



Visalia Technical Early College High School

Home of the Wolverines!

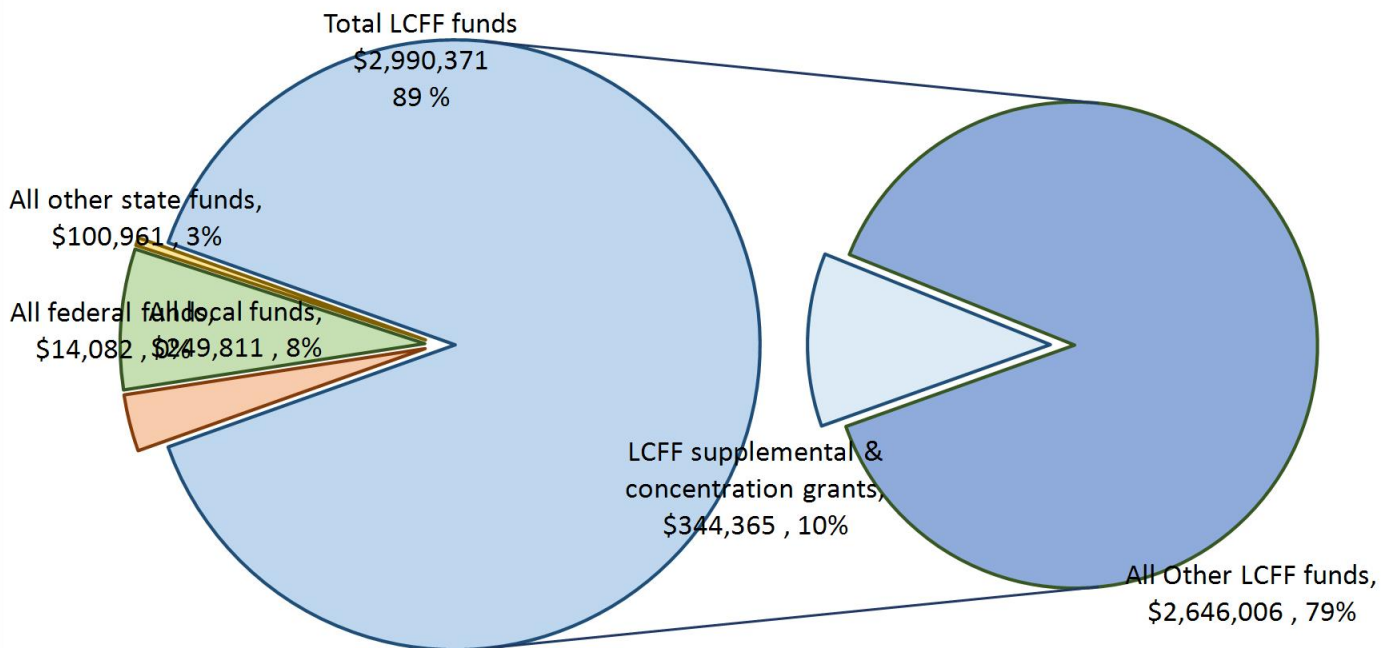
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Technical Early College High School
CDS Code: 54-72256-0120659
School Year: 2024-25
LEA contact information:
Scott Braun
Principal
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(559) 622-3212

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

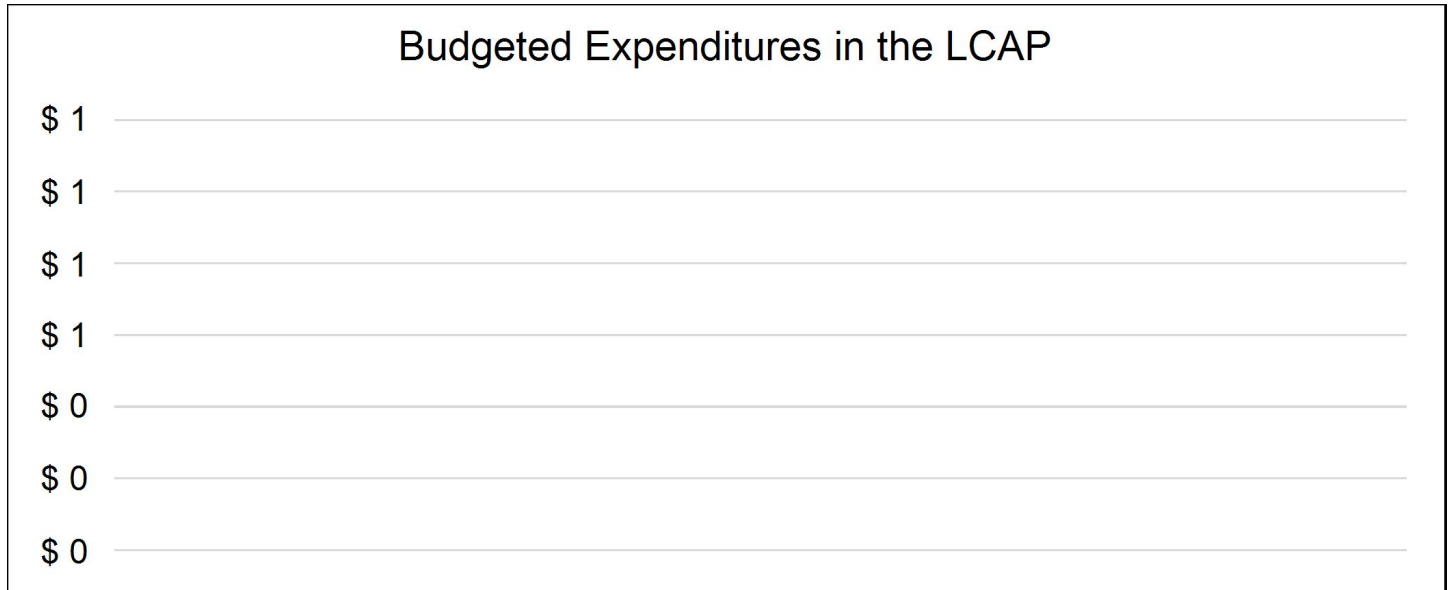


This chart shows the total general purpose revenue Visalia Technical Early College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Technical Early College High School is \$3,355,225, of which \$2990371.00 is Local Control Funding Formula (LCFF), \$100961.00 is other state funds, \$249811.00 is local funds, and \$14082.00 is federal funds. Of the \$2990371.00 in LCFF Funds, \$344365.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Visalia Technical Early College High School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

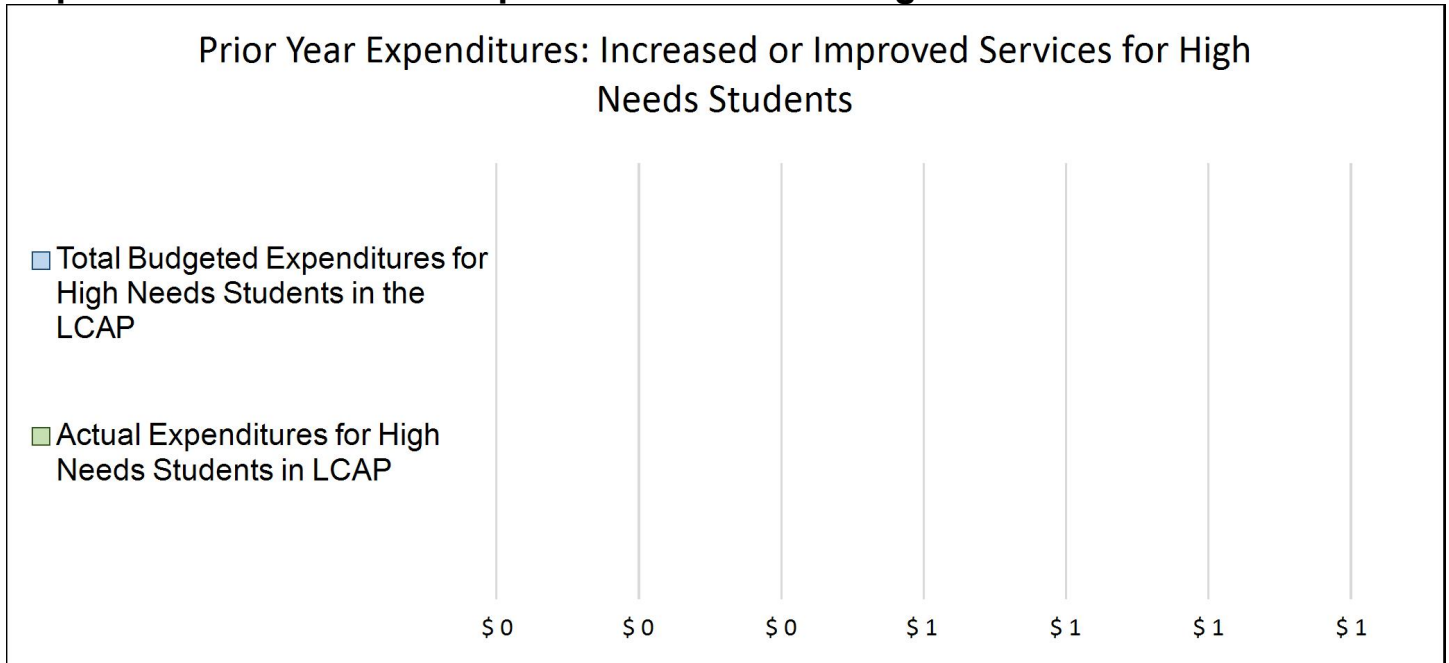
The text description of the above chart is as follows: Visalia Technical Early College High School plans to spend \$ for the 2024-25 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Visalia Technical Early College High School is projecting it will receive \$344365.00 based on the enrollment of foster youth, English learner, and low-income students. Visalia Technical Early College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Visalia Technical Early College High School plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Visalia Technical Early College High School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Visalia Technical Early College High School actually spent \$ for actions to increase or improve services for high needs students in 2023-24.



Visalia Technical Early College High School

Home of the Wolverines!

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.

