LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallejo City Unified School District

CDS Code: 48705810000000

School Year: 2024-25

LEA contact information:
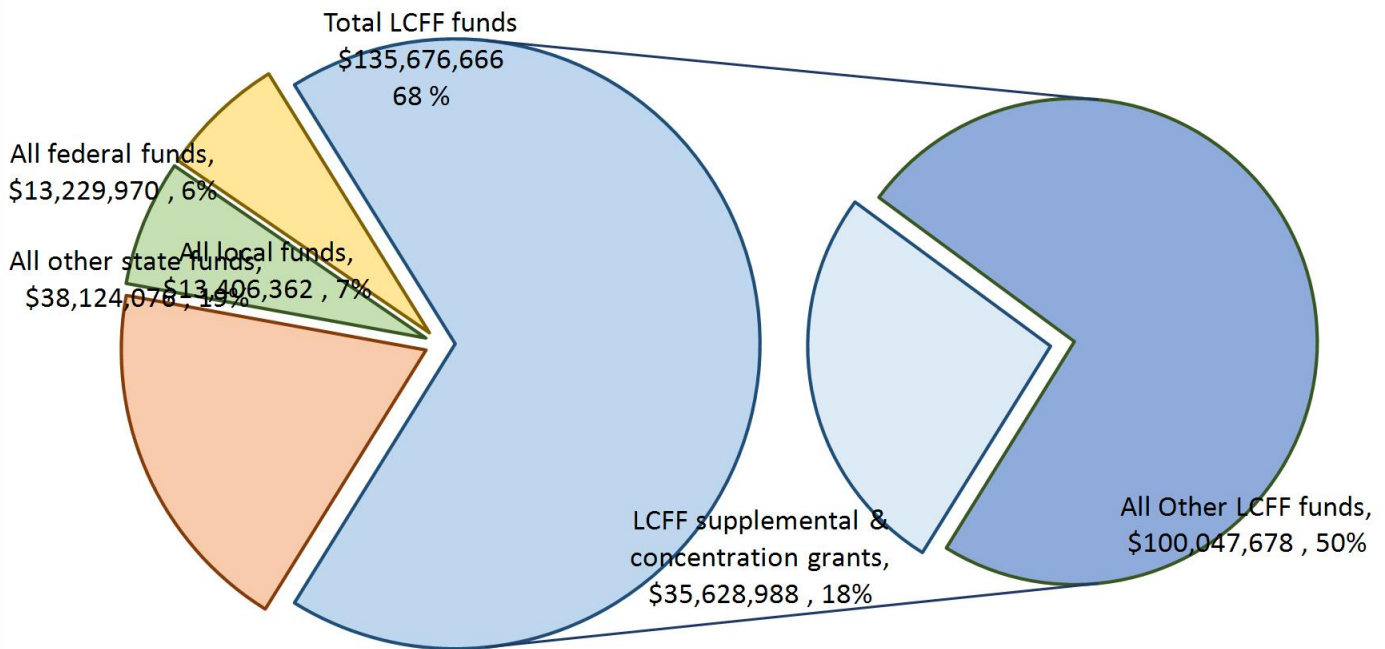
William Spalding

Superintendent

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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

Total LCFF funds $135,676,666 68 %

All federal funds, $13,229,970 , 6%

All other state funds, $38,124,076 , 19%

All local funds, $13,406,362 , 7%

LCFF supplemental & concentration grants, $35,628,988 , 18%

All Other LCFF funds, $100,047,678 , 50%

This chart shows the total general purpose revenue Vallejo City Unified 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 Vallejo City Unified School District is $200,437,074, of which $135,676,666 is Local Control Funding Formula (LCFF), $38,124,076 is other state funds, $13,406,362 is local funds, and $13,229,970 is federal funds. Of the $135,676,666 in LCFF Funds, $35,628,988 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
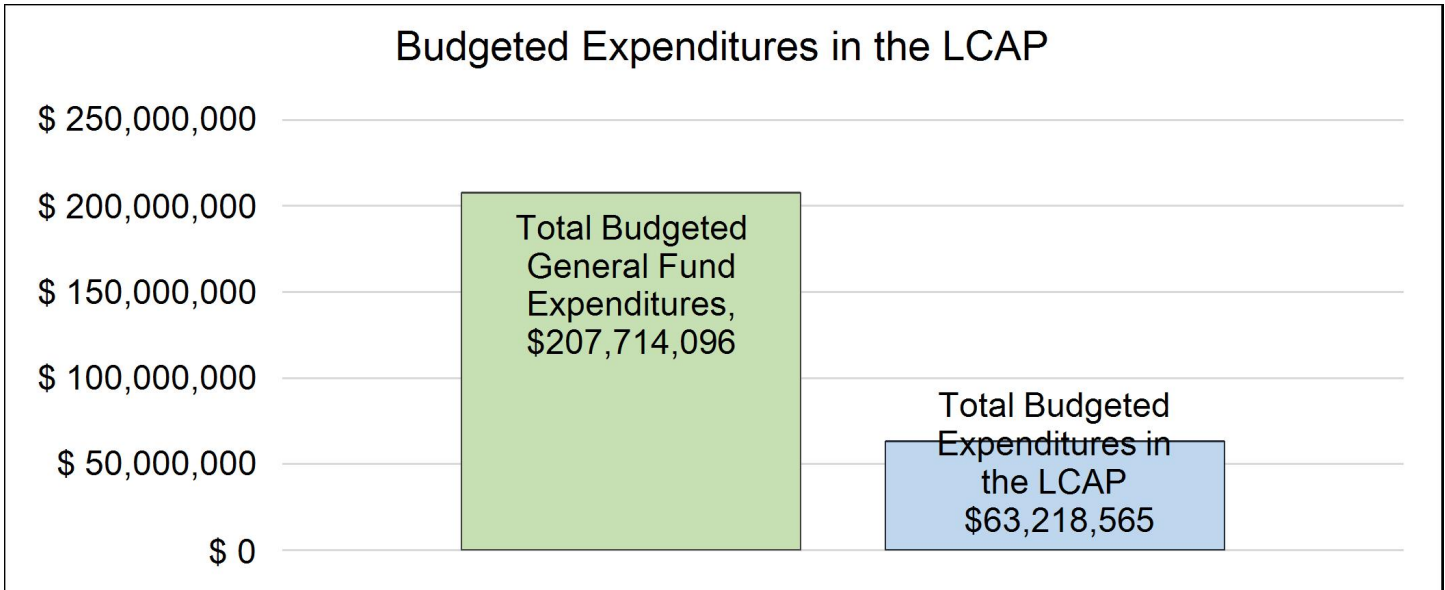
This chart provides a quick summary of how much Vallejo City Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vallejo City Unified School District plans to spend $207,714,096 for the 2024-25 school year. Of that amount, $63,218,565 is tied to actions/services in the LCAP and $144,495,531 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
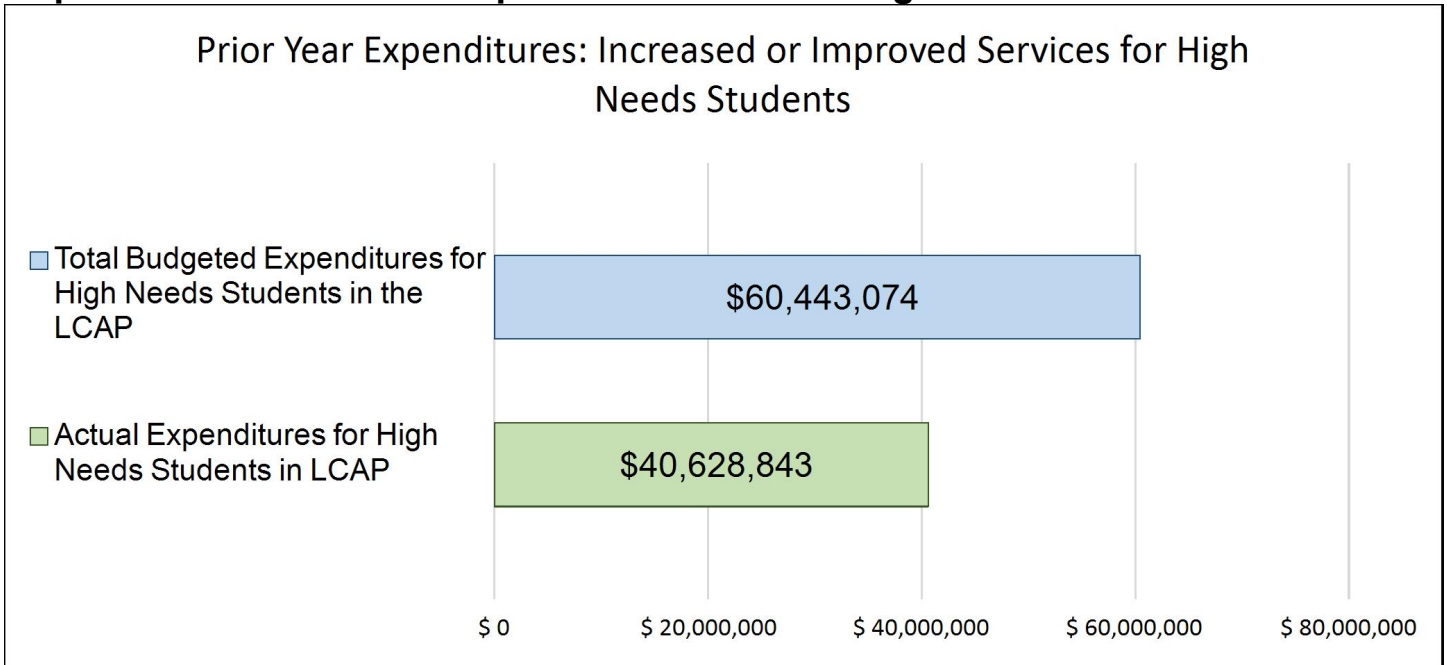
General Fund Budget Expenditures for the 2024-2025 school year that are not listed in the Local Control Accountability Plan include personnel salaries that provide direct and support services to students, instructional and office supplies, lease costs, operational costs, and indirect costs.

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

In 2024-25, Vallejo City Unified School District is projecting it will receive $35,628,988 based on the enrollment of foster youth, English learner, and low-income students. Vallejo City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vallejo City Unified School District plans to spend $56,071,275 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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $60,443,074

☐ Actual Expenditures for High Needs Students in LCAP — $40,628,843

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000

This chart compares what Vallejo City Unified 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 Vallejo City Unified 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, Vallejo City Unified School District's LCAP budgeted $60,443,074 for planned actions to increase or improve services for high needs students. Vallejo City Unified School District actually spent $40,628,843 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-19,814,231 had the following impact on Vallejo City Unified School District's ability to increase or improve services for high needs students:

VCUSD utilized one-time funds with timely deadlines for activities to address our high needs students as opposed to LCAP resources. In response to input from the VCUSD Educational Partners, VCUSD will continue to leverage all resources in 2024-2025 to provide differentiated support for high needs students to address academic and social emotional needs as well as increase engagement. Actions include but are not limited to additional staffing, professional development for staff, materials and contracted services.

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
Vallejo City Unified School District	William Spalding Superintendent	WSpalding@vcusd.org 707.556.8921 Ext. 50003

Goals and Actions

Goal

Goal #	Description
1	Vallejo City Unified will increase parent and community engagement in improving student outcomes. (Priority 3)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 DELAC Participation By the end of school year 2023-2024, 80% of all school sites will be represented by at least one parent/guardian of one or more unduplicated students and/or students with exceptional needs at District English Language Advisory Council (DELAC), as measured by dividing the percentage of school sites represented at each meeting by the number of meetings.	59% This data is from end of Quarter 3, 2021.	40.3% This data is from end of Quarter 3, 2022	36% This data is from end of Quarter 3, 2023.	38.2% This data is from end of Quarter 3, 2024	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2 LCAP Development Participation By the end of school year 2023-2024, the parent/guardian participation rate in the LCAP development through responding to the LCAP Feedback Survey Instrument will be greater than or equal to 20%, as measured by the total number of parent/guardian responses divided by student enrollment as of CBEDS.	7%	2%	3%	2%	20%
1.3 CAC Participation By the end of school year 2023-2024, 10% of parents/guardians of students with exceptional needs will attend at least one Community Advisory Committee (CAC) meeting as measured by total number of parents who attend one or more CAC	4% This data is as of end of Quarter 3, 2021.	1% This data is as of end of Quarter 3, 2022.	2% This data is as of end of Quarter 3, 2023.	1% This data is as of end of Quarter 3, 2024	10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meetings divided by the enrollment of students with Individualized Education Plans as of CBEDS.					
1.4 LCAP Development Participation - Foster Parents By the end of school year 2023-2024 50% of parents of foster youth will participate in the LCAP development process through an annual survey to determine supports needed for families and students as measured by the number of parents of foster youth that respond to phone survey.	38%	43.1%	45%	48%	50%
1.5 Parent Participation Opportunities By the end of school year 2023-2024 90% or more of parents/guardians	88.3%	71.8%	74.8%	82.3%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education.					
1.6 Parent Communication Systems By the end of the school year 2023-2024 90% or more of parents/guardians participating in the annual LCAP survey agree or strongly agree that VCUSD has strong communication systems.	88.2%	82.4%	78.5%	83%	90%

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.

Most of the actions under Goal 1, Vallejo City Unified will increase parent and community engagement in improving student outcomes, were started and partially implemented as indicated below:

Action 1.1 (Parent/Family Engagement) includes funding for school sites across the school district to increase parent engagement as well as support site-based parent engagement and education events. VCUSD was able to hire all district Liaison positions (3.0 FTE) in the 2023-

2024 LCAP to assist families across all school sites and host parent support hours district-wide by January 2024 . VCUSD was successful in providing each site with a designated liaison available to support site-based family engagement from January to June 2024. Liaisons assisted sites with planning and hosting families nights, meeting with parents to assist with registration and accessing VCUSD communication tools, such as ParentSquare and Aeries Parent Portal. Given the mid-year hiring, this action is not fully implemented.

Action 1.2 (Non-English Speaking Parent/Guardian Support) has been partially implemented as planned. In the 2023-2024 LCAP , VCUSD expanded from providing four Bilingual Community Liaisons to six. As of March 31, 2024, VCUSD hired five of the seven approved Bilingual Community Liaisons assigned to designated schools and the district office to support Spanish-speaking families. The additional two positions are now in the hiring process. Each site has a designated Bilingual Community Liaison. The Bilingual Liaisons support ELAC meetings, have attended Student Study Team meetings, held parent workshops, and make themselves available to assist families in connecting with their child's school. Given the growing number of Spanish speaking families in our schools, the two remaining Bilingual Community Liaison positions will provide a more intentional layer of translation access for students and families. As an additional support, VCUSD has acquired a contract with an interpreting service that provides any needed assistance with oral or written translation. In addition to the Bilingual Community Liaison personnel, site and district staff who are skilled in a language other than English agree to support families on an as needed basis and receive a stipend for their services. While there has been an increase in services and options for families needing interpretation or translation services, given the additional positions intended and the later start in hiring, this action was partially implemented.

Action 1.3 (Parent and Community Volunteer Support) provided opportunities for parents to receive free fingerprinting services to meet a requirement to become a VCUSD Volunteer. Following the pandemic, school sites have recruited more parent volunteers to return to helping in classrooms and field trips. While VCUSD has an increase in parent volunteers, this action continues to be an area of focus and is ongoing as of the end of the 2023-2024 third quarter.

Action 1.4 (Parent Involvement for Parent Involvement for Quality Education) VCUSD sponsored workshops across the district for parents including English classes for non-English speaking students, site specific workshops, and collaborative support sessions with District and Solano County mental health staff. Evaluations of workshops offered indicate parents found the information useful and provided feedback on other workshops they would be interested in attending. Not all sites participated in PIQE or provided a similar opportunity for parent education. Furthermore, VCUSD continues to build partnerships with other agencies and vendors that can assist the District in resources. Because all sites did not participate in PIQE or another parent workshop, Action 1.4 was not implemented as planned.

Action 1.5 (African American Parent Network) AAPN established a calendar of events and has the majority of planned activities. AAPN hosted a college symposium for parents, sponsored Taekwondo classes for students elementary and TK-8 sites recommended, provided after school tutoring at four school sites, hosted a social skills training for middle school students, facilitated families attending a Black College fair as well as opportunities for showcasing student talent including a Black History showcase and Martin Luther King Jr. parade. AAPN board cites 3 activities they have not been able to actualize, Action 1.5 is still in progress.

Action 1.8 (Parent and Community Communication Systems) has been partially implemented. VCUSD hired a Webmaster as indicated in the plan which has catalyzed the updating of the district website and making information more easily accessible to families. VCUSD has provided consistent updates to the staff and community through two digital publications: "Take 5" and "VCUSD Insider." A state of the district informational document was published that provided current and planned actions to meet the needs of VCUSD students.   Challenges with

staff on leave and hiring staff as planned in the 2023-2024 LCAP impacted intended activities to reach the families of low-income, English learner and foster youth students.

Action 1.9 (Full Service Community Schools) was funded through a planning grant in 2023-2024. A Coordinator was hired in November 2023 and began collaborating with a cohort of six schools interested in developing a Community schools campus. The action is considered in progress.

Action 1.6 (Professional Learning) and Action 1.7 were two actions fully implemented in the 2023-2024 school year. Action 1.6 provided through designated professional learning days (4 for certificated and 3 for classified) and on-going site and district training. Focus topics included engaging parents during conferences, compliance related to SSTs and ELAC, and the importance of customer services. As outlined in Action 1.7 (Foster Family Outreach), VCUSD District staff connected with foster families in the fall. The Parent Partnership Liaisons connected with identified foster youth families as part of the Spring LCAP outreach to ensure VCUSD had taken additional measures to understand the needs of foster youth and their 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.

VCUSD allocated $3,355,682.00 to the actions in Goal 1, Vallejo City Unified will increase parent and community engagement in improving student outcomes. The estimated actual expenditures for 2023-2024 were $2,295,288.00. In analysis of the substantive difference in expenditures of $1,060,394.00, the following actions were impacted:

Action 1.1 (Parent/Family Engagement), Action 1.2 (Non-English Speaking Parent/Guardian Support), and Action 1.8 (Parent and Community Communication Systems) were affected by hiring after the school year began and new positions delayed due to the process for developing a new position in the district. VCUSD will have all staff identified in these actions in place on Day 1 of the 2024-2025 school year. Due to collaborations with local community and county organizations, many of the workshops intended to expend funds related to Action 1.4 (Parent Involvement for Parent Involvement for Quality Education), were at no cost to the district. VCUSD will continue to strengthen these partnerships to sustain this action through in-kind services and revise the budget accordingly for 2024-2025.

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

VCUSD saw progress in Goal 1 on current actions as the third year of a 3-year LCAP cycle and opportunities for growth in building parent engagement that will inform the 2024-2027 LCAP planning.

Action 1.1 (Parent/Family Engagement) and Action 1.2 (Non-English Speaking Parent/Guardian Support) provided designated staff to support parents and families of low-income and English learner students by being another point of contact and connecting families to

resources at the school site and district level. Over the course of the 2021-2024 LCAP, VCUSD had fluctuations in staffing, causing inconsistencies in implementation. However, based on current staff, VCUSD is seeing evidence of increased connections between school and families as noted by an increase in family events, scheduled meetings with families. Furthermore, comments from Spanish-speaking staff on the district survey identify staff members by name as being a reliable point of contact, indicating this action has yielded a measure of effectiveness. Therefore, VCUSD will use the 2023-2024 as a baseline to inform continued implementation of the Parent Liaison and Bilingual Community Liaison positions, stipends for bilingual staff, as well as enhancements of site parent and family engagement.

