

# 2023–24 Local Control and Accountability Plan Annual Update

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

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# Goals and Actions

## Goal

Goal #	Description
1	Increase student achievement for all students while decreasing performance gaps.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	<p>2018-19 Results All: +8 DFS EL: -50.8 DFS LI: -23.5 DFS FY: -51.7 DFS SWD: -99.4 DFS</p> <p>2020-21 results pending</p>	<p>2020-21 Results All: 49% met/exceeded EL: 11.66% LI: 32.10% FY: subgroup too small to report SWD: 11.18%</p>	<p>2021-22 Results - Standard Exceeded + Standard Met: All Students: 47% EL: 12% LI: 35% FY: 20% SWD: 16%</p>	<p>2022-23 Results - Standard Exceeded + Standard Met and Distance From Standard (DFS):</p> <p>All Students: 46.66% , -10.5 DFS EL: 10.87%, -76.3DFS LI: 35.27%, -47.3 DFS FY: 19.43%, -105.4 DFS SWD: 15.75%, -111.9 DFS</p>	<p>All: +18 DFS EL: -40 DFS LI: -13 DFS FY: -41 DFS SWD: -89 DFS</p>
CAASPP Math	<p>2018-19 Results All: -23 DFS EL: -78.7 DFS LI: -57.4 DFS FY: -93.2 DFS SWD: -135.7 DFS</p> <p>2020-21 results pending</p>	<p>2020-21 Results All: 49% met/exceeded EL: 9.4% LI: 19.13% FY: subgroup too small to report SWD: 7.24%</p>	<p>2021-22 Results - Standard Exceeded + Standard Met: All Students: 33% EL: 10% LI: 21% FY: 10% SWD: 11%</p>	<p>2022-23 Results - Standard Exceeded + Standard Met and Distance From Standard (DFS):</p> <p>All Students: 34.62% , -45.3 DFS EL: 9.93%, -107.3 DFS</p>	<p>All: -10 DFS EL: -63 DFS LI: -43 DFS FY: -80 DFS SWD: -120 DFS</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				LI: 22.91%, -83.2 DFS FY: 10.47%, -119.9 DFS SWD: 12.26%, -146.10 DFS	
CA Science Test	2018-19 Results 38.72% Met or Exceeded Standard	2020-21 Results 30.74% Met or Exceeded Standard	2021-22 Results Standard Exceeded + Standard Met: All Students: 29%	2022-23 Results Standard Exceeded + Standard Met and Distance From Standard (DFS):  All Students: 31.44%	42% Met or Exceeded Standard
Graduation Rate	All Students: 90.3% 2019-20 DataQuest	All Students: 89.3% 2020-21 DataQuest	2021-22 Results - 91.9% per 2021-22 DataQuest	2022-23 Results - 92.3% 5 yr 87.10% 4 yr per 2022-23 DataQuest	All Students: 92%
English Language Progress Indicator (ELPI)	50.6% Making Progress Towards English Language Proficiency Dashboard Fall 2019	Data not available	2021-22 Results - 46% Making Progress Towards English Language Proficiency 2022 CA Dashboard	2022-23 Results - 44.7% Making Progress Towards English Language Proficiency 2023 CA Dashboard	55% Making Progress Towards English Language Proficiency
ELPAC	16% proficient CAASPP Data 2019	19% proficient CAASPP Data 2021	2021-22 Results - 15.6% proficient on initial ELPAC per DataQuest	2022-23 Results - 26.24% proficient on initial ELPAC per DataQuest	20% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Career Technical Education (CTE) pathway completion rate	All Students: 27% 2019-20 local data	All Students:14% 2020-21 local SIS data	2021-22 Results - All Students:13% of all graduates 2021-22 local SIS (Q) data	2022-23 Results - All Students: 16% of all graduates 2022-23 Calpads data	All Students: 33%
College and Career Indicator	Percent Prepared: All Students: 51.9% EL: 17.4% LI: 40.8% FY: 18.8% SWD: 11.2% Dashboard Fall 2020	Data not available	2021-22 Results - Data not available on Dashboard for 2022	2022-23 Results - All Students: 50.1% EL: 13% LI: 38.7% FY: 9.1% SWD: 11%	Percent Prepared: All Students: 55% EL: 21% LI: 45% FY: 22% SWD: 16%
AP Passing Rate	All Students: 68% 2019-20 Data local data	All Students: 57% 2020-21 Data local data	2021-22 Results - 60% 2021-22 Data local data	2022-23 Results - 68.6% 2022-23 Data local data	All Students: 75%
A-G Completion Rate	All Students: 49.6% 2019-20 DataQuest	All students 43.4% 2020-21 DataQuest	2021-22 Results - All students = 46% Local SIS Data	2022-23 Results - All students = 40.5% Local SIS Data	All Students: 55%