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

Goals and Actions

Goal

Goal #	Description
1	Engage students in a challenging curriculum and improve academic performance in every student and provide them the support needed to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Score on CAASPP	<p>2019 Dashboard Overall: 63.8 points below standard</p> <p>Hispanic Students: 77.5 points below standard Increased 15 Points</p> <p>Socioeconomically Disadvantaged Students: 92 points below standard Increased 7 Points</p>	Data Not available N/A	<p>2022 CA Dashboard Overall: 148.7 points below standard</p> <p>Hispanic Students: 135.6 points below standard Decreased by 58 Points</p> <p>Socioeconomically Disadvantaged Students: were not a significant subgroup this time.</p>	<p>2023 CA Dashboard Overall 148.8 points below standard</p> <p>Hispanic Students: 155.8 below standard declined 16.8 points</p> <p>Socioeconomically Disadvantaged Students: 143.8 points below standard declined by 10.5 points</p>	At standard in Math
ELA score on CAASPP	<p>2019 Dashboard Overall: 59.4 points above standard</p> <p>Hispanic Students: 44 points above standard Increased 35 Points</p>	Data not available N/A	<p>2022 CA Dashboard Overall: 36.6 points below standard</p> <p>Hispanic Students: 45.1 points below standard</p>	<p>2023 CA Dashboard Overall: 20.1 points below standard increased by 17.9 points</p> <p>Hispanic Students:</p>	70 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged Students: 17.3 points above standard Increased 9.4 Points		Decreased by 102 Points Socioeconomically Disadvantaged Students: were not a significant subgroup this time.	11 points below standard increased by 37.6 Points Socioeconomically Disadvantaged Students: 21.8 points below standard increased by 36.6 points	
Graduation Rate	2019 Dashboard 100% students graduate	2021 Dashboard 95.6% students graduated 93.1% SED Students 93.8% Hispanic	2022 CA Dashboard Overall 100% of the students graduated 100% of the Socioeconomically Disadvantaged students graduated 100% of the Hispanic students graduated	2023 CA Dashboard Overall 97.7% graduated declined by 2.3% 100% of Socioeconomically Disadvantaged students 100% of the Hispanic students graduated	Maintain 100% students graduate
A-G Completion	2019 Dashboard 53.3% of students are A-G Completer's	2021 Dashboard 11.1% of students were A-G Completer's	2022 Dashboard 44.4% of the students were A-G Completer's	2023 CA Dashboard 36.4% of students are currently A-G completers	70% will be A-G Completers
College and career Ready	2019 Dashboard 77.6% are C&C Ready	No Data Available	No Data Available	2023 CA Dashboard 65.9% of the students were prepared	80% will be C&C Ready

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady	2020-2021 Testing (Spring) Reading 11% Above Grade Level 11% Early On Grade Level 28% One Grade Level Below 12% Two Grade Levels Below 39% Three or More Grade Levels Below Math 2% Above Grade Level 16% On Grade Level 15% One Grade Level Below 16% Two Grade Levels Below 50% Three or More Grade Levels Below	Fall 2022 Reading 7% Above Grade Level 12% Early On Grade Level 17% One Grade Level Below 7% Two Grade Levels Below 54% Three or More Grade Levels Below Math 2% Above Grade Level 9% On Grade Level 20% One Grade Level Below 18% Two Grade Levels Below 49% Three or More Grade Levels Below	Spring 2023 Reading 6% Above Grade Level 13% Early On Grade Level 22% One Grade Level Below 10% Two Grade Levels Below 49% Three or More Grade Levels Below Math 1% Above Grade Level 13% On Grade Level 19% One Grade Level Below 18% Two Grade Levels Below 48% Three or More Grade Levels Below	Fall of 2023 District data ELA 11/01/23 - 02/02/24 5% Above Grade Level 14% Early On Grade Level 23% One Grade Level Below 14% Two Grade Levels below 44% Three or More Grade Levels Below Math 8/10/23 - 9/30/23 1% Above Grade Level 4% Early On Grade Level 19% One Grade Level Below 17% Two Grade Levels below 58% Three or More Grade Levels Below	Reading 30% Above Grade Level 20% Early On Grade Level 20% One Grade Level Below 20% Two Grade Levels Below 10% Three or More Grade Levels Below Math 10% Above Grade Level 20% On Grade Level 30% One Grade Level Below 20% Two Grade Levels Below 20% Three or More Grade Levels Below
Completed College Credit Courses	Spring 2021 (Site Data) Percent of students Completing One Semester: 82.2%	Data not available N/A	2022-2023 (Site Data) Percent of students Completing One Semester: 55.9% Percent of students Completing Two Semesters: 28.2%	2023 Mid year (Site data) on completing One Semester: 43.2% Percent of students completing Two Semesters: 22.2%	Goal for this is for all students to complete a minimum of 4 semesters of Early college. This means that students will have a minimum of 12 units

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percent of students Completing Two Semesters: 55.6%				completed upon graduation.

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.

There was a concerted effort to improve scores in ELA and Math on the CAASPP exams. VTEC staff did this in a variety of ways:

- Two PLCs focused on student skills of ELA and Math
- Teachers going to trainings for readership to improve learning in literacy
- Creation of an inclusive school culture to support the social-emotional needs of students in lessons and training for staff
- Professional learning from Solution Tree to support first best instruction
- use of technological software to scaffold learning specifically for English Learners
- development of 4-year plans specifically to increase college and career readiness for socioeconomically disadvantaged and foster youth students.
- students attempted more classes at COS

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 planned expenditures of 1.1 & 1.4, were significantly different than the actual expenditures due to the expenditures were not needed or the additional materials were changed to a different account.

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

To increase the CAASSP scores in ELA and Math the following actions were developed:

- 1.1 students demonstrated a growth in Math benchmark tests and DWA in ELA were markedly improved
- 1.2 incorporation of an instructional coach increased teacher learning on how to best support students in ELA and Math. There was also an increase in students signing up for support through the RTI or Wolverine time to gain support from teachers based on PLC data that was derived from common assessments in ELA and Math.

1.4 due to an increase of use by student in the RTI time after school interventions spending decreased.
1.6 early results of the ELPAC demonstrated an increase of students being redesignated in 2023-2024

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.

Significant changes were made in the 2024/2025 LCAP to address the lack of growth in student outcomes in Graduation rates, College and Career Readiness, ELA, Math, and EL progress. To align the school's LCAP with the VUSD strategic plan, Goal 1 was changed, and several actions and metrics were aligned with Goal 1, Goal 3, and Goal 4 from the 2023-2024 LCAP. The school has developed cross-curricular collaboration around instructional practices. This model will align the work and focus to meet students' needs better. A significant development in the PLC process has led to a change also in supporting student learning.

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	Support a school-wide collaborative culture for students and adults that creates a sense of belonging.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Co-Vitality Survey Results	All student surveyed twice a year		Surveyed twice a year in homeroom	Survey developed, Lessons on FIERCE completed, Rally using FIERCE as the theme completed, Homeroom advisor change advisors now follow the grade level for 4 years.	More than 70% of students feel connected to school
Number of students in Tiered Supports	20% of students on Tier 2 Supports	10% of students in Tier 2 Supports	20% of students in Tier 2 Supports	18% of the student population in Tier 2 supports.	Less than 10% need Tier 2 Supports

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.

VTEC staff adjusted the advisory/homeroom classes to follow the students as they progressed to graduation. This change was done to increase survey metrics regarding students having a caring adult to support them. The culture building through the FIERCE in rallies and homeroom lessons had students reporting that an adult on campus connected with them in meetings and surveys. Students reported that they felt connected; however, we did not reach the 70% mark desired. Due to the change, VTEC desired to reduce suspensions below 11.8% for socioeconomically disadvantaged and foster youth. As students progressed through the year, this did not occur. Suspensions remained the same.

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 support of the Tier 2 team did not reflect the desired results. This team used data to better understand the root cause of the students' suspensions, specifically EL students and Socioeconomically Disadvantaged students. Monies in 2.1 were reallocated to professional learning for teachers and building school culture.

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

The students reported in surveys that they had an adult that cared about them or that they could connect with on surveys. The rate for this did not attain the desired 70% connect mark.

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 will be adjusted in the 2024-25 LCAP due to the need to support students proactively. Our students did not progress to the desired 70% connection rates on surveys. The change in this goal will be to support the Tier 2 team working to support EL, Foster Youth, and Socioeconomically Disadvantaged students. This is a major change as our rate of suspensions did not decrease in the identified subgroups.

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	Ensure students know that VTEC is a caring and encouraging learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	Spring 2019 10% of the student population was suspended	Spring 2021 9.46% of student population suspended Demographic Data 79% Hispanic 21% White Suspension Behavior 25% Acts of Profanity 20% Caused Physical Injury 12.5% Tobacco Products 8.3% Controlled Substances	Spring 2022 8% of the student population suspended Demographic Data <ul style="list-style-type: none"> 10.3% Socioeconomically Disadvantaged very high 9.5% Hispanic students suspended at least 1 day high 6.8% white population suspended at least 1 day high 4.9% students with disabilities suspended at 	2023 CA Dashboard 11.8% of the student population suspended Demographic Data <ul style="list-style-type: none"> 10.6% Socioeconomically Disadvantaged very high (maintained) 12.2% Hispanic students suspended at least 1 day Very high (Increased) 12.3% white population suspended at least 1 day Very high (Increased) 	5% of the student population is suspended a year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			least 1 day medium Suspension Behavior: <ul style="list-style-type: none"> • 11% controlled substances • 19.5% Tobacco products • 26.9% caused physical injury • 23% Acts of Profanity • .04% possession of a knife 	<ul style="list-style-type: none"> • 16.2% students with disabilities (increased) suspended at least 1 day very High Suspension Behavior: <ul style="list-style-type: none"> • 11% controlled substances • 80% Tobacco Products • 6% Acts of Profanity/Defiance • 2% caused physical injury 	
BESST Student Numbers	1/3 the student population is identified as BESST			No data currently.	20% of student population is identified as BESST and receiving services

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.

VTEC worked to reduce suspensions through a variety of methods:

- Tier 2 team supports of students
- BIT supports for students need in socioeconomically disadvantaged

- Monthly Tier 1 celebrations of students
- Embedded lessons in the advisory/homeroom period to proactively support student behaviors

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.

Throughout the 2023-2024 school LCAP the school did not successfully implement the outside agency trainings that were planned for students such as TUPE and anti-vaping monthly meetings. Homeroom lessons were developed by the Tier 1 team, the effectiveness was not monitored with fidelity. Funds were allocated in a different method.

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

This goal was not as effective as desired due to an increase in suspensions for students that were vaping and had conflicts. Suspension rate was not reduced to the goal of 5% for specific groups of students specifically the EL learners, Socioeconomically Disadvantaged, Foster Youth students. The implementation of a new system of monitoring was not as effective as it could have been due to the Tier 2 reacting to students behaviors rather than creating a proactive strategy in supporting students where they are emotionally. Groups were implemented however the tracking of progress to support student learning a skill was not tracked with fidelity.

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.

Significant changes were made in the 2024-2025 LCAP to address the lack of growth in student outcomes and reduce suspensions. This goal's actions will be absorbed into Goal 1 as the school will build support systems for students through professional learning and proactive student support both in the classroom and as the students demonstrate a need for social-emotional support from the Tier 2 team. This team will develop a comprehensive strategic plan to support students proactively and will monitor the progress in PowerSchool. The Tier 2 team reviewed their effectiveness at the end of the 2023-2024 school year and found from the TFI rubric that they had not monitored students effectively as some students demonstrated needing support beyond the 3 - 6 week time period and then were also suspended.

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	All students will be college and career ready as measured by the California Department of Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College and Career Readiness Rating	77.6% of students are College & Career Ready		Spring of 2022 44.4% of students are College and Career Ready	CA 2023 Dashboard 65.9% of students are College and Career Ready	80% of students are College & Career Ready
College units completed by students	Seniors graduate with an average of 14.4 college units.	Spring 2021 Percent of students Completing One Semester: 82.2% Percent of students Completing Two Semesters: 55.6%	Spring 2022 Percent of students completing One Semester: 55.9% Percent of students completing Two Semesters: 26.5%	2023 Mid year (Site data) on completing One Semester: 43.2% Percent of students completing Two Semesters: 22.2%	Seniors graduate with an average of 20 college units.
CAASPP ELA	59.4 points above standard on ELA.		36.6 points Below Standard on ELA	20.1 points below standard on ELA	65 points above the standard on ELA
CASSP Math	63.8 points below standard on Math.		148.7 points Below Standard on Math	148.8 points below standard on Math	10 points below standard on Math.
Graduation Rate	Spring 2019 100% students graduated	Spring 2021 95.6% students graduated 93.1% SED Students 93.8% Hispanic	Spring 2022 100% students graduated 100% SED Students	97.7% graduated	100% of students graduate,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			100% Hispanic Students		

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.

