LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Elementary School District
CDS Code: 36-67918-0000000
School Year: 2024-25
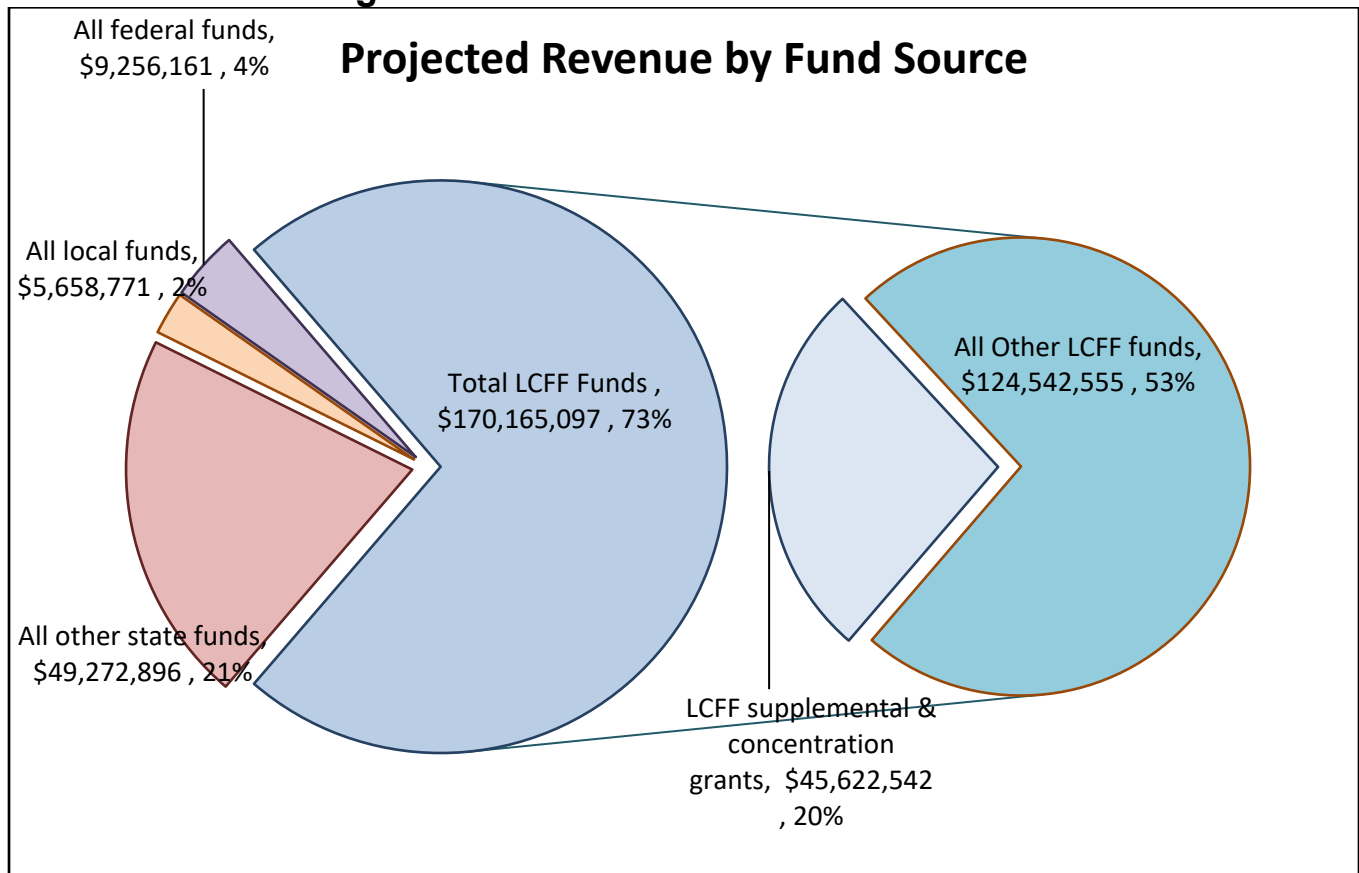LEA contact information:
Lori Clark
Superintendent
lclark@vesd.net
(760) 245-1691

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

All federal funds, $9,256,161 , 4%

All local funds, $5,658,771 , 2%

Total LCFF Funds , $170,165,097 , 73%

All Other LCFF funds, $124,542,555 , 53%

All other state funds, $49,272,896 , 21%

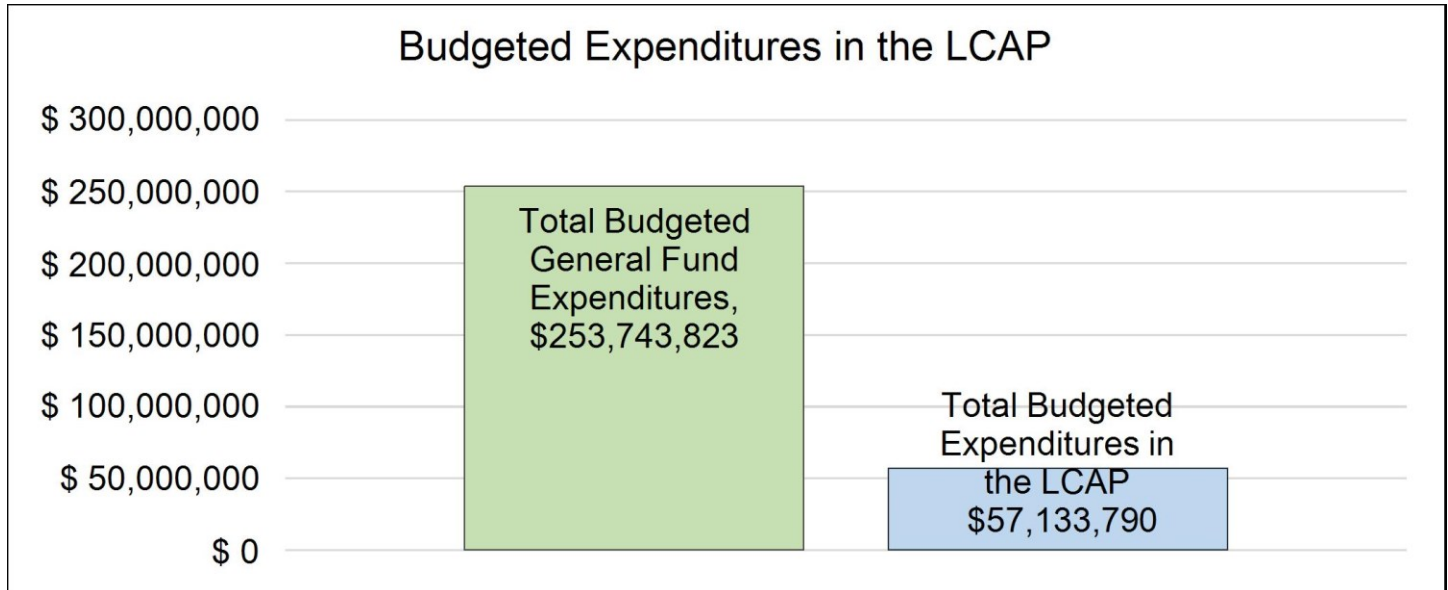LCFF supplemental & concentration grants, $45,622,542 , 20%

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

The text description for the above chart is as follows: The total revenue projected for Victor Elementary School District is $234,352,925, of which $170,165,097 is Local Control Funding Formula (LCFF), $49,272,896 is other state funds, $5,658,771 is local funds, and $9,256,161 is federal funds. Of the $170,165,097 in LCFF Funds, $45,622,542 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $253,743,823	Total Budgeted Expenditures in the LCAP $57,133,790

This chart provides a quick summary of how much Victor Elementary School District 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: Victor Elementary School District plans to spend $253,743,823 for the 2024-25 school year. Of that amount, $57,133,790 is tied to actions/services in the LCAP and $196,610,033 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
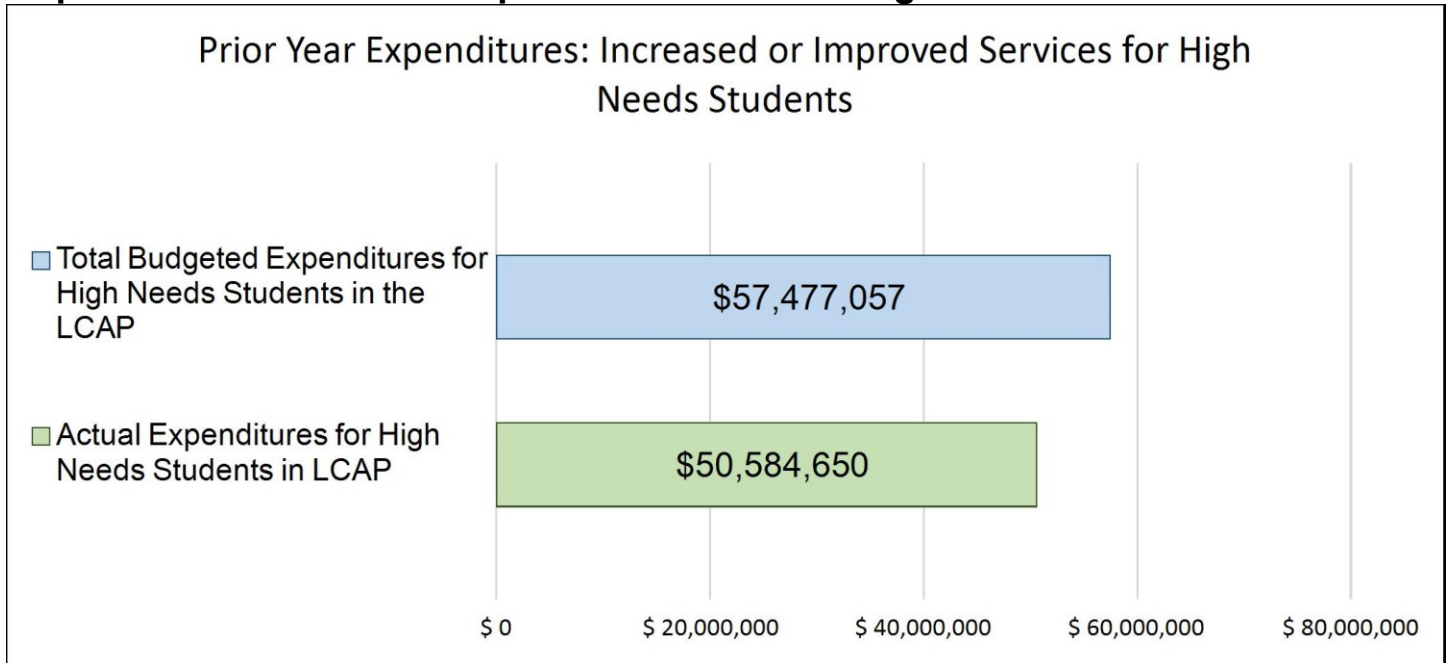
The LCAP does not include the following programs and costs: Core instructional program (the cost of teaching staff, school office staff, and core instructional material such as textbooks), the cost of utilities, and insurance. LCAP does not include programs funded with State funds such as Lottery or ELOP or any one-time funding sources. In addition, LCAP does not include any special education programs.

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

In 2024-25, Victor Elementary School District is projecting it will receive $45,622,542 based on the enrollment of foster youth, English learner, and low-income students. Victor Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Victor Elementary School District plans to spend $54,948,893 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	$57,477,057
Actual Expenditures for High Needs Students in LCAP	$50,584,650

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

The text description of the above chart is as follows: In 2023-24, Victor Elementary School District's LCAP budgeted $57,477,057 for planned actions to increase or improve services for high needs students. Victor Elementary School District actually spent $50,584,650 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $6,892,407 had the following impact on Victor Elementary School District's ability to increase or improve services for high needs students:

In 2023/24, VESD had a significant amount of carryover from prior years that was built into the LCAP. The District thoughtfully created actions based on data to increase or improve services for high need students, then implemented those actions in an organized and timely fashion to have the greatest impact on student achievement. Due to the large volume of carryover, not all services can be offered in a single year and be effective. In addition, VESD uses funding from other sources to fund services to high needs students. VESD will continue to review data and revise actions as needed to best serve students while effectively utilizing all funding available to the District in any given year.

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
Victor Elementary School District	Lori Clark Superintendent	lclark@vesd.net (760) 245-1691

Goals and Actions

Goal

Goal #	Description
1	All students will develop foundational educational skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	2019 CA School Dashboard 17.9% of our students were chronically absent based on the CA Dashboard.	21/22: 26% chronic absenteeism in March 2022 (YTD). Increase due to COVID quarantine requirements and positive cases. SIA data was used to monitor the progress. The CA Dashboard could not be used as it has not been updated to show the current attendance data.	2022 CA School Dashboard 45.3% of all students were designated under chronic absenteeism based on the CA Dashboard.	2023 CA School Dashboard: 38.6% of all students were designated under chronic absenteeism based on the CA Dashboard	Chronic absenteeism will be 8.4%.
Learn on a safe and orderly campus. 100% of sites will pass Williams criteria for school facilities in good repair.	19/20: 100% sites passed Williams criteria for school facilities in good repair.	20/21: 100% of our facilities were in good repair. Survey results based on district surveys:	21/22: 100% of our facilities were in good repair. Survey results based on district surveys:	23/24: 100% of VESD schools passed Williams criteria for school facilities in good repair.	100% of VESD schools will pass Williams criteria for school facilities in good repair.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff, parent, and student survey results on safety will be at 90% or above. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	Survey results based on district surveys: Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 92.45% Parents: 94.15% Staff: 95.84% Based on district data.	Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 93.12% Parents: 90.67% Staff: 97.82% Based on district survey data.	Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 85.36% Parents: 95.15% Staff: 90.89% Based on district survey data.	Survey results based on district surveys: Student survey question: "I feel safe at my school." Parent survey question: "I feel my child is safe at school." Quality check survey question: "My work environment is safe, clean, and well maintained." Students: 87.11% Parents: 95.59% Staff: 91.83% Based on district survey data.	Staff, parent, and student survey results on safety will be at 90% or above.
Access to standards aligned instructional materials. 100% of students will have access to standards -aligned materials in the Williams annual review and district review.	19/20: 100% of students had access to standards aligned materials. Based on County and district data.	20/21: 100% of our students had access to standards aligned materials. Based on County and district data.	21/22: 100% of our students had access to standards aligned materials. Based on County and district data.	23/24: 100% of students will have access to standards aligned materials. Based on County and district data.	100% of students will have access to standards aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair					
Teacher Assignments 100% of teachers assignments will be appropriately assigned to classes based on their credential in the Williams annual review. State Priority 1: Teacher Assignments, Student Access to Standards -aligned Instructional Materials, and Facilities in Good Repair	19/20: 100% of teachers were appropriately assigned to classes. Based on County and district data.	20/21: 100% of our teachers were assigned appropriately. Based on County and district data.	21/22: 98% of our teachers were assigned appropriately. Based on County and district data.	23/24: 100% of teachers are appropriately assigned to classes. Based on County and district data.	100% of teachers appropriately assigned to classes.
Career student projects will increase by 25% per year. State Priority 8: Other Student Outcomes	19/20: We had anticipated building on the completion rate of 4,491 in 18/19. Due	20/21: 2,097 career portfolios were completed in 20-21. The completion rate was limited due to	21/22: 1,976 career portfolios were completed in 21-22.	22/23: 2,601 students completed career portfolios.	4,500 completed career projects.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to the pandemic, our completion rate was 1,962 in 19/20. Based on district data.	continuing to on distance learning as a result of the pandemic. Based on district data.	Based on district data.	Based on district data.	
100% of students will be placed in correct classes with programs and services developed to meet all academic areas as well as programs and services provided to unduplicated students and students with exceptional needs. This includes access to CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. State Priority 2: Implementation of State Standards Priority 7: Course Access	100% of students are placed in correct and appropriate classes. Based on district data.	20/21: 100% of our students were placed in correct classes. Based on district data.	21/22: 100% of our students were placed in correct classes. Based on district data.	23/24: 100% of students are placed in correct and appropriate classes. Based on district data.	100% of students are placed in correct and appropriate classes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA results will increase by 5 points annually. SBAC Math results will increase by 5 points annually. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments Source: CA School Dashboard	2019 CA School Dashboard ELA (orange): 45.2 points below standard, maintained 1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points based on the CA Dashboard.	20/21: Students scoring at or above standard are: ELA: Grade 3: 12.81% Grade 4: 10.27% Grade 5: 21.12% Grade 6: 29.29% Math: Grade 3: 24.14% Grade 4: 10.27% Grade 5: 16.11% Grade 6: 20.42% In lieu of SBAC testing due to the pandemic in spring 2021, VESD implemented benchmark assessments measuring state standards in focused areas.	2022 CA School Dashboard SBAC ELA: 59.4 points below standard SBAC Math: 90.1 points below standard In 2021-22, the SBAC was administered after a two-year suspension due to the pandemic. The CA Dashboard for 2022 only projects status, not change, therefore there is no increase/decrease noted.	2023 CA School Dashboard SBAC ELA: 54.7 points below standard SBAC Math: 79.2 points below standard	SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard
English Learners will increase progress towards proficiency by 2% each year on the ELPAC.	2019 CA School Dashboard ELPAC results show 41.5% EL students	20/21: 101 students were reclassified as proficient ELL based	2022 CA School Dashboard 130 students were reclassified as	2023 CA School Dashboard: ELPAC results show 43.1% EL students	ELPAC results show 48% EL students making progress towards English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 4: Pupil Achievement, Statewide Assessments Source: CA School Dashboard	making progress towards English language proficiency based on the CA Dashboard.	on the 20/21 ELPAC results. The CA Dashboard could not be used as it has not been updated to show the % of students making progress towards English language proficiency.	proficient ELL based on the 21/22 ELPAC results. ELPAC results show 42.9% EL students making progress towards English language proficiency based on the CA Dashboard.	making progress towards English language proficiency based on the CA Dashboard.	
Reduce expulsions by 1%. State Priority 6: School Climate	20/21: Expulsion rate is 0% Based on DataQuest.	21/22: 5 expulsions and 14 suspended expulsions as of March 2022. Based on Synergy data mid-year.	22/23: Expulsion rate is 0.33% Based on Synergy data	23/24: Expulsion rate is 0.15% Based on Synergy data	Expulsion rate will be less than 1%.
Increase school attendance rate to 95% or higher. State Priority 5: Student Engagement	19/20: VESD school attendance: 94.659% Based on P2 and Student Information System.	21/22: VESD school attendance: 88.407% Based on P2 and Student Information System.	22/23: VESD school attendance: 91.40% as of Feb 2023. Based on P2 and Student Information System.	23/24: Attendance Rate at 92.7% as of May 2024. Based on P2 and Student Information System.	School attendance rate will be 95% or higher.
Reduce suspensions by 1% each year.	2019 CA School Dashboard	21/22:	2022 CA School Dashboard	2023 CA School Dashboard:	Suspension rate will be 2.3%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate Source: CA School Dashboard	5.3% of our students were suspended based on DataQuest and the CA Dashboard.	5.7% of our students were suspended as of March 2022. Based on Synergy data mid-year.	5% of our students were suspended based on the CA Dashboard.	7% of our students were suspended based on the CA Dashboard.	
Increase number of students reporting "low risk" on the student SEL survey by 3%. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 89% of our students report "low risk" on the SEL survey based on district data.	21/22: 81.4% of our students are "low risk" on the SEL survey as of March 2022. Based on district SEL survey.	22/23: 84.2% of our students are "low risk" on the SEL survey as of March 2023. Based on district SEL survey.	23/24: 85.2% of our students are "low risk" on the SEL survey. Based on district SEL survey.	95% of our students will be "low risk" on the SEL survey.

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.

Action 1.1 Tiered Supports and Interventions (Partially Implemented)
Challenges of implementation during 2023-24 were minimal. VESD saw incremental increases in overall attendance rates, student discipline is also showing a reduction in suspension rates. We are down by 7% from last school year. Every teacher began the year with "Starting the Year with Success" units to develop a safe and supportive learning environment. Each school provided both individual and counseling groups and tier 2 and 3 interventions for students in need of social emotional support.

Action 1.2 Technology Supports and Resources to Enhance Student Achievement (Fully Implemented)
Challenges of implementation during 2023-24 were minimal. Every student was provided 2:1 devices, one for home and one for school use in order to access their instructional programs and to promote digital reading platforms at home to support literacy. Repairs for devices were completed in a timely manner allowing for students to consistently have the technology they need to enhance their student achievement.

Action 1.3 Site Based Planning for Supplemental Curriculum and Resources (Partially Implemented)
Challenges of implementation included the fact that some supplies and training were limited due to contractor availability, e.g. - Orton-Gillingham training for the Reading Certification Program. In addition, included in this action was engaging classroom environment materials and some contractors were experiencing delays in production and delivery.

Action 1.4 Small Group Instruction and Intervention (Partially Implemented)
Challenges of implementation include hiring 5 resident subs per school site. Our district was able to provide at least 4 resident subs at our school sites. Staffing shortages for subs have decreased but continue to be a challenge as we increase our professional development.
Successes of implementation include the TK staffing ratio required by law were met. Resident subs were trained and were utilized to provide small group intervention and instruction for students in reading.

Action 1.5 Staffing and Data Analysis (Fully Implemented)
There were no significant challenges. There were successes of implementation include hiring a Data Administrator to oversee our student information system in order to provide sites relevant student data to make decisions that support students. Our next step is to create a local dashboard integrating the different information systems to better identify root causes in academics, behavior, and social emotional needs.

Action 1.6 English Language Learner Support and Language Acquisition (Fully Implemented)
There were no significant challenges. Successes of implementation include consistent staffing of BIAs (Bilingual Instructional Aides) in order to administer the ELPAC and provided designated and integrated instruction as needed.

Action 1.7 Quadrant Schools of Choice (Fully Implemented)
Challenges of implementation include some schools reached capacity, therefore lotteries had to be held through a fair, consistent process. There were also challenges with bus driver shortages.
Successes of implementation include parents continued to have the ability to match their child's interest and talents with schools within their quadrant. Parents reported through survey data that they feel connected to their students' school.

Action 1.8 Increased Instructional Minutes (Fully Implemented)
Challenges of implementation include adjusting to staffing needs of additional hours campuses were in use for extended learning.
Successes of implementation include we saw increased attendance, participation, and reduced discipline, and growth in students' reading levels.

Action 1.9 Independent Study Program (Fully Implemented)
Challenges of implementation include we surveyed parents and staffed classes based on their responses. At times, this caused limited availability which resulted in wait lists being developed and staffing to accommodate.
Successes of implementation include overall enrollment stabilized. We were able to have an SDC/RSP teacher to provide support to students with special needs. We had 2 campuses on opposite sides of the district in order to provide good proximity for families.

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.

Action 1.1 Tiered Supports and Interventions
Planned positions were not all filled, including four assistant principals and four school psychologists. Three LVNs were hired. The WAVE Program was included in this action. -9% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.2 Technology Supports and Resources to Enhance Student Achievement
Technology costs and repairs exceeded projections. Hot spots for families were not in original projection.14% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.3 Site Based Planning for Supplemental Curriculum and Resources
Carryover from site plans and literature for sites came in under original projection, as one time grants supported some expenditures. -14% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.4 Small Group Instruction and Intervention
Unable to fill all budgeted resident sub positions. -15% difference in budget versus actual expenditures. 26% of services were paid through Supplemental and Concentration (S&C) monies, 74% through ESSER.