Percent of Students receiving State Seal of Biliteracy	17.7% 2019-20 DataQuest	19.1% 2020-21 DataQuest	2021-22 Results - 12% 2021-22 DataQuest	2022-23 Results - 15% 2022-23 DataQuest	25%
Reclassification Rate	6.6% 2019-20 DataQuest	7.6% 2020-21 DataQuest	2021-22 Results - 7.6%  2020-21 DataQuest (2021-22 results not available)	2022-23 Results - 13.5%  2022-2023 Dataquest	12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students demonstrating college preparedness via EAP - ELA	31.29% of students 2018-19 CAASPP data	37.74% of students 2020-21 CAASPP data	2021-22 Results -  30% of students "Standard Exceeded" and are prepared for college-level English  31% of students "Standard Met" and are conditionally prepared for college-level English  2021-22 CAASPP data	2022-23 Results -  20.77% of students "Standard Exceeded" and are prepared for college-level English  26.42% of students "Standard Met" and are conditionally prepared for college-level English  2022-23 CAASPP data	34%
Percent of students demonstrating college preparedness via EAP - Math	18.06% of students 2018-19 CAASPP data	15.26% of students 2020-21 CAASPP data	2021-22 Results -  13% of students "Standard Exceeded" and are prepared for college-level English  20% of students "Standard Met" and are conditionally prepared for college-level English  2021-22 CAASPP data	2022-23 Results -  16.92% of students "Standard Exceeded" and are prepared for college-level English  19.27% of students "Standard Met" and are conditionally prepared for college-level English  2022-23 CAASPP data	21%
Elementary District Assessment - ELA	2019-20 T1 data (2019-20 T2 not administered)	2021-22 T2 data K - 71% 1 - 53%	2022-23 Results -	2023-24 Results -	Increase K - 73% 1 - 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent met or exceeded standard	K - 82% 1 - 52% 2 - 56% 3 - 17% 4 - 37% 5 - 29%	2 - 69% 3 - 62% 4 - 65% 5 - 65%	Trimester 2 (T2) data, English K - 48% 1 - 29% 2 - 35% 3 - 35% 4 - 41% 5 - 39%  Trimester 2 (T2) data, Spanish K - 19% 1 - 22% 2 - 58% 3 - 55% 4 - 34% 5 - 30%	Trimester 2 (T2) data, English K - 55% 1 - 53% 2 - 54% 3 - 54% 4 - 57% 5 - 58%  Trimester 2 (T2) data, Spanish K - 19% 1 - 32% 2 - 35% 3 - 40% 4 - 26% 5 - 43%	2 - 71% 3 - 64% 4 - 67% 5 - 67%
Elementary District Assessment - Math Percent met or exceeded standard	2019-20 T1 data (2019-20 T2 not administered) K - 79% 1 - 74% 2 - 70% 3 - 56% 4 - 51% 5 - 56%	2021-22 T2 data K - 79% 1 - 74% 2 - 59% 3 - 48% 4 - 60% 5 - 56%	2022-23 Results -  Trimester 2 (T2) data, English K - 56% 1 - 42% 2 - 44% 3 - 35% 4 - 48% 5 - 38%  Trimester 2 (T2) data, Spanish K - 19% 1 - 24% 2 - 29% 3 - 36%	2023-24 Results -  Trimester 2 (T2) data, English K - 66% 1 - 61% 2 - 63% 3 - 63% 4 - 65% 5 - 56%  Trimester 2 (T2) data, Spanish K - 39% 1 - 26% 2 - 47% 3 - 50%	Increase K - 79% 1 - 74% 2 - 59% 3 - 48% 4 - 60% 5 - 56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			4 - 37% 5 - 17%	4 - 55% 5 - 33%	
Middle School District Assessment: ELA	2019-20 Q2 data (Met/Exceeded) 6 Reading - 35.1% 6 Writing - 64.1% 7 Reading - 17.4% 7 Writing - 60.5% 8 Reading - 35.6% 8 Writing - 53.4%	2021-22 Q2 data (Met/Exceeded) 6 Reading – 27.4% 6 Writing – 66.1% 7 Reading – 40.6% 7 Writing – 63.2% 8 Reading – 31.9% 8 Writing – 62.8%	2022-23 Results -  Quarter 2 data (Met/Exceeded) 6 Reading – 25% 6 Writing – 56% 7 Reading – 40% 7 Writing – 67% 8 Reading – 29% 8 Writing – 47%	2023-24 Results -  Quarter 2 data (Met/Exceeded) 6 Reading – 25% 6 Writing – 61% 7 Reading – 38% 7 Writing – 59% 8 Reading – 32% 8 Writing – 43%	Increase 6 Reading – 28.4% 6 Writing – 67.1% 7 Reading – 41.6% 7 Writing – 64.2% 8 Reading – 32.9% 8 Writing – 63.8%
