classrooms. |
| More in school activities | Increase communication about the accelerated math program with parents. | AVID -First generation college | Present curriculum that students can identify with. | Students probably would want to come to school if it's funner and not just the same old thing | Usar mas libros , tener mas cosas en libretas para poder saber los trabajos que le dejan <i>Use more books, have more notebooks so we are able to know what type of work they have or do</i> | Support sites as they strive to reduce the number of D/F's in courses by continually monitoring and increasing varied supports, as needed, including validation and elimination of two-year algebra. | I think that Lincoln should have placement tests for incoming High School kids. Students should be aware that it is a placement test since students don't try as much for state testing. | Need more staff vs. students |
| Revisit AVID training and strategies | Request a possible second opportunity for students to accelerate in math at the high school. | Students have access to challenging curriculum approved by the board, but students with disabilities are already behind and services are decreasing next year. Plus diploma track will be more difficult for them to achieve. The board needs to approve an | NGSS training for teachers or mentors. | Students should have access to more engaging and hands on curriculums to let them further understand the topics they're studying and the importance of topics in their life | More Spanish language math books, parents need the ability to help their children with homework but using their material language. | | Allow students to choose the Delta class that they want to take as a Dual Enrollment class, instead of picking from the limited options that are very random, like Sport in Society. | Districtwide policy required GPA between 2.5 -3.0 |

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| | | alternative pathway for a diploma for these students of rates will drop. | | | | | | |
| At school help with reading. Extra group or class. Specially for English Learning students. | | New ELA Program for K-6 | Time to work with staff on standards curriculum. | Teach kids at their own pace. and no stress inducing i-Ready! | Students need (more) homework Teachers should check the homework with the students | | Offer Dual Enrollment courses for Calculus/Statistics | Wider class choices more science, physics, biology better science lab. |
| After School help with homework or tutoring with Math and English | | More NGSS Training for K-3 | District wide observation & walk through tools to guide coaching & PLC work. | | | | Have varying Dual Enrollment classes with multiple different subjects relating to different majors. | Redone district learning curriculum. |
| Less computer work, more one on one in with teachers | | Title 1 at Brookside to support EL/ low readers. More PE teachers. More Art teachers. Elective teachers at SMS. | | | | | To create better learning environment we should provide more opportunity for kids to choose a platform and then give a plan for it. | Better help with math TA's, study groups. |
| Que los padres de familia podamos conocer el plan de estudio o que la escuela explique de que forma acuerdara informasion. <i>(That us parents are able to know that study guide or that the school explain in what way they are giving us that information)</i> | | Financial Literacy high school. | | | | | Different varieties of teaching! Lets stop reteaching the same material. | |
| I Love to see more AP classes offeres at LHS | | Only options for math after math 3 are pre-calc and AP need some intermediate courses to continue 4th year. | | | | | Offer more AP classes. | |
| Provide some type of program after school strictly meant to help students with homework. Many students are bright but lack the structure and help at home. | | Art teacher for SMS - never recieved one | | | | | Sign language class. | |
| Additional classes on the DL path way at high school level. | | Culinary Arts- Start CTE pathway in middle school- SMS | | | | | | |
| Have more outsource professionals to come and present. Example on site/campus field trips also sports people or workers in tech to give up lifting stories and such to give student something or someone to look up to. | | Delete criminal justice to help reduce social Science classes, sizes. Move Health out social science to make Ethnic Studies one year course. YEAr long Ethnic Studies course will reach students of color especially black students. | | | | | | |

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| Include an interactive STEM focused course at the 5-8 level, mandatory, if possible. | | Math classes that deal with financial literacy. | | | | | | |
| More access for parents regarding Eureka Math | | PE by a specialist for all K-6 | | | | | | |
| Adopt the Civic Seal of Engagement Program created by the state | | New Social Studies curriculum. | | | | | | |
| This should include access to curriculums that support social and mental health with interactional conversations led by older students and school staff about what it means to be socially and mentally well and balanced. | | | | | | | | |
| Bring back -HOME ECONOMICS CLASSES and TYPING CLASSES | | | | | | | | |
| Jobs for student. Careers and work experience | | | | | | | | |