Action 1.5 Staffing and Data Analysis
Staffing and data analysis costs exceeded projections. 11% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.6 English Language Learner Support and Language Acquisition
Translation costs came in lower than projected. 22% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.7 Quadrant Schools of Choice
Contracted costs for transportation increased in order to support overflow, field trips expanded, along with contract increase. -65% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.8 Increased Instructional Minutes
No difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.9 Independent Study Program
Increase in online support and technology costs over projection. 38% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 1.1 Tiered Supports and Interventions
Data from our Baseline metric data from the 2019 CA School Dashboard shows 5.3% Suspension Rate based on district data. Final data from the 2023 CA School Dashboard shows 7% Suspension Rate
Data from our Baseline metric data from local data in 2020-21 expulsions shows 0%. Final data from local data in 2023-24 shows a slight increase to 0.15%.
Data from our Baseline metric data from local data in 2020-21 in SEL shows 89% are low risk. Final data from from local data in 2023-24 shows 85.52% low risk.
While suspension and expulsion rates increased over a two year span, students scoring at "low risk" on the SEL survey has increased for three consecutive years which shows incremental progress is being made in SEL.

Action 1.2 Technology Supports and Resources to Enhance Student Achievement
Data from our Baseline metric data from the 2019 CA School Dashboard shows ELA SBAC is 45.2 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 54.7 points below standard in ELA, showing a 4.7 improvement since 2022.
Data from our Baseline metric data from the 2019 CA School Dashboard shows Math SBAC is 66.3 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 79.2 points below standard in math, showing a 10.9 improvement since 2022.
Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4.
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4.
While we have not met or surpassed pre-pandemic scores, VESD is making progress over the past two years on CAASPP in ELA (4.7 points) and math (10.9 points) from 2022 to 2023.

Action 1.3 Site Based Planning for Supplemental Curriculum and Resources
Data from our Baseline metric data from the 2019 CA School Dashboard shows ELA SBAC is 45.2 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 54.7 points below standard in ELA, showing a 4.7 improvement since 2022.
Data from our Baseline metric data from the 2019 CA School Dashboard shows Math SBAC is 66.3 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 79.2 points below standard in math, showing a 10.9 improvement since 2022.
Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4.
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4.
Data from our Baseline metric data from the 2019 CA School Dashboard shows chronic absenteeism is 17.9%. Final Data from the 2023 CA School Dashboard shows 38.6% as the chronic absenteeism rate, showing a 6.7 percent decrease since 2022.

While we have not met or surpassed pre-pandemic scores, VESD is making progress over the past two years on CAASPP in ELA (4.7 points) and math (10.9 points), as well as the reducing the chronic absenteeism rate by 6.7 points from 2022 to 2023 on the CA School Dashboard.

Action 1.4 Small Group Instruction and Intervention
Data from our Baseline metric data from the 2019 CA School Dashboard shows ELA SBAC is 45.2 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 54.7 points below standard in ELA, showing a 4.7 improvement since 2022.
Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4.
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. . Final data from 2023-24 shows 24.12% of students scored a 3 or 4.
While we have not met or surpassed pre-pandemic scores, VESD is making progress over the past two years on CAASPP in ELA (4.7 points) and math (10.9 points) from 2022 to 2023. Incremental growth is also showing up in our district reading assessment, with a 1.6% increase in first grade and a 4.7% increase in second grade of students at or above grade level.

Action 1.5 Staffing and Data Analysis
Data from our Baseline metric data from the 2019 CA School Dashboard shows ELA SBAC is 45.2 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 54.7 points below standard in ELA, showing a 4.7 improvement since 2022.
Data from our Baseline metric data from the 2019 CA School Dashboard shows Math SBAC is 66.3 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 79.2 points below standard in math, showing a 10.9 improvement since 2022.
Data from our Baseline metric data in 19-20 shows 100% of teachers were in correct assignments. Final data from 22-23 shows 100% of teachers were in correct assignments.
While we have not met or surpassed pre-pandemic scores, VESD is making progress over the past two years on CAASPP in ELA (4.7 points) and math (10.9 points) from 2022 to 2023. VESD has also made it back to 100% of teachers in correct assignments after one year at 98%.

Action 1.6 English Language Learner Support and Language Acquisition
Data from our Baseline metric data in 2019 shows 41.5% of EL students made progress based on district data. Final data from 2023 shows 43.1%
VESD has met our 3 year goal in this area.

Action 1.7 Quadrant Schools of Choice
Data from our Baseline metric data from the 2019 CA School Dashboard shows chronic absenteeism is 17.9%. Final Data from the 2023 CA School Dashboard shows 38.6% as the chronic absenteeism rate, showing a 6.7 percent decrease since 2022.
Data from our Baseline metric data from our student information system in 19-20 shows 94.6% average attendance. Final data from 22-23 shows 92.8%, which is an increase from 2021 when it was 88.4%.
While we have not met or surpassed pre-pandemic scores, VESD is making incremental progress over the past two years reducing the chronic absenteeism rate by 6.7 points from 2022 to 2023 on the CA School Dashboard.

Action 1.8 Increased Instructional Minutes
Data from our Baseline metric data from the 2019 CA School Dashboard shows ELA SBAC is 45.2 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 54.7 points below standard in ELA, showing a 4.7 improvement since 2022. Data from our Baseline metric data from the 2019 CA School Dashboard shows Math SBAC is 66.3 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 79.2 points below standard in math, showing a 10.9 improvement since 2022. Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4 Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4 While we have not met or surpassed pre-pandemic scores, VESD is making progress over the past two years on CAASPP in ELA (4.7 points) and math (10.9 points) from 2022 to 2023. Incremental growth is also showing up in our district reading assessment, with a 1.6% increase in first grade and a 4.7% increase in second grade of students at or above grade level.

Action 1.9 Independent Study Program
Data from our Baseline metric data from the 2019 CA School Dashboard shows ELA SBAC is 45.2 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 54.7 points below standard in ELA, showing a 4.7 improvement since 2022. Data from our Baseline metric data from the 2019 CA School Dashboard shows Math SBAC is 66.3 points below standards based on district data. Final Data from the 2023 CA School Dashboard shows 79.2 points below standard in math, showing a 10.9 improvement since 2022. Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4 Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4 Data from our Baseline metric data from our student information system in 19-20 shows 94.6% average attendance. Final data from 22-23 shows 92.8%, which is an increase from 2021 when it was 88.4%. While we have not met or surpassed pre-pandemic scores, VESD is making progress over the past two years on CAASPP in ELA (4.7 points) and math (10.9 points), as well as the reducing the chronic absenteeism rate by 6.7 points from 2022 to 2023 on the CA School Dashboard. Incremental growth is also showing up in our district reading assessment, with a 1.6% increase in first grade and a 4.7% increase in second grade of students at or above grade level.

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.

In the next LCAP Cycle (2024-27), Goal 1 has been revised to: On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.

The Broad Goal has evolved to focus on content present in the academic indicator on the California School Dashboard. All metrics in Goal 1 will measure progress towards English Language Arts, Mathematics, and English Learner performance on state and local measures. Specific

student groups will be progress monitored in our metrics as well, including ELA and Math CAASPP metrics, comparing all students to the lowest performing student groups in 2023 on the California School Dashboard. Desired Outcomes have been adjusted to reflect reasonable post pandemic goals for the next three year LCAP cycle. Actions pertaining to academic support have shifted from other broad goals into Goal 1.

Actions moved include:
1.1 Tiered Interventions and Supports- This action is being moved to Goal 2 in the next LCAP cycle as it's core function pertains to supporting student's social and emotional learning and well-being, which aligns with the Board Adopted LCAP Goal 2: All students will demonstrate progress in social and emotional learning skills based on state and local measures. This Action will be 2.1 and renamed "Multi-Tiered Systems of Supports".
1.7 Quadrant Schools of Choice- This action is being moved to Goal 3 in the next LCAP cycle as it's core function pertains to supporting access to transportation for increased engagement for low income and Foster Youth students, which aligns with the Board Adopted LCAP Goal 3: VESD will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions. The Action will be numbered 3.5.

Actions Revised and moved include:
1.2 Technology Supports and Resources to Enhance Student Achievement- This action was revised given it's initial function was to provide support during the pandemic, whereas now the resources are for the purpose of providing access to technology in the home for student and family engagement in school assignments and curriculum. This action is being moved to Goal 3 in the next LCAP cycle as it's core function pertains to supporting increased engagement for low income and Foster Youth students, which aligns with the Board Adopted LCAP Goal 3: VESD will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions. This Action will be 3.6 and renamed "Additional Technology Support in the Home".
1.3 Site Based Planning for Supplemental Curriculum and Resources- This action was revised to provide more specificity and focus for school site planning. The action has been redistributed into four (4) new actions in the next LCAP cycle: Action 1.1 Materials to enhance instruction and learning environments; Action 1.9 Educational Field Trips and Learning Experiences; Action 2.4 Engaging Learning through Positive Intervention/Support; and Action 3.7 Family Training and Outreach. Each action was placed under their designated Broad Goals based on the alignment to the content and metrics.

Actions deleted include:
1.9 Independent Study- This action was removed due to the need and demand for the program has subsided.

Metrics added to the 2024-27 LCAP Cycle include:
VESD Local Data: ELA and Math Benchmark Assessments
VESD Local Data: Letter Sounds Assessment
Careers Portfolios
Reclassification Rate for English Learners

Metrics removed from the previous LCAP Cycle include:
Reduce Expulsions

Reduce Suspensions
Chronic Absenteeism Rate

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	All staff will use a comprehensive approach to support foundational educational skills for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Professional Development 80% or more of the staff completing PD will respond positively to the survey question on implementation: "How confident are you in implementing what you've learned?" State Priority 2: Implementation of State Standards for all students, English Learner access to CCSS and ELD Standards	20/21: Spring 2021: 81% of respondents said "yes." Based on district data.	21/22: Spring 2022: 94.7% of respondents said "yes." Based on district data.	22/23: Spring 2023: 96.79% of respondents said "yes." Based on district data.	23/24 96% of staff completing PD responded positively to the survey question on implementation in 23/24. Based on district data.	80% or more of the staff completing PD will respond positively to the survey question on implementation.
Career student projects will increase by 25% per year.	19/20: We had anticipated building on the completion rate of	20/21: 2,097 career portfolios were completed in 20-21. The completion	21/22: 1,976 career portfolios were completed in 21-22. The completion	22/23: 2,601 career portfolios were completed in 22-23.	4,500 completed career projects.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 8: Other Pupil Outcomes	4,491 in 18/19. Due to the pandemic, our completion rate was 1,962 in 19/20. Based on district data.	rate was limited due to continuing to on distance learning as a result of the pandemic. Based on district data.	rate was limited due to continuing to on distance learning as a result of the pandemic. Based on district data.	Based on district data.	
Benchmark assessment overall student scores of 3s and 4s combined will increase by: 7% in Math per year 10% in ELA per year State Priority 8: Other Pupil Outcomes	20/21: Math: 22.22% of students scored a 3 or 4 ELA: 9.63% of students scored a 3 or 4 Based on district data.	21/22: By March 2022, students results were: Math: 20.87% of students scored a 3 or 4 ELA: 10.75% of students scored a 3 or 4 Based on district data.	22/23: By March 2023, students results were: Math: 22.28% of students scored a 3 or 4 ELA: 11.25% of students scored a 3 or 4 Based on district data.	23/24: By March 2024, students results were: Math: 24.12% of students scored a 3 or 4 ELA: 15.15% of students scored a 3 or 4 Based on district data.	Math: 43.22% of students will score a 3 or 4 ELA: 39.63% of students will score a 3 or 4
Students reaching end of year goal on grade level Running Records assessments in grades 1 and 2 to increase by: 14.85% per year first grade	20/21: First graders at/above end of year goal (level I): 25.74% Second graders at/above end of year goal (level M): 33.91% Based on district data.	21/22: By March 2022, students results were: First graders at/above end of year goal (level I): 23.5%	22/23: By March 2023, students results were: First graders at/above end of year goal (level I): 26.4%	23/24: Trimester 3 Running Records Results: First graders at or above grade level: 49.68%	First graders at or above grade level: 70.29% Second graders at or above grade level: 73.51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
13.22% per year second grade State Priority 8: Other Pupil Outcomes		Second graders at/above end of year goal (level M): 34.4% Based on district data.	Second graders at/above end of year goal (level M): 36.38% Based on district data.	Second graders at or above grade level: 52.07% Based on district data.	
Increase number of students reporting "low risk" on the student SEL survey by 3%. The overall percentage includes questions about student trust, engagement, and school climate. State Priority 5: Student Engagement State Priority 6: School Climate	20/21: 86% of our students report "low risk" on the SEL survey Based on district data.	21/22: March 21/22: 81% of our students report "low risk" on the SEL survey Based on district data.	22/23: March 22/23: 84.1% of our students report "low risk" on the SEL survey Based on district data.	23/24: 85.2% of our students are "low risk" on the SEL survey Based on district data.	95% of our students will be "low risk" on the SEL survey.
Staff and parent survey results on schools will be at 90% or above. State Priority 2: Implementation of State Standards	19/20: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that are required to do my job."	20/21: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that are required to do my job."	21/22: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that are required to do my job."	22/23: Parent survey: "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Quality check survey: "I have the tools that are required to do my job."	Staff and parent survey results on schools will be at 90% or above.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Quality check survey: "I have the training that is required to do my job." Parents: 94.96% Quality check: 96.58% Quality check: 98.29% Based on district data.	Quality check survey: "I have the training that is required to do my job." Parents: 95.18% Quality check: 97.64% Quality check: 99.1% Based on district data.	Quality check survey: "I have the training that is required to do my job." Parents: 95.21%% Quality check: 96.39% Quality check: 96.66% Based on district data.	Quality check survey: "I have the training that is required to do my job." Parents: 95.21%% Quality check: 96.63% Quality check: 96.8% Based on district data.	

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.

Action 2.1 Certificated Professional Development (Fully Implemented)
Challenges of Implementation are that district professional development has a limited number of spaces available and at times reaches capacity, so staff need to wait for another opportunity.
Successes of implementation has been strong participation in district and site offered professional development. Professional development is carefully planned and shared out to staff by Ed Services, so there is awareness of offerings. Summer Institute and intercession professional development has high participation rates.

Action 2.2 Classified Professional Development (Fully Implemented)
Challenges of Implementation are ensuring all classified job categories have the ability to access professional development in topics related to their work.
Successes of implementation are all classified employees were able to participate in 3 districtwide PD opportunities and attend workshops they were interested in.

Action 2.3 Collaboration Time (Fully Implemented)

Successes of implementation are all principals met with each grade level 2x in one year to review data and collaborate on best practices to directly impact student achievement.

Action 2.4 Equitable Opportunities (Partially Implemented)
Challenges of Implementation was there was no additional DISC training components available outside of the baseline training. However, we continued focusing on equitable practices.
Successes of implementation is all new administrators, psychologists, and on site instructional coaches were trained in DISC.

Action 2.5 District Educational Partner Involvement (Fully Implemented)
Successes of implementation continues to be a strength. Each of the 6 District LCAP Committees met regularly to provide input on District initiatives and development of LCAP. There is strong participation for each committee. A Strategic Study meeting is held annually with committee members and partners around the community as well as a spring State of the District Address with site. committee, and community representation.

Action 2.6 Student Teacher Residency Program (Fully Implemented)
Successes of implementation is the Alder Program has grown year of year and successfully recruited teacher candidates placed with mentor teachers for the school year and as a result many were hired upon completion of the program.

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.

Action 2.1 Certificated Professional Development
Established Reading Certification with a 5 year implementation cycle. Ninety-two percent committed and completed multiple trainings in 2023-24. 45% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 2.2 Classified Professional Development
All classified employees did not utilize all professional development monies. -7% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 2.3 Collaboration Time
Exceeded projection due to salary increases. Less than 1% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 2.4 Equitable Opportunities
Contracted costs for external facilitators came in under budget. -50% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 2.5 District Educational Partner Involvement
Costs projected for parent involvement and committees came in under budget, as one time funds were also utilized. 41% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 2.6 Student Teacher Residency Program
Federal grant funded a large portion of the costs. -70% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

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

Action 2.1 Certificated Professional Development
Data from our Baseline metric data in 2020-21 shows 81% of staff responded positively to the survey question, "How confident are you in implementing what you've learned?" Final data from 22-23 shows 96.7% of our staff responded positively to the same question.
VESD met desired outcomes by increasing from 81% in 2021 to 96% in 2024 or above on the PD survey.

Action 2.2 Classified Professional Development
Data from our Baseline metric data in 2020-21 shows 81% of staff responded positively to the survey question, "How confident are you in implementing what you've learned?" Final data from 22-23 shows 96.7% of our staff responded positively to the same question.
Data from our Baseline metric data in 2019-20 shows 96.58% of staff responded yes to the Quality check survey question: "I have the tools that are required to do my job." based on district data. Final data from 22-23 shows 96.39%
Data from our Baseline metric data in 2019-20 shows 98.29% of staff responded yes to the Quality check survey question: "I have the training that is required to do my job." based on district data. Final data from 22-23 shows 96.66%
VESD met desired outcomes in our metric showing this action has been effective towards our goal by increasing from 81% in 2021 to 96% in 2024 or above on the PD survey as well as maintaining 90% or above on Quality Check Survey results.

Action 2.3 Collaboration Time
Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4
Data from our Baseline metric (Local Reading Assessment) data in 2020-21 shows first graders reading at/above end of year goal was 25.7% and second graders reading at/above end of year goal was 33.91%. Final data from 2023-24 shows shows first graders at 49.68% and second graders at 52.07%
Although VESD did not meet our three year goal, there was a substantial increase in reading achievement (23.94% for first grade and 18.16% for second grade) on local Running Records assessments and incremental increases in ELA (5.52%) and Math (1.92%) benchmark performance from 2021-2024.

Action 2.4 Equitable Opportunities
Data from our Baseline metric data in 2020-21 shows 81% of staff responded positively to the survey question, "How confident are you in implementing what you've learned?" Final data from 2022-23 shows 96.7% of our staff responded positively to the same question.
VESD met desired outcomes in our metric showing this action has been effective towards our goal.

Action 2.5 District Educational Partner Involvement
Data from our Baseline metric (VESD Parent Survey) in 2019-20 shows parents responded yes to the question 94.9% "I have a clear understanding of my school's focus and trust my school is using innovative strategies." Final data from 22-23 shows 95.2% of parents responded yes to the same question.
Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4
VESD met desired outcomes in our VESD Parent Survey metric showing this action has been effective towards our goal of maintaining at or above 90%.Although VESD did not meet our three year goal, there was a substantial increase in reading achievement (23.94% for first grade and 18.16% for second grade) on local Running Records assessments and incremental increases in ELA (5.52%) and Math (1.92%) benchmark performance from 2021-2024.

Action 2.6 Student Teacher Residency Program
Data from our Baseline metric data in 2020-21 shows on the ELA Benchmark, 9.63% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 15.15% of students scored a 3 or 4
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 22.22% of students scored a 3 or 4 based on district data. Final data from 2023-24 shows 24.12% of students scored a 3 or 4
Data from our Baseline metric (Local Reading Assessment) data in 2020-21 shows first graders reading at/above end of year goal was 25.7% and second graders reading at/above end of year goal was 33.91%. Final data from 2023-24 shows first graders at 49.68% and second graders at 52.07%
Data from our Baseline metric data in 2019-20 shows 96.58% of staff responded yes to the Quality check survey question: "I have the tools that are required to do my job." based on district data. Final data from 2022-23 shows 96.39%
Data from our Baseline metric data in 19-20 shows 98.29% of staff responded yes to the Quality check survey question: "I have the training that is required to do my job." based on district data. Final data from 2022-23 shows 96.66%
VESD met desired outcomes in both Quality Check Survey questions scoring over 90% on each. Although VESD did not meet our three year goal, there was a substantial increase in reading achievement (23.94% for first grade and 18.16% for second grade) and incremental increases in ELA (5.52%) and Math (1.92%) benchmark performance from 2021-2024.

The biggest challenge was implementing the action for the 5 pillars of reading. Over 500/540 staff committed to the training, and we had to work around the availability. Many courses were taken online, but were on east coast time. Therefore, we had to develop flexible schedules to assist them. The success is we are seeing phonics, phonemic awareness, and guided reading being used pervasively in both primary and intermediate classrooms. All new administrators are trained in DISC and versatility is part of the on-going training during monthly meetings.

The teacher residency program is strong, and we are running into a situation where the number of residents that want it exceeds the number of spaces. We will look at ways to effectively grow and support additional residents. Classified professional development takes place on agreed upon dates throughout the year, and we have also negotiated a training allotment for each employee for self-selected training pertaining to their job description. The challenge we continue to work through is planning effective whole group training when there are so many job classifications to support. We continue to reflect to make this as meaningful as possible for each staff member while supporting our student outcomes. This action was previously in Goal 2 in 2023, but has been moved to Goal 1 in 2024 based on educational partner input on our goals and actions.

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.

In the next LCAP Cycle (2024-27), Goal 2 has been revised to: All students will demonstrate progress in social and emotional learning skills based on state and local measures.

The broad goal for Goal 2 will shift to focus primarily on Social and Emotional learning progress and metrics towards progress on suspension rates and school climate on the California School Dashboard. Other changes that we are addressing include updating the timeline to complete the training for certificated due to the interest. The district has included in the suspension metric in Goal 2, specific data to school sites with student groups who scored the lowest performance on the 2023 CA School Dashboard. We are looking at how to personalize training for classified employees. We want to ensure that our outcomes reflect both behavioral and academic growth for our students as a result of staff's skill and knowledge. We are seeing more on the academic side and want to continue to develop the SEL and behavioral side. We piloted units in all classrooms for the first 3 weeks of schools and 1 follow up week in January that focus on teambuilding, expectations, and digital citizenship. These show dramatic changes in student behaviors, and so we expect to see better outcomes on the California dashboard for both academics and behavior moving forward. We are looking to have these units of study become a part of our work with student annually.

Actions added to Goal 2 Include:
2.4 Engaging Learning Through Positive Intervention/Support has been added to Goal 2 so school sites can provide resources for positive behavior supports.
2.1 Multi-Tiered Systems and Supports was moved from Goal 1 to support achievement in social and emotional learning and behavior, which align to the goal.

Actions moved include:
2.1 Certificated Professional Development- This action is being moved to Goal 1 in the next LCAP cycle as it's core function pertains to training staff in academic content to support low income, Foster youth, and English Learner students' academic achievement, which aligns with the Board Adopted LCAP Goal 1:On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency. This Action will be 1.1.

2.3 Collaboration Time- This action is being moved to Goal 1 in the next LCAP cycle as it's core function pertains to staff collaborating on academic data and best practices in instruction which aligns with the Board Adopted LCAP Goal 1:On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency. This Action will be 1.6.

2.6 Student Teacher Residency Program- This action is being moved to Goal 1 in the next LCAP cycle as it's core function pertains to preparing future teachers with best practices in instruction which aligns with the Board Adopted LCAP Goal 1:On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency. This Action will be 1.8.

Actions deleted include:

2.5 District Educational Partner Involvement- This action is being removed from the next LCAP cycle as it's budget has been absorbed into an alternative LEA plan.