Action 1.3 (Parent and Community Volunteer Support) has provided parents with a no cost option to participate as an approved VCUSD volunteer. Over the course of the three year LCAP cycle, this opportunity, once in-person activities resumed, has removed a barrier and encouraged participation for families to participate in on-campus and school trips, particularly those who are low-income. VCUSD sees this as an on-going action to provide equity in access to volunteer opportunities within the District and will continue this action in 2024-2025 cycle.

Action 1.4 (Parent Involvement for Parent Involvement for Quality Education) and Action 1.5 (African American Parent Network) focused on professional learning for families and staff. Parent workshops through PIQE and AAPN have had positive participation and parent feedback with parents requesting additional opportunities. For sites that participated in PIQE, sessions have been full with parents requesting additional opportunities. AAPN-sponsored student engagement activities have had full classes and the annual Black History Program was standing room only for the second year in a row. AAPN parents took concerted efforts to reach out to families of low-income students including but not limited to our African American parents. VCUSD considers these actions as demonstrating effectiveness with the participating schools and families and plans to continue both actions in the upcoming school year.

Action 1.6 (Professional Learning) was implemented. In terms of effectiveness, VCUSD continues to see the need to build staff capacity to better engage families as indicated by feedback provided on surveys and participation on school and district committees including but not limited to district CAC, DELAC, and site ELAC and SSC committees. VCUSD has a responsibility to persist in building skills to best meet the differentiated needs of our families of low-income, English Learner and Foster Youth so this action will continue with additional refined measures of effectiveness scheduled throughout each school year of the 2024-2027 LCAP.

Action 1.7 (Foster Family Outreach), was fully implemented and effective. Individual feedback from families was collected to better understand the current needs of foster youth students and their families. This input will inform the actions of the 2024-2027 LCAP. VCUSD will continue this action to provide consistent outreach in the next three years.

Actions 1.8 (Parent and Community Communication Systems) and 1.9 (Full Service Community Schools) were developed to provide multiple ways for families to receive information and resources. Actions were added and enhanced in the 2023-2024 school year but not fully implemented. VCUSD intends to continue these actions in 2024-2025 with the understanding that staff in place will demonstrate measured progress toward metrics in 2024-2025 and provide additional evidence throughout the year of implementation and effectiveness 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.

VCUSD is amending the LCAP goals for 2024-2027 LCAP to align with the district Strategic Action plan. In 2024-2027, the majority of actions related to parent and community engagement will be located in Goal 4: Community Centered Education. This goal is aligned to the VCUSD Strategic Plan, Pillar 4. VCUSD will make the following changes to metrics, desired outcomes and actions, moving actions that were under Goal 1 in the 2021-2024 LCAP to Goal 4 for the 2024-2027 LCAP:

Changes to Planned Metrics and Desired Outcomes - In analyzing desired outcomes for the 2021-2024 cycle, VCUSD has determined that metrics based on district level family engagement as opposed to site level engagement did not inform the effectiveness of this broad goal. Considering the research that shows parents are more apt to participate when activities are directly supporting or impacting their child, VCUSD intends for these revised metrics to assist with determining what is working and what additional activities or strategies, aligned to State Priority 3, are needed.

The following metrics are new for 2024-2027:
4.2 - % of sites providing family engagement activities beyond required activities (Priority 3A) with a desired outcome of 100%.
4.3 - Parent engagement as measured by % SSC meetings that met quorum (Priority 3A) with a desired outcomes of 95%.
4.4 - % ELAC participation (Priority 3B) with a desired outcome of 100%.
4.5 - % of family events with interpretation provided (Priority 3B) with a desired outcome of 100%.

The following metrics remain for 2024-2027:
1.3 - % of parents/guardians of students with exceptional needs that attend at least one Community Advisory Committee [CAC]) with a desired outcome of 10% attendance will remain as Metric 4.6.
1.6 - % of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education (Priority 3A) with a desired outcome of 90%. This measure will remain as Metric 4.1. VCUSD values the input provided from the LCAP survey, but did not have adequate participation to account for reliable results in the 2021-2024 cycle. Moving forward, VCUSD has built the LCAP survey into the master calendar to promote participation: Parents and community members taking the survey during Fall parent conference season; staff take it as part of the October professional development days; Students take the survey prior to Thanksgiving break.

The following metric has been removed for 2024-2027
1.1 - DELAC Participation: VCUSD will monitor participation at site leadership events in the upcoming LCAP.

Changes to Planned Actions -
1.9 - moving to Action 4.7 (Full Service Community Schools) will be funded to meet the VCUSD minimum proportionality percentage. Given the initial assessment of resources in comparison to needs, VCUSD will provide a Coordinator to identify district and local resources and then partner with school site staff to connect families to these resources. Staff to help schedule and take appointments at the VCUSD Health Clinic will also be provided to expedite the process for students starting school at no cost to families.
1.6 - (Professional Learning) has been combined with Goal 1 and Goal 2.

As stated above, while VCUSD will continue actions started in the 2021-2024 LCAP cycle, utilizing formative measures to ensure consistent monitoring of progress towards implementation and effectiveness throughout the 2024-2027 have been added and are noted below:

1.1 and 1.2 - moving to Action 4.1 (Parent/Family Engagement and Education) and Action 4.2 (Non-English Speaking Parent/Guardian Support) - These actions remain unchanged with formative measures included to monitor family participation and levels of staff engagement.

1.3 - moving to Action 4.3 (Parent and Community Volunteer and Support) - This action will remain unchanged with an additional level of reporting on the number of new and renewing volunteers at each site as a formative measure.

1.4 - moving to Action 4.4 (Parent Involvement for Parent Involvement for Quality Education) will be enhanced with workshops provided by the CORE Learning team to share strategies that parents can use at home with participants. Formative measures will include implementation of workshops above and beyond what has been offered in 2023-2024 and feedback from families regarding the quality and usefulness of workshops.

1.5 - moving to Action 4.5 (African American Parent Network) remains unchanged with formative measures included for ongoing monitoring of participation and effectiveness in comparison to event outcomes for each action.

1.7 - moving to Action 4.6 (Parent and Community Communication Systems) will continue to move towards full implementation in the 2024-2025 school year. In addition to measurements through Metric 4.1, VCUSD will collect input throughout the school year at family events to ensure VCUSD continues to improve diverse methods of communication to reach all families.

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	Vallejo City Unified will create safe, supportive, and engaging learning environments for all students and staff. (Priorities 1, 5, and 6)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Teacher Credentialing Annually 100% of teachers appropriately credentialed for teaching assignments as measured by state credential requirements, accessed through the VCUSD Human Resources database.	98% This data is from School Year 2019-2020.	96% Reflects data as of end of Quarter 3, 2022.	96% Reflects the data as of end of Quarter 3, 2023.	100% Reflects the data as of end of Quarter 3, 2024.	100%
2.2 Standards Aligned Instructional Materials Annually, 100% of students have access to standards-aligned instructional materials as measured by the Williams Report.	100% This data is from School Year 2019-2020.	100% This data is from the 2021-2022 school year.	100% This data is from the 2022-2023 school year.	100 % This data is from the 2023-2024 school year.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.3 Facilities Condition Annually, 100% of facilities in good repair as measured by the Williams Report.	91% This data is from School Year 2019-2020.	91% This data is from 2021-2022 school year.	100% This data is from the 2022-2023 school year.	100% This data is from the 2023-2024 school year.	100%
2.4 CHKS By school year 2023-2024, there will be a 10 percentage point or more gain at each grade level and for each category in school climate as measured by the percentage of students who agree or strongly agree that they experience school connectedness, have at least one relationship with a caring adult at school, think that adults at school have high expectations for students, and feel safe at school as measured by the California Healthy Kids Survey (CHKS).	School Connectedness Gr. 5 65% Gr. 7 50% Gr. 9 42% Gr. 11 36% NT* 49% Caring Adult Relationships Gr. 5 66% Gr. 7 53% Gr. 9 50% Gr. 11 53% NT* 61% High Student Expectations Gr. 5 82% Gr. 7 68% Gr. 9 65% Gr. 11 61% NT* 68% Perceived Safety Gr. 5 70% Gr. 7 51% Gr. 9 39% Gr. 11 31%	School Connectedness Gr. 5 70% Gr. 7 47% Caring Adult Relationships Gr. 5 71% Gr. 7 54% High Student Expectations Gr. 5 83% Gr. 7 72% Perceived Safety Gr. 5 81% Gr. 7 60% This data was collected from the 2020-2021 administration of the CHKS.	School Connectedness Gr. 5 61% Gr. 7 39% Gr. 9 40% Gr. 11 33% NT* 31% Caring Adult Relationships Gr. 5 58% Gr. 7 49% Gr. 9 43% Gr. 11 49% NT* 43% High Student Expectations Gr. 5 79% Gr. 7 61% Gr. 9 60% Gr. 11 62% NT* 52% Perceived Safety Gr. 5 63% Gr. 7 34% Gr. 9 38% Gr. 11 32%	School Connectedness Gr. 5 57% Gr. 7 40% Gr. 9 37% Gr. 11 39% NT* 44% Caring Adult Relationships Gr. 5 55% Gr. 7 52% Gr. 9 48% Gr. 11 58% NT* 51% High Student Expectations Gr. 5 76% Gr. 7 65% Gr. 9 61% Gr. 11 70% NT* 62% Perceived Safety Gr. 5 61% Gr. 7 39% Gr. 9 30% Gr. 11 32%	School Connectedness Gr. 5 75% Gr. 7 60% Gr. 9 52% Gr. 11 46% NT* 59% Caring Adult Relationships Gr. 5 76% Gr. 7 63% Gr. 9 60% Gr. 11 63% NT* 71% High Student Expectations Gr. 5 92% Gr. 7 78% Gr. 9 75% Gr. 11 71% NT* 78% Perceived Safety Gr. 5 80% Gr. 7 61% Gr. 9 49% Gr. 11 41%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	NT* 47% * Non-traditional alternative schools or programs. This data was collected from the 2019-2020 administration of the CHKS.	School Connectedness Gr. 9 42% Gr. 11 36% NT* 49% Caring Adult Relationships Gr. 9 50% Gr. 11 53% NT* 61% High Student Expectation Gr. 9 65% Gr. 11 61% NT* 68% Perceived Safety Gr. 9 39% Gr.11 31% NT* 47% *Non-traditional alternative schools or programs. This data was collected from the 2019-2020 administration of the CHKS.	NT* 33% *Non-traditional alternative high schools/programs This data was collected from the 2021-2022 administration of the CHKS.	NT* 39% *Non-traditional alternative high schools/programs This data was collected from the 2022-2023 administration of the CHKS.	NT* 57% * Non-traditional alternative schools or programs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.5 Middle School Dropout Decrease middle school dropout rate to 0% annually as measured by internal calculation.	.04% (1 student) This data is from the 2019-2020 school year.	.2% (4 students) This data is from the 2020-2021 school year.	0% (0 students) This data is from the 2022-2023 school year	0.3% (6 students) This data is from the 2023-2024 school year.	0%
2.6 High School Dropout By graduation 2024, decrease high school dropout rate by 10 percentage points or more as measured by the 4 Year Cohort Report found in DataQuest.	21% This data is from the 2019-2020 School Year.	20% This data is from the 2020-2021 school year.	20.3% This data is from the 2021-2022 school year.	20.5% This data is from the 2022-23 school year.	11%
2.7 4 Year Cohort Graduation Rate By graduation 2024, increase high school graduation rate by 10 percentage points or more annually as measured the 4 Year Cohort report in DataQuest.	76% This data is from School Year 2019-2020	73% This data is from the 2020-2021 school year.	77.2% This data is from the 2021-2022 school year.	79.5% This data is from the 2022-23 school year.	86%
2.8 Pupil Suspension By the end of the school year 2023-	5.4%	4.8%	5.7%	4.76%	2.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2024 decrease pupil suspension to 2.5% as measured by the percentage of students involved in one or more incidents that result in suspension.	This data is as of the end of 3rd Quarter 2021.	This data is as of the end of 3rd Quarter 2022.	This data is as of the end of Quarter 3 2023.	This data is as of the end of Quarter 3 2024.	
2.9 Pupil Expulsion By the end of school year 2023-2024, decrease pupil expulsion rate to that equal the State during 2019-2020 which is .1%	.15% This data is from School Year 2019-2020.	0% This data is from the 2020-2021 school year.	.06% This data is from the 2022-2023 school year	0.03% This data is from the 2023-2024 school year	.1%
2.10 Pupil Suspension Equity Results By the end of school year 2023-2024, eliminate disproportionality of suspensions as calculated by percentage of suspensions per 100 students in each group.	All 5.4 % EL 5.3% Low Income 6.1% St with IEP 13.3% American Indian 13% Asian 0.9% African American 9.6% Filipino 1.8%	All 4.8% EL 4.2% Low Income 5.3% St with IEP 7.4% American Indian 8.0% Asian 1.9% African American 8.8% Filipino 2.3%	All 5.7% EL 4.4% Low Income 6.1% St with IEPs 7.4% American Indian 8.7% Asian 2.8% African American 10.6% Filipino 1.9%	All 4.4% EL 2.98% Low Income 5.02% St with IEPs 6.11% American Indian 7.27% Asian 2.03% African American 8.75% Filipino 1.15%	Each subgroup will be equal to or less than the overall suspension rate for the most recent data at the time of the development of the 2023-2024 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Latinx 4.3% Pacific Islander 5.5% White 4.6% Homeless 32.6% Foster 16.2% This data is as of the end of Quarter 3 2021.	Latinx 3.8% Pacific Islander 4.9% White 5.4% Homeless 8.1% Foster 10% This data is as of the end of Quarter 3 2022.	Latinx 4.8% Pacific Islander 6.8% White 5.5% Homeless 8.5% Foster 10.6% This data is as of the end of Quarter 3 2023.	Latinx 3.28% Pacific Islander 5.75% White 5.23% Homeless 7.21% Foster 6.08% This data is as of the end of Quarter 3 2024	
2.11 Pupil Expulsion Equity Results By the end of school year 2023-2024, eliminate disproportionality of as calculated by percentage of expulsions per 100 students in each targeted student group.	All .15% African American .26% St with IEPs .32% This data is for School Year 2019-2020.	All 0% African American 0% St with IEPs 0% This data is for School Year 2020-2021.	All .038% African American .16% St with IEPs 0% This data is for School Year 2021-2022.	All .03% African American 0.04% St. with IEPs 0% This data is for School Year 2022-2023.	Each targeted subgroup will be equal to or less than the overall expulsion rate for the most recent data at the time of the development of the 2023-2024 LCAP.
2.12 Average Daily Attendance By the end of school year 2023-2024,	92.12%	85.97%	86.69%	90.96%	94.12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
increase average daily attendance by 2 or more percentage points as measured by Average Daily Attendance procedures.	This data is as of the end of Quarter 3 2022.	This data is as of the end of Quarter 3 2022.	This data is as of the end of Quarter 3 2023.	This data is as of the end of Quarter 3 2024.	
2.13 Chronic Absence By the end of school year 2023-2024, decrease chronic absenteeism by 10 or more percentage points as measured by percentage of students absent 10% or more of days enrolled in school based on records in the Aeries student information system.	18.6% This data is from the last full year of student attendance accounting 2019-2020.	52.9% This data is as of the end of Quarter 3 2022.	46% This data is as of the end of Quarter 3 2023.	32.5% This data is as of the end of Quarter 3 2024.	8.6%

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.

In 2023-2024, the fifteen actions under Goal 2, Vallejo City Unified School District will create safe, supportive, and engaging learning environments for all students and staff, were implemented at varying degrees with successes and challenges:

Actions 2.1 (Positive School Culture and Climate) and Action 2.4 (Social Emotional Learning) are partnering actions tied to the Tier 1 work for all students and schools. In June 2023, VCUSD District Leadership finalized the VCUSD SEL Priorities and the VCUSD PBIS: Response to

Behavior Handbook. Schools utilized these guiding documents to develop their site-specific Tier 1 plan around school climate and culture. In the 2023-2024 school year, many sites identified one of the district-approved PBIS/SEL approaches to implement to promote positive school culture and provide intentional SEL instruction. New curriculum, training and external vendor services were piloted based on the approach selected through Action 2.1. VCUSD also purchased and piloted an SEL screening tool (Panorama) for upper grades as a complement to the Kimochis evaluation tool currently in use for primary grades as part of Action 2.4. Given that not all schools have formalized their evaluation of the pilot programs nor have all schools identified a consistent approach for the site, and that the screening tools are also still in the pilot phase, these actions are considered in progress towards full implementation.

Action 2.2 (Development of Multi tiered System of Supports) and Action 2.3 (Campus Safety) included the hiring of new staff for the 2023-2024 school year. Due to new opportunities in the district that opened in the summer of 2023, VCUSD had vacant Academic Support Provider positions and Campus Site Safety positions for the first four months of the school year. VCUSD now has a full ASP team as of December 2023. Staff have received training and are supporting students who have been referred for a Student Study Team (SST) meeting and McKinney Vento services. VCUSD continues to hire qualified Campus Site Safety personnel and has utilized services when staffing has not been sufficient on campus. Given that both roles had positions that were not filled for a full school year, these actions are considered partially implemented.

Action 2.5 (Facilities Improvements) involves upgrading and enhancing facilities that support our low-income, English learner and foster youth students. In 2023-2024, many athletic areas around the district were repaired or upgraded to be usable spaces including fields, gymnasium floors, and tennis court areas. Safety features to ensure students and families are confident allowing students to participate in school activities were provided. Due to rising costs and school calendar, some planned activities, including furniture for student collaboration has not been installed or completed. This action is partially implemented with activities extending into Summer 2024.

Action 2.6 (Staff Recruitment, Hiring and Retention) VCUSD did not hire an administrator on special assignment as originally planned but rather worked with an outside consultant to develop an action plan that included additional hiring fairs throughout the school year. These efforts resulted in filling positions throughout the school year, decreasing vacancies in both certificated and classified positions. The Human Resources department also sought out new ways to recruit new staff and support current staff in moving to other positions in the district. The HR Team applied for and received grant funding that will innovate one way VCUSD brings new teachers to our workforce. Additional software was introduced to ensure staff are hired and onboarding quickly to avoid losing candidates to other organizations. Given the number of new strategies and progress of these strategies, this action is on-going or partially implemented.

Action 2.7 (Teacher Induction Program) is expanding to meet the demand of teachers that come to our district with preliminary credentials or are working towards obtaining their preliminary credential. VCUSD advertised and was able to hire a teacher leader to provide professional learning, coaching and support for the induction program, but the candidate could not leave their current position. VCUSD continues to seek out part time mentors to ensure induction, pre-intern and intern teachers have a designated mentor for the school year. Given these conditions, Action 2.7 is partially implemented.

Action 2.9 (Student Mental Health and Trauma Informed Care) saw a lot of progress in terms of building a full team and providing services that meet the demands indicated in our screening tools and data collection. Through Supplemental and Concentration grant funding as well as COVID Relief and grant funds, VCUSD hired one Mental Health Support Provider (MHSPs) for each campus to provide a safe space for

all students to go when they are feeling overwhelmed at the site Wellness Center. MHSPs also provide and/or connect students to group and individual resources. Through hiring as well as contract services, VCUSD has also been able to provide multi-tiered levels of counseling through virtual services like Care Solace, community partner such as A Better Way, and in-person district psychologist and counseling services, all free of charge as an available resource to our low-income, English learner, and foster youth families. VCUSD has developed a trauma informed care team that works on school campuses to supplement programming offered and then moves to address emergency situations that arise. The team is composed of a counselor and MHSPs, including a Spanish-speaking counselor. Staff training is provided in collaboration with partners at Solano County Office of Education and Solano County Behavioral Health. A MHSP Coordinator provides support to the MHSP staff and establishes data collection processes and analysis throughout the school year. While progress has been made during the 2023-2024 school year, this action remains partially implemented.