| Goal 2: Accelerating student learning with high expectations for all | | | | | | | | |
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| Parent Advisory 2/20/24 | Parents/Community | Teachers/ Staff/ LUTA/ CSEA | LUSD Administrators | Students: ISC, Student Leadership, Principal's Advisory | DELAC (District English Learner Advisory Committee) | Orenda Education Study Results | Lincoln High School | Village Oaks |
| Keep a closer track of kids not meeting the grade level. Before its harder for them to catch up. | Keep teaching handwriting beyone 1st grade | How do we define or establish intervention at the High School level without access to remedial math courses? | Reteach teachers what high expectations for ALL truly means and the HOW TO? | Set big prizes if the goal is met. Ex. Pizza party for the class if everyone passes | Tutorial despues de escuela en TCK <i>Torturing after school at TCK</i> | Develop a formal assessment matrix from prioritystandards and use to create a common formative assessments as "checkpoints" to monitor acheivement towards rigorous grade-level expectations and as a metrics to provide the foundation for teacher-to-teachers sharing of best instructional practices. | Be firm but also have reasonable expectations for students. Lessen the home work load and get more done during the class period. | Higher learning standard. |
| More regular student celebrations at site and district – student could be recognized at board meetings and eligible for raffles. | | Math Coach -align math instruction. | Student acheivement as the only goal. Send out K-8 report card quarterly especially since not every one gets a 2nd conference. | Help get kids better at English by being understanding and help find out why can't they get to that level | Support teachers with more paras Tutors one-on-one with students Less high expectations which become unrealistic per teachers to meet with short deadlines. | Initiate an On-Track monitoring system with teacher teams checking progress of students toward predictive indicators five times during the year. | Create a scholarship for top performers of standardized state testing (ELA & Math) to encourage students to try their best. | More help with studetns early in schooling such as behind math in elementary |
| Additional P.D for writing instruction at elementary level (especialy upper elementary) | | Do counselors and all staff believe that every student can learn and achieve? Lets bring them along ! | Send out K-8 report card quarterly especially since not every one gets a 2nd conference. | | Me gustaria que este programa fuera disenado para todos los ninos que quieieran reformar su aprendizaje, asi no aplican para el curso de Verano I would like that this program designed for all the kids that would like to refocus they learnings, like that they don't have to go to summer school program. | 100 site words for all kinder student | Talking about college and the steps to make sure you are going to the right school. | College Awareness for freshman grade consequences. |
| Tutoring program with clearly classed goals and expectation | | Bring back AVID | Get rid of SDC and move to an inclusion model for all. | | Brindar material intractivo para aprendizaje en lengua y literature en ingles.aplicasion virtual e impreso <i>Bring interactive materials for learning English literature like a virtual application.</i> | | Direct instruction and collaborative work balance in math but mainly chemistry. More learning from the teachers. | Less new assignemnts every day. |
| Que existan programas o lugares donde maestros puedan recomendar a los | | Reading academy for struggling 3rd grade Readers | Data analysis & collab time quarterly | | Buscar trabajos or carreras para Jovenes del grado 8 | | Student tutoring program. Teachers have tutoring hours | Dual enrollment pushed out to |