Metrics added to the 2024-27 LCAP Cycle include:
CA School Dashboard: Suspension Rate (District and School)

Metrics removed from the previous LCAP Cycle include:
VESD Local data: Running Records Assessments Grades 1 and 2
VESD Local Data: Benchmark Assessments ELA and Math
Professional Development Survey: I am confident in implementing what I have learned
VESD Careers Portfolios

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	VESD will support an educational team that includes students, staff and families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent trainings at the Family Resource Center and school sites will increase by 25% annually. State Priority 3: Parental Involvement, Promotion of Parental Participation	20/21: 33 classes were held from Aug - March 2021. Based on district data.	21/22: 40 classes were held from Aug - June 2022. Based on district data.	22/23: 43 classes were held from Aug - March 2023. Based on district data.	23/24: 90 classes were held from Aug - May 2024 Based on district data.	Year 3: 65 classes
Reduce chronic absenteeism (10% or more absences). Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates	2019 CA School Dashboard 17.9% of our students were chronically absent based on the CA Dashboard.	21/22: 26% chronic absenteeism in March 2022 (YTD). Increase due to Covid quarantine requirements and positive cases. SIA data was used to monitor the progress. The CA Dashboard	2022 CA School Dashboard 45.3% of all students were designated under chronic absenteeism based on the CA Dashboard.	2023 CA School Dashboard: 38.6% of all students were designated under chronic absenteeism based on the CA Dashboard	Chronic absenteeism will be 8.4%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		could not be used as it has not been updated to show the current attendance data.			
SBAC ELA results will increase by 5 points. SBAC Math results will increase by 5 points. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments	2019 CA School Dashboard ELA (orange): 45.2 points below standard, maintained -1.2 points based on the CA Dashboard. Math (yellow): 66.3 points below standard, Increased 4.7 points.	20/21: Students scoring at or above standard are: ELA: Grade 3: 12.81% Grade 4: 10.27% Grade 5: 21.12% Grade 6: 29.29% Math: Grade 3: 24.14% Grade 4: 10.27% Grade 5: 16.11% Grade 6: 20.42% In lieu of SBAC testing due to the pandemic in spring 2021, VESD implemented benchmark assessments measuring state standards in focused areas.	2022 CA School Dashboard SBAC ELA: 59.4 points below standard SBAC Math: 90.1 points below standard In 2021-22, the SBAC was administered after a two-year suspension due to the pandemic. The CA Dashboard for 2022 only projects status, not change, therefore there is no increase/decrease noted.	2023 CA School Dashboard SBAC ELA: 54.7 points below standard SBAC Math: 79.2 points below standard	SBAC ELA: 30.2 points below standard SBAC Math: 51.3 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassify 10% of English Learners annually. State Priority 4: Pupil Achievement, Statewide Assessments	20/21: 5.9% of EL students reclassified as Fluent English Proficient. Based on the DataQuest.	21/22: 101 students were reclassified as proficient ELL based on the 20/21 ELPAC results. The Dataquest could not be used as it has not been updated to show the % of students making progress towards English language proficiency.	2022: 6.6% of EL students reclassified as Fluent English Proficient. Based on the DataQuest.	2023 8.4% of English Learners have been reclassified. Based on the DataQuest.	Reclassify 10% of English Learners annually.
Parent Survey Parent survey results will remain at 90% or above. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation including promoting parents of unduplicated students	19/20: Parent Survey: "I am given the opportunity to be part of my child's education working together to help my child." Parent Survey: 92.47% Based on district data.	20/21: Parent Survey: "I am given the opportunity to be part of my child's education working together to help my child." Parent Survey: 93.73% Based on district data	21/22: Parent Survey: "I am given the opportunity to be part of my child's education working together to help my child." Parent Survey: 91.1% Based on district data	22/23: Parent Survey: "I am given the opportunity to be part of my child's education working together to help my child." Parent Survey: 92.69% Based on district data	Parent survey results will remain at 90% or above.
Web IEP Parent Survey	18/19:	19/20:	21/22:	22/23:	100% of parents of students with

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process. State Priority 3: Parental Involvement, Efforts to seek Parent Input, Promotion of Parental Participation	Web IEP Parent Survey: 99.7% said "yes." Based on Web IEP report and district data.	Web IEP Parent Survey: 99.9% said "yes." Based on Web IEP and Annual Performance Indicator Data	Web IEP Parent Survey: 99.9% said "yes." Based on Web IEP and Annual Performance Indicator Data	Web IEP Parent Survey: 99% said "yes." Based on Web IEP and Annual Performance Indicator Data	exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process.

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.

Action 3.1 Family resource Center Staffing, Materials and Outreach (Fully Implemented)
Challenges of implementation during the 2023-24 school year were minimal. VESD was able to execute 90 trainings by the end of the year, far surpassing our goal.
Successes of implementation include a robust offering of parent training provided and attended, which extended to the Educational Services department contributing with academic support classes in mathematics for parents, which was established based on parent feedback.

Action 3.2 Satellite Family Resource Centers: Material and Outreach (Fully Implemented)
Challenges for implementation included finding space at each designated site.
Successes included the launch of VESD Satellite Family Resource Centers implemented at two additional sites this year. Monthly meetings with administration and "FRC champions" at each site were established and held for more cohesive planning.

Action 3.3 District Translators (Fully Implemented)
Two district translators helped to support schools and this district as planned. There were no substantive differences in this planned action.

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.

Action 3.1 Family resource Center Staffing, Materials and Outreach
Costs of courses provided to parents exceeded initial projection. 12% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 3.2 Satellite Family Resource Centers: Material and Outreach
Eight mini FRCs were not able to start at the beginning of the year as anticipated, resulting in minimizing expenditures -72% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 3.3 District Translators
Cost increases due to technology support devices for sites and district meetings. 20% difference in budget versus actual expenditures. 100% of services were paid through Supplemental and Concentration (S&C) monies.

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

Action 3.1 Family resource Center Staffing, Materials and Outreach
Data from our Baseline metric (local) data in 2021 shows over the three year LCAP Cycle to increase the number of parent trainings held from 33 to 65. Final data shows a total of 90 trainings were held as of May 2024.
VESD has surpassed desired outcomes in our metric, showing this action has been effective towards our goal.

Action 3.2 Satellite Family Resource Centers: Material and Outreach
Data from our Baseline metric (local) data in 2021 shows over the three year LCAP Cycle to increase the number of parent trainings held from 33 to 65. Final data shows a total of 90 trainings were held.
Data from our Baseline metric data from the 2019 CA School Dashboard shows chronic absenteeism is 17.9%. Final Data from the 2023 CA School Dashboard shows 38.6% as the chronic absenteeism rate, showing a 6.7% decrease since 2022.
Data from our Baseline metric data in 2021 shows 5.9% of EL students reclassified as Fluent English Proficient. Final data in 2023 shows 8.4% of EL students reclassified as Fluent English Proficient.
Data from our Baseline metric in 2019 shows the All Student Group in ELA at 45.2 points below standard and All Student Group in Math at 66.3 points below standard. Final data in 2023 shows the All Student Group in ELA at 54.7 points below standard (showing a 4.7 improvement since 2022) and The All Student Group in Math at 79.2 points below standard (showing a 10.9 improvement since 2022).
VESD has met desired outcomes in two (number of parent training and percent of EL students reclassified) of our three metrics to measure progress on this action. Although the points below standard decreased in English Language Arts and Mathematics over the three year cycle,

we have a high level of confidence with the action being effective due to the increase in trajectory in results in both English Language Arts (+4.1 points) and Mathematics (+10.2 points) after returning from school shutdowns.

Action 3.3 District Translators
Data from our Baseline metric data in 2019-20 shows Parent Survey results will remain at 90% or above. Final data shows 92.7% in 2023-24. Data from our baseline metrics data in 2018-19 show 99.7% of parents of students with exceptional needs will respond "yes" when asked if they were able to fully participate in the IEP process. Final data in 2023 shows 99.1% responded "yes".
VESD has met desired outcomes in our Parent Survey metric to measure progress on this action. Our data for the Web IEP survey fell short of 100%, but stayed at 99% or above over the three year period. Given VESD surpassed our goal for parent survey results and maintained less than one percent discrepancy from our target in our second metric, this action has shown to be effective.

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.

In the next LCAP Cycle (2024-27), Goal 3 has been revised to: VESD will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions. This has been revised to strengthen the alignment to the CA School Dashboard. The district has included in the chronic absenteeism metric in Goal 3, specific data to school sites with student groups who scored the lowest performance on the 2023 CA School Dashboard.

Broad Goal 3 will continue to support Family Resources Centers, but will expand in actions for all school sites.

Actions added to Goal 3 include:
The Child Welfare Attendance Liaison (CWAL) program (Action 3.4) will be included in this goal moving forward, since after a two year pilot, is showing successful gains on chronic absenteeism data and expressed as a need from educational partners. There are no actions being moved from Goal 3 to other goals in the next LCAP cycle.
Action 3.7 Family Training and Outreach has been added to the goal to strengthen home-to-school relations and engagement.

Actions Moved into Goal 3
Action 1.7 Quadrant Schools of choice was moved to Goal 3, Action 3.5 as it supports family engagement and access to transportation.
Action 1.2 Additional Technology Support for the Home was moved from Goal 1 to Goal 3, Action 3.6 as it supports family engagement into their students' academics.

Metrics added to the 2024-27 LCAP Cycle include:
VESD Local Data: Attendance Rate

Metrics removed from the previous LCAP Cycle include:
ELA and Math SBAC Results

Reclassification Rate for English Learners

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	Increase achievement of our African-American students on the CA Dashboard by a 6 point increase in our distance from standard in ELA and math, increase our 1st and 2nd grade literacy percent at grade level by 5% on local measures, decrease in students suspended at least one full day by 2%, and decrease in students absent more than 10% of the instructional days the student is expected to attend by 3% by the spring of 2024.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA results for AA will increase by 5 points annually. SBAC Math results for AA will increase by 5 points annually. State Priority 2: Implementation of State Standards State Priority 4: Pupil Achievement, Statewide Assessments Source: CA School Dashboard	2019 CA Dashboard SBAC ELA: 77.4 points below standard SBAC Math: 103.6 points below standard	New Metric for 23/24	2022 CA Dashboard SBAC ELA: 93.7 points below standard SBAC Math: 126.1 points below standard	2023 CA Dashboard SBAC ELA: 85.4 points below standard SBAC Math: 112.8 points below standard	2024 CA Dashboard SBAC ELA: 87.7 points below standard SBAC Math: 120.1 points below standard
Benchmark assessment overall AA student scores of	21/22:	New Metric for 23/24	22/23:	23/24:	23/24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3s and 4s combined will increase by: 7% in Math per year 10% in ELA per year State Priority 8: Other Pupil Outcomes Source: VESD Benchmark Assessments	Year end results for AA students were: Math: 16.8% of students scored a 3 or 4 ELA: 18.41% of students scored a 3 or 4 Based on district data.		By March 2023, AA students results were: Math: 16.34% of students scored a 3 or 4 ELA: 6.21% of students scored a 3 or 4 Based on district data.	By March 2024, AA students results were: Math: 16.19% of students scored a 3 or 4 ELA: 8.26% of students scored a 3 or 4 Based on district data.	By March 2024, AA students results will be: Math: 37.28% of students scored a 3 or 4 ELA: 39.58% of students scored a 3 or 4 Based on district data.
AA students reaching end of year goal on grade level Running Records assessments in grades 1 and 2 to increase by: 14.85% per year first grade 13.22% per year second grade State Priority 8: Other Pupil Outcomes Source: VESD Reading Assessment	21/22: Year end results for AA students were: First graders at/above end of year goal (level I): 16.8% Second graders at/above end of year goal (level M): 18.41% Based on district data.	New Metric for 23/24	22/23: Trimester 3 results: First graders at/above end of year goal (level I): 37.37% Second graders at/above end of year goal (level M): 34.8% Based on district data.	23/24: Trimester 3 results: First graders at/above end of year goal (level I): 35.27% Second graders at/above end of year goal (level M): 42.26% Based on district data.	23/24: By March 2024, AA students results will be: First graders at/above end of year goal (level I): 62.13% Second graders at/above end of year goal (level M): 65.27% Based on district data.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase number of AA students reporting "low risk" on the student SEL survey by 3%. State Priority 5: Student Engagement State Priority 6: School Climate Source: VESD SEL Survey	21/22: 83.17% of our AA students report "low risk" on the SEL survey (winter screening). Based on district data	New Metric for 23/24	22/23: 79.13% of our AA students report "low risk" on the SEL survey (winter screening). Based on district data	23/24: 81.3% of our AA students are "low risk" on the SEL survey (winter screening). Based on district data	23/24: 88.9% of our AA students report "low risk" on the SEL survey based on district data (winter screening).
Reduce chronic absenteeism (10% or more absences) for African American students. Reduce by 3% each year. State Priority 5: Pupil Engagement, Chronic Absenteeism Rates Source: CA School Dashboard		New Metric for 23/24	2022 CA Dashboard 55.7% of African American students were designated under chronic absenteeism	2023 CA Dashboard 50.5% of African American students were designated under chronic absenteeism	2024 CA Dashboard Chronic absenteeism will be 49.7%.
Reduce suspensions by 2% each year.		New Metric for 23/24	2022 CA Dashboard	2023 CA Dashboard	2024 CA Dashboard Suspension rate will be 6.7%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 6: School Climate Source: CA School Dashboard			10.7% of our AA students were suspended	14.6% of our AA students were suspended	

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.

Action 4.1 Reading Residency Program (Fully Implemented)
Challenges of implementation during the 2023-24 school year included finding time for training and substitute teachers.
Successes of implementation included over 90% of our teachers committed.

Action 4.2 Student Leadership (Fully Implemented)
Challenges for implementation included finding space at each designated site.
Successes included a reduction in behavior incidents at all participating sites.

Action 4.3 Student and Family Engagement (Partially Implemented)
Challenges for implementation included promotion for the event.
Successes included an increase in partnerships in the community.

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.

Action 4.1 Reading Residency Program
Due to the demand of the participation rates in this program, other funding needed to be utilized to cover the costs. 307% difference in budget versus actual expenditures. 100% of services were paid through Learning Recovery Grant.

Action 4.2 Student Leadership

The WAVE program was initially launched to serve African American students. The program was expanded to support unduplicated students and expenditures were reported in Action 1.1. 100% of services were paid through Supplemental and Concentration (S&C) monies.

Action 4.3 Student and Family Engagement
Educational partner input requested to move to combine with VESD Career Fair. There was no cost for the event.

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

Action 4.1 Reading Residency Program
Data from our Baseline metric data from the CA School Dashboard shows from 2022 to 2023 shows an increase of 8.3 points on the English Language Arts SBAC results for the AA student group.
Data from our Baseline metric data from the CA School Dashboard shows from 2022 to 2023 shows an increase of 13.3 points on the Mathematics SBAC results for the AA student group.
Data from our Baseline metric data in 2022-23 shows on the ELA Benchmark, 6.21% of AA students scored a 3 or 4 based on district data. Final data from 2023-24 shows 8.26% of AA students scored a 3 or 4
Data from our Baseline metric data in 2020-21 shows on the Math Benchmark, 16.34% of AA students scored a 3 or 4 based on district data. Final data from 2023-24 shows 16.19% of AA students scored a 3 or 4
Data from our Baseline metric (Local Reading Assessment) data in 2022-23 shows AA first graders reading at/above end of year goal was 37.37% and second graders reading at/above end of year goal was 34.8%. Final data from 2023-24 shows shows first graders at 35.27% and second graders at 42.26%
Although we did not reach our desired outcome for SBAC ELA, the increases in both ELA and math performance on the state test project this action was effective. VESD Benchmark results were mixed, with growth in ELA by over 2% but math largely maintained at around 16%. Local reading assessment data was also mixed, resulting in
an approximate 2% regression in grade 1 at or above grade level percentage but an over 7% leap for second graders.

Action 4.2 Student Leadership
Data from our Baseline metric data from local data in 2020-21 in SEL shows 79.13% of AA students are low risk. Final data from from local data in 2023-24 shows 81.3% low risk.
Data from our Baseline metric data from the 2022 CA School Dashboard shows 10.7% Suspension Rate for African American Students. Final data from the 2023 CA School Dashboard shows 14.6%.
Although VESD did not meet the desired outcome of 6.7% suspension rate, there was a 2% increase in students scoring in the "low risk" category on the SEL survey showing this action to be effective.

Action 4.3 Student and Family Engagement
Data from our Baseline metric data from the 2022 CA School Dashboard for the AA student group shows chronic absenteeism is 55.7%. Final Data from the 2023 CA School Dashboard shows 50.5% as the chronic absenteeism rate. Data from the 2024 CA School Dashboard has not been released at this time.

Although VESD did not meet the desired outcome of 49.7%, there was a sharp decrease in chronic absenteeism (5.2%) on the CA School Dashboard for African American students, showing this action to be effective.

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.

VESD moved out of Differentiated Assistance for our African American subgroup based on our California Dashboard results, therefore this goal will no longer be a standalone goal in the 2024-25 LCAP. Due to the success of the Reading Residency Program action, we will continue to train all staff next year. WAVE Leadership Program is being expanded to all 16 sites. Due to parent and student participation in the VESD Career Fair and significant increase in career projects, we will continue to engage our partners through that event.

Actions moved include:
4.1 Reading Residency Program- This action is being moved to Goal 1 in the next LCAP cycle as it's core function pertains to training staff in academic content to support low income, Foster youth, and English Learner students' academic achievement, which aligns with the Board Adopted LCAP Goal 1:On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency. This Action will be embedded into Action 1.2.

4.2 Student Leadership- This action is being moved to Goal 2 in the next LCAP cycle as it's core function pertains to supporting student's self empowerment and decision-making, which aligns with the Board Adopted LCAP Goal 2: All students will demonstrate progress in social and emotional learning skills based on state and local measures. This Action will be 2.1 and renamed "Multi-Tiered Systems of Supports". This Action will be 2.3.

Actions removed from the LCAP:
4.3 Student and Family Engagement- Due to the request of educational partners, this event has been combined with the VESD Career Fair and is no longer a separate action.

All metrics in Goal 4 have been removed, as this goal is not present in the 2024-27 LCAP cycle.

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
Victor Elementary School District	Lori Clark Superintendent	lclark@vesd.net (760) 245-1691

Plan Summary [2024-25]

General Information

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

The Victor Elementary School District (VESD) was established in 1896 in Victorville, California, a once-small town on the western gateway to the Mojave Desert. VESD began as a one-room schoolhouse with a few students and has grown to 18 elementary schools, including two dependent charter schools, serving over 12,470 students from transitional kindergarten through sixth grade.

VESD currently employs 556 certificated and 633 classified staff members.
The district serves the community by offering rigorous and relevant academic opportunities that are complemented by each school's unique focus, such as performing arts, STEAM, sports, etc. School populations vary in size and demographics, from 474 to 990 at our largest site.

The VESD student community demographics include:
- Hispanic 66.26%
- African American 17.01%
- White 10.79%
- Asian 1.24%
- Multiple 2.46%
- American Indian 0.83%
- Pacific Islander 0.63%

The VESD student demographics are:
- Socio-economically Disadvantaged: 87.23%
- English Language Learner: 16.41%
- Special Education: 10.23%
- Homeless: 3.22%
- Foster Youth: 1.68%

VESD schools that have qualified as an Equity Multiplier School include: Brentwood, Green Tree East, Irwin Academy, and Park View

Reflections: Annual Performance

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

Successes from 2023 include:
- Student achievement in English Language Arts increased 4.1 points from -58.8 to -54.7 points Distance from Standard (DFS) on the California School Dashboard
- Student achievement in Mathematics increased 10.2 points from -89.4 to -79.2 points Distance from Standard (DFS) on the California School Dashboard
- Chronic absenteeism decreased 6.7% from 45.3% to 38.6% on the California School Dashboard
- Student achievement in English Language Arts in grades 1 and 2 increased 4.6% on local benchmark assessments.
- Student achievement in Mathematics in grades 1 and 2 increased 6.1% on local benchmark assessments.

Challenges from 2023 include:
VESD maintained achievement in English Learner Progress (+0.2%) from 42.9% to 43.1%.
VESD increased in Suspension Rate (+2%) from 5% to 7% of students suspended at least one day on the California School Dashboard.
VESD student Social Emotional Learning scores for Tier 1 decreased by 2.4%.

VESD Schools that the All Student group received the lowest performance outcomes, on the state indicators 2023 California School Dashboard include:
- English Language Arts: Mojave Vista, Irwin Academy, Del Rey
- Mathematics: Mojave Vista, Village
- English Learner Progress: Puesta del Sol, Liberty, Del Rey, Village
- Chronic Absenteeism: Irwin Academy
- Suspension Rate: Brentwood, Puesta del Sol, Ralph Baker, Mojave Vista, Liberty, Endeavour, Del Rey, Green Tree East, Village

VESD student groups which received the lowest performance level, in one or more state indicator on the California School Dashboard for the district:
- English Language Arts (ELA): American Indian, English Learners (EL), Pacific Islander
- Mathematics: American Indian
- Suspension Rate: African American (AA), American Indian, Foster Youth (FY), Homeless, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD)

VESD student groups within a school with the lowest performance on one or more indicator on the 2023 Dashboard:
Brentwood:
 ELA- AA, SED; Math- AA; Chronic Absenteeism- AA; Suspension Rate- AA, SED, EL, Foster Youth, Hispanic, 2 or more Races,

SWD, White
Challenger:
 ELA- SWD; Math- SWD; Chronic Absenteeism- EL, White; Suspension Rate- African American, 2 or more Races, SWD
Del Rey:
 ELA- AA, EL, Hispanic, SED; Math- NONE; Chronic Absenteeism- SWD, EL; Suspension Rate- AA, SED, SWD; English Learner Progress-
EL
Discovery:
 ELA- SWD; Math- SWD; Chronic Absenteeism- AA; Suspension Rate- NONE
Dr. Ralph H. Baker:
 ELA- EL; Math- AA; Chronic Absenteeism- NONE; Suspension Rate- AA, Hispanic, 2 or more Races, SED, SWD
Endeavour:
 ELA- SWD; Math- SWD; Chronic Absenteeism- EL; Suspension Rate- Hispanic, SED, SWD
Galileo:
 ELA- NONE; Math- NONE; Chronic Absenteeism- SWD; Suspension Rate- AA, 2 or more Races, SWD
Green Tree East:
 ELA-EL; Math- EL; Chronic Absenteeism- White; Suspension Rate- AA, Hispanic, SED, SWD, White
Irwin Academy:
 ELA- AA, EL, Hispanic, SED, SWD; Math- EL; Chronic Absenteeism- AA, SED, White; Suspension Rate- AA
Liberty:
 ELA- EL, SED; Math- NONE; Chronic Absenteeism- AA; Suspension Rate- AA, EL, FY, SED, SWD, White: English Learner Progress- EL
Lomitas:
 ELA- Hispanic; Math-EL; Chronic Absenteeism- NONE; Suspension Rate- AA, SWD
Mojave Vista:
 ELA- AA, EL, SED; Math- AA, EL, Hispanic, SED; Chronic Absenteeism- White; Suspension Rate- FY, Hispanic, SED
Park View:
 ELA- AA, EL, SWD; Math- AA; Chronic Absenteeism- FY; Suspension Rate- AA, Hispanic
Puesta del Sol:
 ELA-EL; Math- NONE; Chronic Absenteeism-2 or more Races; Suspension Rate-2 or more Races, SED, SWD, White: English Learner
Progress- EL
West Palms:
 ELA- SWD; Math- NONE; Chronic Absenteeism- NONE; Suspension Rate-AA
Village:
 ELA- EL, Hispanic, SWD; Math- EL, Hispanic, SED, SWD, White; Chronic Absenteeism- NONE; Suspension Rate-AA, EL, Hispanic, SED,
SWD, White: English Learner Progress- EL

To address identified needs of students VESD will:
- Continue to support its schools with Multi-Tiered System of Supports (MTSS) including teams to analyze data and develop goals and
  actions to address student needs, curriculum on routines/procedures in the classroom, and additional counseling supports at sites
  (action 2.1)
- Train all staff on the 5 pillars of literacy (action 1.2)

Reflections: Technical Assistance

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

VESD qualified for Differentiated Assistance on the 2023 California School Dashboard for the American Indian student group on the Academic Indicator (lowest performance in English Language Arts and Mathematics) and lowest performance in Suspension Rate, as well as the Pacific Islander Student Group for Academics (lowest performance in English Language Arts and low in Mathematics) and lowest performance in Suspension Rate.