There was a decrease in the number of students completing a college course with a C or better, as measured by the College and Career Readiness indicator and our internal process of reviewing grades from the College of the Sequoias. Our socioeconomically disadvantaged students performed poorly in college and career readiness indicators compared to others. On the CAASPP test, these students underperformed in ELA and Math.

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.

Implementing many of the actions from this goal was completed with fidelity; however, in action 4.7, we could only do a portion of this. We did not train all staff in Get Focused Stay Focused, Guest speakers were not invited, and the 4-year plan was in its beginning stages of implementation where all EL, Foster Youth, and Socioeconomically Disadvantaged students completed this plan. Our aspirations of a Career Fair also did not occur. Much of the counselor resources were expended with the false starts of the FAFSA program, which had many glitches, and our parents and students needed help with the program this year, especially.

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

Our students made progress. However, there were still implications lingering effects from the COVID year that showed a dip in student progress. Students reported being unprepared for many aspects of the college courses and did not demonstrate follow-through in completing pathways, which is an indicator that we did not implement our goal effectively. Our staff failed to monitor the progress of some students effectively.

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.

As a result of this goal needing to be more effective, we will tie it to a more inclusive goal in the 2024-2025 LCAP. This goal will be embedded into three overarching goals for our school site. Our site this year focused on the root causes of poor test scores and used resources to improve first-best instruction for ELA and Math. We restructured our professional learning communities to focus solely on what skills in Math and ELA our students needed to improve understanding and demonstrate learning of those concepts.

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	Align resources to support school goals, student achievement and site improvements. Provide adequate facilities for VTEC students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pathway Completion Rates	90% of students are completing a CTE pathway		27% of students are completing a CTE pathway.	40% of the students are completing a CTE pathway	95% of students are completing a CTE pathway
College and Career Readiness Rating	71.2% of students are college and Career Ready		Spring of 2022 74.1% of the students achieved earned College and Career Readiness	CA dashboard 2023 65.9% of the students are prepared as College and Career ready.	80 % of students are college and career ready
College units completed by students	Seniors graduate with an average of 14.4 college units.	Spring 2021 Percent of students Completing One Semester: 82.2% Percent of students Completing Two Semesters: 55.6%	Spring 2022 Percent of students completing One Semester: 55.9% Percent of students completing Two Semesters: 28.9%	2023 Mid year (Site data) on completing One Semester: 43.2% Percent of students completing Two Semesters: 22.2%	Seniors graduate with an average of 20 college units.

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's main focus was to encourage pathway completers and incorporate parent and community engagement. We focused on action 5.2, attempting to build parent connection points with the school.

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

Multiple meetings were held to encourage parent and community voices. However, we did not effectively monitor whether the parents and community felt more connected to the site. Another area where this goal shifted was the development of a multipurpose room. We had one delivered from the district; however, it still is not large enough to hold an entire school gathering. The focus of the goal shifted to encourage college and career readiness as the focus.

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

Monitoring is the key to the ineffectiveness of outcomes for this goal. The shift in developing a new mission and vision was also a focus this year to drive the work for creating a better strategy for creating a desire to attend VTEC.

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 will be split into Goal 1 and Goal 3 for the 2024-2025 LCAP. The actions of a new multipurpose room and the focus of pathway development will shift to grants as a funding source to support the students more strategically.

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.

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
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Technical Early College High School	Scott Braun Principal	sbraun@vusd.us 559-622-3212

Plan Summary 2024 - 2025

General Information

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

The Visalia Technical Early College (VTEC) High School was established in August 2010 as a dependent charter entity under the Visalia Unified School District. Originally, it operated on the Ag farm campus of the College of the Sequoias (COS). This innovative endeavor resulted from collaborating with various school and community leaders. The primary objective was to specialize in college and career preparedness for students more suited to an unconventional learning environment. This concept's success led to the school's expansion and acquiring the Ag farm property. VTEC accommodates students from grade 9 to grade 12, emphasizing

early college experiences and technical certifications. Instruction is integrated with academic strategies in all areas to aid student development. A hands-on learning approach focusing on workplace readiness is praised. The school values foster a nurturing learning environment, stir interest, and drive student engagement in valuable curricular activities. The school utilizes the FIERCE framework and the 6 C's of the 21st Century in all aspects of education, ensuring a future-oriented educational experience for students. With the belief that engaging and meaningful curriculum activities based on transparent academic standards optimize student learning, VTEC seeks to enhance parent involvement. Its mission is to empower students through rigorous agricultural-related educational experiences and fast-track students' college and career aspirations. To this end, it values projects such as the FFA, COS class completion, and technical certifications. The school culture is positive and comprehensive, addressing individual needs. VTEC maintains a strong relationship with the College of the Sequoias (COS), reinforcing its goal of creating seamless paths to post-secondary education. Enrollment is primarily a school of choice, as the school's status is that of a dependent charter in the Visalia Unified School District. For the past three years, the average annual student count has been around 230, with students pursuing various study pathways. VTEC actively enhances its student recruitment efforts for our Early College High School, positioning itself as a premier school of choice. In addition to academic services, VTEC supports the socio-emotional development of students. It aids students in creating long-term academic plans and promotes a hands-on approach to learning. A caring and supportive environment is maintained. Additional district support systems like MTSS, Tier 1 and Tier 2 teams, a College Success Liaison from COS, and BIT support providers, among others, are available to students. The school has earned multiple recognition, such as the CA State Champions National Chapter Award under the VTEC FFA program. It also received the Career and Technical Education Incentive Grant (CTEIG) and the Visalia Technical Early College Advanced Manufacturing Pathway under the Strong Workforce Grant (K12WP) program.

Reflections: Annual Performance

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

In the reported year, low performance in Math was identified among specific student categories, including Hispanic/Latino, English Learners, White, Foster Youth, Students with Disabilities, and Socioeconomically Disadvantaged groups. High suspension rates (11.8%) were also noted among these groups. On the other hand, significant progress was identifiable within the school. A graduation rate of 97.7% was achieved across all

subgroups. The school's Tier 2 teams extended social-emotional support to students to bolster their mental well-being. The impact of the school's education approach was reflected in the 65.9% of students displaying readiness for college and careers and through the successful implementation of Tier 1 instructional support, facilitating subject comprehension. A marked improvement was observed in English Language Arts (ELA) students meeting or surpassing the California Assessment of Student Performance and Progress (CAASPP) standards. Many students were also recognized for their academic achievement, as seen in their graduation with an AA/AS degree from the College of Sequoias. Several challenges were faced during the year, particularly regarding the enrollment of students from socioeconomically disadvantaged backgrounds, foster youth, and homeless students. The establishment of essential community partnerships to encourage student workforce participation proved difficult. Communication, especially two-way dialogues with parents, was another notable challenge faced. The development of self-sustaining systems posed a difficulty in pursuit of continuous growth. Despite these difficulties, VTEC staff realized many successes thanks to a committed community of educators and administrators. VTEC promised to perpetuate a culture that values academic excellence and strives for continued progress.

Reflections: Technical Assistance

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

There is no technical assistance underway.

Comprehensive Support and Improvement

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

Schools Identified

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

There are no schools within the LEA eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> • Conducted meetings with teachers to develop the school's culture, mission, and vision, as well as to review student data for improvements, ensuring student safety and support for student learning [August 8, August 9] • Scheduled follow-up discussions with teachers to continue reviewing student data and enhancing safety measures and learning support [August 24, September 7, September 18] • Developed surveys to gather teacher feedback on student data reviews and strategies for enhancing the educational environment [September 28, October 12, October 16] • Facilitated additional meetings to discuss and refine strategies for student data improvement and safety protocols based on teacher input [October 26, November 16, January 11, January 22] • Conducted ongoing evaluations and consultations with teachers to support student learning and well-being, incorporating their feedback into continuous improvement processes [February 12, February 22, March 7, March 21, April 4, April 18, May 2, May 16]
Students	<ul style="list-style-type: none"> • Conducted student check-ins and connection activities to build culture on 8/10, 8/14, 8/15, 9/22, 11/2, 11/3, 3/1, and 4/30 to gather feedback and strengthen relationships. [August, September, November, March, April]

Educational Partner(s)	Process for Engagement
Principal	<ul style="list-style-type: none"> • Conducted meetings with other principals in a PLC to develop instructional strategies aimed at improving culture, instruction, and student outcomes every week [August–May] • Scheduled events with principals for the development and revision of instructional moves designed to support student outcome data [August–May] • Developed surveys for principals to gather feedback on instructional effectiveness and cultural improvements regularly throughout the academic year [August–May] • Analyzed student outcome data in collaboration with principals during designated meetings to identify areas needing improvement [August–May] • Facilitated professional development sessions with other principals to implement the agreed instructional strategies and assess their progress [August–May]
Counselor	<ul style="list-style-type: none"> • Conducted meetings with the counselor to discuss 4-year plans, work with COS college credits, PDSAs, College and Career Readiness data, and scorecards on the following dates: 8/14, 8/21, 8/28, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/30, 11/6, 11/13, 11/27, 1/8, 2/26, 3/18, 4/8, 4/15, 4/22, 4/29, 5/6, and 5/13 [August–May] • Collaborated with the counselor to ensure student progress on college and career readiness was reviewed and updated during the scheduled meetings [August–May] • Facilitated regular sessions with the counselor to analyze and interpret College and Career Readiness data, ensuring alignment with district goals and objectives [August–May] • Engaged in a series of strategic planning sessions with the counselor to refine and update the scorecards, corresponding to key performance indicators and student success metrics [August–May]

Educational Partner(s)	Process for Engagement
School Site Council	<ul style="list-style-type: none"> • Conducted meetings with the School Site Council to review school goals and progress via a scorecard, as well as discuss data on grades, safety, and benchmarks on 8/28, 9/21, 11/2, 2/29, and 5/23 [August/September/November/February/May] • Developed safety plans and SARC reports in collaboration with the School Site Council during scheduled sessions • Scheduled review sessions with the School Site Council to evaluate student performance data and adjust objectives
Classified Staff	<ul style="list-style-type: none"> • Conducted meetings with the classified staff to align LCAP supports on 9/11, 10/9, 11/6, 12/4, 1/8, 2/26, 4/22, 5/6, and 5/20. [September, October, November, December, January, February, April, May] • Reviewed input from classified staff during scheduled events, ensuring their feedback was incorporated into LCAP planning and updates. [Ongoing] • Developed surveys distributed to classified staff to identify areas for improvement and gather suggestions for actions related to student support.
Parents	<ul style="list-style-type: none"> • Conducted parent community meetings to discuss student progress data, scorecard data, and VTEC needs assessments [August 3, August 9, August 28] • Scheduled additional community meetings to continue discussions on various data points and assessments with parents [November 2] • Developed follow-up meetings with parents to review and address VTEC needs assessments [February 8, February 23] • Facilitated further engagements through meetings aimed at addressing student progress and scorecard data with the parent community [March 19, April 3, April 4] • Held a final community meeting to collaboratively assess student progress data and address any remaining concerns with parents [May 13]