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| <p>padres de niños que tengan más facultad para aprender y no sobrecargar al maestro.</p> <p><i>If there is a program or place where teachers could recommend to us parents with students with more trouble learning so that the teachers don't get overwhelmed.</i></p> | | | for content alike teachers. | | | <i>Look for jobs or careers for students of the 8th grade.</i> | but students can also help because some people find it easier to learn and get help from a peer than from a teacher. | freshman - sophomore. |
| <p>Que las escuelas que tienen altas calificaciones puedan compartir sus estrategias para replicarlas en otras.</p> <p><i>That the schools with higher grades can share their strategies so that the ones with lower grades can learn from them.</i></p> | | Built in tutoring/work time into the school day for struggling students | Full time College & Career Counselor for LHS to improve College & Career | | | | Students should learn more real world things like taxes, mortgage and even retirement plans. | |
| <p>Desarrollar en el banco de recursos y capacidades de los padres de familia que estén disponibles para ofrecer apoyo en la escuela por ejemplo: to puedo dar una charla de liderazgo en la familia, mi esposa puede dar técnicos o tips para apoyar en la educación de casa.</p> <p><i>Develop some recourse for parents that have availability to offer support at school. For example: I can offer a chat in leadership in the family. My wife can offer techniques or tips for the education in the home.</i></p> | | Site tutoring for subjects other than Math and English | Connect the new 100 word list to Kinder Curriculum. | | | | Trying to see where students stand with each other & focusing more on student mental health. | |
| <p>Enviar tareas a casa con el propósito de que los niños consoliden lo aprendido en clase. Que puedan investigar y compartir su experiencia de aprendizaje.</p> <p><i>Send homework home with the purpose of reflection with what they have learned. Or to investigate and share the learning experience.</i></p> | | Intervention services- Now that VO is an alt option for struggling 9th graders, we need better support and alt programs for 9th graders who blow out (fail) at LHS. | Identify best practices & provide training. | | | | It would be amazing & very impacting on scores if students went into mathematics state testing with review before hand. | |
| <p>Involvement parents by knowing the way of working of each teacher and making of the learning of each child easier, managing to maintain the peace of learning at home.</p> | | Community Organizations to support African American Students Amelia Adams Whole | Teachers need grade appropriate strategies to do this - we are using outdated strategies that do not | | | | | |

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| | | Life Center Concrete Development with Toni Menedal | engage this generations learners. | | | | | |
| Report card for Dual Language students | | Curriculum specific PD for High School | On going review of standards with teams & training. Establish shared vision and understanding school wide. | | | | | |
| Report card for Dual Language students Standard and specific to pathway goals. | | Math intervention for all. | Have parent workshops that are sponsored by teachers and give an inside look at content areas. | | | | | |
| Provide a program or provide teachers with ideas on how to challenge "high" students. There are students who ran and are willing to do more but never got challenged by their teachers. Maybe even a program for students to a tutor their peers in need. | | 4-6 intervention reading. | | | | | | |
| Create remote learning options for older students for classes like Foreign Language | | Art teachers for SMS | | | | | | |
| Last year's summer school was a waste of time, felt as though my daughter didn't get anything educational out of it wished it was held at each child's school and would be longer than it is. | | Sierra needs a portable our library is being taken over by classroom and focus center. | | | | | | |
| More events/contests show casing students' talents/skills - Arts contests, writing contest, young Author's Faire | | We need an IT teacher for chromebooks. Our librarians are dealing with Chromebooks. | | | | | | |
| Additional P.D for the creation and adoption of standard writing rubrics | | 4 year high school plan for all students counselors monitor annually. | | | | | | |
| Maybe class or programs for parents to be able to help the kids | | Maintain College career counselor at LHS. | | | | | | |
| Test for dyslexia in TK/Kinder so appropriate support intervention can start early before it causes students to lose love for learning and fail in school. | | Culinary Arts starts pathway at SMS. | | | | | | |

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| <p>Make sure students have enough support. Extra math, Extra ELA supports, Implemented into the budget, Hire more paras in GE classes</p> | | <p>Maintain College career counselor at LHS.</p> | | | | | | |
| <p>For ELA- Teach phonics in an orton-gillingham "multi-sensory" researched based approach, This would help dyslexic students which are 20% of LUSD population as well as all students could learn from it.</p> | | <p>Increase yard duty para's staffing/ security specials after school.</p> | | | | | | |
| | | <p>More ELA/ ELD intervention at all levels.Math intervention at all levels. Classroom managementall levels/PD for all teachers.</p> | | | | | | |
| | | <p>Math PD that connects to current math curriculum. Training that can be used "next day" in class. The tool kit is not it! More spaces and opportunity for SJCOE training/ PD.</p> | | | | | | |