VESD attended a Differentiated Assistance meeting and performed a root cause analysis on January 23, 2024 with facilitation from San Bernardino County Superintendent of Schools (SBCSS) with a diverse District Improvement Team (DIT) from our district. A Plan, Do, Study, Act (PDSA) was developed. Action steps, include: Communicating Differentiated Assistance designation and needs to school principals; Increasing awareness of smaller student group achievement in weekly data analysis at the site level; monitoring progress of site data analysis protocols to include all student groups, including those with limited populations. VESD will provide professional development to increase achievement in English Language Arts, Mathematics, and social and emotional learning to improve student outcomes for the American Indian and Pacific Islander student groups on the academic indicator on the CA Dashboard. Data for these groups will be monitored and used to collaborate with schools. Below are the student groups and performance indicators which scored in Lowest Performance Indicator "Red" on the CA School Dashboard, with corresponding Goals, Actions, and Metrics in the LCAP to increase achievement in the identified areas:

Pacific Islander, ELA: Goal 1, Actions 1.2, and 1.7, as measured by metrics 1.1 and 1.2.
Pacific Islander, Suspension Rate: Goal 2, Action 2.1, as measured by metric 2.1.

American Indian, ELA: Goal 1, Actions 1.2, and 1.7, as measured by metrics 1.1 and 1.2.
American Indian, Math: Goal 1, Actions 1.2, and 1.7, as measured by metrics 1.1 and 1.2.
American Indian, Suspension Rate: Goal 2, Action 2.1, as measured by metric 2.1.

VESD is scheduled to meet with a San Bernardino County Superintendent of Schools (SBCSS) representative to monitor progress of this initiative regularly from January 2024 through November 2025.

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.

VESD Schools which are identified with Comprehensive Support and Improvement status: Mojave Vista Elementary, Del Rey Elementary, and Village Elementary

Support for Identified Schools

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

Del Rey, Mojave Vista, and Village Elementary schools performed a school level needs assessment, which begins with an annual survey of parents, students, and staff. The survey covers many areas, including involvement in decision-making, safety, and quality of programs. These results are synthesized and shared, becoming the first data set to understand the current state of the school and community.

Each VESD School then utilizes state, district, and site-based measures to diagnose student groups and levels of need in areas consistent with the California Dashboard. These measures include the California Dashboard results, SBAC English Language Arts and Mathematics student performance, ELPAC results, VESD Benchmarks, and site-specific measures. This data, in tandem with qualitative data from site surveys and committees, provide each site with a comprehensive view of their school's performance.

Each school meets monthly with their School Site Council and periodically shares summative and dynamic data in their plans with staff. The input from school educational partners targets resource inequities, needs, and influences trimesterly analysis of goals in actions in school plans.

Evidence-based interventions for each site, as well as resource inequities, are outlined in each School Plan for Student Achievement (SPSA) and summarized below:

1. Resource inequities include a lack of:

- Sufficient leveled reading materials
- Manipulatives to support phonics and phonemic awareness instruction (Mojave Vista, Village)
- Family access to leveled reading materials at home (Del Rey, Mojave Vista, Village)
- Staff training on phonics, phonemic awareness (Del Rey, Mojave Vista, Village)
- Calibration of running records (Del Rey, Mojave Vista, Village)
- Additional counseling supports (Del Rey, Mojave Vista, Village)
- Tiered SEL intervention for students in Tiers 2 and 3 (Del Rey, Mojave Vista, Village)
- Flexible classroom seating (Village)
- Staff training in building conceptual understanding in math (Del Rey, Mojave Vista, Village)
- Manipulatives to build conceptual understanding in math (Del Rey, Village)

2. Evidence Based practices researched to support these inequities include:

- Training on the 5 pillars of reading instruction (including Orton Gillingham)
- Training on California math frameworks and building math fluency through conceptual understanding
- Read B4K training for parents
- Implementing the CASEL framework with Restorative Practices
- Implementing Thinking Maps/graphic organizers

Since 2022, 7 schools have exited CSI status.

Monitoring and Evaluating Effectiveness

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

VESD monitors eligible CSI school plans through:
- Coaching and support with site planning and school-level needs assessment in the Fall and Spring
- Monthly CSI meetings with Cabinet to share progress and exchange best practices
- Budget coaches to ensure compliance and deadlines are met with spending CSI funds
- Participation in professional development opportunities aligned to ELA, math, and ELPI performance indicators on the CA Dashboard
- Trimester Benchmark Assessments to measure academic achievement in ELA and Math
- A dynamic local academic dashboard with specific filters available for areas including student groups, socioeconomic status, grade levels, and academic years to aid in targeting needs for interventions
- Time to monitor and evaluate at monthly CSI meetings to analyze data and update CSI plans embedded in their School Plan for Student Achievement
- Cabinet collectively visits all school sites two times per year; Squad leaders visit 6 schools each month; Superintendent visits sites two times per year- all of these opportunities provide time for walk-throughs, observations, coaching, and support.

VESD evaluates eligible CSI school plans through:
- Use of Plan, Do, Study, Act 9-week cycles to evaluate data from local assessments and surveys on effectiveness of actions/services in CSI plan. All principals, including CSI principals, have been trained on these cycles from Schools on the Move by Jay Westover and Christopher Steinhauser and Facilitation Skills for Chaotic Times by Steve Zuieback where they use quality tools with educational partners to diagnose root causes, design approaches to achieve outcomes, and evaluate effectiveness.

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
VESD believes in cohesive and comprehensive model of collaboration. Representation from the following educational partners are invited and attend each LCAP committee to provide input on the LCAP: Parents Community Members Teachers Other School Personnel: Psychologists, Paraeducators, Bilingual Instructional Assistants, Interpreters, Secretaries, Clerks, Confidential employees Administrators/Principals Classified Managers	Annually, notices are sent to educational partners inviting participation through postings on the district website, district calls, emails, and school-based messenger systems. Educational partners then participate in monthly meetings which followed a process of reviewing data, goals, and actions/services, and then provided feedback using quality to support development of the LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. After each meeting, minutes of topics covered and feedback are typed and shared out district-wide. Anyone who was not able to attend/participate in "in person" meetings can also provide feedback by setting up a meeting or via email. The meetings, locations and dates for educational partner engagement took place on the following dates: African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/24, 5/30/24 District English Language Advisory Committee (DELAC), VESD Family Resource Center: 9/29/23, 10/3/23, 11/7/23, 12/12/23, 1/9/24, 2/6/24, 3/5/24, 4/9/24, 5/7/24

Educational Partner(s)	Process for Engagement
	District/Parent Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24 Budget Advisory Committee, VESD District Office: 8/28/23, 9/25/23, 10/30/23, 11/27/23, 12/11/23, 1/29/24, 2/26/24, 3/18/24, 4/29/24, 6/23/24 Quality Works Committee, VESD District Office: 9/12/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 4/9/24, 5/7/24
Park View is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers Other School Personnel: Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	Annually notices are sent to parents with dates for School Site Council meetings, Coffee with the Principal, ELAC, and Parent Teacher Organization meetings. Parents of each low performing student group in Equity Multiplier were reminded of the meetings by email, phone calls, in person conversations/invitations, and the school messenger system. Parents were encouraged to attend through the school messenger system, newsletters, and phone calls. Educational partners reviewed the data and current actions/services to students of each low performing group. Educational partners used quality tools to provide input and feedback on how to support and improve outcomes for each low performing group. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 4/8/24, 5/20/24 ELAC: 4/8/24, 5/20/24 Staff Meeting: Leadership - 4/15/24, Classified/Certificated - 3/6/24, 4/3/24, 5/1/24, 5/20/24

Educational Partner(s)	Process for Engagement
Brentwood is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other school personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	Annually notices are sent to parents with dates for School Site Council meetings, Coffee with the Principal, ELAC, and Parent Teacher Organization meetings. Parents of each low performing student group in Equity Multiplier were reminded of the meetings by personal invitations, email, and school messenger system. Parents were encouraged to attend through the school messenger system, newsletters, and phone calls. Educational partners reviewed the data and current actions/services to students of each low performing group. Educational partners used quality tools to provide input and feedback on how to support and improve outcomes for each low performing group. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 3/25/24, 5/13/24 Coffee with the Principal: 4/5/24, 5/10/24 Staff Meeting: 4/3/24, 4/10/24, 4/19/24, 4/25/24
Green Tree East is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	Annually notices are sent to parents with dates for School Site Council meetings, Coffee with the Principal, ELAC, and Parent Teacher Organization meetings. Parents of each low performing student group in Equity Multiplier were reminded of the meetings by personal phone calls and the school messenger system. Parents were encouraged to attend through the school messenger system, newsletters, and phone calls. Educational partners reviewed the data and current actions/services to students of each low performing group. Educational partners used quality tools to provide input and feedback on how to support and improve outcomes for each low performing group. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates:

Educational Partner(s)	Process for Engagement
	School Site Council: 4/25/24, 5/9/24 ELAC: 4/11/24, 5/9/24 Coffee with the Principal: 4/12/24 Staff Meeting: 2/26/24 (Leadership), 2/28/24 (Certificated), 3/8/24 (Classified), 4/12/24 (Classified), 4/17/24 (Certificated), 4/22/24 (Leadership), 5/1/24 (Certificated), 5/15/24 (Certificated)
Irwin Academy is an Equity Multiplier school and believes in collaboration with their educational partners. The following educational partners specifically helped in the development of the required focus goal. Parents Teachers and other School Personnel including Psychologist, Paraeducators, Bilingual Instructional Assistant, Secretary, Clerk, Instructional Coach, Students	Annually notices are sent to parents with dates for School Site Council meetings, Coffee with the Principal, ELAC, and Parent Teacher Organization meetings. Parents of each low performing student group in Equity Multiplier were reminded of the meetings by personal text messages, phone calls, and the school messenger system. Parents were encouraged to attend through the school messenger system, newsletters, and phone calls. Educational partners reviewed the data and current actions/services to students of each low performing group. Educational partners used quality tools to provide input and feedback on how to support and improve outcomes for each low performing group. The meetings where the Equity Multiplier was discussed for educational partner engagement and feedback took place on the following dates: School Site Council: 4/10/24, 5/22/24 Coffee with the Principal: 4/5/24, 5/3/24 Parent Teacher Organization: 5/21/24 Staff Meeting: Certificated - 4/17/24, 4/24/24, 5/1/24, 5/15/24, 5/22/24, Classified - 5/3/24, Leadership - 4/26/24, 5/10/24, 5/17/24

Educational Partner(s)	Process for Engagement
VESD believes in cohesive and comprehensive model of collaboration, including representation from our student groups to provide input on the LCAP.	Students at each school site are invited to participate in trimesterly focus groups which followed a process of reviewing data, and actions/services, and then provided feedback used in the development of their Site Plan and LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. Student groups participate in a facilitated meeting to do an analysis of root issues and provide input on next steps. Sites communicate student feedback each trimester to families through newsletters, School Site Councils, and ELAC meetings. VESD records feedback from all 16 schools as well. The meetings, locations and dates for student engagement took place on the following dates: Student Focus Groups (16 total school sites): 11/17/23, 3/8/24, 5/31/24 at each school site
VESD believes in cohesive and comprehensive model of collaboration, including representation from our Governing Board and Community Members to provide input on the LCAP.	Annually, notices are sent to educational partners inviting participation in our Board meetings through postings on the district website, BoardDocs, and at school sites. Each month, the Board and community reviews VESD's Monitoring Plan to discuss progress towards LCAP Broad Goals and provide input. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. After each meeting, minutes of the Board meeting are posted. The meetings, locations and dates for educational partner engagement took place on the following dates: The Mid Year Report was presented to the Governing Board at a regularly scheduled meeting on February 14, 2024 at Village Elementary.

Educational Partner(s)	Process for Engagement
	The Board drafted and approved 2024-25 LCAP Broad Goals at the April 10, 2024 Board meeting at Puesta del Sol. The 2024-25 LCAP draft was posted publicly on the district website on June 27, 2024 at the VESD District Office. The 2024-25 LCAP was presented at a regularly scheduled Board of Education Meeting on June 12, 2024 for the Public Hearing at the VESD District Office. The 2024-25 LCAP was adopted at a regularly scheduled Board of Education Meeting on June 26, 2024 at the VESD District Office.
VESD believes in cohesive and comprehensive model of collaboration, including SELPA consultation to provide input on the LCAP.	SELPA Administration had presence on the District Advisory Committee and Foster Youth Committee, providing consultation throughout LCAP development. The meetings, locations and dates for SELPA Consultation took place on the following dates: District/Parent Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24
VESD believes in cohesive and comprehensive model of collaboration, including the LCAP draft being presented to parents.	VESD held 2 specific meetings for parents to provide feedback on the LCAP. At each of the meetings, parents provided no further feedback either verbally or in writing. District/Parent Advisory Committee: 5/3/24 Comments made: No further feedback to report, so the superintendent did not have any questions or comments to respond to in writing. District English Language Advisory Committee (DELAC): 5/7/24 Comments made: No further feedback to report, so the superintendent did not have any questions or comments to respond to in writing.

Educational Partner(s)	Process for Engagement
VESD believes in cohesive and comprehensive model of collaboration, including Bargaining Unit Members to provide input on the LCAP.	Annually, notices are sent to bargaining unit members inviting participation through postings on the district website, emails, and collaboration with each Bargaining Unit President. Bargaining Unit Members were involved in trimester and/or monthly meetings which followed an annual process of reviewing data, goals, and actions/services, and then provided feedback used in the development of the LCAP. Data included state test results in ELA, Math, and ELPAC, local measures for academics including reading scores and benchmark assessments, chronic absenteeism and attendance rates, results from our local social emotional screener, and behavior data which included the number of suspensions and expulsions. An annual LCAP input meeting is held after the bargaining unit members receive feedback from their Rep Council meetings and surveys. This year, we met on April 12, 2024. Additionally, bargaining unit members are represented in each of our ongoing LCAP committees. The meetings, locations and dates for bargaining unit members took place on the following dates: African American Engagement Committee, VESD Family Resource Center: 9/28/23, 10/26/23, 11/30/23, 1/25/24, 2/22/24, 3/21/24, 4/25/24, 5/30/24 District/Parent Advisory Committee, VESD District Office: 10/20/23, 2/9/24, 5/3/24 Foster Youth Committee, VESD District Office: 11/16/23, 1/18/24, 3/14/24, 5/16/24 Budget Advisory Committee, VESD District Office: 8/28/23, 9/25/23, 10/30/23, 11/27/23, 12/11/23, 1/29/24, 2/26/24, 3/18/24, 4/29/24, 6/23/24 Quality Works Committee, VESD District Office: 9/12/23, 10/3/23, 11/7/23, 12/5/23, 1/9/24, 2/6/24, 4/9/24, 5/7/24

Educational Partner(s)	Process for Engagement
VESD believes in cohesive and comprehensive model of collaboration, including annual surveys to staff, students and parents to provide input on the LCAP.	VESD annually gives surveys to staff students and parents. Communication about the surveys and encouraging participation is done through postings on the district website, district calls, emails, parent conferences, and school-based messenger systems. The surveys and dates given include: Staff Survey: Survey was opened to all staff from May 10, 2024 to June 6, 2024. Staff are provided time to complete the survey during their regular work day. Parent Survey: Survey was opened to all parents during parent conference week from March 15, 2024 to March 22, 2024. Parents are provided time and technology to complete at the school when they attend parent conference or they can take it online from home. Student Survey: Survey was opened to student during from May 17, 2024 to June 4, 2024. Students can take the survey on their Chromebook where a link is pushed in for easy access. Staff provide students time to complete the survey during the day.

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

VESD has 6 LCAP committees which meet trimesterly and/or monthly. Feedback is consistently solicited and captured throughout the year. VESD hosts an annual Strategic Study in the fall, with representatives from all 6 committees and community members present to review district data, initiatives, and feedback. Quality tools are used to synthesize recommendations from the group that has a direct influence on the LCAP goals, budget, and actions.

Data on our CA Dashboard showed growth in English Language Arts and Mathematics. Educational partners expressed the importance of continuing actions including:
- Reading programs and literacy initiatives (Goal 1, Action 1.2)
- Support school planning and site-based autonomy (Goal 1, Action 1.1)
- Expand training for support staff (Goal 1, Action 1.3, Goal 2, Action 2.2)

Data on our CA Dashboard showed growth in suspension rates. SEL Curriculum to start the year showed a reduction in behavior incidents in the fall of 2023 compared to 2022. This data led educational partners to request actions including:
- Prioritize student well being through social-emotional learning (Goal 1, Action 1.2, Goal 2, Action 2.1, 2.2)
- Expanding the WAVE program (Goal 2, Acton 2.3)

- Continue Starting the Year with Success units and 2x10 programs (Goal 2, Action 2.2)
- Maintain MTSS teams (Goal 2, Action 2.1)

Data on our CA Dashboard showed improved outcomes in chronic absenteeism. Educational partners shared feedback supporting the following:
- Child Welfare and Attendance Liaisons (Goal 3, Action 3.4)
- Continue the expansion of Family Resource Centers at school sites (Goal 3, Action 3.1, 3.2)

Equity Multiplier Schools and goal development is described as follows:

1. Green Tree East engaged educational partners by determining our actions we have shared our Dashboard data, as well as our site and district performance indicators with our educational partners groups, such as School Site Council, English Language Advisory Committee, and during leadership, classified and certificated staff meetings. Furthermore we are working to expand our parent groups to ensure all subgroups have a voice in future actions. During these meetings we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have been a result of these meetings. Actions indicated are research based and data driven. Actions will focus on sustainable practices over programs.

Data on our CA Dashboard showed a decline in English Language Arts and Mathematics for English Learners. Educational partners expressed the importance of continuing and or implementing actions including:
- Utilize small group instruction in math and ELA with Science of Reading (Action 5.1)
- Train staff for small group instruction (Action 5.1, 5.2)
- Use research-based instructional resources (Action 5.3, 5.13)

Data on our CA Dashboard showed an increase in suspension rates and in absenteeism in white students. Educational partners expressed the importance of continuing and or implementing actions including:
- Increase recess support and engagement (Action 5.4, 5.5, 5.7)
- Engaging classroom environment (Action 5.6)
- Training, coaching and Implementation of a culturally responsive environment (Action 5.8)
- Site wide behavior program (Action 5.9)
- Engage School Family/Community (Action 5.9, 5.10, 5.12)
- Provide real life learning experiences (Action 5.11)

2. Irwin Academy: When determining our actions, we have shared our Dashboard data and our site and district performance indicators with our educational partners' groups, such as the School Site Council, English Language Advisory Committee, and during leadership, classified, and certificated staff meetings. Furthermore, we are working to expand our parent groups to ensure all subgroups have a voice in future actions. During these meetings, we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have resulted from these meetings. The actions indicated are research-based and data-driven. Actions will focus on sustainable practices over programs.

Data on our CA Dashboard showed a decrease in English Language Arts and growth in Mathematics. Educational partners expressed the importance of continuing actions including:
- Small group instruction (Action 6.1)
- Resources based on the Science of Reading (Action 6.3)
- Research-based supports for mathematical language (Action 6.1)

Data on our CA Dashboard showed an increase in suspension rates. This data led educational partners to request actions including:
- Develop a system to foster a positive relationship between students and staff (Action 6.6)
- Provide training on positive interventions and processes (6.6)

3. Brentwood: During the monthly School Site Council meetings, Pastries with the Principal meetings, monthly Leadership meetings, the weekly certificated staff meetings, and monthly classified meetings, Brentwood engaged educational partners from multiple stakeholder groups (i.e., EL families, Hispanic families, African American families, certificated staff, classified staff, etc.) by executing an analysis of district benchmark assessments and California Dashboard results in late Spring 2024. This analysis prompted conversations and discussions among the groups, leading to the development of goals and actions for the Equity Multiplier funds. Data on our CA Dashboard showed growth in English Language Arts and Mathematics. Educational partners expressed the importance of continuing actions including:
- Provide training on interventions and processes (Action 7.4)
- Provide parent training in ELA and Math and materials (Action 7.3)
- Provide research-based supplemental materials for reading (Action 7.2)
- Utilize additional staff for small group instruction (Action 7.2)

Data on our CA Dashboard showed growth in suspension rates. SEL Curriculum to start the year showed a reduction in behavior incidents in the fall of 2023 compared to 2022. This data led educational partners to request actions including:
- Training in culturally responsive learning (Action 7.1)
- Training in trauma-informed practices (Action 7.1)
- Increase parent engagement activities (Action 7.3)
- Develop student leadership (Action 7.6)

4. Park View engaged educational partners in School Site Council, ELAC, and staff meetings throughout the spring of 2024. Staff and other educational partners reviewed school wide data through Trimester 2 (i.e., District Benchmarks, DIBELs screener, iReady benchmarks, and the SEL screener) and recognized the need for small group instruction and additional intervention support for students that are 2 or more grade levels behind without them missing so much general education instruction that they will not make up the gap moving forward. The teams also discussed the need to address all groups without the optics of profiling or stereotyping. The teams discussed the need for a safe and welcoming campus environment for students to help address the chronic absenteeism of our foster youth population. The principal and the BIA reached out to the families of the English Learners to invite them to the ELAC meeting and the principal is looking for opportunities to engage families of African American students in order to provide a voice for all groups represented in the Equity Multiplier. All educational partners are looking for small, incremental growth that will be sustainable moving forward. Data on our CA Dashboard declined in English Language Arts and growth in Mathematics. Educational partners expressed the importance of implementing actions including:
- Provide decodable texts for classrooms (Action 4.2, 4.3, 4.4, and 4.8)
- Family training on decodable texts (Action 4.2, 4.3, 4.4, and 4.8)

- Family training on manipulatives and mathematics (Action 4.1 and 4.10)
- Utilize additional staff for small group instruction (Action 4.1, 4.2, 4.3, 4.4, and 4.8)
- Increase culturally diverse books in library (Action 4.2, 4.3, 4.4, and 4.9)
- Research based 21st Century technology to engage students (Action 4.1, 4.2, 4.3, 4.4, 4.8, and 4.10)

Data on our CA Dashboard showed growth in suspension rates and an increase in Chronic Absenteeism for Foster Youth students. This data led educational partners to request actions including:
- Flexible seating to increase student engagement (Action 4.5, 4.6, 4.7, and 4.9)
- Expanding student leadership program (Action 4.5, 4.6, 4.7, and 4.9)
- Provide research-based supplemental materials for SEL (Action 4.1, 4.2, 4.3, 4.4, 4.8, and 4.10)
- Continue Starting the Year with Success units and 2x10 programs (Action 4.5, 4.6, 4.7, and 4.9)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	On state and local measures, all students will demonstrate growth in ELA and math standards, and English Learners will demonstrate progress in English language proficiency.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal to ensure all students demonstrate growth towards meeting standards in English Language Arts, Mathematics, and English language proficiency, stems from an analysis of academic data from state and local assessments. The data collected projects inequities, across all schools and varied student groups, on outcomes in English Language Arts and Mathematics. The district's goal and the Board's belief is that foundational skills will increase achievement in all academic areas and benefit every VESD student.

Data from the 2023 California School Dashboard shows our overall achievement in English Language Arts is at -54.7 distance from standard, with three student groups scoring at the lowest performance indicator (Pacific Islander, American Indian, English Learner). However, VESD has two student groups that performed at the "high" indicator (Asian and Filipino), informing our educational partners of the achievement gaps and inequities. In Mathematics, the California School Dashboard shows a single student group (American Indian) as the only one in the lowest performance indicator. Two student groups (Asian and Filipino) performed at the "high" indicator. Though there was only one student group performing in the lowest performance indicator, our overall distance from standard is -79.2, indicating there is much progress needed to be made in mathematics in our district. English Learner Performance indicator was at low performance, with a 0.2 percent growth, however, this progress is categorized as "maintained". This is concerning, as Victor Elementary School District strives for continuous growth and progress for all student groups.

Goal 1 and its actions including professional learning, increasing access to learn and collaborate, and providing sites with opportunities to meet their local needs, were shaped by our educational partners, including parents, teachers, administrators, and other support personnel. In September of 2023, representation from all LCAP committees, including the District/Parent Advisory Committee and District English Language Advisory Committee (DELAC), were provided performance data and opportunities to synthesize and discuss actions to increase student achievement. Ongoing LCAP committees continued seeking feedback throughout the 2023-24 school year to add to our pool of knowledge and input.