Educational Partner(s)	Process for Engagement
College of the Sequoias	<ul style="list-style-type: none"> • Conducted meetings with the College of the Sequoias to discuss technical certifications and grant opportunities to support student learning [September 7, September 8] • Scheduled additional follow-up events to continue the dialogue about vertical articulation and student learning support [September 12, September 22, October 6] • Developed surveys to gather comprehensive feedback from the College of the Sequoias regarding collaboration on educational goals [October 9, October 19] • Organized discussions to evaluate grant opportunities and their impact on student learning outcomes [December 13] • Held a final meeting to consolidate feedback and plan future initiatives with the educational partner [January 9, April 29]
Guiding Coalition	<ul style="list-style-type: none"> • Conducted meetings with the Guiding Coalition to plan and discuss student instruction methods and best teaching strategies [January] • Scheduled additional sessions with the Guiding Coalition to refine planning and instructional methods for improving teaching practices [February] • Held subsequent meetings with the Guiding Coalition to continue discussions on instructional strategies and their effectiveness [March] • Organized multiple meetings with the Guiding Coalition for further planning and strategy adjustment [April] • Hosted a final set of planning sessions with the Guiding Coalition to consolidate instructional strategies and review effectiveness data [April/May]

Educational Partner(s)	Process for Engagement
Scholarship Foundation	<ul style="list-style-type: none"> • Conducted meetings with the Scholarship Foundation's parent group to support students and gather feedback on educational initiatives [September, October, December, January, February, March, April, May] • Developed surveys during interactions with the parent group to systematically collect input on student support and program evaluation [September, October, December, January, February, March, April, May]
Principal Round Table Meetings	<ul style="list-style-type: none"> • Conducted meetings with school principals to discuss student culture and support initiatives throughout the year [November 2, January 31, February 29, March 14, April 30, May 9] • Scheduled regular round table discussions to gather insights and feedback from school leaders to enhance educational strategies [January, February, March, April] • Developed agendas focused on addressing specific school culture issues, promoting a collaborative approach among educational partners [Ongoing]
Ag Advisory Board	<ul style="list-style-type: none"> • Conducted meetings with industry partners to inform best practices for student achievement based on industry standards on October 24th. • Scheduled additional meetings with industry partners to continue discussions on best practices for student achievement on January 25th. • Held final meetings with industry partners for the academic year on May 2nd to evaluate and update best practices for student achievement.

Educational Partner(s)	Process for Engagement
Professional Learning Communities (PLCs)	<ul style="list-style-type: none"> • Conducted professional meetings with teachers to discuss and inform LCAP decisions every Thursday from September through November, emphasizing data-driven discussions and collaborative planning [September-November] • Scheduled additional professional meetings in January, February, March, and April to maintain continuous dialogue and address emerging issues, ensuring alignment with LCAP goals [January-April] • Developed agendas and minutes from each meeting to document feedback and action items, facilitating transparent communication and accountability throughout the process • Coordinated with PLCs to synthesize insights and recommendations, aiming to improve student outcomes and strengthen the overall educational framework within the district

Insert or delete rows, as necessary.

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

Feedback was received from community partners to condense the objectives into three overarching goals, and Visalia Technical Early College High School has developed a broad goal to address this feedback with the following actions:

- Address diverse learning needs through differentiated instruction and comprehensive support frameworks.
- Foster digital literacy and support equitable access for all students.
- Monitor and analyze student progress to ensure academic proficiency.
- Enhance assessment practices with progress monitoring tools and teacher training.

Feedback was received from community partners to revise the mission and vision, prompting Visalia Technical Early College High School to develop a broad goal to address this feedback with the following actions:

- Revise the school's mission and vision statement in line with the community feedback.

- Engage in collaborative discussions with all community partners regarding improvements.
- Adopt a more comprehensive curriculum to enrich student learning experience.
- Formulate strategic plans based on community feedback.
- Ensure consistency between the school's actions and its newly revised mission and vision.
- Strengthen partnerships with the community for the sustained development of the school.

Feedback was received from educational partners regarding the need to create opportunities to build school culture through engaging proactive strategies in Tier 1 and Tier 2 and to incorporate professional learning for both groups. Visalia Technical Early College High School has developed a focused goal to address this feedback with the following actions:

- Implement a restorative practices framework and PBIS system to enhance school climate and student achievement.
- Expand proactive support through mentoring, SEL curriculum, and counseling services.

Feedback was received from educational partners to improve instructional strategies through targeted research-based practices and increase professional development opportunities for VTEC staff to ensure effectively trained staff with industry-standard learning, and Visalia Technical Early College High School has developed a broad goal to address this feedback with the following actions:

- Implement research-based instructional strategies
- Develop specific training programs for VTEC staff
- Update current curriculum to align with industry standards
- Recruit professionals to expose staff to industry-standard learning
- Ensure rigorous training practices for staff
- Boost the usage of high-standard educational tools

Based on feedback from partners emphasizing the need to increase two-way communication with parents and create a sense of belonging by adjusting advisory teachers to follow students over their four-year journey and celebrating students embodying FIERCE, Visalia Technical Early College High School has developed a broad goal to address this feedback with the following actions:

- Implementing frequent parent-teacher meetings for improved communications and promoting two-way communication channels between parents and school staff

- Enhancing informational platforms to relay vital details to parents.
- Adjusting advisory teachers to follow students over their four-year journey.
- Recognizing students embodying FIERCE values in the form of school-wide recognition.
- Assuring a sense of belonging among students through activities and initiatives.

Feedback was received from educational partners regarding the creation of systems that support all students' learning through training and supportive technology, leading Visalia Technical Early College High School to develop a broad goal to address this feedback with the following actions:

- Implementing differentiated instruction strategies to address diverse learning needs, benefiting students through tailored education approaches.
- Develop progress monitoring tools and protocols, providing training and resources to support teachers effectively.

Feedback from industry partners emphasized the need to create opportunities for students to experience industry-related learning and support opportunities for connected industry tours. Visalia Technical Early College High School has developed a focused goal to address this feedback with the following actions:

- Establish opportunities for students to participate in industry-related learning activities.
- Arrange for connected industry tours for students to experience real-time industry operations.
- Initiate collaborations with industry partners to enhance the relevance of the educational curriculum.
- Develop a strategic framework for incorporating practical, industry-focused knowledge into the school syllabus.
- Strengthen relationships with industry partners to capitalize on experiential learning opportunities for students.
- Foster a learning environment that bridges the gap between academic knowledge and industry practices.

Feedback from partners emphasized the need to create opportunities for vertical alignment between VTEC and COS, leading Visalia Technical Early College High School to develop a focused goal to address this feedback with the following actions:

- Establish formal dialogue channels between VTEC and COS for systematic alignment.

- Develop joint curriculum projects involving both VTEC and COS teachers.
- Organize regular alignment meetings between VTEC and COS staff.
- Create training modules for VTEC and COS staff on vertical alignment strategies.
- Promote curriculum integration between VTEC and COS courses.
- Strengthen the relationship between VTEC and COS through scheduled visits and exchange programs.
- Enhance professional development programs focusing on vertical alignment.
- Initiate a collaborative platform to share resources and alignment strategies between VTEC and COS.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school developed its goal to address state priorities by ensuring comprehensive student support and growth. Priority 1: Conditions of Learning are addressed by providing safe, adequately equipped facilities conducive to learning, fostering academic growth, and creating an optimal learning environment. Priority 2: Professional Development focuses on creating supportive learning conditions through proactive SEL strategies, RTI reteaching processes, and teacher collaboration to enhance instructional strategies. Priority 4: Pupil Achievement is advanced by monitoring standardized test performance and college readiness indicators and implementing instructional rounds for effective teaching strategies. Priority 7: Course Access ensures students receive a balanced education, providing opportunities to engage in at least four college classes, thus preparing them comprehensively for post-secondary paths.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	EL Reclassification rate	<p>44.4% making process, which is a decline of 2.9%</p> <p>Of our 18 students:</p> <p>Three students were reclassified in 2024 (only one the previous year)</p>			<p>55% of the students will be making progress, with a decrease in students being identified as EL learners</p> <p>Reclassify students through support provided to EL student learners to engage them in the ELPAC and CAASPP tests.</p>	
2	ELA proficiency rate	<p>ELA Scores</p> <p>20.9 points below the standard for all students</p>			<p>ELA Scores</p> <p>Increase to 29.9 points above the standard for all students.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
3	Math proficiency rate	Math Scores 148 points below the standard for all students			Math Scores Increase to 48 points below the standard for all students.	
4	College and Career Readiness Indicator	College and Career Readiness Rate 65.9% Prepared			College and Career Readiness Rate 81% Prepared (+ 15%)	
5	Pathway Completer	Pathway Completer Completion Rate: Senior Class: 74.1% Current Foster Youth: 0% Socioeconomically Disadvantaged: 45%			Pathway Completer Completion Rate: Senior Class: 95% Current Foster Youth: 10% Socioeconomically Disadvantaged : 75%	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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 previous year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Enhancement and Innovative Instruction:	<p>Goal: Advancing Proficiency Across All Subjects Promote deeper engagement and understanding through innovative instructional methods, thereby improving academic performance across subjects. Provide support through a school counselor, behavioral intervention technicians, administrative personnel, and the Guiding Coalition. Utilize research-based instructional learning to support first-best instruction. Assist students with multi-tiered interventions through, ensuring equitable access to the curriculum and better meeting the needs of all students, particularly English Learners, Hispanics, Whites, Socioeconomically Disadvantaged students, and Students with Disabilities. Provide support for students in college courses through a College Success Liaison.</p> <p>Spending Items:</p>	\$221,940.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Other School Personnel Students Counselors</p> <p>Corresponding Metrics: Metric 1: EL Reclassification rate Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 5: Pathway Completer</p>		

Action #	Title	Description	Total Funds	Contributing
2	Collaborative Professional Development	Advancing Proficiency Across All Subjects Implement differentiated instruction strategies to address diverse learning needs. Provide ongoing professional development for teachers on effective math and English Language Arts teaching methods. Utilize technology tools for personalized learning experiences. Establish a comprehensive Response to Intervention (RTI) framework to identify and support students needing additional academic assistance. Regularly assess and adjust intervention strategies based on student progress. Provide ASCA-related support for counselors. Conduct conferences to ensure student learning and connectedness. Utilize substitute teachers for teacher release days for curriculum planning with Instructional Coaches in the Fall and Spring, teacher goal setting and professional growth three times annually, and teacher observation of Tier 1 instruction in balanced literacy and math. Implement a	\$16,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>coaching cycle that includes goal setting, teaching practice feedback, and reflection with an instructional coach.</p> <p>Spending Items: Administrators Teachers Other School Personnel Students Parents Counselor</p> <p>Corresponding Metrics: Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 1: EL Reclassification rate Metric 4: College and Career Readiness Indicator</p>		