Middle School District Assessment: Math	2019-20 Q2 data (Met/Adv.) 6 - 30.5% 6H/CPM - 33.9% 6SpEd - 0% 7H/CPM - 30% 7SpEd - 0% 8H/CPM - 50.3% 8SpEd - 0%	2021-22 Q2 data (Met/Adv.) 6H/CPM – 32.5% 6SpEd – 7.4% 7H/CPM - 30% 7SpEd – 3.1% 8H/CPM – 45.7% 8SpEd – 6.7%	2022-23 Results -  Quarter 2 data (Met/Adv.) 6H/CPM – 31% 6SpEd – 2% 7H/CPM - 50% 7SpEd – 0% 8H/CPM – 50% 8SpEd – 0%	2023-24 Results -  Quarter 2 data (Met/Adv.) 6H/CPM – 40% 6SpEd – 18% 7H/CPM - 47% 7SpEd – 2% 8H/CPM – 50% 8SpEd – 21%	Increase 6H/CPM – 33.5% 6SpEd – 8.4% 7H/CPM - 31% 7SpEd – 4.1% 8H/CPM – 46.7% 8SpEd – 7.7%
High School District Assessment: ELA	2019-20 Q2 data (Met/Exceeded) 9 Reading/Writing - 37.8% 10 Reading/Writing - 44.3%	2021-22 Q2 data (Met/Exceeded) 9 Reading – 8.5% 9 Writing – 68.3% 10 Reading – 12.4% 10 Writing – 68.6% 11 Reading – 31.1%	2022-23 Results -  Quarter 2 data (Met/Exceeded) 9 Reading – 12% 9 Writing – 80% 10 Reading – 13%	2023-24 Results -  Quarter 2 data (Met/Exceeded) 9 Reading – 14% 9 Writing – 72% 10 Reading – 18%	Increase 9 Reading – 9.5% 9 Writing – 69.3% 10 Reading – 13.4% 10 Writing – 69.6% 11 Reading – 32.1% 11 Writing – 67.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	11 Reading/Writing - 46.1% 12 N/A	11 Writing – 66.6% 12 N/A	10 Writing – 62% 11 Reading – 28% 11 Writing – 63% 12 N/A	10 Writing – 72% 11 Reading – 18% 11 Writing – 80% 12 N/A	12 N/A
High School District Assessment: Math	2019-20 Q2 data (Met/Adv.) Math 1 Readiness - 18.3% Math 1 - 28.7% Math 1H - 80.6% Math 2 - 11.4% Math 2H - 60.3% Math 3 - 26% Math 3H - 71.3%	2021-22 Q2 data (Met/Adv.) Math 1 Readiness – 43.2% Math 1 – 27.8% Math 1H - 80.1% Math 2 – 23.1% Math 2H – 74.7% Math 3 – 19.7% Math 3H – 83.8%	2022-23 Results - Quarter 2 data (Met/Adv.) Math 1 Readiness – 62% Math 1 Foundations - 20% Math 1 – 20% Math 1H -75 % Math 2 – 21% Math 2H – 77% Math 3 – 42% Math 3H – 73%	2023-24 Results - Quarter 2 data (Met/Adv.) Math 1 Readiness – 34% Math 1 Foundations - 29% Math 1 – 29% Math 1H - 87% Math 2 – 22% Math 2H – 65% Math 3 – 18% Math 3H – 66%	Increase Math 1 Readiness – 44.2% Math 1 Foundations - N/A (New class for 2022-23) Math 1 – 28.8% Math 1H - 81.1% Math 2 – 24.1% Math 2H – 75.7% Math 3 – 20.7% Math 3H – 84.8%
Fully Credentialed & Appropriately Assigned Teachers	Standard met on the CA School Dashboard 100%	Standard met on the CA School Dashboard 98% 2020-21 local data	2021-22 Results - Standard met on the CA School Dashboard 99%  2021-22 local data	2022-23 Results - Standard met on the CA School Dashboard 96%  2022-23 local data	Standard met on the CA School Dashboard Maintain
HS Dropout Rate MS Dropout Rate	HS 5.2% MS <1% 2019-20 DataQuest & CALPADS	HS 7% MS <1% 2020-21 CALPADS	2021-22 Results - 5.81% - HS (High School) 0% - MS (Middle School) 2021-22 Local data	2022-23 Results - 1.98% - HS (High School) <1% - MS (Middle School) 2022-23 Calpads	HS 4% MS 0%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of CA State Standards, including how ELs access CCSS and ELD Standards	"Standard met" on the CA School Dashboard Implemented Standards	"Standard met" on the CA School Dashboard	2021-22 Results - "Standard met" on the CA School Dashboard	2022-23 Results - "Standard met" on the CA School Dashboard	Standard met on the CA School Dashboard Maintain
Standards-aligned instructional materials for every student	"Standard met" on the CA School Dashboard Standards Aligned	"Standard met" on the CA School Dashboard	2021-22 Results - "Standard met" on the CA School Dashboard	2022-23 Results - "Standard met" on the CA School Dashboard	Standard met on the CA School Dashboard Maintain
Students have access to and are enrolled in a broad course of study	"Standard met" on the CA School Dashboard Student schedules indicate access	"Standard met" on the CA School Dashboard	2021-22 Results - "Standard met" on the CA School Dashboard	2022-23 Results - "Standard met" on the CA School Dashboard	Standard met on the CA School Dashboard Maintain