The focus on all students developing foundational skills with state and local measures in place to progress monitor and seek program evaluation creates a systematic approach to ensuring continuous improvement in student academic achievement until every child succeeds.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA- District Distance from Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All Students -54.7 DFS Foster Youth -94.9 DFS Low Income -64.4 DFS English Learner -78.1 DFS Pacific Islander -83.1 DFS American Indian -88.4 DFS Students with Disabilities -117.1 DFS			2026 CA Dashboard All Students -39.7 DFS Foster Youth -76.9 DFS Low Income -46.4 DFS English Learner -60.1 DFS Pacific Islander -65.1 DFS American Indian -70.4 DFS Students with Disabilities -99.1 DFS	
1.2	CAASPP Math- District Distance from Standard (DFS) Source: California School Dashboard	2023 CA Dashboard All Students -79.2 DFS Foster Youth -117.4 DFS Low Income -88.1 DFS English Learner -93.7 DFS Pacific Islander - 82.3 DFS American Indian - 108.6 DFS			2026 CA Dashboard All Students -64.2 DFS Foster Youth -99.4 DFS Low Income -70.1 DFS English Learner - 75.7 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Pacific Islander - 64.3 DFS American Indian - 90.6 DFS	
1.3	English Learner Performance Indicator-District Percentage making progress toward English language proficiency Source: California School Dashboard	2023 CA Dashboard English Learners 43.1% The LEA has 0% LTELS			2026 CA Dashboard English Learners 58.1% The LEA has 0% LTELS	
1.4	English Learner Reclassification Rate Percentage of students reclassified annually Source: VESD Local Reporting	2023 Reclassification Rate English Learners 9%			2026 Reclassification Rate English Learners 10%	
1.5	VESD Running Records Assessment Local assessment measuring percent of second grade students at or above grade level in reading proficiency Source: VESD Local Benchmark Assessments	Spring 2023 VESD Running Records Assessment All Students Grade 2: 47.33% Foster Youth Grade 2: 18.18% Low Income Grade 2: 43.12% English Learner Grade 2: 30.20%			Spring 2026 VESD Running Records Assessment All Students Grade 2: 56.33% Foster Youth Grade 2: 27.18% Low Income Grade 2: 52.12% English Learner Grade 2: 39.20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	VESD English Language Arts Benchmark District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2023 VESD English Language Arts Benchmark Grades 3-6: 11.25% Foster Youth Grades 3-6: 3.45% Low Income Grades 3-6: 9.42% English Learner Grades 3-6: 4.61%			Winter 2026 VESD English Language Arts Benchmark Grades 3-6: 20.25% Foster Youth Grades 3-6: 12.45% Low Income Grades 3-6: 18.42% English Learner Grades 3-6: 13.61%	
1.7	VESD Mathematics Benchmark District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2023 VESD Mathematics Benchmark Grades 1-6: 22.28% Foster Youth Grades 3-6: 14.04% Low Income Grades 3-6: 20.21% English Learner Grades 3-6: 15.23%			Winter 2026 VESD Mathematics Benchmark Grades 1-6: 31.28% Foster Youth Grades 3-6: 23.04% Low Income Grades 3-6: 29.21% English Learner Grades 3-6: 24.23%	
1.8	Basic Services Rate of Teacher Misassignments	2023 0% of Teacher Misassigned			2026 0% of Teacher Misassigned	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Williams					
1.9	Implementation of State Standards Source: California School Dashboard	2023 Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks ELA - 5 Math -5 History-3 ELD- 4 Science- 5			2026 Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks ELA - 5 Math - 5 History- 5 ELD- 5 Science- 5	
1.10	CAASPP ELA- School and Student Group Distance from Standard (DFS) Source: California School Dashboard	2023 Brentwood All-100.2 AA -116.9 DFS SED -105.9 DFS FY (less than 11 students) EL -96.6 DFS Challenger All -33.2 SWD -122.7 DFS FY (less than 11 students) EL -48.8 DFS			2026 Brentwood ALL-88.2 AA - 98.9 DFS SED - 91.8 DFS FY (less than 11 students) EL -84.6 DFS Challenger ALL -21.2 SWD - 104.7 DFS FY (less than 11 students) EL -30.8 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED -39.4 Del Rey All -85.2 AA -119.1 DFS EL -86.8 DFS Hispanic -74.1 DFS SED -85.1 DFS FY (less than 11 students) Discovery All 0 DFS SWD -105.7 DFS FY (less than 11 students) EL -11.8 DFS SED -11.9 DFS Dr. Ralph Baker All -80.6 EL -92.2 DFS FY (less than 11 students) SED -83.2 DFS Endeavour All +15.4 DFS SWD -108.9 DFS FY (less than 11 students) EL -50.6 DFS SED -.3 DFS Galileo All 0 DFS			SED -21 DFS Del Rey All -73.1 DFS AA - 101.1 DFS EL - 74.8 DFS Hispanic -62.1 DFS SED - 73.1 DFS FY (less than 11 students) Discovery All +9 DFS SWD - 87.7 DFS FY (less than 11 students) EL +6.2 SED +6.1 Dr. Ralph Baker ALL -68.6 EL - 74.2 DFS FY (less than 11 students) SED -65.2 DFS Endeavour All + 24.4 DFS SWD - 90.9 DFS FY (less than 11 students) EL -32.6 DFS SED +17.7 Galileo All +9 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY (less than 11 students) EL -41.3 DFS SED -12.8 DFS Green Tree East All- 79.5 DFS FY (less than 11 students) EL -94.7 DFS SED -83.3 DFS Irwin Academy All 85.2 DFS AA -91.6 DFS EL -108.7 DFS Hispanic -84.4 DFS SED -84.7 DFS SWD -117.3 DFS FY (less than 11 students) Liberty All -71.3 DFS EL -87 DFS SED -78.6 DFS FY (less than 11 students) Lomitas All -79.6 DFS Hispanic -83.8 DFS FY (less than 11 students) EL -102 DFS SED -84.4			FY (less than 11 students) EL -23.3 DFS SED +5.2 Green Tree East All -67.5 DFS FY (less than 11 students) EL -76 DFS SED -65.3 DFS Irwin Academy All -70.6 DFS AA - 73.6 DFS EL - 90.7 DFS Hispanic - 66.4 DFS SED - 66.7 DFS SWD - 99.3 DFS FY (less than 11 students) Liberty All -63.3 DFS EL - 69 DFS SED - 60.6 DFS FY (less than 11 students) Lomitas All -67.6 DFS Hispanic - 65.8 DFS FY (less than 11 students) EL -84 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mojave Vista All -73.4 DFS AA -115.8 DFS EL -98.8 DFS SED -77.7 DFS FY (less than 11 students) Park View All -60.1 DFS AA -101.8 DFS EL -79 DFS SWD -117.3 DFS FY (less than 11 students) SED -64.3 DFS Puesta del Sol All -83.9 DFS EL -114.1 DFS FY (less than 11 students) SED -87.7 DFS West Palms All -23 DFS SWD -119 DFS FY (less than 11 students) EL -50.2 DFS SED -31.6 DFS Village All -75.8 DFS EL -103.8 DFS Hispanic -75.7 DFS SWD -129.9 DFS			SED -66.4 DFS Mojave Vista All -61.4 DFS AA - 97.8 DFS EL - 80.8 DFS SED - 59.7 DFS FY (less than 11 students) Park View All -51.1 DFS AA - 83.8 DFS EL - 61 DFS SWD -99.3 DFS FY (less than 11 students) SED -46.3 DFS Puesta del Sol All -63.9 DFS EL -96.1 DFS FY (less than 11 students) SED -69.7 DFS West Palms All -14 DFS SWD - 101 DFS FY (less than 11 students) EL -32.2 DFS SED -13 DFS Village All -63.8 DFS EL - 85.8 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY (less than 11 students) SED -80.6 DFS			Hispanic - 57.7 DFS SWD - 111.9 DFS FY (less than 11 students) SED -62.6 DFS	
1.11	CAASPP Math- School and Student Group Distance from Standard (DFS) Source: 2023 California School Dashboard	2023 Brentwood All -130.4 DFS AA -150.1 DFS FY (less than 11 students) EL -113.2 SED -132.6 Challenger All -58.5 DFS SWD -145.6 DFS FY (less than 11 students) EL -61.2 SED -64.3 Del Rey All -105.5 DFS EL -103.3 DFS FY (less than 11 students) SED 105.1 Discovery All -7.7 DFS SWD -129.7 DFS FY (less than 11 students)			2026 Brentwood All -115.4 DFS AA -132.1 DFS FY (less than 11 students) EL -95.2 DFS SED -114.6 DFS Challenger All -49.5 DFS SWD -127.6 DFS FY (less than 11 students) EL -43.2 DFS SED -46 DFS Del Rey All -87.5 DFS EL -85.3 DFS FY (less than 11 students) SED -87.1 DFS Discovery All -4.7 DFS SWD -111.7 DFS FY (less than 11 students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -28.6 DFS SED -30 DFS Dr. Ralph Baker All -107.6 DFS AA -158.3 DFS FY (less than 11 students) EL -102.7 DFS SED -111.9 DFS Endeavour All -11 DFS SWD -119.5 DFS FY (less than 11 students) EL -45.6 DFS SED -28.1 DFS Galileo All -9.9 DFS EL -46.4 DFS FY (less than 11 students) SED -34.4 DFS Green Tree East All- 109.8 DFS EL -125.9 DFS FY (less than 11 students) SED -113.3 Irwin Academy All -102 DFS EL -124.3 DFS			EL -10.6 DFS SED -12 DFS Dr. Ralph Baker All -95.6 DFS AA -140.3 DFS FY (less than 11 students) EL -84 DFS SED -93 DFS Endeavour All -8 DFS SWD -101.5 DFS FY (less than 11 students) EL -27.6 DFS SED -10.1 DFS Galileo All -6.9 DFS EL -28.4 DFS FY (less than 11 students) SED -16.4 DFS Green Tree East All -94.8 DFS EL -107.9 DFS FY (less than 11 students) SED -95.3 DFS Irwin Academy All -90 DFS EL - 106.3 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY (less than 11 students) SED -102.5 DFS			FY (less than 11 students) SED -84.5 DFS	
		Liberty All 99.5 DFS EL -87 DFS FY (less than 11 students) SED -78.6 DFS			Liberty All -78.5 DFS EL -69 DFS FY (less than 11 students) SED -60.6 DFS	
		Lomitas All -110.1 DFS EL -126.9 DFS FY (less than 11 students) SED -113.1 DFS			Lomitas All -95.1 DFS EL -108.9 DFS FY (less than 11 students) SED -95 DFS	
		Mojave Vista All -97.5 DFS AA -120.5 DFS EL -115.3 DFS Hispanic -96.5 DFS SED -99.6 DFS FY (less than 11 students)			Mojave Vista All -91.5 DFS AA -102.5 DFS EL -97.3 DFS Hispanic - 78.5 DFS SED -81.6 DFS FY (less than 11 students)	
		Park View All -80.1 DFS AA -113 DFS FY (less than 11 students) EL -96.6 DFS SED -84.2 DFS			Park View All -71.1 DFS AA - 95 DFS FY (less than 11 students) EL -78.6 DFS SED -66.2 DFS	
		Puesta Del Sol All -98.9 DFS			Puesta Del Sol	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL -115.6 DFS FY (less than 11 students) SED -100.9 Village All -113.4 DFS EL -132.5 DFS Hispanic -113.1 DFS SED -119.1 DFS SWD -158.1 DFS White -122.4 DFS FY (less than 11 students) West Palms All -34.4 DFS EL -54.1 DFS FY (less than 11 students) SED -44 DFS			All -83.9 DFS EL 97.6 DFS FY (less than 11 students) SED -82.9 DFS Village All -98.4 DFS EL - 114.5 DFS Hispanic - 95.1 DFS SED - 101.1 DFS SWD - 136.1 DFS White -104.4 DFS FY (less than 11 students) West Palms All -31.4 DFS EL -36.1 DFS FY (less than 11 students) SED -26 DFS	
1.12	Basic Services Percent of students with sufficient access to standards-aligned instructional materials Source: Williams	2023 100% of students with access to standards aligned materials			2026 100% of students with access to standards aligned materials	
1.13	Basic Services Percent of school facilities in good repair	2023 100% of school facilities in good repair			2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Williams				100% of school facilities in good repair	
1.14	VESD Letter Sounds Assessment Local assessment measuring percent of kindergarten students able to identify all sounds each letter makes. Source: VESD Local Benchmark Assessments	Spring 2023 All Students: 75.63% Foster Youth: 59.18% Low Income: 76.54% English Learner: 77.22%			Spring 2026 All Students: 81.63% Foster Youth: 77.18% Low Income: 82.54% English Learner: 83.22%	
1.15	VESD English Language Arts Benchmark District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2023 Grade 6 All Students: 21.5% Grade 6 Foster Youth: No FY Students to report this year Grade 6 Low Income: 19.5% Grade 6 English Learners: 7.8%			Winter 2026 Grade 6 All Students: 36.5% Grade 6 Foster Youth: TBD after year 1 Grade 6 Low Income: 34.5% Grade 6 English Learners: 28.8%	
1.16	English Learner Performance Indicator-School Percentage making progress toward English language proficiency	2023 CA Dashboard Del Rey English Learners: 35.9% Liberty			2026 CA Dashboard Del Rey English Learners: 41.9% Liberty	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	English Learners: 31.6% Puesta del Sol English Learners: 25.0% Village English Learners: 29.5%			English Learners: 37.6% Puesta del Sol English Learners: 39.0% Village English Learners: 35.5%	
1.17	Access to a Broad Course of Study Source: California School Dashboard	2023 100%			2026 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Materials to Enhance Instruction and Learning Environments	The district will provide materials above the core curriculum to give students access to resources for deeper learning, hands-on projects, and enhance 21st Century skills. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: English learners, Foster Youth, and low income students to increase achievement in English Language Arts and Mathematics CAASPP results as measured by metrics 1.1 and 1.2	$1,800,000.00	Yes
1.2	Professional Development for Certificated	The district will provide evidence-based training in the five pillars of literacy to give students the skills to comprehend grade level appropriate text found in lessons and in state assessments. Although all students at all sites performing at the lowest indicator will benefit from highly skilled and knowledgeable staff, this action is principally directed to district level and school level student groups: English learners, Foster Youth, and low income students to increase achievement in English Language Arts and Mathematics CAASPP results as measured by 1.1 and 1.2.	$10,396,935.00	Yes
1.3	Bilingual Instructional Assistant Program	The district will provide Bilingual Instructional Assistants to provide small group instruction in order to improve English Language acquisition of English Learners. Action 1.3 is limited to English learners to increase achievement in English language proficiency as measured by 1.3, 1.4 and 1.16.	$925,042.00	Yes
1.4	Small Group Instruction in Grades TK-2	The district will provide a smaller adult-to-student ratio using general education paraprofessionals and resident substitute teachers to provide additional interventions and supports in small groups. Although all students in these primary grades will benefit from access and	$7,330,174.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities, this action is principally directed at English learners, Foster Youth, and low income students as measured by metric 1.5.		
1.5	Increased Instructional Minutes	The district will provide instructional minutes beyond the Ed Code minimum requirement to allow our teachers more time to support and close achievement gaps in early literacy. Although all TK and kindergarten students will benefit from access and opportunities, this action is principally directed at English learners, Foster Youth, and low income students as measured by metric 1.5 and 1.14.	$1,387,239.00	Yes
1.6	Collaboration Time	The district will continue to provide certificated staff two minimum-day Fridays for each grade level to collaborate with their principal to analyze student academic data, including performance on local measures, and modify instruction based on student needs. This action is principally directed at Low-Income, Foster Youth, and English Learners to increase their academic achievement as measured by 1.6 and 1.7.	$9,844,658.00	Yes
1.7	Staffing and Data Analysis	The district will provide student data analysis resources to analyze local and state data to progress monitor and identify deficiencies for targeted instruction. This action is principally directed at Low-Income, Foster Youth, and English Learners to increase their academic achievement as measured by 1.1, 1.2, 1.10 and 1.11.	$681,630.00	Yes
1.8	Student Teacher Residency Program	VESD will implement the residency program in collaboration with Alder Graduate University to train future teachers in evidence-based pedagogy and instructional practices. This action enables future new hire teachers to be fully prepared for targeted instruction and improve student outcomes. This action will benefit all students, but is principally directed at English learners, Foster Youth, and low income students to increase achievement in metrics in 1.6, 1.7, 1.8, and 1.14.	$55,967.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Educational Field Trips and Learning Experiences	The district will provide field trips to give students access to real world experiences to increase their background knowledge. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: Foster Youth and low income students to improve outcomes on metrics 1.5 and 1.6.	$837.00	Yes
1.10	Support Services for Students with Disabilities	Special education instructional aides will receive training on the 5 Pillars of literacy based on the science of reading and collaborate with teachers to provide instructional support to students with disabilities to assist them in meeting their IEP goals and improving academically, as measured by 1.1.	$160,000.00	No
1.11	English Learner Support Services	The district will provide targeted training around evidence-based practices to certificated staff who support English learners (EL) to implement designated and integrated English language development (ELD) designed to improve their English language proficiency as measured by 1.4. This action is limited to English learners.	$32,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate progress in social and emotional learning skills based on state and local measures.	Broad Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The goal to demonstrate progress in social and emotional learning skills is to advance educational equity and excellence, establish safe learning environments, and empower our students to positively contribute to their school community. The data collected shows disproportionality in suspension rates for some student groups, as well as a need to continue building staff and student efficacy in areas of the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework. The district's goal and the Board's belief that a comprehensive approach will engage and empower students to make positive choices.

Data from the 2023 California School Dashboard shows our overall achievement in Suspension Rate is at 7% and rated at the lowest performing indicator, with eight student groups (African American, American Indian, Foster Youth, Homeless, Two or More Races, Pacific Islander, Socio-Economically Disadvantaged, and Students with Disabilities) also performing at the lowest performing indicator. This continues to be a concern and a challenge, as Victor Elementary believes all students should receive a world-class education in a safe and positive learning environment.

Goal 2 and its actions centering around preparing staff with strategies and providing Multi-Tiered Systems of Support (MTSS) Teams at every site, were developed in conjunction after an analysis with our educational partners, including parents, teachers, administrators, and other support personnel. In October of 2023, representation from all LCAP committees, including the Parent Advisory Committee and DELAC, were provided performance data and opportunities to synthesize and discuss actions to decrease our suspension rate. Ongoing LCAP committees continued seeking feedback throughout the 2023-24 school year to add to our pool of knowledge and input.

The focus on social and emotional learning and using state and local measures to progress monitor and seek program evaluation continues to ensure continuous improvement in student climate achievement on our California School Dashboard and local metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Suspension Rate-District Percent of students suspended at least once Source: California School Dashboard	2023 All Students 7% Foster Youth 14.1% Low Income 7.4% English Learner 4.3% Pacific Islander 7.5% American Indian 11.3%			2026 All Students 4% Foster Youth 8.1% Low Income 4.4% English Learner 1.3% Pacific Islander 4% American Indian 5.3%	
2.2	Suspension Rate-School and Student Group Percent of students suspended at least once Source: California School Dashboard	2023 Brentwood All Students 14.5% AA 19.6% EL 11.1% FY 35.7% Hispanic 11.4% Two or more Races 16.7% SED 14.7% SWD 16.9% White 14.8% Challenger All Students 4.4% AA 15.6% Two or More Races 12.5% SWD 6.1% Del Rey All Students 7.5% AA 13.3% SED 7.7% SWD 13.2%			2026 Brentwood All Students 11.5% AA 11.6% EL 8.1% FY 24.7% Hispanic 8.4% Two or more Races 10.7% SED 8.7% SWD 10.9% White 11.8% Challenger All Students 3.9% AA 9.6% Two or More Races 9.5% SWD 4.6% Del Rey All Students 4.5% AA 7.3% SED 4.7% SWD 7.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Dr. Ralph Baker All Students 6.5% AA 12.7% Hispanic 4.8% Two or More Races 7.9% SED 6.8% SWD 13.5% Endeavour All Students 4.1% Hispanic 5.2% SED 4.3% SWD 7.2% Galileo All Students 5.1% AA 7.4% Two or more Races 7.9% SWD 15.9% Irwin Academy All Students 5.2% AA 9.4% Liberty All Students 8% AA 19.9% EL 4.5% FY 14.9% SED 8.4% SWD 9.7% White 9.8% Lomitas			Dr. Ralph Baker All Students 5% AA 6.7% Hispanic 1.8% Two or More Races 4.9% SED 3.8% SWD 7.5% Endeavour All Students 2.6% Hispanic 2.2% SED 1.3% SWD 4.2% Galileo All Students 3.6% AA 4.4% Two or more Races 4.9% SWD 9.9% Irwin Academy All Students 3.7% AA 6.4% Liberty All Students 5% AA 10.9% EL 3% FY 5.9% SED 5.1% SWD 5.2% White 5.3% Lomitas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students 5.2% AA 10% SWD 8.1% Mojave Vista All Students 9.7% FY 17.6% Hispanic 8.8% SED 9.7% Park View All Students 3.5% AA 6.3% Hispanic 3.2% Puesta del Sol All Students 8.2% Two or More Races 11.4% SED 8.5% SWD 14.2% White 14.7% West Palms All Students 2.2% AA 6.4% Village All Students 10.3% AA 17.6% EL 8.4% Hispanic 6.7% SED 11% SWD 13.1% White 12.3%			All Students 2.2% AA 4% SWD 4.6% Mojave Vista All Students 6.7% FY 8.6% Hispanic 5.8% SED 6.7% Park View All Students 2% AA 3.3% Hispanic 1.8% Puesta del Sol All Students 5.2% Two or More Races 5.4% SED 5.2% SWD 8.2% White 8.7% West Palms All Students 0.7% AA 3.4% Village All Students 7.3% AA 8.6 EL 6.9% Hispanic 5.2% SED 8.5% SWD 7.1% White 7.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Social and Emotional Learning (SEL) Screener Percent of student who score at "High Risk" Source: VESD Local Assessment	Spring 2023 All 5.6% Foster Youth 7.9%			Spring 2026 All Students 4.1% Foster Youth 4.9%	
2.4	Percent of participants responding positively to the survey question: "I have the training to do my job." Source: VESD Employee Survey	2023 Results 96.8%			2026 Results Maintain 95% or higher	
2.5	Expulsion Rate Source: DataQuest	2023 Results All 0.3%			2026 Results All 0.1%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered Systems of Supports (MTSS)	VESD will provide Multiple Tiered System of Support (MTSS) teams consisting of classified and certificated personnel to analyze student data and provide targeted interventions in academics and social and emotional learning. Although all students will benefit from their services, this action is principally directed at English Learners, Low-Income, and Foster Youth students to improve student outcomes measured in metrics 2.1 and 2.2.	$12,720,863.00	Yes
2.2	Professional Development for Classified Staff	VESD will provide professional development for classified staff, classified subs, and classified service members to support fostering a safe and positive culture at all VESD sites. This action is principally directed at low income and Foster Youth students to increase achievement on survey results as measured by 2.4.	$1,519,518.00	Yes
2.3	Student Leadership	VESD will provide each site access to the WAVE (We All Value Excellence) leadership program. Site access to this program empowers students with needs to foster stronger self leadership, build confidence, and develop positive relationships. This action is principally directed at Foster Youth students to improve outcomes as measured by metric 2.1 and 2.3.	$312,000.00	Yes
2.4	Engaging Learning Through Positive Intervention/Support	The district will provide resources to support Positive Behavior Interventions and Supports for students. Although all students at all sites will benefit, this action is principally directed to support unduplicated	$428,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student groups: Foster Youth and low income students to improve outcomes on metric 2.1.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	VESD will increase communication and engagement of students, staff, and families by providing resources to improve attendance and participation in school and district functions.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The goal to increase communication and engagement of students, staff, and families was established to increase student attendance and parent participation in their school community. VESD understands the importance of increasing parent participation at both the district and school levels to help parents share concerns, solve problems, and take suggestions for continuous improvement. Parent participation of unduplicated students has been encouraged by being contributing members in 6 ongoing LCAP committees, School Site Councils, and ELAC. Parent participation has also been provided through classes and trainings at family resource centers, parent conferences, and student activities, ensuring that they have a voice, feel welcomed, and that their feedback can support change. Additionally, parents of students with exceptional needs are invited to participate in IEP meetings and SELPA meetings to build a community of support. These are promoted through district and school communication, social media, and personal invitations and phone calls. We are committed to fostering strong educational partnerships with parents and guardians, who play a crucial role in contributing to our students' academic and social success.