Action #	Title	Description	Total Funds	Contributing
3	Technology Integration and Support	<p>Promote the use of technology to enhance teaching, learning, and assessment practices. Additional support services such as tutoring and mentoring should be provided to address barriers to participation. Integrate innovative methods and technology to empower students' development of 21st-century skills and competencies. Advance student proficiency in every subject at each grade level to ensure equitable access to high-quality education for all VTEC students.</p> <p>Spending Items: Administrators Teachers Counselor Other School Personnel Parents Students</p> <p>Corresponding Metrics: Metric 1: EL Reclassification rate Metric 2: ELA proficiency rate Metric 3: Math proficiency rate</p>	\$24,500.00	No

Action #	Title	Description	Total Funds	Contributing
4	Data-Driven Instructional Practices	<p>Establish a system for monitoring student progress and growth across all subjects and grade levels. Regular assessment of student performance using formative and summative assessments and collecting and analyzing data on student achievement will be conducted. Continuous monitoring allows teachers to track individual and group performance over time, identify trends, and adjust instruction accordingly. Regular assessment of student learning will enable the identification of areas of strength and areas needing improvement, facilitating targeted interventions and support to ensure all students are progressing towards proficiency. Support for the Response to Intervention (RTI) framework and refinement of the Professional Learning Community (PLC) process will also be included.</p> <p>Spending Items: Administrators Teachers Parents</p>	\$21,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Students</p> <p>Corresponding Metrics:</p> <p>Metric 2: ELA proficiency rate</p> <p>Metric 3: Math proficiency rate</p> <p>Metric 4: College and Career Readiness Indicator</p>		

Action #	Title	Description	Total Funds	Contributing
5	Cross-Disciplinary Collaboration	<p>Establish regular meetings and workshops for teachers from different subject areas to collaborate on planning and developing integrated curriculum units. Encourage the alignment of learning objectives and assessments across disciplines to reinforce the connections between subjects. Invite guest speakers or facilitators with cross-disciplinary teaching and learning expertise to lead professional development sessions. Provide time and resources for teachers to engage in collaborative lesson planning and curriculum development activities.</p> <p>Spending Items: Teachers</p> <p>Corresponding Metrics: Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 5: Pathway Completer</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Monitoring and Evaluation	<p>Develop progress monitoring tools and protocols that align with the assessment framework and learning objectives. Provide training and resources to support teachers in implementing progress monitoring systems effectively. Establish communication channels for sharing progress updates and feedback with students, parents, and other community partners. Foster a culture of reflection, collaboration, and innovation to identify opportunities for improvement and implement evidence-based practices that support student success on a school-wide basis.</p> <p>Spending Items: Teachers Students</p> <p>Corresponding Metrics: Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 4: College and Career Readiness Indicator Metric 5: Pathway Completer Metric 1: EL Reclassification rate</p>	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

VTEC has established the goal of supporting student learning and engagement through multiple measures. Priority 1, Basic, is addressed by developing proactive measures to support Tier 1 and Tier 2 student learning. Priority 3, Parental Involvement, is focused on enhancing parental involvement and family engagement through

two-way communication, recruitment efforts, and opportunities for family interactions within the community. To fulfill Priority 5, Pupil Engagement, conditions of inclusiveness are being created to support student learning, with proactive measures to increase student engagement. Priority 6, School Climate, is targeted by implementing proactive measures to promote appropriate behaviors and engaging students in supportive activities to celebrate positive behavior. Finally, Priority 8, Other Pupil Outcomes, is ensured by preparing students for future success by fostering FIERCE values and a college and career readiness culture. This comprehensive approach supports the diverse needs of all students and aims to achieve a high academic standard, equitable opportunities, and community involvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Suspension Rate	Current Suspension Rates: All: 11.8% Hispanic: 11% Socioeconomically Disadvantaged: 10.8% Students with Disabilities: 10.8% EL: 17.4% White: 11% (Source: California Dashboard)			Reduce Suspension Rates to 6% : All: 6% Hispanic: 6% Socioeconomically Disadvantaged: 5.8% Students with Disabilities: 6.0% EL: 6% White: 6%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
2	Tier 2 Data	<p>Students with incidents: 574 total</p> <p>Students with ten or more: 20 (8.23%)</p> <p>Students with 5-9: 28 (11.52%)</p> <p>Students with 1-4: 62 (25.51%)</p> <p>—</p> <p>Unduplicated Groups</p> <p>SED: 66.8%</p> <p>SPED: 15.4%</p> <p>EL: 14%</p> <p>Homeless: 2.8%</p> <p>Foster Youth: 1.2%</p> <p>—</p> <p>Grade Levels</p> <p>9th: 18.5% (106 student entries)</p> <p>10th: 26.8% (154 student entries)</p>			<p>Students with incidents: 125 total</p> <p>Students with ten or more: 5</p> <p>Students with 5-9: 5</p> <p>Students with 1-4: 20</p> <p>—</p> <p>Unduplicated Groups</p> <p>SED: 20%</p> <p>SPED: 5.4%</p> <p>EL: 4%</p> <p>Homeless: 1%</p> <p>Foster Youth: .05%</p> <p>—</p> <p>Grade Levels</p> <p>9th: 8.5% (Fewer than 25 entries)</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
		11th: 28.2% (162 student entries) 12th: 26.5% (152 student entries) — Ethnicity Hispanic: 61% White: 35.5% African American: .05% Other races: 3.45% (Source: PowerSchool Intervention Dashboard Data)			10th: 6.8% (Fewer than 15 entries) 11th: 6.2% (Fewer than ten entries) 12th: 26.5% (Fewer than 152 entries) — Ethnicity Hispanic: 21% White: 3% African American: 0% Other races: 1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
3	Proactive Supports	% Students who reported Sense of Belonging: 60% (Qualtrics) Climate Survey (Safety): 85% Connection to FIERCE guidelines for success Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness			% Students who reported Sense of Belonging: 95% (Qualtrics) Climate Survey (Safety): 95% Students ability to demonstrate FIERCE through a rubric reaching 100% effectiveness Connection activities with students: 1. Parent Surveys 2. Student Surveys 3. Pathway Completer 4. College and Career Readiness	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
4	Tier 1 Data	D/F Rate College Class Completion Rate 71% of the students completing a minimum of 4 college classes Recruitment: 9th grade = 51 10th grade = 71 11th grade = 57 12th grade = 42			D/F Rate College Class Completion Rate 100% of our students complete a minimum of 4 college classes Recruitment: 9th grade = 95 10th grade = 85 11th grade = 75 12th grade = 51	
5	Graduation Rate	Graduation Rate 97.7%			Graduation Rate Increase to 100%	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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 previous year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive behavior supports	<p>Develop and implement a restorative practices framework and Positive Behavioral Interventions and Supports (PBIS) system to promote positive behavior and social-emotional development among students—train staff on restorative approaches to discipline and proactive strategies for creating a positive school climate. Develop proactive strategies to support students. Create positive behavior celebrations, including no-tardy parties, zero-incident events, staff recognition of students, and FIERCE cards. Honor and recognize students and staff each semester for academic achievement and positive behaviors to maintain and increase student connections to the school.</p> <p>Spending Items: Teachers other School personnel Students</p>	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Corresponding Metrics: Metric 1: Suspension Rate Metric 3: Proactive Supports		

Action #	Title	Description	Total Funds	Contributing
2	Strengthen Tier 1 instructional supports	<p>Strengthen Tier 1 instruction and support by providing professional development for teachers on evidence-based instructional practices and differentiation strategies. Implement universal screening tools to identify students needing additional academic support. Use Professional Learning Communities to locate and adjust instruction based on common formative assessment data to drive instructional decisions. Increase support for students academically through Multi-Tiered Multi-Domain Systems of Support (MTMDSS), including four-year plans, CCGI, lessons regarding A-G and CTE completion, grade-level meetings, and parental data sharing regarding student achievement.</p> <p>Spending Items: teachers administrators students</p> <p>Corresponding Metrics: Metric 3: Proactive Supports</p>	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Metric 5: Graduation Rate Metric 4: Tier 1 Data		

Action #	Title	Description	Total Funds	Contributing
3	Expand SEL supports and first-best instruction through environments	<p>Ensure proactive support for behavioral and social-emotional needs by implementing mentoring programs, social-emotional learning (SEL) curriculum, and counseling services. Provide materials and supplies necessary for a positive school climate and achievement activities for students and staff to enhance a positive school climate. Allocate comprehensive resources, including staff and training, to respond effectively to students' behavioral and social-emotional needs. Invest in professional development to ensure a supportive and nurturing learning environment. Utilize strategies based on the TFI to support students with fidelity.</p> <p>Spending Items: Other school personnel Students Teachers</p> <p>Corresponding Metrics: Metric 1: Suspension Rate Metric 2: Tier 2 Data Metric 3: Proactive Supports</p>	\$2,540.00	Yes

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
4	Interventions and support for students and parents	<p>Goal Title: Ensuring Active Student Engagement and Preparedness at VTEC Implement targeted interventions and support services to ensure all students are on track to graduate. Measure the effectiveness of academic counseling, social-emotional support, credit recovery programs, and personalized learning opportunities to support students at risk of not graduating. Provide reteaching opportunities and retention through creating a caring and supportive learning environment. Replace unsafe furniture, outdated materials, and classroom equipment to maintain a safe and positive learning environment for students and staff. Provide systematic opportunities for parents to increase involvement with the school and their children's education in partnership with PIQE (Parent University).</p> <p>Spending Items: Teachers other school personnel</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students Corresponding Metrics: Metric 3: Proactive Supports Metric 4: Tier 1 Data		

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was developed to address several state priorities. Priority 3, Parental Involvement, is advanced through initiatives such as grade-level parent meetings, back-to-school open house showcases, awards assemblies, a website, SMORES communication, Yodeck communication, SSC meetings, parent-principal meetings, and principal round-table meetings, all designed to engage families with VTEC actively. For Priority 5, Pupil Engagement, creating conditions of inclusiveness aims to support student learning with proactive measures to enhance student engagement and recruitment efforts for students and families. Priority 7, Course Access, is addressed through improved communication with parents and community partners about course access to boost student achievement. Lastly, Priority 8, Other Pupil Outcomes, will be supported by establishing foundations for student success through FIERCE guidelines, ensuring college and career readiness, and meeting diverse student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Recruitment (EL, SED, Foster Youth)	<p>Foster Youth student(s) = 1% of student population</p> <p>SED = 70% of student population</p> <p>EL = 9% of student population</p>			<p>Increase support so 10% of the student population can access the Pathways.</p> <p>Increase support for students to 75% of the population</p> <p>Increase redesignations of EL students so that 15% of the population is EL and is on a path for redesignation</p>	
2	Branding of VTEC	215 students currently enrolled in VTEC			Increase to 300 students enrolled in VTEC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
3	Community partnerships	Ten community partnerships 3 advisory meetings yearly			25 community partnerships 10 advisory meetings yearly	
4	Western Association of Schools and Colleges (WASC)	Earn accreditation from WASC revisit in the Spring of 2025			Earn a six-year accreditation to become a CA distinguished school.	
5	Open two-way communication	50% of parents reporting on local surveys they are communicated with ** New metric for communication with educational partners. Many phone calls reiterating information on PowerSchool, Blackboard, SMORE, and Website.			85% of parents and community partners report they are communicated with	

Insert or delete rows, as necessary.

Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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 previous year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Highly recognized technical school	<p>Organize informational sessions and workshops for students and families to promote awareness of college course opportunities. Provide tailored support services, such as tutoring and mentoring, to address barriers to participation. Connect with business and community partnerships to facilitate externships and certifications for students. Establish partnerships with advisory committees. Support FFA co-curricular activities. Ensure WASC Accreditation. Monitor two-way communication with educational partners through website development, technological services, School Site Council meetings, Principal Round table meetings, and parent/grade level meetings.</p> <p>Spending Items: Teachers Administrators Counselors</p>	\$18,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Students Community partners</p> <p>Corresponding Metrics: Metric 1: Recruitment (EL, SED, Foster Youth) Metric 3: Community partnerships</p>		
2	Implementation of a Comprehensive Recruitment plan	<p>Empowerment and collaboration between schools, families, and the community to improve VTEC's brand identity and visibility.</p> <p>Spending Items: Administrators Teachers Other School Personnel</p> <p>Corresponding Metrics: Metric 1: Recruitment (EL, SED, Foster Youth) Metric 2: Branding of VTEC</p>	\$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
3	Two-Way Communication with Educational Partners	<p>Encourage parent participation in school planning through reviewing survey data, attending Back to School or Open House events, and becoming members of the School Site Council. Invite parents to participate in the meetings on technology, social media safety, and literacy. Provide specific informational training for parents of English Language Learners. Engage parents as volunteers for VTEC Scholarship Foundation events and family activities. Communicate these opportunities through weekly teleparent messages, emails, monthly newsletters, the school website, Schoology, marquee messages, the Remind App, Facebook, Instagram, and classroom newsletters.</p> <p>Spending Items: Students Parents Educational Partners</p> <p>Corresponding Metrics: Metric 5: Open two-way</p>	\$14,125.00	No

Action #	Title	Description	Total Funds	Contributing
		communication Metric 3: Community partnerships Metric 2: Branding of VTEC		

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024 - 2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15% LCFF Concentration Grant
\$0.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected % to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total % to Increase or Improve Services for the Coming School Year
0%	0%	\$0	0%