## Goal Analysis

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

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

This goal was largely carried out as planned and there were not major differences between planned and implemented actions. There have been some encouraging improvements in some local metric scores (e.g., elementary district assessments), but most of the three year goal metrics have not been met, which is why this goal will remain in the 2024/25 - 2026/27 LCAP.

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

The district made the decision to fund many actions with expiring one-time COVID era monies (e.g., ESSER), which is why there is a difference between budgeted amounts and actual expenditures. All actions were executed as planned.

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

While there have been some areas of progress, VUSD continues to experience performance gaps by student group on most metrics. There are, however, enough encouraging data demonstrating some improvement and decreasing gaps to continue many of the actions in the next LCAP, such as continued professional development for early literacy. Literacy has been elevated from an embedded action in LCAP Goal #1 to a stand-alone goal (Goal #4) in the upcoming 2024/25 - 2026/27 LCAP.

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

This goal remains for the new 2024-2027 LCAP cycle. Several actions are more focused, however, in the coming three-year cycle and are designed to address specific student group gaps across the district and at specific school sites. Some district supports, such as those directly related to professional development for teachers (i.e., TOSA) in particular the area of English Learner/Multilingual Learner supports have proven successful based on the improved EL reclassification rates. Metrics have been added to this goal for 2024/25 LCAP:

- Secondary D/F rates, by student group
- "Prepared for College" rates, by student group
- A-G Completion rates, by student group
- Dual Enrollment rates, by student group
- High School AP/Honors Enrollment rates, by student group
- CA State Seal of Civic Engagement (SSCE) rates, by student group