VESD has shown positive gains, but we are still well below attendance from pre-pandemic rates. Data from the 2023 California School Dashboard shows our overall achievement in Chronic Absenteeism declined 6.7% and rated at the medium performance indicator, with zero student groups performing at the lowest performing indicator. The growth from the 2022 California School Dashboard, which VESD was rated at the lowest performance indicator, was strong as we moved up two performance levels in a single school year. Our parent survey shows that 92.69% feel they have the opportunity to be involved in their child's education and 95.93% of our parents would recommend their child's school to others. In IEPs, 99% of our parents feel they have the ability to participate in their child's education. However, we want to ensure this continues to be a focus area with our parents so that all families know of the opportunities and can feel supported.

Goal 3 and its actions target access and opportunities for families and students to engage in the district and schools. These actions, including a district and school site Family Resource Centers, along with personnel to connect with families, aim to continue strengthening the home to school connection for higher engagement and attendance. Educational partners, including parents, teachers, administrators, and other support personnel, continue to analyze data shared in all LCAP committees, including the Parent Advisory Committee and DELAC. Their input was taken and shaped into the actions below.

The focus on engagement will be measured through state and local metrics to progress monitor and seek program evaluation to ensure continuous improvement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate- District Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 All Students 38.6% Foster Youth 32.2% Low Income 41.2% English Learner 30.9%			2026 All Students 32.6% Foster Youth 26.2% Low Income 35.2% English Learner 24.9%	
3.2	Chronic Absenteeism Rate- School and Student Group Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 Brentwood All 49.3% AA 56.1% Challenger All 33.9% EL 25% White 29.2% Del Rey All 45.3% EL 30.4% SWD 52.4% Discovery All 23.7% AA 47.1%			2026 Brentwood All 43.3% AA 47.1% Challenger All 24.9% EL 19% White 23.2% Del Rey All 37.8% EL 24.4% SWD 43.4% Discovery All 20.7% AA 41.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Endeavour All 20.8% EL 32.3% Galileo All 22.4% SWD 26.8% Irwin Academy All 50.4% AA 57.6% SED 50.8% White 47.5% Liberty All 39.5% AA 52% Mojave Vista All 44.7% White 45.6% Park View All- 43% FY 25% Puesta del Sol All 44.9% Two or More Races 32.4%			Endeavour All 17.8% EL 26.3% Galileo All 19.4% SWD 20.8% Irwin Academy All 44.4% AA 48.6% SED 44.8% White 44.5% Liberty All 33.5% AA 43% Mojave Vista All 40.2% White 39.6% Park View All 32% FY 19% Puesta del Sol All 35.9% Two or More Races 26.4%	
3.3	Attendance Rate to 95% or higher. Source: VESD Local Data (Synergy)	Spring 2023 All Students 90.43% Foster Youth 92.24% Low Income 90.39% English Learner 90.71%			Spring 2026 All Students 91.93% Foster Youth 93.24%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Low Income 91.89% English Learner 92.21%	
3.4	Survey results will remain at 90% or above on the following: "I am given the opportunity to be part of my child's education working together to help my child." Source: VESD Parent Survey	Spring 2023 92.69% Responded "Yes"			Spring 2026 Maintain 90% or higher	
3.5	Parent trainings at the Family Resource Center and school sites will increase by 5% annually. Source: VESD Local Data	Spring 2023 64 Trainings Offered			Spring 2026 83 Trainings Offered	
3.6	Survey results will remain at 90% or above on the following: "I would recommend this school to other people." Source: VESD Parent Survey	Spring 2023 95.93% Responded "Yes"			Spring 2026 Maintain 90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Number of Careers Projects Completed Source: VESD Local Data	Spring 2023 2,601 Projects			Spring 2026 4,101 Projects	
3.8	IEP Parent Participation will remain at 95% or higher on the following: "I am able to participate in my child's IEP." Source: CDE	Spring 2023 99.1%			Spring 2026 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Resource Center: Staffing, Materials, and Outreach	VESD will continue to provide a Family Resource Center to share resources and training for parents to bridge the home to school gap and build relationships with our unduplicated students and their families. This action will benefit all students, but is principally directed towards English Learners and low income students to improve student outcomes in metrics 3.2 and 3.5.	$837,607.00	Yes
3.2	Satellite Family Resource Centers: Material and Outreach	VESD will maintain satellite family resource centers at Mojave Vista, Green Tree East, Del Rey, Lomitas, Liberty, Irwin Academy, Village, and Brentwood to provide resources for academic and social and emotional needs that are close to families with limited transportation. This action benefits all students, but is principally directed towards English Learners, Foster Youth, and low income students to improve overall student outcomes in metric 3.1 and 3.5.	$240,000.00	Yes
3.3	District Translators	VESD will continue to provide translators and translation equipment to support school and family communication and to improve academic achievement. This action is focused towards English Learners to improve outcomes in metric 3.4 and 1.4.	$480,953.00	Yes
3.4	Child Welfare and Attendance Liaison Program	VESD will provide a Child Welfare Attendance Liaison (CWAL) team and translators, transportation, and household materials to strengthen communication and provide resources from schools to families. This action will benefit all students but is principally directed towards English Learners, Foster Youth, and low income students to improve student outcomes in metric 3.3.	$556,866.00	Yes
3.5	Quadrant Schools of Choice	VESD will support schools of choice and equity for foster youth and low income students by providing transportation to schools in their quadrant and is principally directed towards Foster Youth and low income students to improve outcomes in metric 3.6.	$2,423,590.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Additional Technology Support for the Home	The district will continue to provide each student a second chromebook to keep in the home to access supplemental curriculum and supports. This action is principally directed at improving student outcomes for Foster Youth and low income students as measured by family engagement in metric 3.4 and 1.1.	$2,674,317.00	Yes
3.7	Family Training and Outreach	The district will provide resources to support parent training and outreach at school sites to engage families in their school communities. Although all students at all sites will benefit, this action is principally directed to support unduplicated student groups: English Learner and low income students to improve outcomes on metrics 3.4, 3.5, 3.6 and 3.7.	$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Park View Preparatory will improve achievement in ELA (African American, English Learner, Student with Disabilities) and mathematics (African American), increase attendance (Foster Youth), and decrease suspension rate (African American, Hispanic) over the course of the three year LCAP cycle.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required due to Park View Prep qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non stability rate of greater than 25% (Park View is 29.6%) and a socio-disadvantaged rate greater than 70% (Park View is at 91.4%). Park View Prep experienced a decline in CAASPP ELA scores as a site but very specifically in the area of ELA with the African American student group declining almost 40 points. Students with disabilities also declined in distance from meeting standard but are well over 100 points away on average DFS. English Learners also declined in CAASPP ELA scores which also correlates with a stagnation of EL progress to language proficiency. The African American students also experienced a decline in math achievement in CAASPP as well. Park View also recognized an increase in suspension rate for African American students and Hispanic students. These increases to suspension rate could be contributing factors of decline in CAASPP scores for the African American student group.

Through a Root Cause analysis the staff, School Site Council, MTSS team, and ELAC committee looked at the why these gaps exist and made suggestions for ways to provide greater equity to the groups represented in this document. Some of the causes are identified as follows:

- The designated EL time is not sufficient to help EL students make adequate progress and additional small group and pull out intervention is needed.
- Staff and other educational partners recognized the need for small group instruction and additional intervention support for students that are 2 or more grade levels behind without them missing so much general education instruction that they will not make up the gap moving forward.
- The need to find ways to keep students within the learning environment while still providing targeted intervention based on assessed need. The teams also discussed the need to address all groups without the optics of profiling or stereotyping. The goal of creating groups on assessed need reaches across all three of the student groups in regards to academics.

- The teams also discussed the need for a safe and welcoming campus environment for students to help address the chronic absenteeism of our foster youth population. Classrooms should inspire students to want to come to school by being modern, flexible, and safe. The campus as a whole should be safe and welcoming for students to make them want to come to school more often.
- Social Emotional Learning was also something that was noted as a possible support for students. African American students, English Language, and students with disabilities have self reported to be less confident in themselves and their ability to learn.
- Staff training and recognition of ways to build and foster self esteem in conjunction with the Starting the Year with Success Units and greater integration of Kagan Cooperative Learning structures would be beneficial.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP Math- Park View Distance from Standard Source: California School Dashboard	2023 All -80.1 DFS AA -113 DFS			2026 All -71.1 DFS AA -89 DFS	
4.2	CAASPP ELA - Park View Distance from Standard Source: California School Dashboard	2023 All -60.1 DFS AA -101.8 DFS			2026 All -51.1 DFS AA -41 DFS	
4.3	CAASPP ELA - Park View Distance from Standard Source: California School Dashboard	2023 All -60.1 DFS SWD -117.3 DFS			2026 All -51.1 DFS SWD -88.3 DFS	
4.4	CAASPP ELA - Park View Distance from Standard	2023 All -60.1 DFS			2026 All -51.1 DFS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	EL -79 DFS			EL -49 DFS	
4.5	Suspension Rate- Park View Percent of students suspended at least once Source: California School Dashboard	2023 All 3.5% AA 6.3%			2026 All 2% AA 4.8%	
4.6	Suspension Rate- Park View Percent of students suspended at least once Source: California School Dashboard	2023 All 3.5% His 3.2%			2026 All 2% His 1.7%	
4.7	Chronic Absenteeism Rate for Foster Youth	2023 All 43% FY 25%			2026 All 32% FY 10%	
4.8	English Learner Reclassification Rate Percent of students reclassified annually Source: VESD Local Data	2023 English Learners 18%			2026 English Learners 33%	
4.9	Social and Emotional Learning (SEL) Screener Percent of students with a positive response rate	Winter 2024 94.6%			Winter 2027 Park View expects to raise the positive response	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: VESD Local Data				rate to 95% and hold each year.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Decodable Texts	Provide grades TK-4 with new decodable texts for reading in classrooms. While this action will benefit all students, it is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.2, 4.3, 4.4, and 4.8.	$45,000.00	No
4.2	Training and Manipulatives for	Provide new training for parents in how to implement and support the use of decodable texts at home with students as well as provide manipulatives	$31,500.00	No

Action #	Title	Description	Total Funds	Contributing
	Decodable texts and Mathematics	and training for fluency and conceptual understanding in mathematics. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.1, 4.2, 4.3, 4.4, and 4.8.		
4.3	Small Group Instruction	Utilize additional Resident Intervention teachers to provide small group instruction and intervention in reading. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.1, 4.2, 4.3, 4.4, and 4.8.	$272,000.00	No
4.4	Engaging Classroom Environment	Purchase additional flexible classroom furniture to make classrooms more engaging and to ensure there is access to calming corners for students to have a safe space to utilize to self-regulate. This action will benefit all students, but is directed towards English Learners, African American students, students with disabilities, and Foster Youth addressed in metric 4.5, 4.6, 4.7, and 4.9.	$60,000.00	No
4.5	Literacy Recognition	Purchase new incentives for TK-3rd grade recognition for reaching specific literacy benchmarks as we work towards the goal of all students reading at grade level by 3rd grade. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.2, 4.3, 4.4, and 4.8.	$10,000.00	No
4.6	Leveled Library Books	Purchase additional books for the library that are representative of our student populations to increase engagement in reading. This action will benefit all students, but is directed towards English Learners, African American students, students with disabilities, and Hispanic students to improve student outcomes in metrics 4.2, 4.3, 4.4, and 4.8.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.7	Student Leadership Program	Expand WAVE Leadership cycles twice per year to support Tier II and III students and develop skills of self advocacy, goal setting, and confidence. This action will benefit all students, but is directed towards Foster Youth, African American, and Hispanic student outcomes in metrics 4.5, 4.6, 4.7, and 4.9.	$5,000.00	No
4.8	Technology	Provide new 21st Century technology for classrooms to engage all student groups in more engaging intervention and interaction with math and ELA. This action will benefit all students, but is directed towards English Learners, African American students, and students with disabilities to improve student outcomes in metrics 4.1, 4.2, 4.3, 4.4, 4.8, and 4.10.	$40,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Green Tree East Leadership Academy will improve student outcomes by achieving positive incremental progress over the course of the three year LCAP cycle in the following areas: ELA (English Language Learners), Mathematics (English Language Learners), decreasing suspension rates (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and White), and decreasing chronic absenteeism (white).	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is required due to Green Tree East qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non stability rate of greater than 25% (Green Tree East is 35.9%) and a socio-disadvantaged rate greater than 70% (Green Tree East is at 93.7%). When evaluating Green Tree East Leadership Academy's 2023 California Dashboard data several inequalities emerged in our subgroups. Based on the dashboard in ELA all of our student groups are under performing with an average of 79.5 points below the standard; however, all of our subgroups showed an average growth of 10.2 points except for our English learners who showed a decline of 3.7 points. Likewise, in Mathematics all of our student groups are under performing with an average of 109.8 points below the standard. Again, all of our subgroups showed an average growth of 14.5 points except for our English learners who showed a decline of 7.3 points. Inequities also emerge in absenteeism and suspensions. In Chronic Absenteeism Green Tree East has a high overall average of 49.8% but we have shown a decline in all subgroups of 13.7 % except for our white students who showed an increase of 2.6%. With regards to suspension rates, most subgroups showed an increase in suspensions. With already high suspension rates in previous years the following subgroups increased even further resulting in the following suspension rates: African American 15.8%, Hispanic 5.9%, Socioeconomically Disadvantaged 10.4%, Students with Disabilities 23.1% and white 8.6%.

When determining the goal for the Equity Multiplier we targeted student groups that have shown negative growth on our California Dashboard indicators. While we anticipate our targeted actions will support all student growth, our purpose of our goals is to make up for any loss in progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental progress over the course of the three years.

When determining our actions we have shared our Dashboard data, as well as our site and district performance indicators with our educational partners groups, such as School Site Council, English Language Advisory Committee, and during leadership, classified and certificated staff meetings. Furthermore we are working to expand our parent groups to ensure all subgroups have a voice in future actions.

During these meetings we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have been a result of these meetings. Actions indicated are research based and data driven. Actions will focus on sustainable practices over programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CAASPP ELA- Green Tree East Distance from Standard (DFS) Source: California School Dashboard	2023 All -79.5 DFS EL -94.7 DFS			2026 All -67.5 DFS EL -64.7 DFS	
5.2	CAASPP Math- Green Tree East Distance from Standard (DFS) Source: California School Dashboard	2023 All -109.8 DFS EL -125.9 DFS			2026 All -94.8 DFS EL -95.9 DFS	
5.3	Suspension Rate- Green Tree East Percent of students suspended at least once Source: California School Dashboard	2023 All 9.8% AA 15.8% His 5.9% SED 10.4% SWD 23.1% W 8.6%			2026 All 6.8% AA 7.9% His 2.9%, SED 5.2%, SWD 11.5%, W 4.3%	
5.4	Chronic Absenteeism Rate- School and Student Group Percent of students missing 10% or more of	2023 All 49.8% W 50.9%			2026 All 37.8% W 35.9%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the instructional days they were enrolled. Source: California School Dashboard					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Small Group Instruction	English Learners will be provided with extra instructional support in a small group setting in both ELA and Math focused on the science of reading and fluency building in math. This action will benefit all students, but is directed towards English Learner student outcomes in metrics 5.1 and 5.2.	$121,207.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Support Staff Training	Resident intervention teachers will receive added training in Orton Gillingham Comprehensive and Morphology instructional strategies for the science of reading to provide small group instruction. This action will benefit all students, but is directed towards English Learner student outcomes in metrics 5.1 and 5.2.	$6,000.00	No
5.3	Instructional Materials	Additional research based instructional materials will be purchased to support small group instruction in ELA, Mathematics, and ELD instruction. This action will benefit all students, but is directed towards English Learner student outcomes in metrics 5.1 and 5.2.	$15,000.00	No
5.4	School Climate	Noon Duty Supervisors will be provided additional time to support positive school climate during recess. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$16,279.00	No
5.5	Training for School Climate	Noon Duty Supervisors will be provided with new targeted training in Peaceful Playgrounds, active supervision, and classroom support. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$16,280.00	No
5.6	Classroom Engagement	Purchase new flexible seating and safety equipment to make classrooms more engaging. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$60,038.00	No
5.7	Engaging Playgrounds	Purchase and implement new engaging playground spaces supporting cooperative learning, trauma informed practices, and peaceful playgrounds. This action will benefit all students, but is directed towards	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.		
5.8	Culturally Responsive Instruction	Provide additional training and resources for classroom and school adaptations for cultural responsiveness. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$35,000.00	No
5.9	Positive Behavior Intervention	Implement additional site-wide positive climate and behavior intervention program including training, materials and collaboration for best practices. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$31,962.00	No
5.10	Family/Community Engagement	Provide new activities to increase family/community engagement including family events, training, community building activities, and targeted focus groups for feedback. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$5,000.00	No
5.11	Field Trips	Provide students in subgroups with high suspension rates additional opportunities to attend camp, fieldtrips, and assemblies to connect learning to real world experiences. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.	$10,000.00	No
5.12	Community Resources for Families	Provide new resources and community-based events for families including transportation and events at local parks/housing areas. This action will benefit all students, but is directed towards students with disabilities,	$55,000.00	No

Action #	Title	Description	Total Funds	Contributing
		African American, Hispanic, Socioeconomically Disadvantaged, and White student outcomes in metrics 5.3 and 5.4.		
5.13	Planning and Collaboration Time	Teachers will be provided additional monthly grade level collaboration time to analyze standards and create lessons to promote the success of our student in both academic and social skills. This action will benefit all students, but is directed towards students with disabilities, African American, Hispanic, Socioeconomically Disadvantaged, and White student suspension outcomes in metrics 5.3 and 5.4 and English Learners in academics as measured by metrics 5.1 and 5.2.	$12,243.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Irwin Academy will improve student outcomes by achieving positive incremental progress over the course of the three-year LCAP cycle in the following areas: ELA (English Learners, African American, Hispanic, Social Economically Disadvantaged, Students with disabilities), Mathematics (African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged, and Students With Disabilities), decreasing suspension rates (African Americans), and decreasing chronic absenteeism (African Americans, Socioeconomically Disadvantaged, white)	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is required due to Irwin Academy qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non stability rate of greater than 25% (Irwin Academy is 27%) and a socio-disadvantaged rate greater than 70% (Irwin Academy is at 94.4%).When evaluating Irwin Academy's 2023 California Dashboard data, a wide range of performance outcomes emerged in our subgroups. Based on the dashboard in ELA, all of our student groups are underperforming with an average of 97.3 points below the standard; however, with the exception of our African Americans, who maintained at 2.7 points, all of our other subgroups showed an average decline of 14.1 points. In Mathematics, all of our student groups are underperforming, with an average of 117.2 points below the standard. Again, all of our subgroups showed an average growth of 11.2 points except for our English learners, who showed a decline of 2.6 points. Inequities also emerge in absenteeism and suspensions. Irwin Academy has a high overall average of 50.4% in Chronic Absenteeism; we experienced a decline in English learner (10%), Hispanic (2.1%), and Students With Disabilities (5.9%) subgroups. The remaining subgroups showed an increase in their absenteeism rates; African Americans increased by 9.5%, Socioeconomically Disadvantaged increased by 2%, and whites increased by 3.7%. With regard to suspension rates, our subgroups varied in their progress. The following subgroups increased even further, resulting in the following suspension rates: African American 9.4%, Hispanic 3.8%, and Socioeconomically Disadvantaged 1%. English Language Learners Maintained at 2% with two groups showing a decline: White by 2.1% and Students With Disabilities by .8%

When determining the goal for the Equity Multiplier we targeted student groups that have shown negative growth on our California Dashboard indicators. While we anticipate our targeted actions will support all student growth, our purpose of our goal is to make up for any loss in progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental progress over the course of the three years.

When determining our actions, we have shared our Dashboard data, as well as our site and district performance indicators, with our educational partners groups, such as the School Site Council, English Language Advisory Committee, and during leadership, classified and

certificated staff meetings. Furthermore, we are working to expand our parent groups to ensure all subgroups have a voice in future actions. During these meetings, we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have resulted from these meetings. The actions indicated are research-based and data-driven. Actions will focus on sustainable practices over programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP ELA- Irwin Academy Distance from Standard (DFS) Source: California School Dashboard	2023 All -85.2 DFS EL-94.7 DFS			2026 All -70.6 DFS EL-64.7 DFS	
6.2	CAASPP Math- Irwin Academy Distance from Standard (DFS) Source: California School Dashboard CAASPP Math- AA, EL, His, SED, SWD	2023 All -102 DFS AA-111.9 DFS EL -124.3DFS His -102.4 DFS SED -102.5 DFS SWD -144 DFS			2026 All -90 DFS AA-81.9 DFS EL -94.3DFS His -72.4 DFS SED -72.5 DFS SWD -114 DFS	
6.3	Suspension Rate- Irwin Academy Percent of students suspended at least once Source: California School Dashboard	2023 All 5.2% AA 9.4%			2026 All 3.7% AA 4.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Dashboard Suspension Rate- AA					
6.4	Chronic Absenteeism Rate- Irwin Academy Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 All 50.4% AA 57.6% SED 50.8% W 47.5%			2026 All 44.4% AA 42.6% SED 35.8% W 32.5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Small Group Instruction	Irwin Academy will provide expanded small group instruction in ELA using the science of reading and in math to build fluency through resident subs. This action is directed to English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities to increase achievement in English Language Arts and Mathematics CAASPP results as measured by 6.1 and 6.2.	$522,000.00	No
6.2	Student and Family Engagement	Irwin Academy will provide new training with teachers for parents on how to read decodable texts with students as well as provide manipulatives and training for mathematics to support literacy and basic math skills. This action is directed to English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and Students with Disabilities to increase achievement in English Language Arts and Mathematics CAASPP results as measured by 6.1 and 6.2.	$30,000.00	No
6.3	Science of Reading Training for support staff to help with small group instruction	Irwin Academy will provide additional resident intervention staff trained in OG Comprehensive and Morphology to support students with larger deficits in reading. This action is directed to All Students to increase achievement in English Language Arts CAASPP results as measured by 6.1.	$30,000.00	No
6.4	Provide Decodable Texts	Irwin Academy will provide new decodable texts for classrooms K-4. This action will provide resources for all students, staff, and parents to support greater access to literature. This action is directed to All Students to increase achievement in English Language Arts CAASPP results as measured by 6.1.	$39,000.00	No
6.5	School Wide Family/Community Engagement	Irwin Academy will provide additional activities to promote family/community engagement with topics to increase literacy. Although this will benefit all students and families, this action is directed to English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and White student groups to increase achievement in English Language Arts CAASPP results, build trust and relationships to reduce suspension	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		rates, and engage families into the school communities to promote higher attendance as measured by 6.1, 6.3, and 6.4.		
6.6	Site-wide Positive Climate and Behavior Intervention program	Irwin Academy will research, develop, and implement a new site-wide Positive Climate and Behavior Intervention program Although this will benefit all students and families, this action is directed to African Americans, Hispanic, Socio-Economically Disadvantaged, and White student groups for establishing systems and practices to reduce suspension rates, and engage students with positive recognition to promote higher attendance as measured by 6.3 and 6.4.	$55,090.00	No
6.7	Peaceful Playground	Irwin Academy staff will be trained in the new Peaceful Playground program. Although this will benefit all students and families, this action is directed to the African American student groups for improving school climate to reduce suspension rates as measured by metric 6.3.	$36,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Brentwood will improve performance in Math (African American) and ELA (African American, Socioeconomically Disadvantaged), while decreasing suspension (African American, Socioeconomically Disadvantaged, English Learner, Foster Youth, Hispanic, 2 or more races), and chronic absenteeism (African American) rates over the course of the three year LCAP cycle.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is required due to Brentwood qualifying as an equity multiplier school site. Equity multiplier schools are those which have a non stability rate of greater than 25% (Brentwood is 29.2%) and a socio-disadvantaged rate greater than 70% (Brentwood is at 90.2%).When evaluating Brentwood School of Environmental Studies' 2023 California Dashboard data, several inequalities emerged in our subgroups.