Action 2.12 (Student and Staff Engagement and Recognition) had additional staff and activities added for the 2023-2024 school year. The Athletic Teacher Leader position took time to go through the position development process and was not able to be posted or filled during the school year. Sites continue to provide student engagement and recognition activities. Those activities grow and change based on student interest, as the action intends. An increased interest in sports at all levels impacted activities. The Middle School sports sub-action was covered through the VCUSD Expanded Learning programs. After school programs were provided for a variety of sports. This Spring, Middle school students were able to participate in an intramural basketball tournament series. Staff recognition was included in activities in Action 2.6. A number of activities related to this action started, but this action is considered partially implemented.

Action 2.13 (Professional Learning: Effective Learning Environments) aligns with the VCUSD Professional Learning plan areas of focus tied to VCUSD/school climate, attendance, positive behavior interventions and supports. Certificated staff attended five full days of professional learning this year and weekly Wednesday training and collaboration. Classified staff attended four full days of professional learning and attended Wednesday training per their department schedule. While the days were scheduled and professional learning was provided, this action is still partially implemented due to attendance and participation.

Action 2.15 (Enhanced Transportation) was upgraded to provide additional options for low income, English learner and foster youth students to participate in during the day and after school activities without concern over transportation. To accommodate increased demand, staffing was allocated to ensure timely scheduling and coordination of services if district drivers were not available. The position was filled in the fall. Transportation continues through the end of the school year. This action is on-going and considered partially implemented.

Action 2.8 (Expecting and Parent Student Support Program), Action 2.10 (Positive Youth Justice Liaison) and Action 2.11 (Risk Management) have staff in place and available to provide specialized support in their various fields for the full school year. The PYJI Liaison maintains a caseload of students who have been in the child welfare system and at some point crossed over to the juvenile justice system. The Expecting and Parent Support Student Program provides resources to students at no cost so that they continue going to school while taking care of their child(children). The Risk Manager works directly with school sites to ensure students and staff are in a safe and supportive environment. These VCUSD staff use responsive and proactive measures to ensure students have the opportunity to attend school every day to be on track to graduate. The three actions are fully implemented.

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.

VCUSD allocated $16,764,775.00 to the actions in Goal 2, Vallejo City Unified will create safe, supportive, and engaging learning environments for all students and staff. The estimated actual expenditures for 2023-2024 were $13,914,912.00. In analysis of the substantive difference in expenditures of $2,849,863.00, the following actions were impacted:

Action 2.1 (Positive School Culture and Climate) and Action 2.4 (Social Emotional Learning) were intended to invest in the expansion of SEL programs across the district. Based on site action plans in alignment to the VCUSD SEL Priorities, only a portion of funding allocated was needed for additional services, curriculum and materials.
Action 2.2 (Development of Multi tiered System of Supports), Action 2.3 (Campus Safety), Action 2.6 (Staff Recruitment, Hiring and Retention), and Action 2.9 (Student Mental Health and Trauma Informed Care) had a difference in estimated actuals in comparison to the original allocation due to positions within these actions funded through one-time dollars that expire at the end of the fiscal year. Consequently, those planned expenditures no longer contributed to the percentage of LCFF funds increasing services for VCUSD unduplicated students.
Action 2.13 (Professional Learning: Effective Environments) was impacted by the expending professional learning funds in other actions (Goal 1 and Goal 3).
Action 2.5 (Facilities Improvements) had an increase in spending due to an increase in costs for planned activities.

Evaluation of the expenditures for 2023-2024 will be used to more accurately allocate funding for 2024-2025.

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

VCUSD saw progress in Goal 2 on current actions in the third year of a 3-year LCAP cycle and opportunities for growth in building student engagement that will inform the 2024-2027 LCAP planning.

In looking at the metrics related to school climate and culture, VCUSD had a decrease in reported suspensions and expulsions overall and for identified student groups, in comparison to the 2021 baseline. VCUSD was able to meet the desired outcome for Metric 2.9 (Pupil Expulsion).
Data from Metric 2.4 (California Healthy Kids Survey or CHKS) as well as Metrics 2.8 (Pupil Suspension), 2.10 (Pupil Suspension Equity Results) and Metrics 2.9 (Pupil Expulsion), 2.11 (Pupil Expulsion Equity Results) indicate that as Goal 2 actions are in progress or partially implemented, VCUSD needs to continue to full implementation to measure effectiveness. The District must continue to address student behavior to meet the desired outcome set for 2023- 2024 for overall suspensions or suspension equity results.

Actions 2.1 (Positive School Culture and Climate) and Action 2.4 (Social Emotional Learning) had activities that were developed over the course of the 2021-2024 LCAP. Progress was made in the rollout of the VCUSD SEL Priorities and the VCUSD PBIS: Response to Behavior Handbook to set expectations, provide common language, and clear examples of proactive ways to promote a positive climate as well as alternate means for suspensions and discipline that interrupt or remove students from learning. Given some improvement in areas of Metrics

2.8, 2.9, 2.10, and 2.11, VCUSD plans to stay focused on making sure everyone has a PBIS plan in place with support during the 2024-2025 school year to begin to measure effectiveness.

Actions 2.2 (Development of Multi tiered System of Supports), 2.3 (Campus Safety), and 2.9 (Student Mental Health and Trauma Informed Care) - VCUSD was able to fill positions by the middle of the school year and provide training to support staff roles on the school campus. Looking at data from Metric 2.4 (CHKS), VCUSD will continue these actions with additional training and monitoring to utilize the full year of implementation in 2024-2025 to demonstrate progress as measures of effectiveness on the upcoming CHKS survey and similar metrics from the Panorama screening tool.

Action 2.5 (Facilities Improvements) - VCUSD has been able to provide resources to improve the facilities that students use for athletics and other student engagement activities, focusing on safety and sustainability of these investments so that activities and education are not interrupted. Action 2.5 is aligned to Metrics 2.3 and 2.4. While the on-going monitoring indicates facilities are in good repair, LCAP educational partner input indicates that unduplicated students are positively impacted by having a learning environment that is engaging and focused on the interests of the students attending that school. VCUSD will continue with improvements to district spaces that will be used for athletics, the arts and other student interest programs and options that engage and retain our low-income, EL and foster youth students.

Action 2.6 (Staff Recruitment, Hiring and Retention) and Action 2.7 (Teacher Induction Program) added strategies and staffing throughout the year that provided new or different ways to recruit and support new staff. Both of these actions align with Metric 2.1 which has met the desired outcome. With these new activities and strategies to ensure VCUSD classrooms start fully staffed on Day 1 in 2024-2025, VCUSD will continue these actions with the new enhancements.

Action 2.8 (Expecting and Parent Student Support Program) and Action 2.10 (Positive Youth Justice Liaison) provide specialized services that are critical for the low-income, foster youth and EL students they are intended to serve. These actions will continue with additional metrics to evaluate the length of participation, the effectiveness of the support, and identify possible additional resources.

Action 2.12 (Student and Staff Engagement and Recognition) provides resources to respond to student interest to increase low-income, EL, and foster youth student engagement. VCUSD has seen an increase in participation in activities that students have recommended or are very interested in. Given the partial implementation and educational partner interest in providing additional student engagement options, this action will continue for 2024-2025.

Action 2.13 (Professional Learning: Effective Learning Environments) will continue as part of the Professional Learning plan. Based on staff feedback through the professional learning department surveys, staff has asked for additional differentiation to make the training more aligned to job specific requirements. This action will continue with refinements.

Action 2.14 was moved to Goal 5 in 2023-2024. The metrics (2.12 and 2.13) focusing on average daily attendance and chronic absences saw the smallest growth toward the 2021-2024 LCAP Desired Outcomes. Through internal metrics and enhanced actions through a focus goal added in 2023-2024, VCUSD has seen some progress between 2022-2023 and 2023-2024. As of Quarter 3 2022, VCUSD noted the average daily attendance at 85.97%. Quarter 3 2023, the daily attendance increased the average daily attendance to 86.69%. By Quarter 3 2024, VCUSD's average daily attendance was 90.02% (Metric 2.12) VCUSD reported a chronic absenteeism rate at 52.9% as of Quarter 3

2022. By Quarter 3 2023, the chronic absenteeism was 46%. In Quarter 3 2024, the rate was 33.6% which is a decrease of over 19% (Metric 2.13). This indicates the strategies implemented in 2023-2024 had some impact but must continue to have an effective impact.

Action 2.15 (Enhanced Transportation Services) VCUSD Student Support Services and Transportation departments collaborated to ensure students had transportation in the event they could not attend their home school so that attendance does not become an issue. Additional services for students were provided to enrichment and extracurricular activities during and beyond the school day. Educational partner input recommends increasing those options, both on campus and outside of school. VCUSD will continue this action and put additional measures in place to demonstrate effectiveness of the variety of transportation offerings as well as a single source survey to capture needs for transportation.

Action 2.11 (Risk Management) VCUSD does not have evidence to measure the effectiveness of this action and will not continue it in the 2024-2027 LCAP.
Based on analysis of these results, VCUSD believes that the actions in Goal 2 are starting to have a positive impact on the District's ability to provide students with a safe, supportive and engaging learning environment. In comparing results on the California Dashboard starting in 2019, VCUSD has shown progress in suspension rates (red to orange) and graduation rates (orange to yellow). VCUSD anticipates with further training and on-going monitoring, student outcomes will continue to improve across all metrics.

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.

VCUSD is amending the LCAP goals for 2024-2027 LCAP to align with the district Strategic Action plan. The goal associated with many of these actions will focus on Pillar 2: Safe and Supportive Learning Environments. VCUSD is adding another broad goal aligned to the Strategic Action plan Pillar 1: Equitable Opportunities, Equitable Outcomes. Consequently some actions currently in Goal 2 will be realigned.

The following Metrics are new for 2024-2027:
2.6 - % of Middle School students at risk for dropout and % of High School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score (Priority 5D). Desired outcome - 0% of Middle School students at risk for dropout; 2.3% high school students at risk for dropout.
2.9 - % of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)'- 'caring adults in school- school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'; % of 7th, % of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in-school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on Perceived safety' key indicator. (Priority 6A).
2.10 - % of SST Interventions (Priority 6C).
2.11 - % school safety measure from: Kimochis (Priority 6C).
2.12 - % of school safety measure from: Panorama (Priority 6C).

Metrics with desired outcomes from the 2021-2024 LCAP will carry over to the 2024-2027 Goal 2 plan as follows:
2.1 - % of facilities in "good" or "exemplary" conditions (Priority 1C).
2.2 - % Average daily attendance (Priority 5A).
2.4 - % of Middle School students who have dropped out of school (Priority 5C).
2.5 - % of High School students who have dropped out of school (Priority 5D).
2.8 - % Student expulsion (Priority 6B).

The following metrics for 2024-2027 Goal 2 will carryover from the 2021-2024 LCAP and have specific student groups identified based on the 2023 California Dashboard indicators. Specific student groups will be monitored for the next three years to ensure actions are aligned with positive student outcomes:
2.3 - % Chronically absent (Priority 5B)   Specific Student Groups to monitor: White student group.
2.7 - % of students suspended once or more (Priority 6A) Specific Student Groups to monitor: Students with Disabilities, White, African American, Foster Youth, and Socioeconomically Disadvantaged. Desired outcome - 3.85%.

Changes to Planned Actions -
2.1 - remains as 2.1 (Positive School Culture and Climate) - Two activities, District Supports and Youth Court have been moved to Goal 3. The remainder of this action remains in Goal 2 with formative measures to ensure consistent monitoring of progress towards implementation and effectiveness takes place.
2.3 - moving to 2.4 (Student Supervision and Safety) has changed from Campus Safety to address the overall need for adults to be present for proactive and responsive student support for all grades (TK-12). Formative measures, including feedback to monitor impact of adults on student behavior as well as connectedness will be implemented.
2.5 - moving to 2.9 (Facilities Improvements) has been revised to clarify the services intended for the 2024-2025 school year.
2.6 - moving to 2.7 (Staff Recruitment, Hiring and Retention) will include Staff Recognition as well as additional focus on recruitment and outreach to ensure the classrooms serving our unduplicated students have teachers on Day 1 of the 2024-2025 school year. Formative measures to monitor staff support and their impact will be utilized including but not limited to professional learning participation and surveys throughout the year.
2.8 (Expecting and Parent Student Support Program) - moving to Goal 3.
2.9 - moving to 2.3 (Student Wellness and Mental Health) remains with the Trauma Informed Care Team sub-action moving to Goal 3. Formative measures including participation in wellness centers and tracking of supplemental services have been added.
2.10 (Positive Youth Justice Liaison) - moving to Goal 3.
2.11 (Risk Management) has been removed for 2024-2027.
2.12 - moving to 2.6 (Student Engagement and Recognition) will be enhanced. Given the potential impact of school activities on low-income, EL and foster youth student attendance, behavior and academics, a broader range of activities will be implemented at the elementary, middle school and high school sites, including but not limited to student athletics. Student participation and on-going monitoring of improved outcomes will be established for each organized activity.

As stated above, while VCUSD will continue actions started in the 2021-2024 LCAP cycle, utilizing formative measures to ensure consistent monitoring of progress towards implementation and effectiveness throughout the 2024-2027 have been added and are noted below:

2.2 - remains as 2.2 (Social Emotional Learning) will include monitoring through the VCUSD District and site level learning walk as a formative assessment of implementation and effectiveness.

2.7 - moving to 2.8 (Teacher Induction Program) will remain the same with similar formative measures as in Action 2.7.

2.15 - moving to 2.10 (Enhanced Transportation Services) will remain with the added formative measures to ensure consistent monitoring of progress towards implementation and effectiveness takes place.

2.13 - moving to 2.11 (Professional Learning: Effective Learning Environments) will remain as written in 2023-2024 with survey information collected after each PL offering.