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

# Goals and Actions

## Goal

Goal #	Description
2	Provide a safe and secure environment for all staff and students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	All Students: 7% EL: 7.4% LI: 10.2% SWD: 14% FY: subgroup too small to report Dashboard Fall 2019	All Students: 14.2% EL: 23% LI: 20.9% SWD: 24.4% FY: 29.9% 2020-21 DataQuest	2021-22 Results: All Students: 30% EL:30 % LI:37 % SWD: 41% FY: 29% 2021-22 DataQuest / CA Dashboard	2022-23 Results: All Students: 22% EL: 25% LI: 28.5% SWD: 32.8% FY: 44% 2022-23 DataQuest / CA Dashboard	All Students: 5% EL: 6% LI: 8% SWD: 11% FY: subgroup too small to report
Attendance Rates	95.77% 2019-20 Local SIS data	95% 2020-21 Local SIS data	2021-22 Results: 89.4% 2021-22 Local SIS data	2022-23 Results: 91.65% P-2 2022-23 Local SIS data	97%
Suspension Rate*	1.7% 2019-20 DataQuest	0.2% 2020-21 DataQuest	2021-22 Results - 2.7%, 2021-22 DataQuest	2022-23 Results - 3.2%, 202-23 DataQuest	1.5%
Expulsion Rate	0.06% 2019-20 DataQuest	0.0% (1 expulsion) 2020-21 DataQuest	0.0% (0 expulsions), 2021-22 DataQuest	0.0% (2 expulsions), 2022-23 DataQuest	0%
School Facilities are maintained and in good repair	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard	Standard met on the CA School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on Local Indicator Reflection Good Repair 2019-2020 Rating 'Good Repair' on FIT	on Local Indicator Reflection Good Repair 2020-2021 Rating 'Good Repair' on FIT	on Local Indicator Reflection Good Repair 2022-23 Rating 'Good Repair' on FIT	on Local Indicator Reflection Good Repair 2023-24 Rating 'Good Repair' on FIT	Maintain 'Good Repair' on FIT
Parental participation in programs for English Learners, Low-Income, and Foster Youth students	Standard met on the CA School Dashboard Maintain	Standard met on the CA School Dashboard Maintain	"Standard met" on the CA School Dashboard Maintain	"Standard met" on the CA School Dashboard Maintain	Standard met on the CA School Dashboard Maintain
CA Healthy Kids Survey (CHKS) Data	2943 Student Participants (1066 - 7th, 969 - 9th, 908 - 11th) in 2020 CHKS Survey.  Students reporting high levels of School Connectedness 7th - 50% 9th - 48% 11th - 46%  Students reporting high levels of Caring Relationships with Adults in School 7th - 36% 9th - 33% 11th - 38%  Students reporting high levels of High	2021 CHKS results pending	2021 CHKS Results:  3,204 Student Participants 6th Grade = 469 7th Grade = 1,132 9th Grade = 856 11th Grade = 748  Students reporting high levels of School Connectedness 7th - 44% 9th - 43% 11th - 47%  Students reporting high levels of Caring Relationships with Adults in School 7th - 31% 9th - 26% 11th - 35%	2022 CHKS Results:  Student Participants 5th Grade = 594 (the results are for 5th, not 6th for this year SD) 6th Grade = 1,190 7th Grade = 1,190 9th Grade = 1,281 11th Grade = 1,240  Students reporting high levels of School Connectedness 7th - 55% (in-school); 37% (remote only) 9th - 57% (in-school); 58% (remote only) 11th - 56% (in-school); 66% (remote only)  Students reporting high levels of Caring	2024 CHKS Results:  Students reporting high levels of School Connectedness 7th - 55% 9th - 55% 11th - 55%  Students reporting high levels of Caring Relationships with Adults in School 7th - 45% 9th - 33% 11th - 45%  Students reporting high levels of High Expectations from Adults at School 7th - 55% 9th - 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Expectations from Adults at School</p> <p>7th - 50%</p> <p>9th - 44%</p> <p>11th - 44%</p>		<p>Students reporting high levels of High Expectations from Adults at School</p> <p>7th - 44%</p> <p>9th - 36%</p> <p>11th - 43%</p>	<p>Relationships with Adults in School</p> <p>7th - 54%</p> <p>9th - 57%</p> <p>11th - 61%</p> <p>Students reporting high levels of High Expectations from Adults at School</p> <p>7th - 69%</p> <p>9th - 67%</p> <p>11th - 70%</p> <p>(2023 CHKS not available at time of publication)</p>	<p>11th - 55%</p>