Based on the Dashboard in ELA, all of our student groups are underperforming with an average of 100.2 points below the standard. With the exception of English Learners, Hispanic students, and Students with Disabilities, who increased between 3 and 5.7 points, African American students and Students with Disabilities maintained between -0.3 and 1 points.

In Mathematics, all of our student groups are underperforming, with an average of 130.4 points below the standard. All of our subgroups showed a growth between 3.7 and 10.3 points except for our African American students, who maintained 1.5 points.

Inequalities also emerge in absenteeism. Brentwood has a high overall average of 49.3% in Chronic Absenteeism. We experienced a decline in English Learner (4.7%), Hispanic (3.2%), Students With Disabilities (3.9%), Socioeconomically Disadvantaged (1.2%), and Foster Youth (9.6%). African Americans maintained at -0.3%

For suspension rates, most groups increased with the following rates: African American (4.1%), Hispanic (6.5%), Socioeconomically Disadvantaged (5.7%), English Language Learners (9%), White (8.9%), Students With Disabilities (5.8%), Two or More Races (4.9%), and Foster Youth (19.7%).

When determining goals for the Equity Multiplier we targeted student groups that have shown negative growth on our California Dashboard indicators. While we anticipate our targeted actions will support all student growth, the purpose of our goals is to make up for any loss in

progress for our targeted subgroups and close the gap between current performance and meeting the standard with positive incremental growth over the course of the three years.

When determining our actions, we have shared our Dashboard data, as well as our site and district performance indicators, with our educational partners groups, such as the School Site Council, English Language Advisory Committee, Pastries with the Principal, and during leadership, classified and certificated staff meetings. Furthermore, we are working to expand our parent groups to ensure all subgroups have a voice in future actions. During these meetings, we review data and discuss current and proposed actions. The actions indicated for the Equity Multiplier have resulted from these meetings. The actions indicated are research-based and data-driven. Actions will focus on sustainable practices over programs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	VESD Running Records Assessment Grades 1-2 Local assessment measuring percent of second grade students at or above grade level in reading proficiency Source: VESD Local Benchmark Assessments	Spring 2024 All Grade 1: 18% All Grade 2: 25%			Spring 2027 All Grade 1: 21% All Grade 2: 28%	
7.2	VESD ELA Benchmark Grades 3-6 District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2024 All 8.9% AA 6.2% EL 7.9% His 9.9% SED 7.1% SWD 3.8%			Winter 2027 ALL 11.9% AA 10.2% EL 11.0% His 13.0% SED 11.1% SWD 7.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.3	VESD Mathematics Benchmark Grades 1-6 District focus standards mastery percent at or above grade level Source: VESD Local Benchmark Assessments	Winter 2024 All 11.4% AA 9.1% EL 16.1% His 12.9% SED 11% SWD 6%			Winter 2027 ALL 14.4% AA 13.1% EL 19.7% His 16.0% SED 14.5% SWD 10%	
7.4	Suspension Rate- Brentwood and Student Group Percent of students suspended at least once Source: California School Dashboard	2023 All Students 14.5% AA 19.6% EL 11.1% FY 35.7% His 11.4% Two or more Races 16.7% SED 14.7% SWD 16.9% White 14.8%			2026 All Students 11.5% AA 11.6% EL 8.1% FY 24.7% His 8.4% Two or more Races 10.7% SED 8.7% SWD 10.9% White 11.8%	
7.5	Chronic Absenteeism Rate- Brentwood and Student Group Percent of students missing 10% or more of the instructional days they were enrolled. Source: California School Dashboard	2023 All 49.3% AA 56.1%			2026 All 43.3% AA 47.1%	
7.6	CAASPP ELA- District	2023 CA Dashboard			2026 CA Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Distance from Standard (DFS) Source: California School Dashboard	AA -116.9 DFS SED -105.9			AA -86.9 DFS SED -78.9 DFS	
7.7	CAASPP Math- District Distance from Standard (DFS) Source: California School Dashboard	2023 CA Dashboard AA -150.1 DFS			2026 CA Dashboard AA -135.1 DFS	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Culturally Responsive Instruction	Implement new instructional practices that incorporate students' diverse backgrounds, experiences, and perspectives into the curriculum and interactions. This action will benefit all students including African American and Socioeconomically Disadvantaged student outcomes in metrics 7.1, 7.2, 7.3, 7.6, and 7.7.	$20,000.00	No
7.2	Materials to enhance instruction and learning environment	Ensure students have access to additional high-quality resources, research-based materials, and technology services including guided math kits, smartboards, and literature to support literacy. This action will benefit all students, including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.	$201,811.00	No
7.3	Parent Engagement	Expand partnerships with parents and families to support student learning and well-being through training in reading interventions strategies and technology supports as well as providing at home practice kits. This action will benefit all students, including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.	$20,000.00	No
7.4	Data-Informed Decision Making	Use additional grade level collaboration days to analyze student outcomes, state standards, and target strategies for small group instructional interventions. This action will benefit all students including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.	$40,038.00	No
7.5	Culturally Responsive Teaching Practices	Provide new training and professional development opportunities for staff to deepen their understanding of culturally responsive teaching practices. This action will benefit all students including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.1, 7.2, and 7.3.	$113,449.00	No

Action #	Title	Description	Total Funds	Contributing
7.6	Student Leadership	Empower students to advocate for themselves within the school community by providing environments and opportunities for them to participate in decision-making processes. This action will benefit all students including African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races student outcomes in metrics 7.4 and 7.5.	$10,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$45,622,542	$5,683,686

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.868%	5.666%	$7,004,052.65	42.534%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Materials to Enhance Instruction and Learning Environments **Need:** 2023 data from the California School Dashboard shows significant progress needs to be made in ELA. All students were -54.7 DFS, while Foster Youth was -94.9 DFS, Low Income was -64.4 DFS, and English Learners were -78.1 DFS. In math, all students were -	The Four Pillars of Opportunities create a bridge between the traditional one-size-fits-all education model to the 21st century model of deep learning and thinking, which directly aligns with the objectives of ESSA. One specific Pillar of Opportunity, High-Quality Curriculum & Assessment, focuses on developing critical thinking, problem solving and higher order skills, as well as personalizing learning to meeting the needs of each individual student, regardless of race, background or economic status (Cook-	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	79.2 DFS, while Foster Youth was -117.4 DFS, Low Income was -88.1 DFS, and English Learners were -93.7 DFS. Educational Partners have expressed the need for supplemental materials to provide hands on learning, real world experiences, and supplemental reading texts to improve literacy. **Scope:** LEA-wide	Harvey, Darling-Hammond, Lam, Mercer, & Roc, 2016). Ensuring unduplicated students have access to materials such as decodable texts, guided reading materials, ELD supplemental materials, art supplies, and culturally relevant literature to enhance instruction beyond the core is a step to give them more personalized learning opportunities. By implementing enhanced instructional materials and learning environments LEA wide, the district ensures equitable access to high-quality materials and engaging learning spaces for all students, while strategically targeting the resources to support our foster youth, low income, and EL students. This approach not only aims to elevate overall student performance but also to ensure that every student, regardless of their background, has the opportunity to succeed academically.	
1.2	**Action:** Professional Development for Certificated **Need:** 2023 data from the California School Dashboard shows significant progress needs to be made in ELA. All students were -54.7 DFS, American Indian is -88.4 , Pacific Islander is -83.1 DFS,on ELA CAASPP while Foster Youth was -94.9 DFS, Low Income was -64.4 DFS, and English Learners were -78.1 DFS. In math, all students were -79.2 DFS, American Indian is -108.6, while Foster Youth was -117.4 DFS, Low Income was -88.1 DFS, and English Learners were -93.7 DFS.	Reading levels are critical to a student's level of success on grade level appropriate lessons and assessments. Professional development for certificated staff will provide teachers with the strategies and skills to help students develop as proficient readers. Teachers will engage in a comprehensive training over 87 hours and will implement the evidence-based strategies throughout the year to improve student achievement and increase students reading on grade level as 86% of our students are unduplicated and 70% are below grade level in reading across the district. In mathematics reading is required as well, and there is a considerable amount of research about	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Victor Elementary qualified for Differentiated Assistance in 2023 for the American Indian (ELA and Math) and Pacific Islander (ELA) student groups. Every educational partner has specifically stated that they want our students reading at grade level and to understand mathematical concepts. **Scope:** LEA-wide	the type of text that is used. The readability of technical text is very different from other reading experiences such as reading trade books, novels, magazines or newspapers. However, there is a need to comprehend grade appropriate text for items types including short text/constructed response, multi-select, and to address the prompts on the performance task (SBAC Content Explorer and Blueprints). Research show the 5 pillars of reading (phonics, phonemic awareness, guided reading, vocabulary and comprehension) must all be explicitly taught for students to attain strong reading skills. Staff will be trained explicitly in each of these areas, along with developing mathematical concepts to implement the research. By providing professional development on an LEA wide basis, we can ensure that all educators, are equipped with evidence-based reading instructional practices to implement in the classroom for good, first instruction and intervention for all students while specifically targeting our American Indian, Pacific Islander, Foster Youth, Low Income, and English Learners. This approach fosters a consistent, high-quality learning environment across the district to improve our students literacy.	
1.4	**Action:** Small Group Instruction in Grades TK-2 **Need:**	Literacy is a focus for our Board and district, and aligns with State Superintendent of Public Instruction goals. Additional paraprofessionals and resident subs will support small group instruction to close the	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our local reading data for students in second grade shows the percent at grade level proficient for All Students is 47.33% while Foster Youth is 18.8%, Low Income is 43.12% and English Learner is 30.20%. This data shows our unduplicated students are far below district and board goals of all student being proficient at reading by grade 3. Educational partners in DELAC, Parent Advisory Council, and Bargaining Unit members provided input on the importance of having small student to teacher ratios. **Scope:** Schoolwide	achievement gap for students performing below grade level in reading in grades TK-2 to get them to proficiency by the end of their primary years. Arranging opportunities for small group instruction enables teachers to target student reading deficiencies directly. Research shows an effect size of 0.47 for small group instruction, well outpacing the 0.40 effect size for a practice which would yield 1 year's growth in a school year (Hattie, John). This is a schoolwide action as it supports students at all school sites in grades TK-2. This action is being provided on a schoolwide basis to focus even more support on the earliest grades of TK-2 to ensure that students at these critical early years are provided the resources and support to develop into proficient readers.	
1.5	**Action:** Increased Instructional Minutes **Need:** Many of our low income students have not attended preschool. In the spring of 2023, 48.11% of all first grade students were at/above the end of year ELA goal while 26.4% of our low income were at/above the end of year goal (level I on running records). 47.33% of all second graders were at/above the end of the year ELA goal while 36.3% of our low income second graders were at/above the end of the year goal (level M on running records).	According to NEA, full-day TK and kindergarten not only boosts students' academic achievement, it also strengthens their social and emotional skills. By providing the opportunity for extended and full day Transitional Kindergarten and kindergarten, low income, foster youth, and English Learner students will have more exposure and access to rich print and other supports to enhance their literacy. This action is on a schoolwide basis in order to ensure every student in VESD, regardless of the school they attend, receives increased instructional minutes for all TK and Kindergarten students. This approach not only aims to elevate	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partners on Parent Advisory and DELAC gave input on the need to support phonemic awareness, phonics, and guided reading through increased instructional time for our youngest students. **Scope:** Schoolwide	all student performance, but also to ensures every student has the opportunity for access to rich print and resources for early oral and academic development.	
1.6	**Action:** Collaboration Time **Need:** 2023 VESD English Language Arts Benchmark results showed 11.25% of all students in grades 3-6 were at grade level while 3.45% of Foster Youth, 9.42% of Low Income, and 4.61% of English Learners were at grade level. VESD Math Benchmark results showed 22.28% of all students in grades 1-6 were at grade level while 14.04% of Foster Youth, 20.21% of Low Income, and 15.23% of English Learners were at grade level. Educational partners in Quality Works and from our Bargaining Units shared the importance of time to do the analysis to adjust instructional practices and provide intervention. **Scope:**	According to the CDE, collaboration time allows educators opportunities to directly improve teaching and learning, build stronger relationships between team members, help teachers stay on top of new research and emerging technology tools for the classroom, and help teachers reflect on ideas. In addition to data analysis and goal setting with principals, VESD staff may also use this time to collaborate, share best practices, complete classroom data analysis, and other planning to close the achievement gaps for Foster Youth, Low Income, and English Learners. This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to increase student achievement in ELA and math as staff identify areas needing improvement based on data, collaborate, plan for best instructional practices and interventions, and reflect on data in cycles for continuous improvement. While this type of professional learning will support all students LEA wide, it is primarily targeting foster youth, low income, and EL students to remove barriers and ensure growth.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.7	**Action:** Staffing and Data Analysis **Need:** On the 2023 California School Dashboard, academic indicators on the school and student group level are at the lowest performance indicator in English Language Arts, Mathematics, and/or English Learner Progress Indicator in 14/16 (88%) of VESD schools. All students are -54.7 DFS in CAASPP ELA while American Indian is -88.4 , Pacific Islander is -83.1 DFS, English Learners are -78.1 DFS, Low Income are -64.4 DFS, and Foster Youth are -94.9 DFS. All students are -79.2 DFS in CAASPP Math while American Indian is -108.6 DFS, English Learners are -93.7 DFS, Low Income are -88.1 DFS, and Foster Youth are -117.4 DFS. Victor Elementary qualified for Differentiated Assistance in 2023 for the American Indian (ELA and Math) and Pacific Islander (ELA) student groups. Educational partners in Quality Works and Parent Advisory Council provided input on the need for up to date data on state and local assessments to drive decision-making for instructional cycles. **Scope:**	According to the California Award for Performance Award for Excellence (CAPE) criteria, program evaluation is critical to ensure curriculum and instructional practices are effective and maximize learning time for unduplicated students. Gaps were found in our ability to access and evaluate data due to lack of integration of mulitple systems (student information system, CAASPP system, SAIS IEP system). This requires us to provide staff to collect and disaggregate data, effectively integrate data systems, and ensure that schools and the district have training to access the correct data to make informed decisions on reducing inequities for our low-income, Foster Youth, and English Learner students. Due to the fact that integrating systems to maximize the data for root cause analysis in achievement gaps needs to take place at both the district level and at all schools, this is being provided on an LEA wide basis.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Student Teacher Residency Program **Need:** Our local reading data for students in 6th grade shows the percent at grade level proficient for All Students is 21.5% while Foster Youth is 18.18%, Low Income is 19.5%, and English Learner is 7.8%. This data reflects the need for our unduplicated students to have highly qualified teachers to close our achievement and exit our district proficient in reading, writing, and language standards. 2023 VESD English Language Arts Benchmark results showed 11.25% of all students in grades 3-6 were at grade level while 3.45% of Foster Youth, 9.42% of Low Income, and 4.61% of English Learners were at grade level. VESD Math Benchmark results showed 22.28% of all students in grades 1-6 were at grade level while 14.04% of Foster Youth, 20.21% of Low Income, and 15.23% of English Learners were at grade level. Educational partner feedback from VESD Strategic Study expressed the desire to continue the program. **Scope:** LEA-wide	Per research from the National Institute of School Leadership (NISL), the highest performing countries in academic achievement have models of preparation that include, "At least a year is given over to mastery of the craft of teaching, either during teacher preparation or the first year of employment." There is currently a national shortage of teachers, and staff should represent the demographics of the students they serve. The Alder program will aid future educators in obtaining their master's degree and teaching credential through the student residency program for the purpose of attracting, recruiting and retaining highly qualified teachers. The presence of an additional educator to support with small group instruction for targeted lessons will support student academic achievement. The Alder curriculum is directed at supporting students who are marginalized, is culturally relevant, and promotes diverse teaching. Having a consistent pipeline of teachers with deeper learning and experiences with district literacy initiatives will support student achievement for students in VESD schools which is why this is LEA wide.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	**Action:** Educational Field Trips and Learning Experiences **Need:** Our local reading data for students in second grade shows the percent at grade level proficient for All Students is 47.33% while Foster Youth is 18.8%, Low Income is 43.12% and English Learner is 30.20%. This data shows our unduplicated students are far below district and board goals of all student being proficient at reading by grade 3. 2023 VESD English Language Arts Benchmark results showed 11.25% of all students in grades 3-6 were at grade level while 3.45% of Foster Youth, 9.42% of Low Income, and 4.61% of English Learners were at grade level. Educational Partners have expressed the need for more field trips and funding for transportation costs to support real life connections to the state standards, develop oral language and vocabulary, and enhance reading. **Scope:** LEA-wide	Field trips provide access for students to experience real-world phenomena. Real world experiences build schema, which support reading comprehension. According to Ohio State University, "Making connections is a reading comprehension strategy that involves linking what is being read (the text) to what is already known (schema, or background knowledge). These connections are especially difficult for younger (unduplicated) students whose schema is limited to their own life and experiences." This action is being provided on an LEA-wide basis and the district believes a positive impact will be made to increase literacy as students' needs are connecting and applying learning in real world settings. This action is designed to remove any barriers of access and ensure academic access to all students with a focus on unduplicated students.	This action will be measured by the metrics identified in the action description.
2.1	**Action:** Multi-Tiered Systems of Supports (MTSS) **Need:**	VESD researched the MTSS framework from the California Department of Education and the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework to be effective and	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The California School Dashboard reflects a suspension rate of 7% and the all student group at the lowest performance indicator, as well as all unduplicated student groups at the lowest or low performance indicator. Pacific Islander and American Indian student groups were both in the "Red" performance indicator, prompting these two groups to be in Differentiated Assistance status. In 2023, suspension rates increased by 2%. Educational Partner input from VESD Strategic Study and Foster Youth Committee have each explicitly requested the ongoing implementation of MTSS teams at our schools. **Scope:** LEA-wide	principally directed to support our Low- Income, Foster Youth, and unduplicated student groups. MTSS teams will provide social-emotional supports, counseling, classroom-based SEL curriculum (VESD Starting the Year with Success Units and January Jumpstart), health screenings, positive behavior interventions, restorative practices, tier 2 and 3 interventions, communication and outreach with families, extended learning opportunities, assistance with family engagement and student attendance to ensure students have supportive safe learning environments to reduce suspension rates. State and local data reflect the need for MTSS teams at every site to service every grade level in VESD, therefore this action is on an LEA-wide basis.	
2.2	**Action:** Professional Development for Classified Staff **Need:** Survey results from classified employees show 96.8% of have the skills to do my job in implementing what they learn from professional development opportunities. VESD strives to equip all staff to ensure we maximize their effectiveness to support student achievement and positive learning environments. Educational partner input reflects the desire for training and support for all staff members to better assist students.	Ensuring our employees have the skills, tools, and confidence to perform their duties at a high level supports VESD Administrative Regulation 0230, "The strength of the district is the collaborative culture whereby everyone contributes to our success. We value employees and invest in their growth to continually improve the district." Providing targeted days for classified professional development is important since it is difficult to have enough substitutes to allow all classified to be trained during a regular work day. Professional development includes SEL, de-escalation skills, and Multi-tiered Systems of Support (MTSS) to improve the classified staff's role at all school sites.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Research supports professional development, "has the potential to improve teacher behavior management practices and reduce exclusionary discipline." (Flynn, Rachel 2023). This action is on an LEA-wide basis, as our California School Dashboard data shows high suspension rates throughout all schools and ensures all staff members across all schools and grade levels are equipped to provide social emotional support to students so they can access rigorous curriculum and ensure our unduplicated students are successful in engaging in learning.	
2.3	**Action:** Student Leadership **Need:** Results from the VESD Social and Emotional Screener in spring 2023 reflect the All Student Group is scoring at 5.6%, while Foster Youth are scoring at 7.9%% scoring in the "Higher Risk" category. Data shows VESD schools with student groups in the Lowest Performance indicator in Suspension Rate have low income (SED) students at the lowest performance level in 8/14 schools (57%). Educational partner input prioritized student well-being through Social-Emotional Learning (SEL) programs (VESD Strategic Study 9/23).	The WAVE program supports all areas of the CASEL Framework, including Responsible Decision Making, Self Awareness, Self Management, Social Awareness, and Relationship Skills. The WAVE program accelerates academic achievement of low/underperforming students and improves character driven leadership. The WAVE program was piloted at four (4) sites in the 2022-23 school year and overall results showed a decrease in disciplinary referrals to the office, as well as a decrease of "High Risk" students on the SEL screener. Our California School Dashboard data shows high suspension rates throughout all schools. Due to this, VESD has expanded the WAVE program to an LEA-wide scope.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Engaging Learning Through Positive Intervention/Support **Need:** The California School Dashboard reflects a suspension rate of 7% and the all student group at the lowest performance indicator, as well as all unduplicated student groups at the lowest or low performance indicator. In 2023, suspension rates increased by 2%. Educational Partners expressed supporting each school site's structures to reinforce positive behavior **Scope:** Schoolwide	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate (pbis.org). Providing schools with incentives and tiered interventions to enhance their positive support systems and enable them to use data to inform decisions and recognize exceptional behavior to reduce unduplicated student education code infractions. This action is on an LEA-wide basis, as our California School Dashboard data shows high suspension rates throughout all schools and having a positive behavior support system will contribute to improving unduplicated student outcomes.	This action will be measured by the metrics identified in the action description.
3.1	**Action:** Family Resource Center: Staffing, Materials, and Outreach **Need:** On the California School Dashboard, our All student group has a Chronic Absenteeism Rate of 38.6%, and the EL student group is represented in 27.3% of schools in the lowest performance indicator in chronic absenteeism. Across all schools, our Low Income student group chronic absenteesim rate exceeds the	According to the Family Engagement Framework from CDE research shows that families are more engaged in educational process when they are involved in establishing of programs, practices and choices that empower them. Other research from John Hattie's Visible Learning shows an effect size of 0.50 for Parental Involvement, which exceeds a year's worth of growth when this is in place. In addition to training and resources, the Family Resource Center will also provide community	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	district average by 2.8%. This data shows a significant need to support in seat learning opportunities for these unduplicated student groups. Although we have met our goals in the previous LCAP cycle, the need to provide more parent training and resources is evident given our overall chronic absenteeism rate remains in the medium indicator for the All Students Group. Direct feedback from educational partners has also requested to ensure we continue providing support through our District Family Resource Center. **Scope:** LEA-wide	outreach (public health, mental health, dental, vision, flu shots, school supplies, and immunizations) to support families so students can attend school regularly. This action is provided on an LEA-wide basis to ensure equitable access for all families for all students across all schools to take advantage of the services and resources offered if needed.	
3.2	**Action:** Satellite Family Resource Centers: Material and Outreach **Need:** On the California School Dashboard, our chronic absenteeism rate for All Students is 38.6%, and Low Income is at 41.2% showing a significant need to support in seat learning opportunities. Direct feedback from educational partners in LCAP committees has also requested to ensure we continue providing support through our School Family Resource Centers.	According to the Family Engagement Framework from CDE research shows that families are more engaged in educational process when they are involved in establishing of programs, practices and choices that empower them. Other research shows schools with stronger family engagement showed increases of 25 percent in attendance (Stanford, Libby 2023). School based Family Resource Centers extend access to families of low income students to training, resources, and collaboration as an extension of our centrally located family resource center to provide access and connect families with school sites to increase the home to school partnership and increase student achievement. Each site will develop goals to meet their families'	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	needs based on a survey of needs assessments and will expand to provide clothing and food resources. This action is provided on an LEA-wide basis to ensure all families for all students across all schools can take advantage of the services and resources offered	
3.4	**Action:** Child Welfare and Attendance Liaison Program **Need:** Unduplicated student group data shows attendance rates of 90.43% for all students, 90.39% of low income students, 92.24% of Foster Youth students, and 90.71%% of English Learners. These rates are all far below the district's goal of a 95% attendance rate. According to School Services, the projected state-wide ADA trend for 23-24 is 94.21%. Therefore, each of these subgroups has a range of 2-4% lower than the state-wide average. Educational partner feedback reflects the desire to continue the CWAL program. **Scope:** LEA-wide	The CWAL program ensures schools have a direct and personal means of active communication with families and community. Sites use data to pinpoint students in need of resources and the CWAL team is available to deliver goods and documents otherwise getting missed. Information on attendance intervention, local supports, incentives, and recognition are also provided during CWAL visits to equip our families with knowledge and information for success. Research to support this action include that from The Parent Engagement Framework (2014) from the CDE, which emphasizes the positive impacts on attendance with consistent school to home communication. Our local data from SchoolStatus shows parent awareness through education from the CWAL program is increasing local attendance rates. To further validate the impacts of CWALs, this program also yielded the California Golden Bell Award through CSBA.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		The CWAL program is offered on an LEA-wide basis, as this service can help and support all schools and grade levels across the district.	
3.5	**Action:** Quadrant Schools of Choice **Need:** Our annual parent surveys in 2023 indicated that 95.93% of parents would recommend their school and favor choice, innovative schools, and the ability to select options that best meet their individual child's needs. Students in the Victor Elementary School District, particularly those attending schools of choice, often face significant challenges. Reliable transportation is crucial for these students to access educational opportunities outside of their immediate neighborhoods. Without adequate transportation options, our socioeconomic disadvantaged students may struggle to attend schools that nest meed their academic needs, limiting their ability to benefit from specialized programs and resources. Ensuring that low socioeconomically disadvantaged students have access to transportation is essential for promoting educational equity and enabling every student to succeed. **Scope:** LEA-wide	Increasing the satisfaction rate in our schools for parents aligns with research to better engage low income families and supports our Parent Basics, numbers 3 (We think of ourselves as part of the school team working together to help our children. Our success is measured by what we give.) and 4 (We will participate by giving and seeking information.). Transportation to varied sites to select from provides low income students access diverse offerings to accelerate student engagement and interest in pursuing their careers of choice. This action is provided on an LEA-wide basis to ensure equitable access for all families to a variety of schools in their area primarily targeting low income students to remove barriers and ensure equitable access for academic growth. Primarily targeted students with opportunities they will not have had in order to give them increased options.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.6	**Action:** Additional Technology Support for the Home **Need:** The All Student group scored -54.7 DFS on CAASPP ELA, whereas the low income students are at -64.4 DFS, Foster Youth scored -94.9 DFS, and EL scored -73.1 DFS. This projects a significant need for increased services for unduplicated students to close achievement gaps. Unduplicated students face barriers such as inequitable access to supplemental software programs and limited opportunities for increased reading literacy, which can be effectively addressed by providing 1:1 Chromebooks to ensure they are provided with the necessary tools to enhance their learning. Educational partners have emphasized the need for 1:1 Chromebooks, as these devices provide students with consistent access to digital literacy resources and online reading programs, which are crucial for improving their reading skills. Additionally, Chromebooks facilitate better communication between schools and families, enabling parents to be more involved in their children's education. **Scope:** LEA-wide	The Parent Engagement Framework (2014) from the California Department of Education highlights the significant positive impacts of family engagement on student academics. Providing a device in the home promotes opportunities for families to explore learning together, enhancing literacy and engagement. When students are more literate, they are more likely to be engaged in lessons and less likely to miss school. Our unduplicated students particularly need support with technology access and maintenance. Offering a second device in the home reduces the need for students to carry devices back and forth, thereby reducing stress for families. This approach aims to ensure that unduplicated students have equitable access to learning resources and that parents can more effectively assist their children with schoolwork. Research supports the importance of equitable technology access in improving educational outcomes. According to the Bill & Melinda Gates Foundation, "Students with regular access to technology have higher engagement, improved learning outcomes, and better academic performance." This underscores the critical need for 1:1 Chromebooks to bridge gaps and support our unduplicated students. Providing additional devices helps ensure that all students have the tools they need to succeed academically and engage fully in their education. This is being offered on an LEA-wide basis to ensure that unduplicated students have access to an additional device in the home and parents are able to assist their children with schoolwork and improve literacy as 70% of our students are	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		reading below grade level and only attending school at a 91.4% rate.	
3.7	**Action:** Family Training and Outreach **Need:** Our Target Expected Outcome is to provide 83 trainings across our Family Resource Center and school sites, with expected growth of 5% annually. Parent survey results currently meet or exceed the 90th percentile for positive responses; our goal is to maintain this high rate of satisfaction. Educational Partners shared the need to engage parents through orientations, training, and involvement in school programs. **Scope:** LEA-wide	Family Engagement Toolkit Continuous Improvement through an Equity Lens (CDE): that effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels. Moreover, experts advocate for family engagement as an essential strategy for building the pathway to college and career readiness for all students, as well as an essential component of a systems approach to school turnaround (Weiss, Lopez, Rosenberg, 2010; Center on School Turnaround, 2017). Our unduplicated students and their families will benefit from this action, further bridging communication and support with their school communities. This is an LEA wide action as it supports all sites and grade levels, as the services provided are for parents of all students across every school site to provide additional support, resources, and training to families.	This action will be measured by the metrics identified in the action description.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Bilingual Instructional Assistant Program **Need:** Current data on the California School Dashboard reflects 43.1 % of English Learners made progress on the English Language Proficiency Assessment of California (ELPAC) in 2023. VESD also has an annual goal of reclassifying 10% of English Learners as Fluent English Proficient annually. Only 9% were reclassified. Educational partner feedback (DELAC) emphasized the need for added personnel, specifically aides to support English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Research from the Institute of Education Sciences supports the effectiveness of Bilingual Instructional Assistants, stating, "The use of first language translation can be helpful for English learner students, as it can support their ability to access and comprehend academic content while they are still building their English proficiency." Bilingual Instructional Assistants will support small group instruction through the English Language Development (ELD) standards aligned curriculum for integrated and designated instruction. This will improve language acquisition and ELPAC scores and reclassifications of our English Learners annually.	This action will be measured by the metrics identified in the action description.
1.11	**Action:** English Learner Support Services **Need:** According to the 2023 CA School Dashboard, 43.1% of all district English learner (EL) students are progressing on the English Learner Progress Indicator (ELPI).	As part of the overall design to improve English proficiency for all EL students, teachers will engage in meaningful and purposeful collaboration and training. To accomplish this, On Site Curriculum Coordinators (OSICCs) will design and implement training for teachers and bilingual aides to attend multiple times throughout the year to increase their skill and knowledge.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023 VESD local data shows that 9% of all EL students were reclassified. This data shows the need for increased instructional support in integrated and designated English language development (ELD). Both data sets demonstrate the need for increased services for EL students via high quality training for EL teachers to ensure that EL students receive research-based English acquisition opportunities during integrated and designated ELD instruction. Educational partners, particularly form the District English Language Advisory Committee, have requested additional training for staff to better serve the English Learner population. **Scope:** Limited to Unduplicated Student Group(s)		
3.3	**Action:** District Translators **Need:** In 2023, 9% of English Learners were Reclassified as Fluent English Proficient. The district annual goal of 10% was not reached, therefore the need to strengthen communication and the home to school connection remains. Data on the 2023 Parent Survey shows 92.69% of parents feel they are a part of their child's education. Although this is in the 90th percentile, we strive to ensure all	Translators support parent contributions in intervention meetings, and provide access to communications including the student handbook, newsletter, committee meeting translations at the district and school sites. This enables our families to connect with their school sites and enhance involvement and partnerships within their school community across the district. Research from the Harvard Family Resource Projects states, "Family engagement also helps close educational gaps between children from different racial groups and socioeconomic	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	parents are feel a part of their school community. Educational partner input shared supports maintaining district translators for home to school connections. **Scope:** Limited to Unduplicated Student Group(s)	backgrounds." Translators will facilitate clear communication and support engagement by providing access through the use of our families' primary languages.	