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	Vallejo City Unified will increase the number of students graduating college and/or career ready. (Priorities 2,4,7 and 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Site Level Plans/Common Core State Standards Implementation Site level plans will contain actions for Common Core State Standards implementation for all students, including English Learners, with aligned professional development annually, as measured by an annual review of plans by Teaching and Learning Division staff.	100% of Site Level Plans This data is based on Site Level Plans approved in Fall 2020.	100% of Site Level Plans This data is based on Site Level Plans approved in Fall 2021.	100% of Site Level Plans This data is based on Site Level Plans approved in Fall 2022.	100% of Site Level Plans This data is based on Site Level Plans approved in Fall 2023.	100% of Site Level Plans
3.2 CAASPP ELA EL Students Level 3 and Up By the Spring 2023 CAASPP	CAASPP ELA 22.9% CAASPP Math 37.5% CAST Science 1.00%	CAASPP ELA 22.9% CAASPP Math 37.5% CAST Science 1.00%	CAASPP ELA 27.3% CAASPP Math 18.2%	CAASPP ELA 26.7% CAASPP Math 16.5%	CAASPP ELA 29.9% CAASPP Math 43.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
administration, English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 7 percentage points or more growth of students meeting or exceeding standard on all CAASPP assessments by students with ELPAC level 3 as reported in the VCUSD student information system.	This data based on school year 2018-2019.	This data based on school year 2018-2019.	CAST Science 10.0% This data is based on school year 2021-2022.	CAST Science 12.5% This data is based on school year 2022-2023.	CAST Science 8.0%
3.3 CAASPP By the Spring 2023 CAASPP administration: • students meeting or exceeding standard on CAASPP ELA will increase by 8 percentage	CAASPP ELA 29.8% Math 20.4% Science 12.4% This data is based on school year 2018-2019.	CAASPP ELA 29.8% Math 20.4% Science 12.4% This data is based on school year 2018-2019.	CAASPP ELA 26.66% Math 17.35% Science 14.3% This data is based on school year 2021-2022 .	CAASPP ELA 26.66% Math 16.52% Science 30.18% This data is based on school year 2022-2023.	CAASPP ELA 37.8% Math 27.4% Science 18.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
points or more • students meeting or exceeding standard on CAASPP mathematics will increase by 7 percentage points or more • students meeting or exceeding standard on the CAASPP science will increase by 6 percentage points or more. All data will be sourced from DataQuest.					
3.4 CTE Pathway Completion By the end of the 2022-2023 school year, the CTE Pathway Completion rate for high school	25.8% This data is from school year 2019-2020.	16.6% This data is from school year 2020-2021.	0.5% This data is current as of the 2021-2022	8.4% This data is from school year 2022-2023	35.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students will increase by 10 percentage points as measured by data collected in the CA School Dashboard					
3.5 UC/CSU Graduation Rate Based on the spring 2023 graduation data, the percentage of high school graduates meeting UC or CSU entrance requirements will increase by 6 percentage points or more as reported in DataQuest.	30.7% This data is from school year 2019-2020.	34.1% This data is from school year 2020-2021.	30.3% This data is from school year 2021-2022.	20.5% This data is from school year 2022-2023	36.7%
3.6 EL Annual Progress Based on ELPAC testing for the 2023-2024 school year, the percentage of English Learners making progress of one level as measured by the ELPAC will increase by 10 percentage points or more as	36% (CELDT) This data is from school year 2018-2019 and is based on a different metric than will be used moving forward.	27.7% (ELPAC) This data is from the 2020-2021 school year. The data was not available in DataQuest, so it was pulled from Elevation, our local system for storing data about English Learners. When this data is available in	44.8% (ELPAC) This data is from the 2021-2022 school year.	44.8% (ELPAC) This data is from the 2022-2023 school year	46%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reported in DataQuest.		DataQuest and if the calculation is different we will update this metric.			
3.7 EL Reclassification By the end of the 2023-2024 school year, the English Learner reclassification rate will increase by 10 percentage points or more based on local reclassification criteria.	18.7% (CELDT) This data is based on school year 2018-2019 using a different metric than will be used moving forward.	21.7% (ELPAC) This data is from 2019-2020.	2.9% (ELPAC) This data is from 2021-2022 *Challenges in accessing students for one on one testing led to low numbers of students being assessed.	13.8% (ELPAC) This data is from 2022-2023	28.7%
3.8 AP Exam Success Rate Advanced Placement exam success completion rate as measured by the number of exam scores of 3 or higher divided by the total number of exams taken will increase by 10 or more percentage points.	35.47% This data is based on school year 2019-2020.	25% This data is based on school year 2020-2021.	30.8% This data is based on school year 2021-2022.	34.85% This data is based on school year 2022-2023.	45.47%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.9 AP Exam Completion Rate By the end of school year 2023-2024, the percentage of students (Grades 10-12) completing at least one Advanced Placement Exam will increase by 10 percentage points.	12.3% This data is based on school year 2019-2020.	8.7% This data is based on school year 2020-2021.	8% This data is based on school year 2021-2022.	14.25% This data is based on school year 2022-2023.	22.3%
3.10 EAP Participation and Proficiency By school year 2022-2023: • increase the total number of students participating in the Early Assessment Program to 95% or more • increase total number of students scoring ready or conditional in English Language Arts by 8 percentage	Participation Rate ELA 88% Math 87% Conditional or Ready ELA 28.6% Math 11.1% This data is based on school year 2018-2019.	Participation Rate 22.7% Conditional/Ready ELA 49.72% Math 30.11% This data is based on school year 2020-2021. *Participation rate for this testing cycle was extremely low.	Participation Rate ELA 74.34% Math 70.69% Conditional/Ready ELA 26.55% Math 15.3% This data is based on school year 2021-2022.	Participation Rate ELA 86% Math 88% Conditional or Ready ELA 28.92% Math 11.85% This data is based on school year 2022-2023	Participation Rate ELA 95% Participation Rate Math 95% Conditional or Ready ELA 36.6% Conditional or Ready Math 21.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
points or more • increase the total number of students scoring ready or conditional by 10 percentage points or more as measured by the CAASPP and reported in DataQuest.					
3.11 Student Enrollment in Broad Course of Study By school year 2023-2024, 100% of General Education students are enrolled in, and 95% of students with IEPs are enrolled in, a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by course schedules in Aeries.	General Education Students 97% Students with IEPs 95% This data is based on the school year 20-21.	General Education Students 100% Students with IEPs 95% This data is based on school year 21-22.	General Education Students 100% Students with IEPs 95% This data is based on school year 2022-2023	General Education Students 100% Students with IEPs 95% This data is based on school year 2023-2024	General Education Students 100% Students with IEPs 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.12 Enrollment in Common Core Standards Aligned Courses - General Education Students By the end of school year 2023-2024, 100% of general education unduplicated pupils will have access to and be enrolled in Common Core Standards aligned courses as measured by course placements in Aeries.	General Education Students 100% This data is based on school year 20-21.	General Education Students 100% This data is based on school year 21-22.	General Education Students 100% This data is based on 2022-2023 school year.	General Education Students 100% This data is based on 2023-2024 school year.	100%
3.13 Enrollment in Common Core Standards Aligned Courses - Students with Exceptional Needs By the end of school year 2023-2024, 95% of students with exceptional needs, and will have access to and be enrolled in Common Core	TK- Grade 12 95% This data is based on school year 20-21.	TK - Grade 12 95% This data is based on school year 21-22.	TK- Grade 12 95% This data is based on 2022-2023 school year.	TK- Grade 12 95% This data is based on the 2023-2024 school year.	95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Standards aligned courses as measured by course placements in Aeries.					
3.14 CAASPP Equity Results By the end of school year 2022-2023, the gap between all students and lower performing student groups will decrease by 50% or more for each student group as measured by CAASPP in ELA and Math reported in DataQuest.	CAASPP ELA All 29.8% American Indian 45.8% Asian 48.6% Pacific Islander 31.6% Filipino 51.10% Latinx 25.8% African American 19.3% White 39.5% EL 5.6% SWD 6.8% Foster NA Low Income 25.3% CAASPP Math All 20.4%	CAASPP ELA All 29.8% American Indian 45.8% Asian 48.6% Pacific Islander 31.6% Filipino 51.10% Latinx 25.8% African American 19.3% White 39.5% EL 5.6% SWD 6.8% Foster NA Low Income 25.3% CAASPP Math All 20.4%	CAASPP ELA All 26.66% American Indian * Asian 49% Pacific Islander 24% Filipino 50.2% Latinx 21.5% African American 17.99% White 33.9% EL 7.27% SWD 5.82% Foster 15.38% Low Income 22.73% CAASPP Math All 17.35%	CAASPP ELA All 26.66% American Indian * Asian 53.16% Pacific Islander 30.21% Filipino 46.5% Latinx 22.24% African American 18.3% White 46.83% EL 7.95% SWD 8.28% Foster 6.67% Low Income 38.92% CAASPP Math All 16.52%	CAASPP ELA All 37.8% American Indian 53.8% Asian 56.6% Pacific Islander 39.6% Filipino 49.1% Latinx 37.8% African American 34.8% White 47.5% EL 27.8% St with IEPs 27.8% Foster NA Low Income 37.8% CAASPP Math All 27.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American Indian 20.8% Asian 41.8% Pacific Islander 17.6% Filipino 41.4% Latinx 16.8% African American 11.0% White 30.7% EL 6.1% St with IEPs 6.1% Foster NA Low Income 16.7% This data is based on school year 2018-19.	American Indian 20.8% Asian 41.8% Pacific Islander 17.6% Filipino 41.4% Latinx 16.8% African American 11.0% White 30.7% EL 6.1% St with IEPs 6.1% Foster NA Low Income 16.7% This data is based on school year 2018-19.	American Indian * Asian 43% Pacific Islander 14.55% Filipino 36.32% Latinx 12.8% African American 10.08% White 26.2% EL 5.71% SWD 8.09% Foster: 0% Low Income: 13.95% This data is based on the 2021-2022 school year.	American Indian * Asian 37.65% Pacific Islander 16.67% Filipino 35.21% Latinx 13.17% African American 8.84% White 20.28% EL 5.93% SWD 7.15% Foster 0% Low Income 14.05% This data is based on the 2022-2023 school year.	American Indian 27.8% Asian 38.8% Pacific Islander 27.4% Filipino 48.4% Latinx 27.4% African American 26.4% White 37.7% EL 20.4% St with IEPs 20.4% Foster NA Low Income 27.4%
3.15 4 Year Cohort Graduation Rate Equity Results By the end of school year 2022-2023, the gap between all	All 76.0% Latinx 74.3% African American 71.8%	All 73% Latinx 68.8% African American 66.2%	All 77.2% Latinx 73.8% African American 74.3%	All 79.3% Hispanic 75.3% African American 79.5%	All 86.0% Latinx 85.0% African American 84.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students and student groups with lower graduation rates will decrease by 50% or more for each student group as measured by the 4 Year Cohort graduation rate reported in DataQuest.	White 64.6% English Learners 61.3% Students with IEPs 54.8% Foster Youth 47.1% Low Income 73.7% Homeless 51.0% This data is based on school year 2019-20.	White 65% English Learners 51.9% Students with IEPs 58.4% Foster Youth 53.3% Low Income 71.5% Homeless 54.5% This data is based on the 2020-2021 school year. This data is based on school year 2020-2021.	White 70.0% English Learners 59% Students with IEPs 56.2% Foster Youth 66.6% Low Income 75.5% Unhoused 45% This data is based on the 2021-2022 school year.	White 72.9% English Learners 62.4% Students with IEPs 52.2% Foster Youth *insufficient data Low Income 78.8% Homeless 75.0% This data is based on the 2022-2023 school year.	White 80.0% English Learners 79.0% Students with IEPs 75.0% Foster Youth 72.0% Low Income 85.0% Homeless 73.5%
3.16 UC/CSU Graduation Rate Equity Results By the end of school year 2022-2023, the gap between all students and student groups with lower UC/CSU graduation rates will decrease by 50% or more for each student group as	All 30.7% Latinx 23.4% African American 19.3% White 25.8% EL 2.0% Students with IEPs .5%	All 34.1% Latinx 28.8% African American 20.8% White 36.9% EL 2% St with IEPs 1.7%	All 30.3% Latinx 23.9% African American 17.3% White 21.4% EL 13.7% St with IEPs 11.9%	All 32.3% Latinx 29% African American 20.7% White 20.5% EL 14.8% Students with IEPs 19.2%	All 36.7% Latinx 33.1% African American 31.0% White 34.3% EL 31.1% Students with IEPs 25.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the UC/CSU graduation rate as reported in DataQuest.	Low Income 15.0% Foster 0% Homeless .4% This data is based on school year 2019-20.	Low Income 22.7% Foster .1% Homeless .3% This data is based on school year 2020-2021.	Low Income 28.5 Foster 0% Homeless 11.1% This data is based on the 2021-2022 school year.	Low Income 28.8% Foster *insufficient data Homeless 14.2% This data is based on the 2022-2023 school year	Low Income 34.6% Foster 25.4% Homeless 25.6%
3.17 CAASPP EAP Equity Results By the end of school year 2022-2023, the gap between all students and student groups with lower rates of conditional or ready college readiness status will decrease by 50% or more as measured by the EAP embedded within the 11th Grade CAASPP and reported in DataQuest.	Conditional and Ready ELA All 28.5% Latinx 22.0% African American 16.3% English Learners 2.4% Students with IEPs 1.7% Conditional and Ready Math All 11.0% Latinx 6.4% African American 4.69%	Conditional and Ready ELA** All 49.72% Latinx 46.04% African American 30.76% English Learners 14.29% Students with IEPs NA* Conditional and Ready Math** All 30.11% Latinx 21.66% African American 20.69%	Conditional/ Ready ELA All 26.55% Latinx 23.28% African American 13.33% English Learners 0% Ever EL 23.9% Students with IEPs 5.13% Conditional/Ready Math All 15.3% Latinx 10.17% African American	Conditional and Ready ELA All 26.6% Latinx 24.84% African American 16.89% English Learners 5.41% Ever EL 27.3% Students with IEPs 3.9% Conditional and Ready Math All 15.3% Latinx 8.36%	Conditional and Ready ELA All 36.5% Latinx 35.5% African American 32.5% English Learners 24.5% Students with IEPs 24.5% Conditional and Ready Math All 18.0% Latinx 16.0% African American 15.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners 3.7% Students with IEPs 0% This data is based on school year 2018-19.	English Learners 30.77% Students with IEPs NA* This data is based on school year 2020-2021. * The numbers of students with IEPs was not reported by CAASPP due to small cohort size. **Note: The participation rate for school year 2020-2021 was 22.7% as opposed to 88% in 2018-2019.	7.63% English Learners 0% Ever EL 13.47% St with IEPs 0% This data is based on school year 2021-2022.	African American 2.76% English Learners 1.83% Ever EL 12.18% Students with IEPs 0% This data is based on school year 2022-2023	English Learners 15.0% Students with IEPs 13.0%
3.18 College/Career Readiness Using the most current data available during spring 2024, the percentage of high school students prepared for College and/or Career will increase by 10 percentage points as	22.3% This was the most current data taken from the CA School Dashboard in Spring 2021.	19.9% This was most current data taken from the CA School Dashboard in Spring 2022.	19.9% This was the most current data taken from the CA School Dashobard in Spring 22.	15.6% This was the most current data taken from the CA School Dashbord in Spring 2024.	32.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by the California Dashboard College/Career indicator for students "prepared".					
3.19 CAASPP Distance from Standard ELA The Distance from Standard for 3rd Grade students will decrease by 9 points as measured by student academic growth in English Language Arts on the CAASPP given in Spring 2024.	-72.3 from standard	This is a new metric.	This is a new metric.	-70.6 from standard	-63.3 from standard
3.20 CAASPP Distance From Standard ELA Equity Results The Distance from Standard for 3rd grade students in targeted student groups will be decreased at an accelerated rate in order to achieve equity in student outcomes as	African American - 87.2 Latinx - 86.8 Ever EL - 94.0 St with IEPs - 113.4	This is a new metric.	This is a new metric.	African American - 84.3 Latinx - 78.6 Ever EL - 97.5 St with IEPs - 105 Data from school year 2022-2023	African American - 70.8 Latinx - 74.6 Ever EL - 74.2 St with IEPs - 85.6 These targets reduce the gap between these students and all students by 50%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by academic growth in English Language Arts on the CAASPP given in Spring 2024.					

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.

In 2023-2024, the sixteen actions under Goal 3, Vallejo City Unified School District will increase the number of students graduating college and/or career ready, were implemented at varying degrees with successes and challenges:

Action 3.1 (Common Core Aligned Curriculum and Instruction) provided resources to implement common core instruction at all levels. VCUSD was able to staff all positions (District instructional support, site based leadership, teacher leaders) related to this action. VCUSD was also able to supplement the core instructional program to provide additional early literacy supports and culturally responsive reading materials for students. In 2023-2024, VCUSD continued to develop a site based leadership team, Career Tech Ed pathways and a new TK-8 Arts program. Consequently this action is not yet fully implemented, but it is in progress.

Action 3.2 (21st Century Technology Environments) also had staffing positions filled but not all at the start of the school year. Technology needs were provided as indicated by a Fall and Spring survey so that our unduplicated students and their classrooms had the resources they needed. In 2023-2024, VCUSD started a Promethean Board pilot with required training and feedback reports to monitor the implementation and refine the pilot for future rollouts. Given the fact that the staff and the large technology pilot were not implemented for a full year, this action is on-going.

Action 3.3 (Curriculum Enrichment) - VCUSD allocated site funding for programs, services, field trips, guest speakers, and other resources they identified to enhance learning experiences for low-income, English learners and foster youth. The Loma Vista Farm continued providing services for students across VCUSD schools. In 2023-2024, VCUSD identified 6 teaching positions that would provide Curriculum Enrichment to students which would provide classroom teachers time for coaching and collaboration. VCUSD was able to hire one of those positions. Given the fact that not all actions were in place fully, Action 3.3 is partially implemented.

Action 3.4 (Staffing for Choice Schools, Electives and Specialized Programs) - VCUSD was not able to hire all classroom teachers at the start of the school year. Given that full implementation requires teachers in place at the start of the school year, this is in progress with action steps around recruiting new teachers to move to full implementation in 2024-2025.

Action 3.5 (Early Childhood Education Enhancement) provided resources for additional training for the early childhood staff at all child development centers. This is the first of a series of training planned. This action is partially implemented.

Action 3.6 (Professional Learning for Teacher and Learning) - During the 2023-2024 school year, the first of three years of the VCUSD Professional Learning Plan was executed. Throughout the "Building Expertise" year, staff participated in professional learning during five dedicated days as well as Wednesday afternoons. The two main areas of focus for 2023-24 were attendance and literacy across the content areas. On-going professional learning included district leadership meetings, best practice sessions, and on-site coaching from district staff and external partners. Given this is the first of a three year plan, this action is partially implemented.

Action 3.7 (Alternative Schools) - Most positions in this action remained filled from 2022-2023. The Visual and Performing Arts Director was not hired until March 2024. Consequently, this action is in progress.

Action 3.8 (College and Career Readiness) - This action has seven sub-actions with progress at varying levels for 2023-2024. The Certified Medical Assistant program was implemented for the seventh year. Counseling services at Vallejo High also continued from prior years. The College and Career team worked with the high school sites to expand the CTE or pathway offerings and ordered industry-relevant equipment and supplies to enhance curriculum and student learning. Following the roll out of the VCUSD Profile of a Graduate, the College and Career Team developed activities by grade span to begin presenting to students and families. The first College Readiness night for elementary school students was held in April 2024. The middle school college and career counselor job description went through the review to approval process. Candidates were interviewed in April 2024 for the positions to begin in 2024-2025. While progress was made in each sub-action, with many activities piloted or in the planning process during 2023-2024, this action was partially implemented.

Action 3.9 (College Preparatory Program) - Of the seven sub-actions, all but one have begun. The Willie B Adkins program provided weekly mentoring and took 14 VCUSD seniors on a HBCU college tour during Spring Break. The SER Latino club reactivated with new leadership at Vallejo High and has provided during school and after school mentoring, tutoring, and leadership opportunities. The Club director has also coordinated quarterly parent workshops. AVID, Cal Ed Partners, and Improve Your Tomorrow have developed programs for students at the middle and high school levels. The Middle College action was not started in 2023-2024. All actions are in progress.

Actions 3.11 and 3.12 (Academic MTSS and Summer Bridge Programs) are in progress with all but one sub-action started. Due to prioritizing staffing for classroom teacher positions, the Literacy Intervention teachers were not hired as intended. As a support, retired staff provided a portion of the intended services. VCUSD provided credit and grade recovery options for students as a seventh period option as well as during school intersessions. VCUSD worked with outside vendors to provide high-dosage tutoring targeted to the district literacy goal of students reading on grade level by third grade utilizing the SIPPs phonics intervention program. Site based interventions took place at many school sites, including the summer bridge programming. Given implementation was not consistent across all campuses, these actions are in progress and partially implemented.

Action 3.13 (Targeted Services for English Learners) made implementation gains from 2022-23 to 2023-24. After a three year vacancy, the secondary EL Teacher Leader position was filled. Staffing bilingual tutors was still a challenge. Funds were restructured to hire a tutoring company to provide services to sites with vacant bilingual tutor positions and sites with the highest number of students new to US schools (focusing on grades 2 and up). VCUSD will be prepared to have alternative options in place for 2024-2025 to move towards full implementation of these sub-actions.

Actions 3.14 (Foster Youth Supports) and 3.15 (Add-on Concentration Staffing) were partially implemented with actions taking place to provide foster youth with resources including counseling support and enrichment activities such as field trips. Eligible sites in Action 3.15 worked with Human Resources to provide additional staff on school campuses. Not all positions were filled. Tutoring services explicitly for foster youth were not implemented as many students participated in tutoring during the day and in the expanded learning programs. These actions are on-going.

Action 3.16 (Student Outcome Data Analysis and Improvement Support) VCUSD moved towards full implementation of the Data Director and Technical Support Secretary roles. The Data Director began setting target goals with district and site leaders aligned to district priorities. Due to the number of administrators already hired, VCUSD could not add an administrator on special assignment to oversee the implementation of the strategic plan. This action is on-going with measures in place to chart effectiveness of roles in place.

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.

VCUSD allocated $40,171,617.00 to the actions in Goal 3, Vallejo City Unified will increase the number of students graduating college and/or career ready. The estimated actual expenditures for 2023-2024 were $24,291,962.47.00. In analysis of the substantive difference in expenditures of $15,879,655.00, the following actions were impacted:

VCUSD implemented a Promethean board pilot across elementary, middle, and high school campuses. Given the alignment between supplemental classroom materials (Action 3.1 - Common Core Aligned Curriculum and Instruction) and classroom technology (Action 3.2 - 21st Century Technology Environments), these actions were combined to fund those purchases.
Funding for Actions 3.3 (Curriculum Enrichment) and 3.4 (Staffing for Choice Schools, Electives and Specialized Programs) were impacted by the difference between projected costs and actual salary and benefits for new teachers. Staffing for Action 3.3 was affected by prioritizing classroom teachers over the curriculum enrichment teachers. On-going recruitment efforts have been made to increase number of teachers hired to increase services in both Action 3.3 and 3.4. Allocations for Action 3.5 (Early Childhood Education Enhancement), Action 3.6 (Professional Learning for Teacher and Learning), Action 3.7 (Alternative Schools), Action 3.8 (College and Career Readiness), Action 3.9 (College Preparatory Program), and Actions 3.11 and 3.12 (Academic MTSS and Summer Bridge Programs) were increased during 2023-2024 to allow for expansion of services for VCUSD unduplicated services. With the focus on instruction and prioritizing of Tier 1 instruction, efforts around expansion in other areas were in process. Finally, VCUSD will revise the approach to utilizing the Add-on concentration funding (Action 3.15) for 2024-2025 so that current and carryover funds are expended.

Overall evaluation of the expenditures for 2023-2024 will be used to more accurately allocate funding for 2024-2025.

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

While VCUSD saw progress in Goal 3 on the implementation of current actions in the third year of a 3-year LCAP cycle, opportunities for growth in student academic outcomes and effectiveness based on metrics will inform the 2024-2027 LCAP planning.

Upon reviewing the metrics related to Goal 3, the three metrics supported by local measures, Metric 3.1 (Site Level Plans/ Common Core State Standards Implementation), Metric 3.11 (Student Enrollment in Broad Course of Study) and/or Metric 3.12 (Enrollment in Common Core Standards Aligned Course) met the desired outcome for 2023-2024.

Six metrics related to VCUSD CAASPP performance: Metrics 3.2, 3.3, 3.14, 3.17, 3.19, and 3.20.
From the baseline year to Year 3, Metric 3.2 and Metric 3.3 showed progress across time in Science with student scores exceeding the desired outcome for 2023-2024. VCUSD did not meet the desired outcome for English Language Arts (ELA) or Math. VCUSD showed progress (Metric 3.2 - CAASPP) between the baseline of 22.9% and Year 3 average of 26.7%, but Math dipped from 37.5% as a baseline to 16.5% in Year 3.

Metrics tied to equity (Metric 3.14 - CAASPP Equity Results and Metric 3.17 - CAASPP EAP Equity Results) showed some progress for individual groups (Low Income in ELA and Filipino in Math met the desired outcome) but overall and other student groups did not. The new metrics for 2023-2024 based on data from the California Dashboards around Distance from Standard ELA and Distance from Standard ELA Equity Results (Metrics 3.19 and 3.20) showed progress from the baseline to Year 3 but no group met the desired outcome.