District Student Survey	<p>Standard met on the CA School Dashboard</p> <p>Created baseline data in 21-22 with new survey results</p>	<p>Standard met on the CA School Dashboard</p> <p>Baseline data pending</p>	<p>2022-23 Grades 5-12 Student Portion of LCAP Survey:</p> <p>"District schools... ... want students to succeed" % Agree = 83%</p> <p>"... offer challenging classes" % Agree = 73%</p> <p>"... provide a well-rounded" curriculum" % Agree = 68%</p> <p>"...focus on students' character" % Agree = 52%</p>	<p>2023-24 Grades 5-12 Student Portion of LCAP Survey:</p> <p>"District schools... ... want students to succeed" % Agree = 84%</p> <p>"... offer challenging classes" % Agree = 73%</p> <p>"... provide a well-rounded" curriculum" % Agree = 70%</p> <p>"...focus on students' character" % Agree = 53%</p>	<p>2023-24 Grades 5-12 Student portion of LCAP Survey:</p> <p>"District schools... ... want students to succeed" % Agree = 85%</p> <p>"... offer challenging classes" % Agree = 75%</p> <p>"... provide a well-rounded" curriculum" % Agree = 70%</p> <p>"...focus on students' character" % Agree = 54%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>... set high expectations for achievement" % Agree = 71%</p> <p>... encourage participation in extracurricular..." % Agree = 69%</p> <p>... prepare students for college/career" % Agree = 69%</p> <p>... encourage SWD to participate..." % Agree = 74%</p> <p>... encourage a healthy lifestyle" % Agree 60%</p> <p>"At my school... ... students have friends at school." % Agree = 84%</p> <p>... students from different cultural backgrounds become friends" % Agree = 82%</p> <p>... school rules are fair." % Agree = 45%</p> <p>... students respect the teachers and staff." % Agree = 41%</p> <p>... students feel safe at school."</p>	<p>... set high expectations for achievement" % Agree = 71%</p> <p>... encourage participation in extracurricular..." % Agree = 71%</p> <p>... prepare students for college/career" % Agree = 71%</p> <p>... encourage SWD to participate..." % Agree = 66%</p> <p>... encourage a healthy lifestyle" % Agree 61%</p> <p>"At my school... ... students have friends at school." % Agree = 82%</p> <p>... students from different cultural backgrounds become friends" % Agree = 83%</p> <p>... school rules are fair." % Agree = 49%</p> <p>... students respect the teachers and staff." % Agree = 43%</p> <p>... students feel safe at school."</p>	<p>... set high expectations for achievement" % Agree = 73%</p> <p>... encourage participation in extracurricular..." % Agree = 71%</p> <p>... prepare students for college/career" % Agree = 71%</p> <p>... encourage SWD to participate..." % Agree = 76%</p> <p>... encourage a healthy lifestyle" % Agree 66%</p> <p>"At my school... ... students have friends at school." % Agree = 86%</p> <p>... students from different cultural backgrounds become friends" % Agree = 84%</p> <p>... school rules are fair." % Agree = 50%</p> <p>... students respect the teachers and staff." % Agree = 55%</p> <p>... students feel safe at school."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>% Agree = 51% ... students are comfortable talking to school staff." % Agree = 46% ... students get along with each other and respect their peers." % Agree = 43% ... bullying is not a problem." % Agree = 30%</p> <p>"At district schools... ... I understand social-emotional supports available to me." % Agree = 66% ... students receive the resources and support they need." % Agree = 65%</p> <p>"My school... ...is clean." % Agree = 46%</p> <p>"Students... ... care about their school." % Agree = 71% ... like going to school." % Agree = 41%</p>	<p>% Agree = 69% ... students are comfortable talking to school staff." % Agree = 51% ... students get along with each other and respect their peers." % Agree = 47% ... bullying is not a problem." % Agree = 34%</p> <p>"At district schools... ... I understand social-emotional supports available to me." % Agree = 71% ... students receive the resources and support they need." % Agree = 68%</p> <p>"My school... ...is clean." % Agree = 47%</p> <p>"Students... ... care about their school." % Agree = 72% ... like going to school." % Agree = 40%</p>	<p>% Agree = 60% ... students are comfortable talking to school staff." % Agree = 55% ... students get along with each other and respect their peers." % Agree = 55% ... bullying is not a problem." % Agree = 50%</p> <p>"At district schools... ... I understand social-emotional supports available to me." % Agree = 68% ... students receive the resources and support they need." % Agree = 67%</p> <p>"My school... ...is clean." % Agree = 55%</p> <p>"Students... ... care about their school." % Agree = 75% ... like going to school." % Agree = 55%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