| Goal 3: Cultivate safe, engaging, and inclusive classrooms, schools and district and support the whole child | | | | | | | | |
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| Parent Advisory 2/20/24 | Parents/Community | Teachers/ Staff/ LUTA/ CSEA | LUSD Administrators | Students: ISC, Student Leadership, Principal's Advisory | DELAC (District English Learner Advisory Committee) | Orenda Education Study Results | Lincoln High School | Village Oaks |
| The teaching staff should represent the students they teach. The community of students is 53% Hispanic. What is our teachers look like our kids to help them feel represented. | Hand writing Spelling skills To continue after 4th grade | Change suspensions – ask African American families to help with this (Toni McNeal) | Counselor ratio per student body needs to increase. | Maybe have checks with students from time to time and ressurig support for the children. | 3 mas guardias en la escuela a la hora de la salida <i>3 more guards at the end of school.</i> | | Sense of community isn't as strong as i feelit should be. If people dont know people you're alienated. | Driving school. |
| Please work to include Amelia Ann Adams Whole Life Center into trainings and further development of restructive practices | Sobre crear actividades afuera, ya sea en la misma escuela o algun paarque mas cercano del barrio. Sobre la seguridad diaria en los cruces peatonales en las eccuelas <i>Create activities outside the school or at near by nationhood park. Afterschool extracurricular activates. More security at the crosswalks.</i> | Provide more VCCS staff | 5 day focus center para to help with proactive work. | People get jelous and then that leads to bullying and fighting. | La escuela nescesita tener cimunicacion inmediato con los padres cuando pasa algo <i>The school needs to have communication immediatly with parents when something happens</i> | | Keeping student confidentiality. | Garden |
| Allow parents on campus to plays/sing alongs and volunterr | Bathrooms are not safe. Sierra High in Manteca is using an app (north star) that monitors bathrooms/who goes and how often. Someone needs to call them and speak with them about how the program it is working | Increase Mentorship: Something similar to Midwest program Posse that pairs HS students with college prof. mentors 9effective for AA pop) | Be present, make connections, listen and reflect. | Kids don't go to school because of lack of importantness. | Paga en riesgo la seguridad de las estudiantes <i>Stop the risk for the safety for the students</i> | | School Spirit and community building efforts don't do enough to address lack of commuity and connection between new students. | Stop making VO a bad guy in middle school. |
| more para support | Use Leader in Me to improve: Leadership Culture Academics | Provide more VCCS therapists. Need is greater then ever | Classroom Management Training. | | | | Schools should be more commuicative because i don't know many people, i often miss out on activities & events or find out very last minute. Be more organized. | Village Oaks/ LHS segregation. |
| Incorporatig UDL Practices across campuses | | Not all students feel welcomed and supported by staff of campus. I went to a CTA conference addressing teaching strategies and positive climate in the classroom. It was shared with Joe Hancock and suggested for PD for 2024-2025 school year. | Implement restorative practice as alternatives to suspensions. | | | | Alot of African Americans from personal experience feel uncomfortable with their teachers. There is a lack of African American representation in staff which makes us feel like we have no one to talk to. | |
| Desarrollar talleres especiales segun la necesidad o la cultura por | | Nature-based site for students who need pull-out | Admins go through elements of school safety plan quarterly. Practice | | | | Do background checks on the teachers. | |

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| <p>ejemplo escuela para padres con tips de como cuidar mejorde los ninos – como ayudar en el aprendizaje de los ninos de casa</p> <p><i>Develop workshops depending on the necessity or culture. Fore example: a class for parents with tips in how to take better care of children- how to help the learning at home.</i></p> | | support with emotional or behavioral regulation. | pieces of the plan with staff. | | | | | |
| <p>Programas, juntas cursos para padres para educar y ayudar a los ninos.</p> <p><i>Programs, meetings or courses for parents to educate and help the children.</i></p> | | Include experienced teachers in decision making that directly impacts their program | Scheduled at beginning of year and turned into hall, fire earthquake, lockdown drills. | | | | More arts programs and upgrades to the programs that have low funding they make safe environments, like choir. | |
| <p>Junior/Senior check ins to assure youth are on track to graduate.</p> | | Program specialist for every site or at least two more. | PD for teachers to assist with classroom management. | | | | More african american studies. | |
| <p>Tener mas tolerancia asia ninos que sus padres no estan muy atentos antes de suspender. Oh castigar porque no ayuda tartar a un nino igual que en casa (los perdemos mas)</p> <p><i>Have more tolerance towards kids that have parents that aren't aware before suspending. Or helping them before punishing them like sending them him. (we lose them more)</i></p> | | Training for paras in SPED | Provide us with more collaboration/training in cultivating an inclusive learning environment for all. | | | | We must start our campus culture at the Elementary schools, this would mean that high school students would go to elementary schools & read with them or do work with them to get them excited for high school. | |
| <p>Reprender a los que secundan el bullying (amigos de acusador principal)</p> <p><i>Reprimand to those who act on bullying (the friend of the main aggressor)</i></p> | | Provide deicated security for SL campus at LHS | Create culturally diverse student leadership team to help with conflict resolution/discipline. | | | | | |
| <p>Que los policias escolare: mantengan rondas constatens fuera u adentro de la escuela.</p> <p><i>That School Patrol maintain consistent</i></p> | | Provide SPED paras access to laptops and curriculum | Staffing for LHS wellness center. | | | | | |