Further analysis of 2023 California Dashboard data was used to determine growth or the degree of progress towards those metrics:
English Language Arts - Comparing dashboard data from 2019 to 2022 and 2023, VCUSD demonstrated growth overall in ELA as well as per most student groups. In 2019, VCUSD performed at a Orange level and dropped to Very Low in 2022. By 2023, VCUSD students performed at a Yellow level overall which is positive growth between the start and the conclusion of the 2021-2024 LCAP plan. From 2019 to 2023, all but one student group, English Learners, made growth on the California Dashboard. In fact, VCUSD went from seven groups in 2022 with a "Very Low" status to only one group in the Red on the 2023 Dashboard. The distance from standard for 3rd grade improved for ELA improved overall and for all groups identified in Metric 3.20 except for Ever ELs.
Mathematics - Comparing the 2019, 2022, and 2023 Dashboards, VCUSD went from Orange to Very Low and back to Orange in Mathematics. VCUSD had nine student groups in the Very Low status in 2022. In 2023 all but the Homeless student group moved out of the Red level. This includes the African American, Socioeconomically Disadvantaged and Students with Disabilities groups which were all Red in 2019 and Very Low in 2022.

English Learner (EL) Progress - EL student progress remained consistently low across 2019, 2022, and 2023 dashboards . As indicated in Metric 3.6 and on the 2023 California Dashboard, recently reclassified students outperformed English only students across all content areas indicating that actions are partially effective but continued focus on multi-tiered systems of support is needed to move all EL students forward. Based on the incremental growth presented through the 2023 California Dashboard, data indicates Goal 3 actions aligned to CAASPP progress are having some positive impact on student outcomes.

In 2023-2024, Action 3.1 (Common Core Aligned Curriculum and Instruction), Action 3.2 (21st Century Technology Environments), Action 3.3 (Curriculum Enrichment), Action 3.4 (Staffing for Choice Schools, Electives and Specialized Programs), and Action 3.6 (Professional Learning for Teacher and Learning) work together to bring staffing, training, services and learning tools into the schools and classrooms based on a data drive action plan that was collaboratively developed by CCEE, SCOE and VCUSD. The VCUSD District Leadership team implemented that plan and created quarterly actions for each school site. Action plans and data were reviewed at the District Leadership team meetings as well as at individual target/goal setting meetings with the Director of Data and Analysis (Action 3.16).

Action 3.11(Academic MTSS), Action 3.12 (Summer Bridge Programs), Action 3.13 (Targeted Services for English Learners), and Action 3.14 (Foster Youth Supports) provide additional interventions and specific support for students. In 2023-2024, high-dosage tutoring was provided at the early elementary grades focusing on phonics through the SIPPS program. In combination with the science of reading training and coaching provided by CORE Learning, VCUSD students in Kindergarten, first and second grades were making progress as identified through CORE assessments. As indicated in the data above, additional focus and analysis of English Learner progress was done in 2023-2024. Current actions provided some support but next steps have been established for accelerated growth moving into 2024-2025.

Actions tied to the College and Career Indicator, Action 3.7 (Alternative Schools), Action 3.8 (College and Career Readiness), Action 3.9 (College Preparatory Program) align to the remaining 2023-2024 metrics (Metrics 3.4, 3.5, 3.8 - 3.10, 3.15). VCUSD met the desired outcome for Metric 3.15 (4 Year Cohort Graduation Rate Equity). VCUSD showed a 3.3 percentage point growth in overall results from 2019 to 2023. All student groups identified in Metric 3.15 made growth with the Homeless student group improving 22.5 percentage points and the African American group improving 12.2 percentage points. VCUSD did not meet the desired outcomes for the other metrics. Given the partial implementation of the related actions, VCUSD sees 2023-2024 as a development year for resources and programs that will increase student outcomes in demonstrating preparation for college and/or career.

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.

VCUSD is amending the LCAP goals for 2024-2027 LCAP to align with the district Strategic Action plan. Given the prioritization of instruction, these actions will fit under the new Goal 1 and associated with many of these actions is Pillar 3: Vibrant Culture of Teaching and Learning. VCUSD is adding another broad goal aligned to the Strategic Action plan Pillar 1: Equitable Opportunities, Equitable Outcomes. Actions currently in the goal will be realigned to one of those two goals.

The following Metrics are revised or new for 2024-2027:
3.1 Site Level Plans/Common Core State Standards Implementation: To measure Common Core State Standards Implementation, VCUSD will be using Learning Walks to identify the % of classrooms observed implementing state board adopted academic content and performance standards for all students. Metric 3.1 is now Metric 1.3 in the 2024-2027 LCAP.
3.10 EAP Participation and Proficiency: as CSU has discontinued the EAP College Preparedness measurement, VCUSD will address LCFF Priority 4H by measuring the % of 11th grade students who exceeded standards on CAASPP - ELA in measure 1.13, and % of 11th grade students who exceeded standards on CAASPP - Math in measure 1.14 in the 2024-2027 LCAP.
3.12 Enrollment in Common Core Standards Aligned Courses - General Education Students and 3.13 Enrollment in Common Core Standards Aligned Courses - Students with Exceptional Needs: To address LCFF Priority 2B, metric 3.12 was replaced with metric 3.6: % of teachers who participate in professional development focused on intervention strategies for English Learner students.
3.15 4 Year Cohort Graduation Rate Equity Results: was replaced with Metric 1.15: % of students who graduated high school within four years with specific student groups identified.

The following Metrics remain for 2024-2027:
3.3 CAASPP: This Metric remains as Metric 1.4 , with the goal set as 10 percentage points from 2022-2023 results and specific student groups are identified in the 2024-2027 LCAP.
3.4 CTE Pathway Completion: This Metric remains as measure 1.10 in the 2024-2027 LCAP.
3.5 UC/CSU Graduation Rate: This Metric remains as measure 1.8 in the 2024-2027 LCAP, with the goal set as 10 percentage points from 2022-2023 results.
3.6 EL Annual Progress: This Metric remains as measure 3.1 in the 2024-2027 LCAP.
3.7 EL Reclassification: This Metric remains as measure 3.3 in the 2024-2027 LCAP.
3.8 AP Exam Success Rate:This Metric remains as measure 1.12 in the 2024-2027 LCAP.
3.11 Student Enrollment in Broad Course of Study: This Metric remains as measure 3.4 in the 2024-2027 LCAP.

The following Metrics have been removed for 2024-2027:
3.2 CAASPP ELA EL Students Level 3 and U: This Metric focuses on CAASPP assessment outcomes for EL students, and for the 2024-2027 LCAP, EL students are specifically identified in Metric 1.4: CAASPP ELA % Met/Exceeded Standards.
3.9 AP Exam Completion Rate: This Metric has been removed, and LCFF Priority 4G will be addressed by Metric 1.12: % of students who passed an advanced placement (AP) examination with a score of 3 or higher.
3.14 CAASPP Equity Results: This Metric has been removed, and instead, specific student groups are identified in Metric 1. 4.

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	By March 2024, significantly increase the inclusion rate of students with individualized educational programs in the general education program in order to improve academic outcomes. (Priority 8).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 Less than 40% Inclusion By March 2024, the percentage of student with IEPs with less than 40% participation in general education will be reduced to 3%, as measured by CALPADs report.	23%	N/A New Goal	25%	25%	3%
4.2 40% to less than 80% Inclusion By March 2024, the percentage of students with IEPs with between 40% to less than 80% participation in general education will be increased to 20%, as measured by CALPADS report.	9%	N/A New Goal	8%	9%	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.3 80% or greater Inclusion By March 2024, the percentage of students with IEPs with 80% or more participation in general education will be increased to 77% as measured by CALPADS report.	57%	N/A New Goal	57%	57%	77%

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.

Goal 4 is a focus goal initiated in the second year of the 2021-2024 LCAP cycle. The Special Education team has taken steps to implement the three actions within the goal. Action 4.1, Inclusion Staff has been initially implemented. Through contract services, five behaviorist specialists have been hired. These professionals provide site level training and direct classroom support. In addition, a .6 FTE Program Manager was hired to increase the site support for Special Education classrooms and resources. The Program Managers spend 2-3 days on school campuses to support site practices in ensuring inclusion is a focus. Program Managers also participate in meetings to ensure that students are receiving all support possible prior to needing special education services. Action 4.2, Professional Learning, has begun as part of ongoing professional learning around Universal Design for Learning, targeted supports that provide options for differentiated instruction, and Supporting Inclusive Practices training to build a stronger system for inclusion. Finally Action 4.3, Inclusion Progress Monitoring, is in process with the District Special Education team providing training throughout the year, focusing on data integrity and maximizing opportunities inclusion. Program Managers follow up on training to provide coaching and additional support.

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.

This action was not funded through Supplemental and Concentration grant funding in 2023-2024.

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

The actions are all in process with the Special Education team reviewing and determining effectiveness of each action. Due to the fact that these actions were not fully implemented, VCUSD is unable to confirm their measure of effectiveness. These actions will continue into 2024-2025 with formative metrics in place to ensure unduplicated students see growth.

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

This goal was required for 2023-2024, but will not continue in the 2024-2027 LCAP.
Metrics:
The following metrics related to Goal 4 of the 2023-2024 LCAP are new:
Metric 1.15: % of students who graduated high school within four years, including: Students with Disabilities Student Group.
Metric 1.16: % of high school graduates who are placed in the "Prepared" level on the College/Career Indicator, including: Students with Disabilities Student Group.
Metric 3.7: % of staff who participate in professional development that includes intervention strategies for students with disabilities.
Metric 4.7: % of Parent/Guardian participation in IEP meetings.

The following metrics were removed:
Metric 4.1
Metric 4.2
Metric 4.3

The following actions will be moved and/or revised in consultation with the VCUSD SELPA and educational partners.
as follows:
Action 4.1 (Inclusion Staff) will be included as part of Action 3.6 (Targeted Supports for Behavior and Inclusion).
Action 4.2 (Professional Learning for Inclusion) has been included as part of Action 1.7 (Professional Learning for Teaching and Learning).
Action 4.3 (Inclusion Progress Monitoring) has been added as a formative metric for Action 3.6.

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

Goals and Actions

Goal

Goal #	Description
5	By March 2024, the chronic absence rate for the following students groups will be at or below 20%: unhoused, socio economically disadvantaged (low income), and African American. (Priority 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.1 Decrease Chronic Absence By March 2024, decrease the chronic absence rate to 20% as measured by the percentage of students in targeted student groups absent 10% or more of days enrolled in school based on records in the Aeries student information system.	Unhoused 62% Low Income 54.71% African American 58.72% Data as of end of Quarter 3 2022	New Goal	Unhoused 52.6% Low Income 47.94 African American 49.92 Data as of end of Quarter 3 2023	Unhoused 48.7% Low Income 35.6% African American 38.7% Data as of end of Quarter 3 2024	20%
5.2 Increase Average Daily Attendance By March 2024, increase the average daily attendance for students in targeted student groups to by 8 percentage points, as measured by Average	Unhoused 76.83% Low Income 84.74% African American 83.1% Data of end 2022-2023 School Year	New Goal	Unhoused 82.94% Low Income 86.42% African American 85.21%	Unhoused 86.9% Low Income 89.71% African American 88.47%	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Daily Attendance Rate procedures.			Data as of end of Quarter 3 School Year 2022-2023	Data as of end of Quarter 3 School Year 2023-2024	

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.

In 2023-2024, the four actions under Goal 5, By March 2024, the chronic absence rate for the following students groups will be at or below 20%: unhoused, socio economically disadvantaged (low income), and African American, were implemented at varying degrees with successes and challenges:

Action 5.1 (Wrap Around Supports for Target Student Groups) has been initiated. During 2023-2024, a variety of strategies have been piloted to identify a systematic approach to determining individual and trends of needs across the district that impact student attendance. VCUSD has held three large group community partnership meetings and other individual partner meetings to identify resources available across the city and county in order to begin coordinating efforts into a coherent model. As new staff (see 5.2 and 5.4) are added to our District resources, school sites and the District are developing systems for communication through CARE team meetings and weekly Student Support Services collaborations.

Action 5.2 (Support for Unhoused Students and Families) A full time counselor was hired at the start of 2023-2024 to ensure the VCUSD staff are trained to support identification of students and families who might be eligible for McKinney Vento-related services, are identifying and documenting student eligibility, and providing resources across all school sites. This position also support Action 5.1 through on-going needs assessment work to ensure that students (and their families) have access to basic needs resources, academic support, mental health resources, college and career planning, and enrichment opportunities. Action 5.2 is considered partially implemented because 2023-2024 was the first year the counselor position is in place so that training for all staff can begin.

Action 5.3 (MTSS for Chronic Absence) has been implemented with meetings taking place across school sites through the CARE team format where the Principal or Designee meetings with the Academic Support Provider (ASP), the Mental Health Support Provider (MHSP), the Child Welfare Attendance (CWA) Liaison and other staff (depending on the meeting agenda) discuss students who have needs beyond the Tier 1 or base program. Actions including family outreach, Student Study Team referral, counseling, and/or academic support are identified so that each eligible student is receiving that differentiated support. Based on information from District Leadership Team meetings this action is partially implemented due to varying levels of CARE team meeting efficacy across school sites.

Action 5.4 (Attendance Awareness and Improvement Program) was also implemented for the first time in 2023-2024. A District Attendance Clerk Child Welfare Attendance Liaisons (8.0 FTE) have been hired to provide focused support to all schools and to collaborate with the Director of Student Support around the District Wide Attendance Campaign. Training around attendance has been provided to clerical staff and the administrative team from School Services of California to ensure data collection is done accurately and the district is implementing evidence based strategies to positively impact attendance procedures. This action is on-going.

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

The majority of funding for this action is paid through other state and federal funding. VCUSD had an increase in staffing which increased services expanding from 4.0 FTE CWA Liaisons, originally noted in the LCAP plan to 8.0 FTE. This provided additional support to schools across the district. In addition, VCUSD hired an additional secretarial support to ensure accuracy in the attendance reporting and assist with identifying trends for attendance.

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

VCUSD developed two metrics aligned to the actions in Goal 5.

Metric 5.1 Decrease Chronic Absence (for targeted student groups) had a Spring 2022 baseline of the following Chronic Absence rates: 62% for Unhoused, 54.71% for Low Income and 58.72% for African American students. While the desired outcome chronic absence rate of 20% was not met, VCUSD demonstrated progress over time with the rate for Unhoused students decreasing from 62% to 48.7% (13.3 percentage point decrease), the rate for Low Income students decreasing from 54.71% to 35.6% (19.11 percentage point decrease), and the rate for African American students improving from 58.72% tp 38.7% (20.2 percentage points).

Metric 5.2 Increase Average Daily Attendance also showed improvement towards meeting the desired outcome (90%) for the same student groups. Unhoused students started with a daily average attendance at 76.83% and improved by 10.07 points as of March 11, 2024 at 86.9%. The Low Income student group improved 4.97 percentage points (from 84.74% to 89.71%) and the African American student group increased their daily attendance by 5.37 points (83.1% to 88.47%).

Given all student groups must continue to improve in both areas of attendance, the improvement across student groups indicates these actions showed some measure of progress, but need to continue to effectively meet related desired outcomes.

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.

The actions in Goal 5 will be moved under our two of the new LCAP goals for 2024-2025. Given the impact these actions have had to date, further analysis will be used to refine these actions and replicate impactful strategies to support student groups at specific school sites.

Metrics and Desired Outcomes:
The following Metrics have moved/changed:
Metric 5.1 is now Metric 2.3 in the 2024-2027 LCAP, and the desired outcome is to reduce chronic absence rate by half, which is 24.6%.
Metric 5.2 is now Metric 2.2 in the 2024-2027 LCAP, and the desired outcome remains at 94%.

The following actions will be moved and/or revised for 2024-2025:
Action 5.1 (Wrap Around Supports for Target Student Groups) will become Action 3.8 (Wraparound Supports for Chronically Absent Students).
Action 5.2 (Support for Unhoused Students and Families) will become Action 3.10.
Action 5.3 (MTSS for Chronic Absence) has been included in Action 3.5 (Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning).
Action 5.4 (Attendance Awareness and Improvement Program) will become Action 2.5.

Knowing that our students are most successful across all areas of learning, our desired outcomes will continue to be set to ensure we are doing all we can to address barriers for students to attend school every day and create strong programs where students feel connected and supported in their learning.

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

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
Vallejo City Unified School District	William Spalding Superintendent	WSpalding@vcusd.org 707.556.8921 Ext. 50003

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.

Recognized as one of the most diverse cities in the country, the city of Vallejo has approximately 124,886 residents. Situated on the northeastern side of the San Francisco Bay Area, the city is surrounded by a wealth of natural, economic, and educational resources. Having the lowest median per capita income of Solano County cities, Vallejo is experiencing an increase in housing prices as Bay Area residents seek out affordable housing. This brings both promise and challenges as transiency rates among low-income families rise.

Vallejo City Unified School District (VCUSD) serves approximately 10,000 students in grades transitional kindergarten through twelve. Representative of the city in which they live, students bring to school with them various backgrounds and experiences. The ethnic breakdown of the student population is 53% Latino, 23% African American, 12% Filipino, and 12% other student groups including Asian, Native American, Pacific Islander and White. Approximately 83% of the students in the district are low income, 26% of students are English Learners, and 1% are foster youth.

Approximately 620 classified staff and 580 teachers work with students to provide an outstanding education. Parents and students are provided with multiple educational options. In addition to ten neighborhood elementary schools and a middle school, there are five Transitional Kindergarten through 8th grade themed choice schools with themes being environmental science, health and fitness, Expeditionary Learning, dual immersion, and student leadership. There is also a program that allows students to receive their instruction virtually. High school options include two comprehensive high schools, and a continuation high school.

The Vallejo parents and community are involved in the schools and take an active role in participating through volunteer opportunities, providing feedback, participating in workshops and events and serving on advisory committees. At every school, there are structures for parents/guardians to provide feedback and hold leadership roles through School Site Councils, and English Learner Advisory Committees. VCUSD staff are also active members of these groups.

Beginning in the 2024-2025 school year, John Finney Continuation High School, Vallejo High School and the Vallejo Adult Transition program qualify for Equity Multiplier funding. The Equity Multiplier funding must be used to provide evidence-based services and supports for students at these school sites. Eligible schools utilize educational partner feedback to develop goals and actions for improvement.

Reflections: Annual Performance

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

VCUSD recognizes the efforts of both students and staff that yielded growth in several areas of annual performance based on a review of the 2023 California School Dashboard and local data outcomes of the 2023-2024 school year:

Academic Performance:

English Language Arts
2023 California Dashboard Overall Academic Performance for English Language Arts -
VCUSD was designated in the Yellow performance level overall on the California Dashboard in English Language Arts (ELA). This is an improvement from the "Very Low" progress made in 2021-2022. ELA performance increased 14.3 points. 26.7% of students met or exceeded standard on the ELA California Assessment of Student Performance and Progress (CAASPP) for 2023.

2023-2024 Local Data as a predictor for 2024 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-
The Fall baseline for 2023-24 was 26.7%. In Quarter 3, VCUSD demonstrated an overall performance level of 27.3% who met or exceeded the standard.

Mathematics
2023 California Dashboard Overall Academic Performance for Mathematics -
In the area of Mathematics, VCUSD was designated in the Orange performance level overall which is an improvement compared to the "Very Low" designation in 2021-2022. Mathematics performance increased 16.3 points. 16.5% of students met or exceeded standard on the Mathematics California Assessment of Student Performance and Progress (CAASPP) for 2023.

2023-2024 Local Data as a predictor for 2024 CAASPP: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for Mathematics-
The Fall baseline for 2023-24 was 17.4% In Quarter 3, VCUSD demonstrated an overall performance of 20.4% who met or exceeded the standard.

English Learner (EL) Progress
2023 California Dashboard Overall Academic Performance for English Learner Progress -While VCUSD saw some stagnation in progress, English Learner Progress is maintained at 1.1% and 44% of all English Learner Students are reported as making progress towards English

language proficiency. The English Learner Progress Indicator was designated in the Orange performance level. 7.95% of EL students met or exceeded standard on the ELA California Assessment of Student Performance and Progress (CAASPP) for 2023.