The only substantive difference in the actions over the three year cycle was an increased focus on supporting sites with funds for schoolwide campaigns to support improved campus culture and student behavior (e.g., PBIS, Leader in Me, etc.)

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.

The district made the decision to fund many actions with expiring one-time COVID era monies (e.g., ESSER), which is why there is a difference between budgeted amounts and actual expenditures. All planned actions were implemented.

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

There are many positive signs emerging from the most recent data - however, there is still more work to do. Students are reporting more positive relationships with teachers/staff and high expectations - the actions related to SEL health, counseling, etc. appear to be having a positive impact.

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

While the goal remains for the coming 2024-27 LCAP cycle, many of the actions will be more focused on specific groups and schools that have the highest levels of need. The following metrics have been added to Goal 2 for the 2024/25-2026/27 LCAP:



- High School and Middle School Athletics Participation rates, by student group
- High School and Middle School Extracurricular Program (non-athletics) Participation rates, by student group
- Suspension Days #, by student group

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

# Goals and Actions

## Goal

Goal #	Description
3	Increase parent and community involvement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Parent Survey	915 responses (861 English / 50 Spanish) 2021 LCAP survey data	1312 responses (1140 English / 172 Spanish) 2022 LCAP survey data	2023 LCAP Survey Results: 1,373 Responses 1012 English 207 Spanish	2024 LCAP Parent Survey Results: 1,778 Responses	1100 responses (900 English / 200 Spanish)
LCAP Community Survey	51 responses (40 English / 11 Spanish) 2021 LCAP survey data	614 responses (578 English / 36 Spanish) 2022 LCAP survey data	2023 LCAP Survey Results:  48 Community Responses (non-Parent/Staff/Student)	2024 LCAP Survey Results:  80 Community Responses (non-Parent/Staff/Student)	300 responses (250 English / 50 Spanish)
LCAP Staff Survey	115 classified responses 314 certificated responses 2021 LCAP survey data	212 classified responses 261 certificated responses 2022 LCAP survey data	2023 LCAP Survey Results:  554 Staff Responses; 362 Teachers 25 School Administrators 10 District Administrators 157 Classified	2024 LCAP Survey Results:  669 Staff Responses; 416 Teachers 35 School Administrators 16 District Administrators 151 Classified	225 classified responses 425 certificated responses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Staff respondents who currently have a child in VUSD: 203 Staff respondents who don't have a child in VUSD: 335	Staff respondents who currently have a child in VUSD: 247 Staff respondents who don't have a child in VUSD: 422	
LCAP Student Survey	636 responses (616 English / 20 Spanish) 2021 LCAP survey data	1587 responses (1564 English / 23 Spanish) 2022 LCAP survey data	2023 LCAP Survey Results:  3,337 Student Responses; 88 5th Grade 585 6th Grade 707 7th Grade 708 8th Grade 423 9th Grade 294 10th Grade 288 11th Grade 248 12th Grade  Hispanic/Latino: 1,323 Non-Hispanic Latino: 1,518  English at Home: 2,817 Spanish at Home: 988	2024 LCAP Survey Results:  4,496 Student Responses; 439 5th Grade 608 6th Grade 659 7th Grade 569 8th Grade 483 9th Grade 583 10th Grade 509 11th Grade 601 12th Grade  Hispanic/Latino: 2,307 Non-Hispanic Latino: 2,875  English at Home: 5,178 Spanish at Home: 1,596	900 responses (800 English / 100 Spanish)

## Goal Analysis

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

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

This goal was largely carried out as planned and there were not major differences between planned and implemented actions.

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.

The district made the decision to fund many actions with expiring one-time COVID era monies (e.g., ESSER), which is why there is a difference between budgeted amounts and actual expenditures. All planned actions were implemented.

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

Communication with families and their engagement with the district has increased over the past three years. The LCAP survey responses are one metric demonstrating that improvement. This still remains an area of growth for the district, and it was identified by VUSD's third-party consultant who analyzes the LCAP survey data for the district. Their recommendation is to "Boost Parental and Community Engagement: Develop and implement strategies to further increase parental and community involvement in school- and district-level decision-making processes. This could involve creating more flexible and varied opportunities for participation, using digital platforms to reach a wider audience, and actively soliciting feedback and input from parents and community members.

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

This goal remains for the new 2024-2027 LCAP cycle. Several actions are more focused, however, in the coming three-year cycle. The following metrics have been added to the 2024/25-2026/27 LCAP for Goal 3:

- Responses for The Following Specific Items on VUSD's Annual LCAP Parent/Guardian Survey Questions:

"The school keeps me well-informed about events and activities"

"Teachers keep me well-informed about my child's progress"

"Are you able to communicate with staff and teachers as you need to?"

"I feel the school is effectively educating my child"

"The school/district encourages parental involvement"

"I feel the school/district values my participation by offering parents a say in decision-making process at school/district"

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

# Goals and Actions

## Goal

Goal #	Description
4	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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.

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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.

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

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



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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education  
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