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| <i>rounds in and outside the school.</i> | | | | | | | | |
| Within the district there is a plan with autistic children or those with learning difficulties that can go and it will be helpful for the child's developments | | Behavior PD for teachers dealing with current student behaviors. | Increased time for the current focus center para for LHS to cover periods 1-7 at LHS. | | | | | |
| Stronger community engagement, local community partnerships with elementary schools. i.e jobs, training, socialization. | | COounseling increase at Brookside. | Increase the amount of Campus Supervisors by 1 for LHS to address safety & improve learning. | | | | | |
| Engage in LGBTQ+ state wide surveys and provide specific outreach and listening sessions for students to provide feedback on campuses safety. | | Need restorative practice refresher annually. | | | | | | |
| Connect with San Joaquin County /behavioral Health to coordinate mental health services with a specific focus on prevention and early intervention. | | 2.5 - 3 counselors per site | | | | | | |
| Better traffic control | | Foreign language para translators. | | | | | | |

| Goal 4: Quality leadership, teaching, and learning | | | | | | | | |
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| Parent Advisory 2/20/24 | Parents/Community | Teachers/ Staff/ LUTA/ CSEA | LUSD Administrators | Students: ISC, Student Leadership, Principal's Advisory | DELAC (District English Learner Advisory Committee) | Orenda Education Study Results | Lincoln High School | Lincoln High School Cont. |
| Providing more investitive for teachers to attract more content or netter educators, better screening when hiring. Too many incompetent teachers in class, who show up, go with the flow then go home, it's sad to see those students in their classrooms with zero structure. | | Release time for course alignment (whole days) not just morning meetings | Academic coaches - 1 per site | Field trips for building leadership skills for ALL students. | A volunteer summer school. | | More helpful teachers. | More consistency with teachers, my sisters spanish teacher left and her class didn't get a replacement The subs weren't following the curriculum. |
| Mas maestros bilingue <i>More bilingual teachers</i> | | Minimum requirements for each class with some standard pacing maps at the high school | Model, share good teaching and learning within staff. | Give leadership a little more freedom & tools to help students. | Tutoring besides the school maybe Delta College, library. | | Better math and chemistry teachers good lessons connecting to tests. | Math teachers should provide more concept building education and help students who don't understand basics. |
| Hold workshops or handouts to show how to teach your child things are being taught in the classroom per subject in regards to homework so both parents and teachers are on the same page. | | Course a like planning time for teacher is a necessity | Monthly Nitty Gritty to address learning needs of admins/review to improve practices. | More students council spots. | Teachers, peers, staff, taking accountability "Monkey see, monkey do" | | I believe when it comes to math all math classes should be hands on learning and teachers should be able to use notes and steps for solving and then give kids the opportunity to work in groups. | Do backgound checks and thoroughly evaluate the education of the teachers. |
| Training on human trafficking prevention, how to recognize signs in schools | | Having District wide phone policy to increase learning and decreasing bullying | Set dates and topics for collaboration-require teachers to turn in evidence of it. | Include leadership in the required curriculum instead of just a offered class.But still have a class. | De que manera van a trabajar para que los padres de habla hispana que se involucren as en la escuela de manera precencial. Veo que los padres no asisten a las reuniones. In was way are you going to work, so that Hispanic parents can get involved <i>more at school with presence. I see that the parents do not get involved much at these meetings.</i> | | Teachers who are efficient on topic,they are teching nd wing it as they go. | We need more engaging hands learning. |
| Creation of Dual Language advisory committee | | More equitable way to communicate with parents/support current dependance on Aries sign ups is severely inequitable. | Find supports to fill the gaps in math. | Many kids/Middle Schoolers don't attend school because they might think "What is the point" we need to try to show then that there is a point to it. | | | Some teachers need to understand that students have lives outside of school and its hard when we are given hours of homework. | Focusing more on different ways kids learn math I think that math teachers should offer more of their time during school. |