2023-2024 Local Data as a predictor for 2024 English Learner Progress: Northwest Evaluation Association (NWEA) Measures of Progress (MAP) Assessment for English Language Arts-
The Fall baseline for 2023-24 was 8.4% In Quarter 3, VCUSD demonstrated an overall performance of 6.8% who met or exceeded the standard.

College/Career Indicator
2023 California Dashboard Overall Academic Performance for College/Career -
The College/Career indicator reflected only one year. The performance on this indicator was designated as Low, with 15.6% of students reported as prepared.

Local Indicator: Implementation of Academic Standards- The standard was met.

Current Practices to Impact Academic Performance and Next Steps:
In August 2023, the Superintendent set the expectation of a shared focus for the 2023-2024 school year. VCUSD would prioritize all students reading on grade level by third grade. To ensure all teachers receive continuous professional development, VCUSD executed Year 1 "Building Expertise," of the 2023-2024 VCUSD Professional Learning Plan. Teachers and instructional leadership participated in on-going training provided by CORE Learning grounded in the science of reading and literacy across content areas. Utilizing a common weekly professional learning time each week as well as full professional learning days in August 2023, October 2023, January and February 2024, all teachers were provided access to effective strategies to inform their practice. Teachers of students in the primary grades received additional support from CORE trainers to provide in-class coaching and site leadership with feedback and next steps.

Throughout the year, VCUSD utilized the VCUSD Instructional Priorities framework for ELA and Math and the VCUSD Social Emotional Learning Priorities framework refined in 2022-2023 to engage in equitable, coherent, data-driven monitoring practices to improve the culture of continuous improvement. District and site leadership participated in multiple district-wide sessions of learning walks focused strictly on how students were demonstrating their learning in the classroom. Site leadership teams utilized a district aligned walkthrough tool to collect evidence of effective practices. District and site leadership teams met at least once a month to collaborate around common assessment and walkthrough data to analyze progress which drove action steps throughout the school year.

The 2024-2025 LCAP will continue actions to support continuous professional learning, district, and site-focused walkthroughs. VCUSD will enter Year 2 "Expanding Expertise" of the Professional Learning Plan. In addition to continued focus around literacy across the content areas, mathematics training will be supported through CORE Learning and VCUSD experts. For 2024-2025, the LCAP will include actions to impact the College and Career indicator around support structures as well as enhanced options for college and career preparation will be provided in the LCAP plan to ensure students are prepared for next steps after high school.

VCUSD continues to see inequitable progress for English Learners in ELA. This is the only student group that saw a decline on the California Dashboard. 2023-2024 NWEA data indicates a similar trend. Specific actions will be included in Goal 1 and Goal 3 of the 2024-2025 LCAP to accelerate learning by providing additional training for teachers and targeted interventions including high-dosage tutoring and in class

support. While some schools sites including Jesse Bethel High School, Cave Language Academy and Solano Widenmann Leadership Academy saw significant growth (Green or Blue performance levels), other school sites mirrored the overall district performance. Targeted interventions for those sites will be included in the LCAP as well as school site SPSA plans.

Academic Engagement:

Graduation Rate
2023 California Dashboard Overall Academic Performance for Graduation Rate -
The Graduation Rate indicator was categorized in the Yellow performance level and has also increased 1.4% with 79.3% of students reported as graduated.

Chronic Absenteeism
2023 California Dashboard Overall Academic Performance for Chronic Absenteeism -
In terms of Academic Engagement, the Chronic Absenteeism indicator was designated in the Yellow performance level and declined 8.9% with 49.2% of students reported as chronically absent compared to 58.1% in 2021-2022.

2023-2024 Local Data as a predictor for 2024 California Dashboard -
Local data through our student information system indicated chronic absenteeism was at 33.1% as of April 2024.

Local Indicator: Access to a Broad Course of Study - The standard was met.

Current Practices to Impact Academic Engagement and Next Steps:
In August 2023, the Superintendent set a second expectation of a shared focus for the 2023-2024 school year. VCUSD would prioritize everyone attending school every day (all students and staff). VCUSD utilized one-time funds to hire Child Welfare Attendance Liaisons to focus on students with attendance issues. These staff also participated in school site CARE team meetings to share data on students with attendance issues and support the site in their attendance intervention plans to increase daily attendance and decrease chronic absenteeism. Strategies around daily attendance and interventions to reduce chronic absenteeism are addressed through overall proactive measures and targeted interventions in the 2024-25 LCAP plan. The 2024-2025 LCAP will also address target measures to ensure all student groups and all school sites have actions and resources to ensure students graduate on time.

Conditions & Climate:

2023 California Dashboard Overall Academic Performance for Suspension Rate -
The Suspension Rate indicator for VCUSD overall was designated in the Orange performance level. The suspension rate increased 1.2% with 7.7% of students suspended at least one day.

2023-2024 Local Data as a predictor for 2024 California Dashboard -
Local data through our student information system indicated the suspension rate 4.8% as of April 2024.

All local indicators noted in the California Dashboard related to Climate for 2022-2023 were identified as "Standard Met."

Current Practices to Impact Conditions & Climate and Next Steps: While current data shows the percentages for suspension decreased as of April 2024, continued work around Positive Behavior Interventions and Supports (PBIS) and other interventions need to continue in order for all student groups to see an equitable decline. The 2024-2025 LCAP actions around building PBIS processes are addressed including actions to implement the revised VCUSD PBIS: Response to Behavior Handbook which provides a menu of proactive ways to re-engage students and alternative means for correction. Site-based schoolwide actions aligned to the VCUSD Social Emotional Learning priorities are also indicated in the Goal 2 and Goal 3 of the 2024-2025 LCAP plan.

VCUSD understands the fact that while progress was made in several areas of the 2023 California Dashboard, VCUSD must continue to build upon coherent efforts that contributed to this growth.

The following student groups within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard include:
Students with Disabilities student group for College/Career, Graduation Rate and Suspension Rate
English Learners student group for English Language Arts, College/Career, and Graduation Rate
White student group for Chronic Absenteeism and Suspension Rate
Homeless student group for Mathematics and College/Career
African American student group for College/Career and Suspension Rate
Foster Youth student group for Suspension Rate
Socioeconomically Disadvantaged student group for Suspension Rate

The following schools received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Annie Pennycook Elementary, for Suspension Rate, English Language Arts, English Learner Progress and Mathematics.
Dan Mini Elementary for Suspension Rate.
Federal Terrace Elementary for English Language Arts
Highland Elementary for English Learner Progress and Mathematics
Hogan Middle for Suspension Rate
Jesse M. Bethel High for Suspension Rate
John Finney High (Continuation) for College and Career Suspension Rate
Joseph H. Wardlaw Elementary for English Learner Progress
Lincoln Elementary for Suspension Rate, English Language Arts, and Mathematics
Loma Vista Environmental Science Academy for English Learner Progress and English Language Arts
Mare Island Health and Fitness Academy for Suspension Rate, English Learner Progress, English Language Arts and Mathematics
Solano Widenmann Leadership Academy for Suspension Rate and
Vallejo High for Suspension Rate, English Learner Progress and Graduation Rate

The following student groups within a school within VCUSD received the lowest performance level on one or more state indicators on the 2023 Dashboard:
Annie Pennycook Elementary- English Language Arts, student groups: African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. Mathematics, student groups: African American. English Learner Progress, student group: English Learners.

Chronic Absenteeism, student groups: Filipino, Students with Disabilities and White. Suspension Rate, student group: Socioeconomically Disadvantaged

Cave Language Academy- Chronic Absenteeism, student group: White.

Dan Mini Elementary- English Language Arts, student group: Students with Disabilities. Mathematics, student group: Students with Disabilities. Suspension Rate student groups: African American and Socioeconomically Disadvantaged. Chronic Absenteeism student group: Filipino.

Federal Terrace Elementary- English Language Arts student groups: African American, English Learners and Hispanic. Mathematics, student group: African American

Glen Cove Elementary- Chronic Absenteeism, student groups: English Learners and White

Grace Patterson Elementary- English Language Arts, student groups: English Learner and Hispanic. Mathematics, student groups: English Learner and Hispanic. Chronic Absenteeism, student group: Students with Disabilities

Highland Elementary- English Language Arts student group: English Learners. Mathematics student groups: English Learners, Hispanic and Socioeconomically Disadvantaged. English Learner Progress, student group: English Learners. Suspension, student group: African American and Socioeconomically Disadvantaged

Hogan Middle School- English Language Arts student groups: English Learners. Mathematics: English Learners and White. Chronic Absenteeism student groups: English Learners, Filipino, Hispanic and White. Suspension Rate student groups: African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and White

Jesse M. Bethel High- Mathematics, student group: African American. College and Career Readiness, student group: English Learners. Graduation Rate, student group: Students with Disabilities. Suspension Rate, student groups: African American, English Learners, Hispanic, Two or More Races, Socioeconomically Disadvantaged, and White

John Finney High (Continuation) - College and Career Readiness, student groups: African American, Hispanic and Socioeconomically Disadvantaged. Suspension Rate, student groups: African American and Socioeconomically Disadvantaged

Johnston Cooper Elementary- Suspension Rate, student group: African American

Joseph H Wardlaw - English Language Arts and English Learner Progress, student group: English Learners. Suspension Rate, student group: Students with Disabilities.

Lincoln Elementary- English Language Arts, student group: Socioeconomically Disadvantaged. Mathematics, student group, Socioeconomically Disadvantaged. Suspension Rate, student groups: African American and Socioeconomically Disadvantaged

Loma Vista Environmental Science Academy- English Language Arts, student groups: English Learners, Hispanic and Socioeconomically Disadvantaged. Mathematics, student groups: English Learners, Hispanic. English Learner Progress, student group: English Learners. Suspension Rate: Students with Disabilities

Mare Island Health and Fitness Academy- English Language Arts, student groups: African American, English Learners, Hispanic, and Socioeconomically Disadvantaged. Mathematics, student groups: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities. English Learner Progress, student group: English Learners. Chronic Absenteeism, student group: Students with Disabilities. Suspension Rate, student groups: English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

Solano Widenmann Leadership Academy - Suspension Rate, student groups: African American, Hispanic and Socioeconomically Disadvantaged

Steffan Manor- English Language Arts, student groups: English Learners, Hispanic and Socioeconomically Disadvantaged. Mathematics, student group: African American.

Vallejo High- Mathematics, student group: English Learners. English Learner Progress, student group: English Learners. College and Career Readiness, student groups: African American and English Learners. Graduation Rate, student groups: African American, English Learners,

Hispanic, and Socioeconomically Disadvantaged. Suspension Rate, student groups: Hispanic, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities

Based on California Dashboard results as well as formative data collected during the 2023-2024 school year indicate that VCUSD must continue to identify, evaluate and refine the District multi-tiered system of support. Specific actions tied to district-wide student groups with low performance, actions to address specific schools with low performance indicators, and actions specific for schools student groups with low performance on the California Dashboard will be indicated in the LCAP plan. Ensuring that all students receive equitable instruction, relevant supports and effective interventions will remain a priority as evidenced by actions in the 2024-2025 LCAP.

Reflections: Technical Assistance

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

VCUSD is eligible for Differentiated Assistance through California's system of support, a key aspect of California's accountability and continuous improvement system.

VCUSD qualified for Differentiated Assistance based the performance of five student groups who received the lowest status level on the California Dashboard in two or more state priority areas as follows:
Black/African-America (Priority 6 – School Climate and Priority 8 – Outcomes in a
Broad Course of Study)
English Learners (Priority 4 – Pupil Achievement, Priority 5 – Pupil Engagement, and
Priority 8 – Outcomes in a Broad Course of Study)
Homeless Youth (Priority 4 – Pupil Achievement and Priority 8 – Outcomes in a
Broad Course of Study)
Students with Disabilities (Priority 5 – Pupil Engagement, Priority 6 – School Climate,
and Priority 8 – Outcomes in a Broad Course of Study)
White Students (Priority 5 – Pupil Engagement and Priority 6 – School Climate)

VCUSD continues to receive additional support from the Solano County Office of Education (SCOE) and the California Collaborative for Educational Excellence (CCEE). Both agencies work with VCUSD to identify underlying causes, possible solutions, helpful resources or expertise, and methods for measuring the effectiveness of possible solutions through a continuous process of improvement.

SCOE has and will continue to provide technical assistance across a variety of levels of the District. SCOE provides continuous professional learning and collaboration opportunities for all districts across the county. Many of our district and site staff have participated and grown from SCOE-hosted sessions including but not limited to Cognitive Coaching. Furthermore, SCOE hosts monthly meetings with VCUSD to provide on-going advisement and monitoring of fiscal and programmatic actions.

CCEE provides a multi-tiered system of support from experts across the state. These experts provide access to best practices, innovative strategies and resources with proven results. CCEE works with all levels of district leadership to build collective and individual capacity. In collaboration with SCOE and VCUSD, CCEE facilitates monthly Systemic Instructional Review (SIR) meetings where strategic goals and actions are established and progress is monitored through analysis of comprehensive data. Moving from the 2023-2024 school year into the 2024-2025 school year, CCEE will continue to guide VCUSD through the process of articulating and implementing an effective Service to Schools model that is responsive to the needs of the district.

Through these collaborative efforts, VCUSD will leverage strengths, address identified needs, and build capacity so that improvement can be sustained and measured over time.

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.

Based on a three year average of graduation rates, John Finney Continuation School qualifies for Comprehensive Support and Improvement (CSI). Annie Pennycook Elementary School, Lincoln Elementary School, and Mare Island Health and Fitness Academy are Title I schools eligible for CSI based on sites' performance of measures indicated on the California Dashboard.

Support for Identified Schools

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

The District team composed of the Assistant Superintendent of Educational Services, the Directors of Educational Services and their teams will partner with external agencies to directly support the four CSI schools throughout the process of developing and implementing a CSI plans, embedded within the site School Plan for Student Achievement, prior to the start of the 2024-2025 school year. The CSI plans will be submitted to the Governing Board for review and approval at the July 2024 Governing Board meeting.

The collaborative process for every CSI school will include:
* Educational Partner informational sessions - CSI schools will learn about the CSI identification process, the systems of support and required actions in preparation for the 2024-2025 school year.

* Collaboration around a Comprehensive Needs Assessment - VCUSD will partner with the Solano County Office of Education (SCOE) staff to implement the Fidelity Integrity Assessment (FIA) as part of the comprehensive school-level needs assessment. The summary from the FIA process, on-going academic assessment results, attendance and behavior data as well as educational partner input will be used to conduct a root cause analysis of the factors that have led to the current levels of student progress for each CSI school.

* Identification of Evidence-based Strategies and Interventions - The District team will partner with each school to align effective evidence-based interventions that will address the results of the root cause analysis.

* Supportive Planning Sessions - The District team will provide opportunities for school site leadership to receive assistance in developing their CSI and SPSA plans and act as both thought partners as well as technical support to ensure plans communicate the information learned through the comprehensive needs assessment and the action plan to address those identified needs.

* Alignment of Resources - VCUSD will ensure each school site receives the resources needed including but not limited to categorical funds (Supplemental and Concentration, Title I, and CSI) to support the implementation of the CSI plan and the development of the 2024-2025 School Plan for Student Achievement (SPSA). VCUSD will identify and contract external partners that can provide expertise and additional assistance to the CSI schools.

Monitoring and Evaluating Effectiveness

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

The VCUSD Educational Services team will work with external partners to support site leadership at each CSI school to advise, monitor, and evaluate the implementation and effectiveness of the CSI plan to achieve student and school improvement.
Actions include:
* Monthly District Leadership meetings to review data and reflect on progress to determine next steps
* Monthly Teacher Leader training and collaboration to support their coaching work at the school sites
* On-site support School Leadership to visit classrooms, collect data on student learning, calibrate observations, and confirm next steps
* Differentiated support for each school site focused on capacity-building at multiple levels (Principal, Leadership Team, Grade Level/Department, etc.) to increase awareness and shared leadership around the CSI plan implementation

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
District English Learner Advisory Committee (DELAC)	VCUSD held seven District English Learner Advisory Committee meetings during the 2023-2024 school year: September 26, 2023, October 24, 2023, November 28, 2023, January 9, 2024, February 6, 2024, April 16, 2024, and May 28, 2024. The meetings were held either virtually or in-person. At each meeting, Committee members and participants reviewed progress towards LCAP goals in a variety of activities including: using current data to understand the needs of VCUSD English Learners and provide input on action steps, reviewing and discussing California Dashboard and 2023-2024 data, receiving updates on the LCAP development process, surfacing trends from educational partner input; reviewing the final draft of LCAP, and providing review and comment on the LCAP as site representatives. Agendas for all meetings were posted in compliance with the Green Act. The DELAC served as the Parent Advisory Committee (PAC) for the LCAP. Given foster parents were unable to attend, phone call interviews with foster families of VCUSD students served as a means to collect their input.
School Site Community - School Site Councils (SSC) and English Learner Advisory Committees (ELAC)	Site Administrators dedicated at least one meeting to gather feedback on the development of the 2023-2024 LCAP. These meetings were held between November 2023 and March 2024. While many sites opted to utilize scheduled parent/community meetings, the broader school community was invited and encouraged to participate. Meetings were done either in person or virtually. Each meeting began with a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as

Educational Partner(s)	Process for Engagement
	measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked two questions that prompted discussion on prominent focus areas within the LCAP. Most often the meeting was facilitated by the Principal. District staff would also attend if requested. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. Agendas for all meetings were posted in compliance with the Green Act. Members of the school site community were also invited to complete the Educational Partner survey for the 2024-2025 LCAP.
Community Partner Meetings	Community Forums or Parent Support Hours were held either in-person or virtually on August 28, 2023, October 26, 2023, November 28, 2023, November 30, 2023, and March 21, 2024. Each meeting began with a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked two questions that prompted discussion. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. Input and suggestions shared at family engagement events including Parent Institute for Quality Education (PIQE) and the African American Parent Network (AAPN) activities was also documented. Members of the community were also invited to complete the Educational Partner survey for the 2024-2025 LCAP.
Site and District Leadership	Principals and Vice principals met at least once each month with District office staff. During these meetings participants monitored progress towards LCAP goals using the most updated data available and provided feedback on the early development of the 2024-2025 LCAP. Site administrators also participated in level-specific LCAP engagement sessions utilizing the same open-ended questions asked of all educational partners. The Elementary and TK administrators met with District office staff on January 11, 2024 and the Secondary administrators met with District office staff on February 1, 2024 to share input in groups in order to develop grade-spa specific trends using the same three open-ended questions provided to other educational partners. District Leadership meets during monthly

Educational Partner(s)	Process for Engagement
	Community of Practice sessions where information relevant to the 2024-2025 LCAP was shared.
SELPA Administrators	SELPA and VCUSD administrators joined parents and community members for an LCAP Engagement session on December 14, 2023. The meeting began with a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked two questions that prompted discussion. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing.
Students (Secondary)	Secondary students were invited to participate in student focus groups to provide feedback based on similar questions posed to the other educational partner groups that prompted discussion on prominent focus areas within the LCAP. Students were asked about how their schools can help ensure students are attending school every day and what their schools can do to support their academic improvement. These meetings took place during January 2024 through April 2024. Secondary students were also invited to participate in the Educational Partner survey for the 2024-2025 LCAP.
Bargaining Units - Vallejo Education Association, California School Employees Association, Vallejo School Managers Association	Representatives of bargaining units and the managers association met between January 2024 and April 2024 to provide feedback for 2024-2025 LCAP development. VEA held an in person meeting at the District Office where the participants had a short presentation that included the purpose of the LCAP, the funding, current goals, VCUSD student progress towards goals (as measured by the California School Dashboard including areas of strength and need), and a summary of the actions. Facilitators asked two questions that prompted discussion. Participants were asked to provide their feedback on actions or services they felt were no longer effective or those they felt were missing. CSEA opted to utilize the presentation and questions to facilitate their own input collection. Teachers, other certificated and classified staff as well as managers are also invited to participate in the site engagement sessions as well as the district-wide survey.