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

Required Descriptions

A: LEA-wide and School-wide 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 school-wide 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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Needs: Due to the high rate of suspensions for EL, Foster Youth and Socioeconomically Disadvantaged students (11.8%) and students deficient in completing pathways (64%) as well as poor re-designation rates in EL learners (44.9%). The educational partners in meetings also were concerned about low test scores in ELA (20.9 points below standard) and Math (148 points below standard). The importance of college readiness among students was brought to light, elucidating the requirement for college visits and support for students in college courses through a College Success Liaison.</p> <p>Assessment: The identified needs will be addressed through various actions. To start with, innovative instructional strategies tailored to student</p>	<p>Explanation: The aim of our initiative, while all-encompassing, focuses on enhancing the curriculum and innovating instruction throughout the institution. The objective is to cater to each student's individual requirements, including but not limited to students with unique abilities such as disabilities. Central facets of this plan involve introducing original, effective teaching techniques and amplifying the scope and effectiveness of our curricular offerings. We incorporate systematic instructional coaching and add an extra layer of administrative support. By adopting a multi-tiered intervention system, this plan is engineered to amplify student engagement, comprehension, and overall academic performance.</p> <p>Rationale: Our decision to implement this action is based on encompassing every student, unrelated to their ethnic background or personal circumstances, and ensuring they have equitable opportunities to receive quality education. By establishing this initiative school-wide, we are fostering an ambiance that promotes uniformity and provides backing to a conducive learning atmosphere. This approach accentuates the essence of collaboration between teachers</p>	<p>Corresponding Metrics: Metric 1: EL Reclassification rate Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 5: Pathway Completer</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>learning needs will be integrated into the curriculum. Curriculum review committees will be formed, and instructional coaching and administrative support will be provided to facilitate the implementation of these strategies. The inclusion of research-based instructional learning will also be ensured. Furthermore, paraprofessionals will be deployed in the math lab to fulfill the need for multi-tiered intervention. The vision of our students for college and career readiness will be enhanced through organized college visits. A College Success Liaison will be assigned to support students in college courses, providing the necessary assistance. All these actions will be aimed at all student groups, emphasizing students with disabilities and ensuring equitable access to curriculum and content for every student, regardless of</p>	<p>and staff, thus integrating technologically sound, innovative methods into regular teaching. This thoughtful strategy allows us to prepare our students to be successful in the digitally advanced, fast-paced 21st-century landscape.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	their background or circumstances.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Needs: As our staff works to increase best first instruction there was a finding that our RTI which is embedded in the day is lacking data to identify student need. Our students demonstrate in ELA proficiency (20 points below standard socioeconomically disadvantaged (21.8 points below)), Reclassification rates (decreased by 3%) for EL students, Math (144 points below standard for socioeconomically disadvantaged) which means that the staff needs to design effective strategies for reteaching students not demonstrating proficiency. Our staff will need training to support EL, Foster Youth, and Socioeconomically Disadvantaged students to improve using data to drive decisions in supporting student learning.</p> <p>The school community has pinpointed specific</p>	<p>Explanation: The Collaborative Professional Development initiative, implemented on a schoolwide basis, caters to the gamut of all student learning needs with particular attention to the requirements of socioeconomically disadvantaged student proficiency. This action comprises multiple strands, including differentiated instruction strategies, continuous professional development for teachers, the application of technology for personalized learning, a robust RTI framework, and the routine evaluation of intervention tactics. The primary objective is to form an all-inclusive environment that fosters high achievement for all students. The distinct yet significant advantage of the differentiated instruction stratagem is realized by all students, irrespective of their learning style or capacity level. Implementing this strategy at a comprehensive school level augments the teachers' capacity to cater to the multifaceted needs of their students, which culminates in heightened academic performance. Therefore, it is most effective to conduct this action on a schoolwide scale to address the specified needs of the student groups.</p> <p>Rationale: The schoolwide scope of this action is</p>	<p>Corresponding Metrics: Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 1: EL Reclassification rate Metric 4: College and Career Readiness Indicator</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>difficulties that have steered the creation of the Collaborative Professional Development action. These include the urgent demand for differentiated instruction strategies to address various learning needs, especially for students with disabilities. Explicit attention is also required for certain students who may need further academic help, which calls for implementing a thorough Response to Intervention (RTI) framework.</p> <p>Assessment: To meet these identified needs, the action employs differentiated instructional strategies, ongoing professional development for teachers focusing on effective teaching methods for Mathematics and English Language Arts (ELA), and integration of technology tools to personalize learning experiences. Establishing a comprehensive RTI framework aims to identify</p>	<p>grounded in the principle that an all-encompassing approach can most effectively address student needs. This perspective appreciates the diverse learning abilities and ensures a more inclusive learning experience. Differentiated instruction strategies are critical to serving the diversity of the school's learning styles and ability levels, allowing every student to reap its benefits. Consequently, the substantial academic improvements observed are a direct result of these differentiated strategies. In essence, the schoolwide implementation of the Collaborative Professional Development action enhances teacher competency in addressing student needs and promotes an inclusive learning environment conducive to high academic achievement. Characteristics such as these validate the schoolwide scope of the action as the most effective and appropriate strategy for catering to the identified needs of the student groups.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	and aid students requiring additional academic support. The action's purview encompasses regular evaluation and modification of intervention strategies based on student progress. This scheme involves ASCA-related backup for counselors, organizing conferences to boost student learning, and arranging substitute teachers for curriculum planning, goal setting, professional evolution, and observing Tier 1 instruction in balanced literacy and math. Inclusive to these measures is a coaching cycle involving goal-setting, feedback on teaching practice, and reflection handled by an Instructional Coach. This exhaustive approach assures the necessary educational support for all students, paying particular attention to those with disabilities.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Needs:</p> <p>The school community has determined a critical requirement for a comprehensive system that monitors and tracks student progress across all subjects and grade levels. This need is especially significant among several identified student groups, namely students with barriers EL and Socioeconomically Disadvantaged. Our students demonstrate in ELA proficiency (20 points below standard Socioeconomically Disadvantaged (21.8 points below)), Reclassification rates (decreased by 3%), Math (144 points below standard for socioeconomically disadvantaged). These diverse groups encountered distinct challenges necessitating specific interventions and support to facilitate their progression toward mastery in their subjects.</p>	<p>Explanation:</p> <p>The comprehensive execution of the "Data-Driven Instructional Practices" initiative across the entire school is an indispensable solution to cater to the unique requisites of our EL and Socioeconomically Disadvantaged students. This orchestrated effort is crucial as it institutes holistic supervision and follow-up mechanization, which is instrumental in recognizing specific tribulations and requisites of these heterogeneous groups and coordinating focused interventions. Through our PLCs, our teachers will monitor the learning of EL, Socioeconomically Disadvantaged, and Foster Youth students. Teachers will implement best practice strategies based on the data they find in common assessments and implement the RTI process to support student learning specifically for our Socioeconomically disadvantaged students.</p> <p>Rationale:</p> <p>The justification for adopting this strategy on a school-wide level is determined based on considerable factors. Primarily, attention is drawn towards the notable sub-standard performance in Math, especially among students who belong to unduplicated student groups. Equally important, the rigorous objective to enhance critical aspects such as readiness for higher education and</p>	<p>Corresponding Metrics:</p> <p>Metric 2: ELA proficiency rate</p> <p>Metric 3: Math proficiency rate</p> <p>Metric 4: College and Career Readiness Indicator</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>Assessment: The "Data-Driven Instructional Practices" action has been developed to cater to these identified needs. It aims to create a continual monitoring system for student progress and growth. Such a system incorporates regular student performance assessments — both formative and summative, alongside the collection and an in-depth analysis of student achievement data. Such persistent scrutiny of student progress allows educators to follow individual and group performance over time, discern developmental trends, and modify instructional methods. This action includes enhancing Response to Intervention (RTI) and refining the Professional Learning Community (PLC) process. The effectiveness of this new practice will be gauged using the data collected, providing insights into the success of the action and</p>	<p>employment post-graduation, improved graduation rates, and successful alliances within industries and the community are guiding factors. The benefit and impact of the systematic approach will be assessed utilizing the data procured, thereby offering invaluable understanding regarding the advancement of each distinctive student group.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	progress of the various student groups.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
1.5	<p>Needs:</p> <p>Students reported in multiple interviews and surveys that learning is not connected across subject matters with relevant learning targets and success criteria. Teachers will collaborate in PLC groups to determine the best ways to improve cross-curricular collaboration. This will support the proficiency rates for socioeconomically disadvantaged students in ELA (22 points below standard) and Math (144 points below standard). The school community acknowledged the requirement to strengthen cross-disciplinary collaboration among educators to benefit all learners, particularly those with special needs—the necessity derived from the understanding that an integrated curriculum could offer an engaging and appropriate study experience. The objective is</p>	<p>Explanation:</p> <p>The Cross-Disciplinary Collaboration action holds a school-wide scope due to its objective of enriching the comprehensive educational program. This initiative focuses' on unduplicated groups of students to influence and will also elevate the learning experience for all students, thereby validating its extensive scope. Specifically, it empowers teachers across varying subject areas to merge and enhance the overall curriculum, providing a more inclusive learning environment. This collaborative atmosphere facilitates a deeper comprehension of concepts and skills transferable among various study fields. These attributes are notably beneficial for students who are EL or Socioeconomically Disadvantaged. As students that are Socioeconomically Disadvantaged students gain in proficiency rates this will support college and career readiness to increase for that student population from (8% lower than other student groups). Additionally, the school-wide approach caters to enriching professional development opportunities, training teachers to integrate content from diverse subject areas efficaciously into their teaching methodologies.</p> <p>Rationale:</p> <p>Cross-disciplinary collaboration advocates</p>	<p>Corresponding Metrics:</p> <p>Metric 2: ELA proficiency rate</p> <p>Metric 3: Math proficiency rate</p> <p>Metric 5: Pathway Completer</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>to promote a profound understanding of subject matters and transferable skills across multiple fields of study, which will support EL learners that declined in proficiency by 3%.</p> <p>Assessment: To address the aforementioned needs, an initiative of Cross-Disciplinary Collaboration has been developed. This action stipulates the conduct of regular assemblies or workshops for teachers from various fields to collaborate in the creation and planning of integrated curriculum units. Encouraging the synchronization of learning goals and appraisals across subjects is also part of this action in order to strengthen the bond between various subjects. As a part of the professional development, guest speakers or professionals with knowledge of cross-disciplinary teaching will be invited to guide sessions.</p>	<p>for teachers to utilize and intertwine their expert knowledge from various subject areas, invariably leading to engaging and pertinent learning experiences for students. Professional development in cross-disciplinary teaching strategies allows teachers to effectively merge content from multiple subject areas into their instruction, reinforcing the basis of the action. The inherent value of this course of action is underlined by its capacity to expand and amplify activities, materials, and supplies for Career & Technical Education pathway students. This further bolsters opportunities for student participation and deepens student connections within the academic context, corroborating the rationale behind the school-wide scope. Consequently, this action satisfies the necessity for cross-disciplinary collaboration and offers students who are Socioeconomically Disadvantaged with an integrated, well-rounded curriculum. The plan will close the gap for our students who are under-performing in the ELA and Math, being 22 points below standard and 144 points below standard, respectively. The plan will support EL students who declined by 3% being reclassified mainly due to their ELA and Math scored on CAASPP by making curriculum more relevant.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>The action extends to offering time and resources for teachers to participate in cooperative lesson planning and formulating curriculum-related activities. This method permits teachers to capitalize on their knowledge across various disciplines, cultivating a more inclusive educational environment for all students. Evaluation of the success of this initiative will be based on the degree of teacher involvement in the activities mentioned above, the standard of the integrated curriculum units, and their effect on students' outcomes. The development of the "Cross-Disciplinary Collaboration" initiative arose from the identified needs within the school: an integrated, inclusive curriculum catering to all students, especially those who are Socioeconomically Disadvantaged, and professional development opportunities focusing on</p>		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	cross-disciplinary teaching and learning.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
1.6	<p>Needs: A set of identified needs within the school community prompted developing the "Monitoring and Evaluation" action. These predominantly revolved around the essential need for an effective system to track the progress of EL students and socioeconomically disadvantaged. A crucial requirement for an all-encompassing monitoring tool aligned with the established assessment framework and learning goals was acknowledged. The school community also identified the dire need for adequate teacher training and resources that facilitate the successful implementation of the above monitoring systems. As our data indicates supports are needed in ELA proficiency (20 points below standard Socioeconomically Disadvantaged (21.8 points below)), Reclassification rates (decreased by 3%),</p>	<p>Explanation: The initiative of "Monitoring and Evaluation" serves a school-wide purpose, aiming to address the identified needs of every student, with a particular focus on students with disabilities. The purpose is to cultivate and implement progress monitoring tools and protocols, supply educators with the necessary training and resources, and formulate appropriate communication channels for regular progress updates. Adhering to such an expansive approach is essential due to the various needs identified from multiple sources, including CAASPP scores, ELPAC scores, College and Career Readiness, and reclassification rates.</p> <p>Rationale: As previously identified in various meetings with teaching staff, parents, community partners, and students, the current system lacks consistent methods. Discussions have highlighted issues around student grading, further validating the need for this wide-reaching action. The initiative aims to establish a norm of reflection, collaboration, and innovation across the school. Doing so encourages recognizing and applying data-driven and evidence-based instructional practices to improve student achievement. Ultimately, the school-wide scope of this action ensures all students are catered for</p>	<p>Corresponding Metrics: Metric 2: ELA proficiency rate Metric 3: Math proficiency rate Metric 4: College and Career Readiness Indicator Metric 5: Pathway Completer Metric 1: EL Reclassification rate</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>Math (144 points below standard for socioeconomically disadvantaged).</p> <p>Assessment: These needs are addressed by the proposed action of developing progress monitoring tools in tandem with protocols that coincide with the assessment framework and stated learning objectives. The action aims to provide requisite training and the necessary resources to empower teachers to effectively implement these monitoring systems. Furthermore, the action has established communication channels for conveying progress updates and providing feedback to students, parents, and other community stakeholders. It fosters a school-wide culture that encourages reflection, collaboration, and innovation. This facilitates the identification of potential areas for improvement,</p>	<p>and provides a unified framework within which student success can be optimized.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	leading to the implementation of evidence-based practices that bolster student success.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Needs:</p> <p>The site's leadership team at VTEC has pinpointed a critical requirement to fortify Tier 1 instructional reinforcements among unduplicated student groups, concentrating primarily on students who are EL learners and the Socioeconomically Disadvantaged. This requirement emanates from the understanding that the student above the category may necessitate supplemental academic reinforcement and tailored instruction to interact comprehensively with the syllabus and realize their potential. Students who are Socioeconomically Disadvantaged, EL, or Foster Youth demonstrated higher rates of need than other students. These student groups have 20% higher incident rates than other students.</p>	<p>Explanation:</p> <p>The drive towards bolstering Tier 1 instructional supports fundamentally encapsulates a school-wide vision, explicitly aiming to cater to the requirements of diverse student groups, particularly those EL and Socioeconomically Disadvantaged students. The professional development for teachers centered around evidence-based instructional practices, as well as differentiation strategies, is intended to elevate the standard of education rendered. It will support EL students with the questions: "What am I learning, why am I learning it, and how will I know I have successfully learned the content?" This plan will ensure that the varied learning requirements of our unduplicated students are appropriately satisfied. Moreover, leveraging universal screening tools facilitates accurately identifying students who might require supplementary aid, thereby fostering academic triumph across the unduplicated student demographic. Our EL and Socioeconomically Disadvantaged students have 20% higher incident rates and are missing first-best instruction.</p> <p>Rationale:</p> <p>This action throughout the school is instrumental in promoting a focus in the learning environment. This, in turn, assists in</p>	<p>Corresponding Metrics:</p> <p>Metric 3: Proactive Supports</p> <p>Metric 5: Graduation Rate</p> <p>Metric 4: Tier 1 Data</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>Assessment: To accommodate the identified need, an action plan has been laid out to offer professional development for teachers on proven instructional practices and differentiation tactics. This initiative aims to improve the quality of instruction, ensuring diversification to cater to EL and students who are Socioeconomically Disadvantaged. The incorporation of universal screening tools presents an added advantage as it allows the identification of students who require extra academic support. The action plan involves Professional Learning Communities that aid in identifying and tweaking instruction based on shared formative assessment data. This facilitates making data-based instructional decisions, enhancing students' educational experience. Further, the uptick in academic support</p>	<p>diminishing achievement divergence, cultivating an atmosphere conducive to the growth and success of our unduplicated students. By upgrading the Tier 1 tutorial and supportive measures, we uphold that each student will receive high-standard, research-backed scholastic instructions and interventions. This strategy guarantees that instruction and support of exceptional quality are accessible to all students, making the learning environment more conducive to academic growth and success. Thereby preventing EL and Socioeconomically Disadvantaged students from missing instruction at a rate that is 20% higher than other students, which we believe is causing the reduced pathway completer and scores in Math and ELA.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	through Multi-Tiered Multi-Domain Systems of Support (MTMDSS) will provide comprehensive aid to students focusing on extra supports for unduplicated groups of students, including four-year plans, CCGI, lessons about A-G and CTE completion, grade-level gatherings, and sharing parental data regarding student accomplishment.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
2.3	<p>Needs:</p> <p>The school community has perceived the need to expand its action, titled "Expand SEL supports and first-best instruction through environments," and focuses primarily on these pressing needs as EL, Foster Youth, and socioeconomically disadvantaged students have demonstrated a 20% higher incidents. These incidents also have these same student groups being suspended at a rate of 11.8% which is 5% higher than other student groups. The school community has recognized the crucial requirement to enhance all students' behavioral and social-emotional well-being, particularly those who are socioeconomically disadvantaged, Foster Youth, and EL students. These needs have emerged due to inadequate proactive support, insufficient resources, a lack of staff</p>	<p>Explanation:</p> <p>The overarching scope of the action, which calls for expanding Social Emotional Learning (SEL) supports and optimal instruction across diverse environments, is central to meeting the unique needs of learners, especially Foster Youth, EL, and Socioeconomically Disadvantaged students. The action aims to boost students' behavioral and socio-emotional welfare by offering preemptive assistance, resources, and a conducive learning environment. Executing this action toward the unduplicated students guarantees that Socioeconomically Disadvantaged, students receive equal opportunities for the required resources and interventions. When the unduplicated students are supported they will have less reason to be suspended and reduce the high suspension rates of 11.8% for both student groups.</p> <p>Rationale:</p> <p>This action's extensive and inclusive scope is crucial in promoting positive socio-emotional growth and minimizing behavioral issues within the school community. Moreover, this scope is instrumental in creating an accommodating, inclusive atmosphere where each student can excel academically and emotionally. Such a broad-based approach is imperative because it</p>	<p>Corresponding Metrics:</p> <p>Metric 1: Suspension Rate</p> <p>Metric 2: Tier 2 Data</p> <p>Metric 3: Proactive Supports</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>training to address these issues effectively, and the unavailability of a positive learning atmosphere.</p> <p>Assessment: To address the identified needs, the action plans to broaden the range of proactive support for students' behavioral and social-emotional requirements. This will be accomplished through the establishment of mentoring programs, the implementation of a social-emotional learning (SEL) curriculum, and the provision of counseling services. Materials and/or supplies will be supplied to encourage a positive school climate and achievement activities. Comprehensive resources, including staff and training for the staff, will be provided to effectively manage students' behavioral and social-emotional needs. The action also underscores the necessity of regular staff professional development to</p>	<p>provides a holistic solution: fostering a sense of belonging, nurturing emotional intelligence, and ultimately enhancing the school climate and individual students' experiences. Hence, implementing its strategies across the entire school ranks as the most potent method, ensuring every learner thrives in every aspect. Our staff also will need to develop strategies to incorporate our guidelines for success FIERCE so that all students benefit from proactive solutions to behavior.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>maintain a supportive and nurturing learning environment. Based on the TFI strategies, the action will support students with fidelity. The action's sphere of influence extends to all students, emphasizing students with disabilities to create a supportive and nurturing environment that caters to the needs of all students. The successful implementation of the action will be evaluated based on the enhancements made in the behavioral and social-emotional well-being of the students, the rise in positive school climate, and the staff's efficacy in dealing with students' needs.</p>		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
2.4	<p>Needs:</p> <p>The school community recognized several needs, spurring the strategy "Interventions and Supports for Students and Parents." Needs were identified across all student demographics, with specific emphasis on students with disabilities and students across all academic levels. The predominant need pinpointed was for guided interventions and support services to ensure each student is on pace for graduation. This need was especially prominent among students with disabilities and those at risk of not graduating. Additionally, a need for reteaching opportunities and retention through establishing a nurturing and supportive learning atmosphere was noted, particularly regarding outdated materials and unsafe classroom furniture. Lastly, the requirement for</p>	<p>Explanation:</p> <p>The specified objective is the comprehensive deployment of "Interventions and Supports for Students and Parents" throughout the entire school community. This objective seeks to address and cater to the unique needs of all the cohorts within the learner population, with greater emphasis on students contending with disabilities and those at an elevated risk of not graduating. A school-wide implementation strategy ensures that every student benefits uniformly from specific interventions and bolstering support services. The overarching purpose of this strategy is to foster an academic culture where achievement and success are the norm. The implementation considers and seeks to robustly resolve the collective needs of the school community, among which are guided interventions, possibilities for reteaching, a more nurturing learning ecosystem, and heightened parental involvement.</p> <p>Rationale:</p> <p>The rationale for proposing a school-wide scope is predicated on its comprehensiveness, offering universal solutions that address the needs of the entire school community, thus contributing towards the ultimate aim—realizing a 100% graduation rate. This strategy includes</p>	<p>Corresponding Metrics:</p> <p>Metric 3: Proactive Supports</p> <p>Metric 4: Tier 1 Data</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>more parental involvement was acknowledged.</p> <p>Assessment: The specific need for targeted interventions and support services was met through the implementation of controlled interventions and support services and through the monitoring and evaluation of the effectiveness of academic counseling, social-emotional support, credit recovery programs, and bespoke learning opportunities. The need for a more supportive learning environment was addressed by replacing hazardous furniture and dated materials/equipment in classrooms to sustain a safe and positive learning environment for pupils and staff. The need for higher parental involvement was answered by offering systematic opportunities for parents to engage more with the school and their child's academic progress through initiatives such as Parent</p>	<p>replacing unsafe furniture and obsolete materials and holistically improving the learning environment. Additionally, a structured engagement plan is employed to boost parental participation. More importantly, the comprehensive nature of the approach enables simultaneous focus on a range of student needs, spanning academic, emotional, and social aspects. The approach's broad scope is best suited to increase graduation rates by holistically addressing the school community's overarching academic, social, and emotional needs.</p>	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	University/PIQE. The thoroughness of the action encompasses all students, with particular focus on students with disabilities and students at all academic stages. The strategy's effectiveness will be evaluated through academic counseling, social-emotional support, credit recovery programs, and bespoke learning opportunities.		