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| Make sure teachers feel supported and safe . Self Health workshops Pay raises to keep teachers with LUSD | | Continue to use Sac Science Project for NGSS implementing | On going rich PD's. Collaboration with vertical alignment focus. | For Math, I think that if math wasn't just plain sitting there, and you actually do something entertaining, I think kids would pay attention more. | | | Lack of engaging math content. Lack of passion teaching math. | Breakup testing for younger kids. |
| Professional development surrounding early literacy and early childhood level | | Using High School Science teachers to teach elementary How to use the NGSS curriculum | Additional trainings on how to engage and connect with students & families of color. | | | | More direction in class from teachers. | Staff majority of us feel like they don't teach. They're laid back and expect us to teach ourselves |
| Peer mentoring high school with local elementary schools | | Math night parent training staff(teachers) helping parents | Benchmarks | | | | Teachers need to take account of our personal lives. | Teachers not show their favorites because students notice it and it is discouraging. |
| Create pathways for staff to access mental health screenings beyond insurances | | ELD interventions are set in place as best practice, but not everyone wants/does implements them, which is disservice to our kids. | Frames provided to teachers for how to analyze & plan for standards. | | | | Math!!! It's more beneficial to have a live example of the teacher doing the work rather than standing at a whiteboard with a group and be expected to figure things out. | I think some of the stem teachers prioritize their class and work over english and history. There needs to be a balance. |
| Site based new shelters from admin District newsletters | | Provide more access for substitutes so teachers may attend conferences, C.T.E, Teachers have for conferences | Pay teachers to hold trainings (Similar to "teach it up")but monthly after school. | | | | We should focus on having more fun rather than making every single person feel included. We can't include & make everyone happy. | More balance in direct instruction and collaborative work. |
| Educar oh aser mas consientes a las maestras sobre las vibras de los ninos que se estan rebelando con mala conducta y ofreser mas ayuda <i>Educate or make the teachers more cautious about the kids vibes when they are rebelling with bad behavior or offer more help</i> | | Need is great for new teachers - provide specific, structured, planned supports for them | Increase the amount of bilingual para's to support classroom small groups within the English, Social Science, classrooms. | | | | Teachers need to be more direct and whole class instruction rather than throwing information at students and expect them to learn. | Teachers need to create a personal relationship with students. |
| Better pay for new teachers, better insurance package and more straightforward job offers less shuffling around teachers | | Full time career counselors. | | | | | Pay math teachers more but mke it easier to fire them. | If the teaching syle doesn't make the students learning style, allow stuents to switch teachers. |
| At Sierra the leadership teacher is not very kind to students. Does not have great communication with parents. I don't feel that is quality. My child won an election and plans to drop the leadership class next year because of the environment Can we reteach, reevaluate, | | Sped program specialist that really support teachers. | | | | | Teachers not allowing students to go to the bathroom and when they do the bathrooms are locked. It hurts everyone in the long run. | We need math teachers with better teaching techniques. |

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| retrain the way teachers teach and treat their students? | | | | | | | | |
| | | New teacher academy meeting at school sites bi-weekly or monthly. | | | | | A balance of direct instruction from teachers as well as collaboration with other students. | Reevaluate teachers every few years. |
| | | Support for new teachers and SPED. | | | | | Eliminate the use of the website Delta Math as a part of math curriculum. | Teachers being more caring and extracurriculars and outside life. |
| | | Ethnic Studies training for all Social Science training. ES is student focused and fosters compassion for all students. If teacher is open to new ideas ES can be transformative for them too. | | | | | Better analyze our math teachers before hiring. Our math teachers need more passion. | Hire substitutes that can teach the subject they are subbing for so they can help students. |
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