Educational Partner(s)	Process for Engagement
VCUSD Community (through the LCAP survey)	Parents, students, staff, and community were also invited to complete the 2024-2025 Educational Partner survey. The 2024-2025 LCAP survey was open from March 1, 2024 through April 12, 2024. Information regarding the survey was advertised through ParentSquare, site weekly communication, QR codes available in the front office as well as meetings/events, and VCUSD Liaison communication. The survey was designed to gather information on the effectiveness of the actions and services in the LCAP from the perspective of various educational partners using a rating scale. Sections of the survey provided open-ended questions for individual comments. To assist with ensuring foster parents participation, phone call interviews with foster families of VCUSD students served as an additional means to collect their input.
John Finney Educational Partners	John Finney High School held in-person and virtual engagement sessions with educational partners throughout the 2023-2024 school year as a part of their Comprehensive Support and Improvement work as well as in preparation for the 2024-2025 School Plan for Student Achievement and the designation as an LCFF Equity Multiplier school. The Instructional Leadership team met regularly (September 1, 2023, October 17, 2023, December 12, 2023, January 11, 2024, February 5, 2024, March 19, 2024, April 23, 2024) to review and analyze student data in respect to progress on the CSI action plan, the desired student outcomes for 2023-2024, and in Spring 2024, consider needs and possible actions to address the stability rate in light of low performance areas for student groups on the 2023 California Dashboard. JFHS had meeting with families (parents and students) throughout the school year. On April 2, 2-24 and May 16, 2024, school leadership reached out to educational partners to discuss areas of need and focus to target LCFF Equity Multiplier funds. John Finney leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.
Vallejo High Educational Partners	Vallejo High School held in-person and virtual engagement sessions with educational partners throughout the 2023-2024 school year to monitor progress on the 2023-2024 School Plan for Student

Educational Partner(s)	Process for Engagement
	Achievement (SPSA) as well as develop the 2024-2025 SPSA. VHS provided additional engagement options to collect input following the designation as an LCFF Equity Multiplier school. VHS shared school data and received input at SSC meetings (September 12, 2023, October 3, 2023, November 28, 2023, May 7, 2024 and June 4, 2024) and ELAC meetings (September 28, 2023, October 26, 2023, January 11, 2024, February 18, 2024, April 18, 2024 and May 30, 2024). Leadership Team meetings were held to review and analyze data in order to determine action steps on September 5, 2023, October 10, 2023, February 6, 2024, April 23,2024 and May 14, 2024. Staff meetings were held monthly. ASB Leadership met with site administration on October 20, 2023 and January 24, 2024. Additional student outreach through focus groups and empathy interviews were conducted in March, April and May. The April and May meetings across all partner groups focused on planning for 2024-2025. Vallejo High leadership collaborated with District leadership through March, April and May to review data, status on the California Dashboard, develop goals, and plan for the most effective use of LCFF Equity Multiplier funding.
Vallejo Adult Transition Educational Partners	VCUSD met monthly (virtually) on the second Thursday of the month with the VCUSD SELPA Community Advisory Council. These meetings are grounded in sharing progress of students with IEPs, actions and activities that are currently in progress, and collecting input from educational partners on ways to increase and improve services for students with IEPs. In preparation for the 2024-2025 LCAP, the SELPA , VCUSD staff, and District leadership met on April 10 (in person), April 19 (virtual), and May 9, 2024 (in person) to develop a goal and plan for the most effective use of LCFF Equity Multiplier Grant.

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

VCUSD has reviewed all of the Education Partner feedback to evaluate progress on 2023-2024 goals and actions, develop goals and actions for 2024-2045 as well as ensure implementation and effectiveness metrics are aligned to all goals and actions. In addition to the groups mentioned above, VCUSD has appreciated the collaborative efforts and critical-friend feedback from partnering organizations including but not limited to Solano County Office of Education (SCOE) staff, representatives from the California Collaborative for Educational Excellence (CCEE), and vendors that provide professional learning, in-classroom coaching and technical assistance. The collaborative conversations

around the importance of building the 2024-2025 with coherence and intentionality have had a strong influence on plans to move student outcomes forward in a positive direction.

Educational Partner engagement has influenced the following areas of the 2024-2025 LCAP:

2024-2025 LCAP Broad Goals
In the fall of 2021, the Vallejo City Unified School District Board of Education requested that the District engage in a strategic planning process to provide focus and direction to the efforts to improve VCUSD. They asked that the plan be driven by community input, developed by community leaders, and focused on actionable goals that can be achieved in three years. Because this is the first strategic plan VCUSD has had in recent memory, some foundational and story gathering was necessary. The process began with listening conversations with the Board of Education to understand and capture their historical perspectives and lived experiences.

The strategic planning process began by recruiting a Strategic Planning Action Committee (SPAC), which included diverse backgrounds, experiences, and perspectives. The group consisted of students, families, staff, and community members. The SPAC met virtually four times in 2021 and 2022 and analyzed multiple data sources. The team also had panel discussions which revealed a more nuanced picture of the District. Additionally, organizational performance indicators provided quantitative measures to inform the evaluation process was used to ensure our strategic plan maximized opportunities to achieve the District's vision.

The Vallejo City Unified School District Board of Education adopted the strategic plan in August 2022, with four focus areas: Equitable Opportunities, Equitable Outcomes, Safe and Supportive Learning Environments, Vibrant Culture of Teaching and Learning, and Community Centered Education. The approved plan also includes an updated vision, mission, and core beliefs and values. The four pillars serve as the basis of the 2024-2025 LCAP broad goals. Furthermore, the key descriptors of these pillars are aligned to the metrics of the VCUSD LCAP plan to ensure coherence between the expectations of the Governing Board and the actions of our school district.

Development of 2024-2025 LCAP Metrics and Target Outcomes
VCUSD Executive Cabinet and Educational Services team members met with partners from the Solano County Office of Education (SCOE) staff and the California Collaborative for Educational Excellence (CCEE) to develop a set of consistent data (metrics) and a protocol to monitor progress across the 2023-2024 school year. Metrics were aligned to the State Instructional priorities as well as the VCUSD Instructional Priorities. District Leadership (Executive Cabinet, Educational Services team, Site Principals, Site Vice Principals, Site Teacher Leaders) met at least once a month with school administrators as a District Leadership team to also review progress and set action steps for each quarter of the school year. On a quarterly basis, the Director of Data and Analysis and Assistant Superintendent of Teaching and Learning met with each school site to review site level data and establish targets for site level progress. As part of the continuous improvement process at both the district and school site level, additional interim (process and progress) metrics have been identified to provide a more focused monitoring of implementation and effectiveness towards meeting overall targets and district goals. These metrics utilize common district systems including but not limited to NWEA Map assessment data, Core assessment data, student information in Aeries, and 5Lab dashboards. Data analysis at the end of 2023-2024 will inform the 2024-2025 metrics for the 2024-2024 LCAP and the 2024-2025 VCUSD School Plans for Student Achievement (SPSA).

Trends from Educational Partner Engagement input that inform 2024-2025 LCAP actions, metrics and expenditures

VCUSD values educational partner feedback to help assess and evaluate the activities from the current school year and confirm priorities for 2024-2025. The input the educational partners provide is foundational to building the 2024-2025 LCAP. Overall the feedback provided reaffirmed the key priorities of the 2021-2024 VCUSD LCAP.

Several trends or overarching themes emerged across all of the educational partner input:

Classroom Instruction and Student Learning - Every educational partner group conveyed the importance of providing students with curriculum and instructional practices that engage students and help them build connections to the real world. Hands-on, interactive learning that helps students learn in different ways was a common recommendation. Educational partners want to see classrooms where students are encouraged to talk, work together, and take ownership of their learning. Educational partners spoke to the importance of consistency in availability of resources (furniture, books, supplemental materials, etc.) across all classrooms in the district. All groups identified that additional professional development is necessary for teachers to learn new strategies to deliver content, connect with students, help students accelerate mastering concepts, and manage classroom learning that is challenging but also fun and engaging. It was acknowledged that combination classrooms and classrooms with too many students cause unnecessary stress for both the students and the teachers. Staffing has improved, but all educational partner groups highlighted the importance of having teachers in the classroom every day. Educational partners, particularly parents, remain concerned about the possibility of students not having a teacher in their upcoming school year and want the district to ensure teachers are in classrooms at the start of the school year.

Expansion of Programs that Connect Students to School - Another dominant trend educational partners spoke to repeatedly was around enhancing arts and music programming as well as expanding STEAM and Career Technical electives and/or opportunities for students to learn about career paths and college opportunities at the earliest levels. In addition, programs that give students something to connect to, including but not limited to athletics, were mentioned in every group, multiple times, as a way to increase attendance, improve behavior and give students a purpose for being in class and seeing themselves as successful. Furthermore, educational partners recognized the importance of opportunities for students to showcase their talent or project as a way to increase families' engagement with the school staff and community. Educational partners stated they would like to see more options to explore outside of the classroom and also have guest speakers bring experiences to students at school. Clubs during the day as well as expanded learning programs were recommended.

Student Supports - The importance of academic and socio-emotional supports were indicated universally across all groups' feedback. Educational partners emphasized the need to continue tutoring for students at all grade levels with a focus on making sure students are at grade level and do not bring Ds and Fs to the next school year. Interventions that happen early on were suggested so that students don't fall behind (early as in the primary grades, but also early as in the beginning of the school year or as the need arises). Educational partners acknowledged the value of having additional adults/services on campus, including Academic Support Providers, Mental Health Support Providers, counselors, teaching assistants and programs that help students feel like they are being supported and heard. All groups shared that the Child Welfare Attendance Liaison has helped improve attendance. They also saw value in programs that build student confidence and focus on wellness, such as the Wellness Centers and contract services for overall mindfulness.

Enhanced Facilities for Safety and Engagement - The importance of facilities being safe both within school grounds and around the perimeter came up in all groups. Having additional staff, like site safety supervisors, was viewed as effective. Additional training for dealing with students as well as situations students have was recommended. Educational partners also spoke to athletic and visual and performing arts

facilities being upgraded for safety and/or 21st century access. Without those upgrades sports, the arts and other group activities could be unsafe or not as accessible to students.

English Learner (EL) /Multilingual Learner (ML) Supports - Many of the educational partner groups acknowledged that VCUSD has an increasing number of students from other countries and in many cases, VCUSD is their first US school experience. They want to see additional programming and support for students such as additional bilingual tutors and tutoring. Parents in particular would like more tools, such as a software program, for students to use at home to continue to focus on learning English during the school year and during breaks. They also feel teachers should have more training on how to help ML students. Parents of ML students would also like training to help accelerate their students' learning as well as build their own English skills.

Parent Support - All partner groups indicated that parents want to be engaged and know how to help their students. Parent programs, workshops, opportunities to connect with their school community as well as options to learn with their students were shared. Educational partners see value in the investment in PIQE (Parent Institute of Quality Education) and would like those programs as well as a larger variety of workshops to continue.

According to the VCUSD LCAP survey, a high percentage of participants felt district initiatives have the potential to positively impact student outcomes: all students reading at grade level by third grade, focusing on the importance of attendance, implementing the VCUSD Strategic Action Plan, and developing actions related to the VCUSD Profile of a Graduate. Survey results indicate initiatives are in an initial implementation phase. Much of the input reinforces the importance of persisting towards full implementation.

Specific recommendations as well as acknowledgement of current services appeared from the various educational partner groups:

Parent and community groups that met in person as part of the District English Learners Advisory Committee (DELAC), the African American Parent Network (AAPN), Full Service Community School participants, and CAC or completed the VCUSD LCAP Survey, mentioned the importance of finding ways to celebrate students' skills. Challenging but engaging classrooms should be available to all students. Clubs, arts, music, and sports were mentioned as specific ways they wanted the district to continue to direct resources. Parents view mental health and wellness support and staff as critical to student success. Parents want to know what is going on, appreciate and expect on-going communication so they can help their students. The parent groups agreed that 2023-2024 LCAP actions should be maintained and expanded in areas mentioned.

Staff members participating in the bargaining unit meetings, administrator meetings, school site engagement sessions, and/or LCAP survey participants recognized the continuous professional learning that took place in 2023-2024 and emphasized the importance of continuing that training. Teachers and administrators specifically mentioned the positive impact the CORE Learning training has had in the elementary grades. Educational partners wanted to see the CORE model of training followed by coaching and in-class support expanded to older grades. This group also saw a need for additional training on culturally relevant teaching strategies and implicit bias training. Staff find the Spanish-speaking staff (Bilingual Community Liaisons, staff with bilingual stipends) helpful to families, students and staff. They would like to see additional supports for English Learners, particularly at the secondary level to ensure students have the assistance they need. According to information from the LCAP survey and input sessions, staff would like to see current LCAP actions continue.

Students who participated in the focus groups and/or the LCAP survey indicated that they want to be in classrooms where learning is fun and teachers are willing to help them be successful. Students feel that if additional tutoring or peer support is provided, all students could be successful. Students recommended that staff focus on students who are making good choices and finding ways to ignore those who are not. Students want to know about college and career and would like programs to be available as part of class and after class. Finally, the student group thinks all staff mentioned as part of the LCAP are helpful and want to see them held to a high standard. Per the LCAP survey and input sessions, students feel 2023-2024 have had an impact or have the potential to have an impact and should continue.
The SELPA administration and community advisory would like to see additional training on inclusion as well as strengthen strategies that prevent over identification of students in need of Special Education.

Analysis of feedback in relation to effectiveness of actions and next steps
VCUSD appreciates the input from the Educational Partners. Input was reviewed and categorized. District advisory and the District Leadership Team members met to review all data sources, analyze the information, and align evaluation outcomes to the VCUSD Strategic plan and 2024-2027 LCAP broad goals. VCUSD educational partners have affirmed that the actions in the 2023-2024 LCAP plan had some positive impact on VCUSD students. Educational partners would like to see a higher degree of implementation of those actions. They would also like to see support and monitoring for LCAP funded staff to ensure students received continuous high quality services. This input aligns with data outcomes for academics, behavior and attendance. While progress has been made to some degree in each area as measured by the California Dashboard indicators and 2023-2024 progress monitoring, the progress has not occurred across all sites or all student groups. VCUSD needs to enhance high leverage actions, strengthen activities, and build systems of accountability for all actions.

Based on this feedback the following next steps for broad goals have been identified:
1) Staffing and activities identified in the 2023-2024 LCAP will be maintained with implementation and effectiveness metrics tied to each action. Given the high percentage of unduplicated students, all activities will be principally directed toward improving their outcomes.
2) A stronger emphasis on strategies to ensure all students are reading at grade level by third grade and attending school daily will be reinforced.
3) Programs that promote connection to school within the classroom and outside of the classroom will be enhanced. This includes rigorous engaging instruction in the classroom aligned to the VCUSD Instructional and Social Emotional priorities. It also includes a range of high interest opportunities within and beyond the school day. Supplies, facilities, services as well as training, coaching and feedback for staff will continue to be provided.
4) Classroom programming and enrichment opportunities will be funded to ensure that students are having academic conversations, demonstrating higher levels of depth of knowledge learning, and working collaboratively to master grade level content.
5) Programs, strategies and staff that support positive behavior and provide students academic and/or socio-emotional support will be provided and monitored for high quality. Additional staff to oversee these actions will be provided.
6) Programs to help families and the community connect with our schools to improve attendance, behavior and academic outcomes will be increased.
7) A plan to identify and implement a comprehensive program with interventions to meet the diverse needs of VCUSD English or Multilingual Learners will be developed and implemented utilizing the English Learner Road Map.

Educational Partner Engagement influence on LCFF Equity Multiplier goals and related actions:
John Finney High School - In consultation with educational partners, VCUSD and John Finney High School identified the need to provide additional counseling and mentoring services to proactively address student barriers to learning and provide intervention services. JFHS

educational partners also stressed the need for enhanced content intervention to ensure students are at grade level and passing courses. Educational partners also recommended the school increase activities, programs, and services that connect students with career awareness and preparation.

Vallejo High School - In consultation with educational partners, VCUSD and Vallejo High School identified several priorities to ensure students are receiving differentiated support need to meet academic, behavioral and socio-emotional desired outcomes:
1) Enhanced options for students to demonstrate college/career preparedness through professional learning for teachers and additional staffing to increase course offerings.
2) High Dosage Tutoring for students who need support in literacy and math foundational skills to ensure they have the tools to access high school course content.
3) Additional Bilingual Tutors to support English learners in content area classes to ensure that language is not a barrier to accessing content.
4) Proactive Support Staff to ensure students who are at risk of suspension receive interventions such as mentoring to attend school everyday and make positive choices.
5) Counseling Supports to address barriers that are preventing students from achieving including drug and alcohol addiction.
6) Counseling Supports for English learners with a focus on newcomers to make sure services are targeted to successful acclimation to school and progression of English language development.
7) School Leadership Development and Coaching to build shared leadership in developing, communicating and monitoring the VHS MTSS framework.

Vallejo Adult Transition - In consultation with educational partners, VCUSD District staff identified the need to provide additional opportunities for students in the Adult Transition program to learn and practice life skills and career-related skills to prepare for further education and career options.

Analysis of changes based on new LCAP goals
Under the direction and guidance of the VCUSD Governing Board, the 2024-2027 LCAP plan broad goals are based on the pillars of the VCUSD Strategic Plan. Actions aligned to the new goals will also align to the components of each pillar established by the Governing Board and informed by the Strategic Planning Action Committee.

Analysis of material differences in expenditures
VCUSD works closely with the Solano County Office of Education (SCOE) to build a budget that prioritizes spending the current allocation of supplemental and concentration grant funding on the current group of students. Given a large carryover budget from the prior year, enhanced or additional materials and services will be provided to accelerate student outcomes and provide the maximum investment for VCUSD students. VCUSD meets monthly with SCOE for progress monitoring and additional oversight of LCAP funds and activities.

VCUSD presented the LCAP draft to DELAC (LCAP Advisory) on May 28, 2024. Comments and questions were collected by the District team facilitating the meeting. The Superintendent responded to all questions and comments received during the consultation in writing.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Vibrant Culture of Teaching and Learning (VCUSD Strategic Plan Pillar 3) - Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers provide highly effective classroom instruction aligned to the VCUSD Instructional Priorities so that all students demonstrate the ability to read at grade level by third grade and master of qualities outlined in the VCUSD Portrait of a Graduate. These skills will be indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Analysis of student performance on district and state assessments indicate that VCUSD must continue to focus on improving academic outcomes for all students. While VCUSD is showing progress and growth, the District needs to remain persistent in efforts to ensure all students and student groups are performing at grade level. According to the 2023 CAASPP results, 26.7% met or exceeded the standard for English Language Arts (ELA) with 16.5% meeting or exceeding the standard for Mathematics. In ELA, all but one student group showed an increase in performance. Overall, 7.95% of English Learners met or exceeded standards. In Mathematics, all student groups improved overall except for the Homeless student group who had 5.93% of the student group assessed met or exceeded standards.

VCUSD has set an expectation that every student will be on grade level by third grade. Actions aligned with this expectation develop a standard for strong base instruction emphasizing literacy across all content areas. Educational partner input gathered strongly emphasized the need to focus on instruction, strategies, and classroom resources that ensure all students are engaged and successful in their learning.

This goal is aligned to Pillar 3 of the VCUSD Strategic Plan, "Vibrant Culture of Teaching and Learning" and the Portrait of a VCUSD graduate. The VCUSD Governing Board outlines the following components of this pillar and the portrait of a graduate which also inform this broad goal:

Teachers being able to adapt to different learning styles
Educating teachers - training and mindset- in order to deliver responsive instruction
Ensuring each child has access to relevant academic experiences
Providing student voice and choice at all possible moments
Learning is relevant to real-world problems
Students have the skills necessary for the next level whether it be trade school, community college, university or service
Our students are not in classrooms where the disease of limited expectations is a part of their experiences- it should not be what the instructor thinks the child can or cannot do.
Our students are being prepared with the skills they need for life beyond school - financial literacy, understanding about careers, etc.
Having a clear, unifying goal that we are all working toward.