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.

Not applicable

Additional Concentration Grant Funding

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

VESD has one school just below the 55% Unduplicated Percentage threshold for this measure. The District has hired additional Resident Substitutes to assist with the highest need schools (Goal 1, Action 4), attendance liaisons assigned by quadrant to assist families and students for increasing attendance (Goal 3, Action 4), and added 64 general education instructional aides to increase the staff to student ratio (Goal 1, Action 4). The Staff to student ratio improved for both classified and certificated staff in all our schools and we have a slightly lower ratio of staff to students in our higher need schools. VESD has also increased the number of Noon Duty Supervisors to assist in school climate and MTSS activities in our highest need schools.

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	1 : 23.10	1 : 18.19
Staff-to-student ratio of certificated staff providing direct services to students	1 : 19.25	1 : 17.70

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	123,746,475	45,622,542	36.868%	5.666%	42.534%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$54,948,893.00	$2,184,897.00	$0.00	$0.00	$57,133,790.00	$46,815,424.00	$10,318,366.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Materials to Enhance Instruction and Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$1,800,000.00	$1,800,000.00				$1,800,000.00	
1	1.2	Professional Development for Certificated	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$9,537,535.00	$859,400.00	$10,396,935.00				$10,396,935.00	
1	1.3	Bilingual Instructional Assistant Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$877,542.00	$47,500.00	$925,042.00				$925,042.00	
1	1.4	Small Group Instruction in Grades TK-2	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-2	2024-2027	$7,330,174.00	$0.00	$7,330,174.00				$7,330,174.00	
1	1.5	Increased Instructional Minutes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools TK-K	2024-2027	$1,387,239.00	$0.00	$1,387,239.00				$1,387,239.00	
1	1.6	Collaboration Time	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$9,844,658.00	$0.00	$9,844,658.00				$9,844,658.00	
1	1.7	Staffing and Data Analysis	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$418,630.00	$263,000.00	$681,630.00				$681,630.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Student Teacher Residency Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$55,967.00	$55,967.00				$55,967.00	
1	1.9	Educational Field Trips and Learning Experiences	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$837.00	$837.00				$837.00	
1	1.10	Support Services for Students with Disabilities	Students with Disabilities	No						$60,000.00	$100,000.00		$160,000.00			$160,000.00	
1	1.11	English Learner Support Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$5,400.00	$26,600.00	$32,000.00				$32,000.00	
2	2.1	Multi-Tiered Systems of Supports (MTSS)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$11,672,913.00	$1,047,950.00	$12,720,863.00				$12,720,863.00	
2	2.2	Professional Development for Classified Staff	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$1,014,178.00	$505,340.00	$1,519,518.00				$1,519,518.00	
2	2.3	Student Leadership	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-2027	$0.00	$312,000.00	$312,000.00				$312,000.00	
2	2.4	Engaging Learning Through Positive Intervention/Support	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$428,697.00	$428,697.00				$428,697.00	
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$500,930.00	$336,677.00	$837,607.00				$837,607.00	
3	3.2	Satellite Family Resource Centers: Material and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$240,000.00	$240,000.00				$240,000.00	
3	3.3	District Translators	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$470,953.00	$10,000.00	$480,953.00				$480,953.00	
3	3.4	Child Welfare and Attendance Liaison Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$450,097.00	$106,769.00	$556,866.00				$556,866.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Quadrant Schools of Choice	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$0.00	$2,423,590.00	$2,423,590.00				$2,423,590.00	
3	3.6	Additional Technology Support for the Home	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-2027	$2,061,317.00	$613,000.00	$2,674,317.00				$2,674,317.00	
3	3.7	Family Training and Outreach	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$300,000.00	$300,000.00				$300,000.00	
4	4.1	Decodable Texts	Students with Disabilities African American, English Learner	No			Specific Schools: Park View Elementary TK-4	2024-27	$0.00	$45,000.00		$45,000.00			$45,000.00	
4	4.2	Training and Manipulatives for Decodable texts and Mathematics	Students with Disabilities African American, English Learners	No			Specific Schools: Park View TK-6	2024-27	$0.00	$31,500.00		$31,500.00			$31,500.00	
4	4.3	Small Group Instruction	Students with Disabilities African American, English Learners	No			Specific Schools: Park View TK-6	2024-27	$272,000.00	$0.00		$272,000.00			$272,000.00	
4	4.4	Engaging Classroom Environment	Students with Disabilities Foster Youth, African American, English Learners	No			Specific Schools: Park View TK-6	2024-27	$0.00	$60,000.00		$60,000.00			$60,000.00	
4	4.5	Literacy Recognition	Students with Disabilities African American, English Learners	No			Specific Schools: Park View TK-3	2024-27	$0.00	$10,000.00		$10,000.00			$10,000.00	
4	4.6	Leveled Library Books	Students with Disabilities African American, English Learner, Hispanic	No			Specific Schools: Park View TK-6	2024-27	$20,000.00	$0.00		$20,000.00			$20,000.00	
4	4.7	Student Leadership Program	Foster Youth, African American, Hispanic	No			Specific Schools: Park View	2024-27	$0.00	$5,000.00		$5,000.00			$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							3-6									
4	4.8	Technology	Students with Disabilities African American, English Learner	No			Specific Schools: Park View TK-6	2024-27	$0.00	$40,000.00		$40,000.00			$40,000.00	
5	5.1	Small Group Instruction	English Learners	No			Specific Schools: Green Tree TK-6	2024-27	$121,207.00	$0.00		$121,207.00			$121,207.00	
5	5.2	Support Staff Training	English Learners	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$6,000.00		$6,000.00			$6,000.00	
5	5.3	Instructional Materials	English Learners	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$15,000.00		$15,000.00			$15,000.00	
5	5.4	School Climate	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$16,279.00	$0.00		$16,279.00			$16,279.00	
5	5.5	Training for School Climate	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$16,280.00	$0.00		$16,280.00			$16,280.00	
5	5.6	Classroom Engagement	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$60,038.00		$60,038.00			$60,038.00	
5	5.7	Engaging Playgrounds	Students with Disabilities African American,	No			Specific Schools: Green	2024-27	$0.00	$10,000.00		$10,000.00			$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Hispanic, Socioeconomically Disadvantaged, White				Tree TK-6									
5	5.8	Culturally Responsive Instruction	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$35,000.00		$35,000.00			$35,000.00	
5	5.9	Positive Behavior Intervention	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$31,962.00		$31,962.00			$31,962.00	
5	5.10	Family/Community Engagement	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No				2024-27	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	5.11	Field Trips	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$10,000.00		$10,000.00			$10,000.00	
5	5.12	Community Resources for Families	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged, White	No			Specific Schools: Green Tree TK-6	2024-27	$0.00	$55,000.00		$55,000.00			$55,000.00	
5	5.13	Planning and Collaboration Time	Students with Disabilities African American, Hispanic, Socioeconomically Disadvantaged,	No			Specific Schools: Green Tree TK-6	2024-27	$12,243.00	$0.00		$12,243.00			$12,243.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			White, and English Learners													
6	6.1	Small Group Instruction	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy TK-6	2024-27	$522,000.00	$0.00		$522,000.00			$522,000.00	
6	6.2	Student and Family Engagement	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy TK-6	2024-27	$0.00	$30,000.00		$30,000.00			$30,000.00	
6	6.3	Science of Reading Training for support staff to help with small group instruction	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy TK-6	2024-27	$0.00	$30,000.00		$30,000.00			$30,000.00	
6	6.4	Provide Decodable Texts	Students with Disabilities African Americans, English Learners, Hispanics, Socioeconomically Disadvantaged	No			Specific Schools: Irwin Academy K-4	2024-27	$0.00	$39,000.00		$39,000.00			$39,000.00	
6	6.5	School Wide Family/Community Engagement	Students with Disabilities English learners, African Americans, Hispanic, Socio-Economically Disadvantaged, and	No			Specific Schools: Irwin Academy TK-6	2024-27	$0.00	$30,000.00		$30,000.00			$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			White													
6	6.6	Site-wide Positive Climate and Behavior Intervention program	Students with Disabilities African Americans, Hispanic, Socio-Economically Disadvantaged, and White	No			Specific Schools: Irwin Academy TK-6	2024-27	$0.00	$55,090.00		$55,090.00			$55,090.00	
6	6.7	Peaceful Playground	African American	No			Specific Schools: Irwin Academy TK-6	2024-27	$0.00	$36,000.00		$36,000.00			$36,000.00	
7	7.1	Culturally Responsive Instruction	African American, Socioeconomically disadvantaged	No			Specific Schools: Brentwood TK-6	2024-27	$0.00	$20,000.00		$20,000.00			$20,000.00	
7	7.2	Materials to enhance instruction and learning environment	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	$181,811.00	$20,000.00		$201,811.00			$201,811.00	
7	7.3	Parent Engagement	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	$0.00	$20,000.00		$20,000.00			$20,000.00	
7	7.4	Data-Informed Decision Making	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more	No			Specific Schools: Brentwood TK-6	2024-27	$22,038.00	$18,000.00		$40,038.00			$40,038.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Races													
7	7.5	Culturally Responsive Teaching Practices	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	$0.00	$113,449.00		$113,449.00			$113,449.00	
7	7.6	Student Leadership	African American, Socioeconomically disadvantaged, English learner, Foster Youth, Hispanic, 2 or more Races	No			Specific Schools: Brentwood TK-6	2024-27	$0.00	$10,000.00		$10,000.00			$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
123,746,475	45,622,542	36.868%	5.666%	42.534%	$54,948,893.00	0.000%	44.404 %	**Total:**	$54,948,893.00
								LEA-wide Total:	$44,364,788.00
								Limited Total:	$1,437,995.00
								Schoolwide Total:	$9,146,110.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Materials to Enhance Instruction and Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,800,000.00	
1	1.2	Professional Development for Certificated	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,396,935.00	
1	1.3	Bilingual Instructional Assistant Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$925,042.00	
1	1.4	Small Group Instruction in Grades TK-2	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-2	$7,330,174.00	
1	1.5	Increased Instructional Minutes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-K	$1,387,239.00	
1	1.6	Collaboration Time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,844,658.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Staffing and Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$681,630.00	
1	1.8	Student Teacher Residency Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,967.00	
1	1.9	Educational Field Trips and Learning Experiences	Yes	LEA-wide	Foster Youth Low Income	All Schools	$837.00	
1	1.11	English Learner Support Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$32,000.00	
2	2.1	Multi-Tiered Systems of Supports (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,720,863.00	
2	2.2	Professional Development for Classified Staff	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,519,518.00	
2	2.3	Student Leadership	Yes	LEA-wide	Foster Youth	All Schools	$312,000.00	
2	2.4	Engaging Learning Through Positive Intervention/Support	Yes	Schoolwide	Foster Youth Low Income	All Schools	$428,697.00	
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$837,607.00	
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$240,000.00	
3	3.3	District Translators	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$480,953.00	
3	3.4	Child Welfare and Attendance Liaison Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$556,866.00	
3	3.5	Quadrant Schools of Choice	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,423,590.00	
3	3.6	Additional Technology Support for the Home	Yes	LEA-wide	Foster Youth Low Income	All Schools	$2,674,317.00	
3	3.7	Family Training and Outreach	Yes	LEA-wide	English Learners Low Income	All Schools	$300,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$59,449,731.00	$59,383,970.24

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Tiered Supports and Interventions	Yes	$12,620,761.00	$12,296,402.37
1	1.2	Technology Supports and Resources to Enhance Student Achievement	Yes	$2,395,527.00	$2,770,302.58
1	1.3	Site Based Planning for Supplemental Curriculum and Resources	Yes	$4,442,375.00	$3,798,407
1	1.4	Small Group Instruction and Intervention	Yes	$10,545,179.00	$8,919,990
1	1.5	Staffing and Data Analysis	Yes	$483,626.00	$541,135.42
1	1.6	English Language Learner Support and Language Acquisition	Yes	$1,082,679.00	$837,858
1	1.7	Quadrant Schools of Choice	Yes	$7,244,089.00	$4,021,789.33
1	1.8	Increased Instructional Minutes	Yes	$1,387,239.00	$1,387,239
1	1.9	Independent Study Program	Yes	$20,000.00	$52,651.54
2	2.1	Certificated Professional Development	Yes	$4,885,182.00	$10,604,169

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Classified Professional Development	Yes	$1,198,997.00	$1,116,433
2	2.3	Collaboration Time	Yes	$9,239,808.00	$9,294,759
2	2.4	Equitable Opportunities	Yes	$75,000.00	$37,905
2	2.5	District Educational Partner Involvement	Yes	$34,500.00	$58,058
2	2.6	Student Teacher Residency Program	Yes	$519,681.00	$156,624
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	$671,254.00	$765,101
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	$916,257.00	$252,973
3	3.3	District Translators	Yes	$204,903.00	$254,848
4	4.1	Reading Residency Program	No	$683,470.00	$2,217,325
4	4.2	Student Leadership	No	$730,000.00	$0.00
4	4.3	Student and Family Engagement	No	$69,204.00	$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$46,190,960	$57,477,057.00	$50,584,650.70	$6,892,406.30	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Tiered Supports and Interventions	Yes	$12,560,761.00	$12,296,402.37		
1	1.2	Technology Supports and Resources to Enhance Student Achievement	Yes	$2,395,527.00	$2,770,302.58		
1	1.3	Site Based Planning for Supplemental Curriculum and Resources	Yes	$4,442,375.00	$3,798,407		
1	1.4	Small Group Instruction and Intervention	Yes	$10,545,179.00	$2,390,647		
1	1.5	Staffing and Data Analysis	Yes	$483,626.00	$541,135.42		
1	1.6	English Language Learner Support and Language Acquisition	Yes	$1,082,679.00	$837,858		
1	1.7	Quadrant Schools of Choice	Yes	$7,244,089.00	$4,021,789.33		
1	1.8	Increased Instructional Minutes	Yes	$1,387,239.00	$1,387,239		
1	1.9	Independent Study Program	Yes	$20,000.00	$0.00		
2	2.1	Certificated Professional Development	Yes	$4,885,182.00	$10,604,169		
2	2.2	Classified Professional Development	Yes	$1,198,997.00	$1,116,433		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Collaboration Time	Yes	$9,239,808.00	$9,294,759		
2	2.4	Equitable Opportunities	Yes	$75,000.00	$37,905		
2	2.5	District Educational Partner Involvement	Yes	$34,500.00	$58,058		
2	2.6	Student Teacher Residency Program	Yes	$89,681.00	$156,624		
3	3.1	Family Resource Center: Staffing, Materials, and Outreach	Yes	$671,254.00	$765,101		
3	3.2	Satellite Family Resource Centers: Material and Outreach	Yes	$916,257.00	$252,973		
3	3.3	District Translators	Yes	$204,903.00	$254,848		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$123,619,776	$46,190,960	9.22%	46.585%	$50,584,650.70	0.000%	40.920%	$7,004,052.65	5.666%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  o 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]).

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

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

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

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o 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 COE.

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **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 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

- **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.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

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

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

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) 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.

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

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

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

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

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

o 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.

o 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.

o 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.

o 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.

o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- 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:

  o 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.

  o 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) and Why it is Provided on an LEA-wide or Schoolwide Basis

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **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).

  - o **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.

  - o **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.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- o 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**

  - o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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