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Needs: The underlying needs within the school community that instigated the formation of an action strategy entitled "Highly Recognized Technical School" primarily revolved around insufficient awareness and backing for all pupils, especially those with disabilities, about college course prospects. This inadequate awareness and support may impede these students' academic progress and future professional opportunities.</p> <p>Assessment: In response to these identified needs, the action plan encompasses hosting informative sessions and workshops for learners and their families, delivering personalized support services such as mentoring and tutoring, and establishing linkage prospects with business entities and community alliances. Besides, the</p>	<p>Explanation: The "Highly Recognized Technical School" initiative is intended to span the entire educational setting, imbued with equity, and offer improved potential in academics and the profession to every student, particularly those with disabilities. The advantages of the comprehensive scope are twofold: first, it ensures that the initiative's influence permeates through all students, thereby cultivating an inclusive atmosphere; second, it guarantees equal educational opportunities for all, indispensable for the successful functioning of any educational setting.</p> <p>Rationale: The initiative includes informational sessions, customized support services, and collaborations with businesses and community groups. Primarily, the goal is to alleviate students' identifiable needs by increasing their cognizance of college course possibilities and providing adequate support to overcome any participation hurdles. Additionally, the initiative's schoolwide application aligns itself with the need to implement a thorough recruitment strategy to appeal to a diversified student body, further boosting inclusivity. It highlights how acting on a service-wide level can result in all-inclusive academic prosperity.</p>	<p>Corresponding Metrics: Metric 1: Recruitment (EL, SED, Foster Youth) Metric 3: Community partnerships</p>

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is provided on an LEA-wide or School-wide Basis	Metric(s) to Monitor Effectiveness
	<p>strategy involves facilitating externships, providing certifications to pupils, aligning with advisory panels, engaging in FFA co-curricular activities, and pursuing WASC Accreditation. It also includes the continual observation of reciprocal communication with educational partners via multiple platforms encompassing website advancement, technological services, School Site Council congregations, Principal Round Table discussions, and parent or grade-level meetings. The metrics of the action's success include the degree of participation in the sessions and workshops, the count of students utilizing the support services, the total number of students attaining certifications, and the regularity and quality of two-way communication with educational collaborators.</p>		

Insert or delete rows, as necessary.

B: Limited Actions

For each action being solely provided to one or more unduplicated student group(s), give 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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Insert or delete rows, as necessary.

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 with 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	0%	0%
Staff-to-student ratio of certificated staff providing direct services to students	0%	0%

2024 – 25 Total Planned Expenditures Table 1

LCAP Year (Input)	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 %)
2024	\$2,990,371.00	\$344,365.00	11.5%	0%	0%

2024 – 25 Total Planned Expenditures Table 2

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals:	\$2,990,371.00	\$100,961.00	\$0.00	\$14,082.00	\$344,365.00

2024 – 25 Total Planned Expenditures Table 3

Total Personnel

\$2,646,006.00

Total Non-personnel

\$127,425.00

2024 – 25 Total Planned Expenditures Table 4

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Curriculum Enhancement and Innovative Instruction	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing
1	2	Collaborative Professional Development	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing
1	4	Data-Driven Instructional Practices	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	5	Cross-Disciplinary Collaboration	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing
1	6	Monitoring and Evaluation	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing
2	1	Positive behavior supports	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	Foster Youth Low Income English Learners	All Grade Levels	Ongoing
2	2	Strengthen Tier 1 instructional supports	English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income	All Grade Levels	Ongoing
2	3	Expand SEL supports and first-best instruction through environments	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	4	Interventions and support for students and parents	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing
3	1	Highly recognized technical school	Foster Youth, English Learners, Socioeconomically Disadvantaged	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	Ongoing

2024 – 25 Total Planned Expenditures Table 5

Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
\$221,940.00	\$5,000.00	\$0.00	\$221,940.00	\$0.00	\$0.00	\$221,940.00	\$0.00%
\$14,500.00	\$14,500.00	\$16,500.00	\$0.00	\$0.00	\$0.00	\$16,500.00	\$14.63%
\$23,500.00	\$23,500.00	\$12,500.00	\$0.00	\$0.00	\$12,000.00	\$24,500.00	\$9.38%
\$21,460.00	\$21,460.00	\$21,460.00	\$0.00	\$0.00	\$0.00	\$21,460.00	\$16.10%
\$17,407.00	\$17,407.00	\$17,407.00	\$0.00	\$0.00	\$0.00	\$17,407.00	\$13.06%
\$9,000.00	\$9,000.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$6.75%
\$15,000.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$11.25%

Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
\$15,000.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$11.25%
\$5,540.00	\$5,540.00	\$5,540.00	\$0.00	\$0.00	\$0.00	\$5,540.00	\$4.16%
\$5,000.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$3.75%
\$25,406.00	\$25,406.00	\$25,406.00	\$0.00	\$0.00	\$0.00	\$25,406.00	\$19.06%
\$6,000.00	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$4.50%
\$10,082.00	\$10,082.00	\$10,082.00	\$0.00	\$0.00	\$2,082.00	\$10,082.00	\$7.56%

2024 – 25 Contributing Actions Table 1

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)	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)
\$0.00	\$0.00	%	0%	\$133,313.00	0%	0%

2024 – 25 Contributing Actions Table 2

Totals by Type

Total:
LEA-wide Total:

Total LCFF Funds

\$133,313.00
\$0.00

Totals by Type

Total LCFF Funds

Targeted Total:

\$133,313.00

Schoolwide Total:

\$0.00

2024 – 25 Contributing Actions Table 3

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicate d Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Curriculum Enhancement and Innovative Instruction Collaborative	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$0.00	0%
1	1.2	Professional Development Data-Driven	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$16,500.00	0%
1	1.4	Instructional Practices	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$21,460.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Home		Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Unduplicate	Location		
1	1.5	Cross-Disciplinary Collaboration	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$3,000.00	0%
1	1.6	Monitoring and Evaluation	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$9,000.00	0%
2	2.1	Positive behavior supports	Yes	School Wide	Foster Youth Low Income 'English Learners	All Grade Levels	\$8,000.00	0%
2	2.2	Strengthen Tier 1 instructional supports Expand SEL supports	Yes	School Wide	English Learners Low Income	All Grade Levels	\$8,000.00	0%
2	2.3	and first-best instructional through environments	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$2,540.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicate d Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Interventions and support for students and parents	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$5,000.00	0%
3	3.1	Highly recognized technical school	Yes	School Wide	English Learners Low Income Foster Youth	All Grade Levels	\$18,000.00	0%

2024 – 25 Annual Update Table 1

Totals:	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:	\$0.00	\$0.00

2024 – 25 Annual Update Table 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
0					\$

2024 – 25 Contributing Actions Annual Update Table 1

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$0.00	\$0.00	\$0.00	\$0.00	%	0%	0

2024 – 25 Contributing Actions Annual Update Table 2

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
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2024 – 25 Contributing Actions Annual Update Table 3

Planned Percentage of Improved Services

Estimated Actual Percentage of Improved Services

2024 – 25 LCFF Carryover Table

Instructions

- [Plan Summary](#)
- [Engaging Educational Partners](#)
- [Goals and Actions](#)

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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 (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$0.00	\$0.00	0%	\$0.00%	\$0.00	0%	0%	\$0.00	0%

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

The LCAP development process serves three distinct but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 52064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
 - Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly

articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement –

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\)](#) and [52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the

comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lcl/>.

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes

the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding, below.

- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies
 - The specific metrics for each identified student group at each specific schoolsite as applicable to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal

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

An explanation of why the LEA has developed this goal

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state

priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27. Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference From Baseline

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

Timeline for school districts and county offices of education for completing the “**Measuring and Reporting Results**” part of the Goal.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

- Beginning with the development of the 2024-25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-

income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

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

Total Funds

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

Contributing

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

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

Required Actions

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

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through

a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

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

Measurement(s) of Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Measurement(s) of Effectiveness

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing

direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

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

Action Tables

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

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

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

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth

(0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only

the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.
- See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.**10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or

Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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