The VCUSD Instructional Priorities guide the instructional program across all levels. Expected outcomes are measured through State and District assessments, district and site walkthroughs, the quality of site level plans, graduation data, and course access and participation.
Data is accessed through local systems, the California School Dashboard, and California Department of Education DataQuest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers appropriately credentialed Source: VCUSD Human Resources database % "Clear" on Teaching Assignment Monitoring Outcomes (TAMO) by Full-Time Equivalent (FTE) report Source: CA School Dashboard (Priority 1A) Source: VCUSD Human Resources database and CA School Dashboard	100% of teachers appropriately credentialed from School Year 2023-2024 Source: VCUSD Human Resources database 75.3% "Clear" on TAMO report from Report Year 2021-2022 Source: CA School Dashboard			100% of teachers appropriately credentialed from School Year 2026-2027 Source: VCUSD Human Resources database 85% "Clear" on TAMO report from Report Year 2024-2025 Source: CA School Dashboard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home (Priority 1B) Source: CA School Dashboard	0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home Report Year 2022-2023			0% Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home Report Year 2025-2026	
1.3	% of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed (Priority 2A) Source: Classroom Learning Walks data	71.46 % of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed from School Year 2023-2024, Quarter 3			81.46 % of Learning Walks where implementation of state board adopted academic content and performance standards for all students was observed from School Year 2026-2027, Quarter 3	
1.4	CAASPP English Language Arts (ELA) % Met/Exceeded Standards Specific Student Groups: English Learners (EL group in DataQuest)	CAASPP ELA 26.6% Met/Exceeded Standards Specific Student Groups: English Learners: 7.95%			CAASPP ELA 36.66% Met/Exceeded Standards Specific Student Groups: English Learners: 17.95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy CAASPP Math % Met/Exceeded Standards Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools:	Black African American: 18.3% Hispanic: 22.24% Foster Youth: 6.67% Socioeconomically Disadvantaged: 23.53% Students with Disabilities: 8.28% Specific Schools: Annie Pennycook Elementary 23.17% Federal Terrace Elementary 18.83% Lincoln Elementary 5.88% Loma Vista Environmental Science Academy 14.04% Mare Island Health and Fitness Academy 23.61% CAASPP Math 16.52% Met/Exceeded Standards Specific Student Groups: Homeless: 19.94% Black or African American: 8.84% Hispanic: 13.17% White: 20.28% English Learners: 5.93% Foster Youth: 0.0% Socioeconomically Disadvantaged: 14.05%			Black African American: 28.3% Hispanic: 32.24% Foster Youth: 16.67% Socioeconomically Disadvantaged: 33.53% Students with Disabilities: 18.28% Specific Schools: Annie Pennycook Elementary 33.17% Federal Terrace Elementary 28.83% Lincoln Elementary 15.88% Loma Vista Environmental Science Academy 24.04% Mare Island Health and Fitness Academy 33.61% CAASPP Math 26.52% Met/Exceeded Standards Specific Student Groups: Homeless: 29.94% Black or African American: 18.84%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy CAASPP Science % Met/Exceeded Standards Specific Student Groups: Black or African American (Action 4.5) English Learners Foster Youth Socioeconomically Disadvantaged (Priority 4A) Source: DataQuest	Students with Disabilities: 7.15% Specific Schools: Annie Pennycook Elementary 12.9% Highland Elementary 7.73% Lincoln Elementary 4.35% Mare Island Health and Fitness Academy 10.45% CAASPP Science 12.54% Met/Exceeded Standards Specific Student Group: Black or African American: 4.48% English Learners: 1.75% Foster Youth: No Data Available Socioeconomically Disadvantaged: 10.49% Report Year 2022-2023			Hispanic: 23.17% White: 30.28% English Learners: 15.93% Foster Youth: 10% Socioeconomically Disadvantaged: 24.05% Students with Disabilities: 17.15% Specific Schools: Annie Pennycook Elementary 22.9% Highland Elementary 17.73% Lincoln Elementary 14.35% Mare Island Health and Fitness Academy 20.45% CAASPP Science 22.54% Met/Exceeded Standards Specific Student Group: Black or African American: 14.48% English Learners: 11.75% Foster Youth: 10% Socioeconomically Disadvantaged: 20.49%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Report Year 2025-2026	
1.5	Distance Points From Standard in English Language Arts (ELA) Specific Student Groups: English Learners (EL group in DataQuest) Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy Distance Points From Standard in Math Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1)	Distance Points From Standard in English Language Arts (ELA): -69.2 Specific Student Groups: English Learners: -100.6 Black or African American: -94.4 Hispanic: -80.7 Foster Youth: -115.4 Socioeconomically Disadvantaged: -78 Students with Disabilities: -135.5 Specific Schools: Annie Pennycook Elementary: -75.7 Federal Terrace Elementary: -74.7 Lincoln Elementary: -134.2 Loma Vista Environmental Science Academy: -88 Mare Island Health and Fitness Academy: -88.1 Distance From Standard in Math: -100.4			Distance Points From Standard in English Language Arts (ELA): -59.2 Specific Student Groups: English Learners: -90.6 Black or African American: -84.4 Hispanic: -70.7 Foster Youth: -105.4 Socioeconomically Disadvantaged: -68 Students with Disabilities: -125.5 Specific Schools: Annie Pennycook Elementary: -65.7 Federal Terrace Elementary: -64.7 Lincoln Elementary: -124.2 Loma Vista Environmental Science Academy: -78 Mare Island Health and Fitness Academy: -78.1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy (Priority 4A) Source: CA School Dashboard	Specific Student Groups: Homeless: -130 points Black or African American: -130.4 Hispanic: -109.6 White: -69.4 English Learners: -120.4 Foster Youth: -158.9 Socioeconomically Disadvantaged: -108.3 Students with Disabilities: -154.7 Specific Schools: Annie Pennycook Elementary -96.3 Highland Elementary: -123 Lincoln Elementary: -134.2 Mare Island Health and Fitness Academy: -88.1 Report Year 2022-2023			Distance From Standard in Math: -90.4 points from standard Specific Student Groups: Homeless: -120 Black or African American: -120.4 Hispanic: -99.6 White: -59.4 English Learners: -110.4 Foster Youth: -148.9 Socioeconomically Disadvantaged: -98.3 Students with Disabilities: -144.7 Specific Schools: Annie Pennycook Elementary -86.3 Highland Elementary: -113 Lincoln Elementary: -124.2 Mare Island Health and Fitness Academy: -78.1 Report Year 2025-2026	
1.6	% NWEA Projected Proficiency Reading Specific Student Groups:	27.38% NWEA Projected Proficiency Reading			37.38% NWEA Projected	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learners (EL group in DataQuest) Black or African American (Action 4.5) Hispanic (Action 3.1) Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools: Annie Pennycook Elementary Federal Terrace Elementary Lincoln Elementary Loma Vista Environmental Science Academy Mare Island Health and Fitness Academy % NWEA Projected Proficiency Math Specific Student Groups: Homeless Black or African American (Action 4.5) Hispanic (Action 3.1) White (Action 3.1) English Learners Foster Youth Socioeconomically Disadvantaged Students with Disabilities (Action 3.1) Specific Schools:	Specific Student Groups: English Learners: 6.92% Black or African American: 22.34% Hispanic: 22.78% Foster Youth: 14.4% Socioeconomically Disadvantaged: 25.55% Students with Disabilities: 13.8% Specific Schools: Annie Pennycook Elementary: 26.15% Federal Terrace Elementary: 19.77% Lincoln Elementary: 5% Loma Vista Environmental Science Academy: 27.38% Mare Island Health and Fitness Academy: 22.93% 20.52% NWEA Projected Proficiency Math Homeless: 19.94% Black or African American: 15.14% Hispanic: 17.62% White: 26.4% English Learners: 9.03% Foster Youth: 9%			Proficiency Reading Specific Student Groups: English Learners: 16.92% Black or African American: 32.34% Hispanic: 32.78% Foster Youth: 24.4% Socioeconomically Disadvantaged: 35.55% Students with Disabilities: 23.8% Specific Schools: Annie Pennycook Elementary: 36.15% Federal Terrace Elementary: 29.77% Lincoln Elementary: 15% Loma Vista Environmental Science Academy: 37.38% Mare Island Health and Fitness Academy: 32.93% 30.52% NWEA Projected Proficiency Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Annie Pennycook Elementary Highland Elementary Lincoln Elementary Mare Island Health and Fitness Academy (Priority 2A) Source: Student Analytics Lab, 8.5 NWEA MAP Projected Scores Dashboard	Socioeconomically Disadvantaged: 18.85% Specific Schools: Annie Pennycook Elementary: 15% Highland Elementary: 6.4% Lincoln Elementary: 5% Mare Island Health and Fitness Academy: 18.33% from Spring 2023-2024 term			Homeless: 29.94% Black or African American: 25.14% Hispanic: 27.62% White: 36.4% English Learners: 19.03% Foster Youth: 19% Socioeconomically Disadvantaged: 28.85% Specific Schools: Annie Pennycook Elementary: 25% Highland Elementary: 16.4% Lincoln Elementary: 15% Mare Island Health and Fitness Academy: 28.33% from Spring 2026-2027 term	
1.7	% of Kindergarten students that score 100% on CORE assessment E, blending CVC words % of Kindergarten students that know all letters and letter sounds % of 1st graders that meet the fluency target of 60 words per minute	30% of Kindergarten students that score 100% on CORE assessment E, blending CVC words 42% of Kindergarten students that know all letters and letter sounds 40% of 1st graders that meet the fluency target of 29 words per minute			80% of Kindergarten students will score 100% on CORE assessment E, blending CVC words 1 100% of Kindergarten students will know	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of 2nd graders that meet the fluency target of 100 words per minute (Priority 2A) Source: ESGI database	34% of 2nd graders that meet the fluency target of 84 words per minute School Year 2023-2024, Midyear Actual			all of their letters and sounds 80% of 1st graders will meet the fluency target of 60 words per minute 80% of 2nd graders will meet the fluency target of 100 words per minute School Year 2026-2027, Midyear Actual	
1.8	% of graduates meeting UC/CSU requirements (Priority 4B) Source: CA School Dashboard, College/Career, Additional Reports	26% of graduates met UC/CSU requirements Report Year 2022-2023			36% of graduates met UC/CSU requirements Report Year 2025-2026	
1.9	% Not Deficient in credits for A-G courses (Priority 4B) Source: Student Analytics Lab	78.6% Not Deficient in credits for A-G courses School Year 2023-2024, Quarter 3			88% Not Deficient in credits for A-G courses School Year 2026-2027, Quarter 3	
1.10	% of students who graduate and complete a CTE pathway (Priority 4C)	8.4% of students graduated and completed a CTE pathway			35% of students graduated and completed a CTE pathway	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard, College/Career, Additional Reports	Report Year 2022-2023			Report Year 2025-2026	
1.11	% of students who met UC/CSU requirements AND complete a CTE pathway (Priority 4D) Source: CA School Dashboard, College/Career, Additional Reports	3.8% of students met UC/CSU requirements AND completed a CTE pathway Report Year 2022-2023			14% of students met UC/CSU requirements AND completed a CTE pathway Report Year 2025-2026	
1.12	% of students who passed an advanced placement (AP) examination with a score of 3 or higher (Priority 4G) Source: College Board	33% of students who passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2023			45% of students who passed an advanced placement (AP) examination with a score of 3 or higher Administration Year 2026	
1.13	% of 11th grade students who Met or Exceeded standards on CAASPP-ELA (Priority 4H) Source: DataQuest	28.92% of 11th grade students Met or Exceeded standards on CAASPP- ELA Report Year 2022-2023			36% of 11th grade students Met or Exceeded standards on CAASPP- ELA Report Year 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	% of 11th grade students who Met or Exceeded standards on CAASPP - Math (Priority 4H) Source: DataQuest	11.85% of 11th grade students Met or Exceeded standards on CAASPP - Math Report Year 2022-2023			18% of 11th grade students Met or Exceeded standards on CAASPP - Math Report Year 2025-2026	
1.15	% of students who graduated high school within four years Specific Student Groups: Students with Disabilities English Learners Specific Schools: John Finney (Priority 5E) Source: DataQuest	78.9% of students graduated high school within four years Specific Student Groups: Students with Disabilities: 52% English Learners: 62.5% Specific Schools: John Finney: 83% Report Year 2022-2023			88% of students graduated high school within four years Specific Student Groups: Students with Disabilities: 62% English Learners: 72.5% Specific Schools: John Finney: 93% Report Year 2025-2026	
1.16	% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities English Learners Homeless African American Specific Schools:	15.6% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities: 7.7% English Learners: 4.5% Homeless: 0%			32% of high school graduates placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: Students with Disabilities: 17.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	John Finney (Priority 8A) Source: CA School Dashboard	African American: 8.2% Specific Schools: John Finney 0% Report Year 2022-2023			English Learners: 14.5% Homeless: 10% African American: 18.2% Specific Schools: John Finney 10% Report Year 2025-2026	

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	Common Core Aligned Curriculum and Instruction	This action supports the rigorous implementation of California Common Core Standards aligned curriculum, instruction and assessment for low-income, English learner and foster youth students as outlined in the VCUSD Instructional Priorities 1.1.a Instructional Materials Materials will be purchased to supplement the core program in all subject areas. School based libraries will be maintained with up to date collections that serve to supplement the core curriculum instructional materials with informational and fictional text. Priority will be given to ensuring that school library collections are culturally relevant to the students of Vallejo and are gender inclusive. 1.1.b Planning Guides and Syllabi Planning Guides and syllabi will be revised as needed through district and site collaboration to support implementation and clarify how and when the District adopted core curriculum materials can be supplemented with other materials to reflect the multi tiered system of support for each core program. Funds will be provided for collaboration around implementation. 1.1.c District Common Assessments District Benchmark Assessments will be administered 3 times per year in grades 1-12 using the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment. This includes a beginning of year baseline assessment, a mid year assessment, and an end of year assessment. Transitional Kindergarten and Kindergarten students are assessed twice each year using the ESGI assessment. Preschool students are assessed using the DRDP. District Formative Assessments will be administered for each grade level 3 times per year. All grades K-12 will conduct performance tasks outlined in the planning guides. Grades K-8 will also conduct formative assessments three times a year to inform progress on the following: reading foundational (K-2), reading fluency (3-5), reading for meaning(3-12). Funds will provide for supplemental districtwide resources. 1.1.d Classroom Furniture and Learning Resources All TK-12 classrooms will be provided with grade level- appropriate furniture and learning resources to ensure low-income, English learner and foster youth students demonstrate structured student talk, collaboration around complex texts and application of foundational skills to increase engagement in all depth of knowledge tasks in every classroom across the	$5,065,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District. Funds will provide for learning resources to ensure active learning for unduplicated students in all classrooms. 1.1.e Targeted ELA Coaching Support VCUSD District ELA team will work with external partners and site leadership of schools with specific subgroups performing at the lowest level to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed. 1.1.f Targeted Math Coaching Support VCUSD District Math team will work with external partners and site leadership of schools with specific subgroups performing at the lowest level to develop a collaborative system of support including walkthroughs and feedback sessions around implementation of strategies learned through on-going professional development. Additional coaching and support will be provided at the school, grade level and individual teacher level as needed.		
1.2	Structured Early Literacy Program	VCUSD expects all students to be reading at grade level by third grade. This action supports the implementation of a structured early literacy program, incorporating research based practices to support literacy development in grades TK-3, focusing on phonemic awareness, phonics fluency, oral language, vocabulary and comprehension. A structured approach is essential to ensure success for all unduplicated students. 1.2 Structured early literacy practices will be integrated into the adopted curriculum and provide supplemental support as needed. Student progress will be regularly assessed; Instructional practices and implementation will be adjusted accordingly. All educational partners will collaborate to support student literacy. Professional learning will be provided for all teachers to become proficient in early literacy development and deliver best first instruction. Ongoing coaching support and monitoring will be provided to ensure strong implementation. Students will receive just in time intervention supports as determined through assessment data and progress monitoring. Funds will support activities including staffing,	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental programs, professional development, extra hours, and parent workshops.		
1.3	Services for Multilingual Learners (ML)	This action provides services and support for English Learners (ELs) also known as Multilingual Learners (MLs) to increase English proficiency and reclassification. 1.3.a Supplemental Resources for Language Acquisition Programs VCUSD will provide supplemental resources to enhance designated and integrated ELD resources including software that address language development needs and resources, such as English 3D, that provide additional tools for ML students to reach Literacy goals. 1.3.b English Learner Master Plan District will collaborate with educational partners to develop a multi-year plan aligned to the English Learner Roadmap. This plan will be implemented and monitored in order to close the achievement gap between all students and EL students in TK - 12th grade. Funds will be provided for services and extra hours. 1.3.c Ellevation Program Management Software Provides an online EL program management system for monitoring progress of English learners and reclassified fully English proficient students. Data is provided in a format that builds teachers' capacity to differentiate learning for EL students. 1.3.d District English Learner (EL) Teacher Leaders Elementary District EL teacher leader (1.0 FTE) and Secondary District EL teacher leader (1.0 FTE) will provide support to sites to implement ELD and access to the core curriculum for EL students, as well as provide professional development. 1.3e Adaptive Technology Explore, purchase, implement and monitor tools to increase language and foundational literacy with emergent language learners.	$505,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	TK-12 Visual and Performing Arts Programs	This action provides students in grades TK-12 with arts education opportunities during the school day at all VCUSD school sites. 1.4 TK-12 Visual and Performing Arts Supplemental Resources Funds will be used for materials, equipment, supplies, and services to enhance the VAPA programs across the school district to provide low-income students with resources to experience the range of visual and performing arts activities.	$400,000.00	Yes
1.5	District Instructional Leadership	This action outlines district level staffing and structures developed in partnership with California Collaborative for Educational Excellence (CCEE) and Solano County Office of Education (SCOE) to support the rigorous implementation of California Common Core Standards aligned to the VCUSD Instructional Priorities to positively impact academic outcomes for our unduplicated students. (Differentiated Assistance) 1.5.a District Instructional Reform Coordinators and Teacher Leaders Elementary and Secondary administrator and teacher leaders will provide leadership in curriculum implementation, effective instructional strategies, program assessment, and the implementation of learning from professional development that is responsive to the needs of our targeted students groups, in particular English Learners, Foster Youth and low income students. Staffing will include Elementary and Secondary Directors (.5 FTE per admin), TK-12 ELA and the Humanities District instructional reform coordinator (1.0 FTE), TK-12 Math and the Sciences District instructional reform coordinator (1.0 FTE), 9-12 District ELA Teacher Leader (1.0 FTE), TK-8 District Math Teacher Leader (1.0 FTE), 9-12 District Math Teacher Leader (1.0 FTE), and site level teacher leaders at TK-12 schools (16.0 FTE). 1.5.b District Leadership Team meetings District and site leadership participate in scheduled collaboration to implement the Data and Analysis Framework that will guide the use of data to improve outcomes for students, including targeted subgroups, in the areas of academic achievement, positive behavior (including regular attendance) and social emotional learning. 1.5.c Site and District Level Learning Walks	$3,250,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Site and District level Learning Walks will be conducted according to established timelines and protocols in order to determine the levels of implementation of the VCUSD Instructional Priorities and the impact these practices are having on student learning, particularly targeted subgroups,. The data from learning walks will be used to identify trend data in order to determine areas of need and aligned actions, and target the allocation of resources.		
1.6	Site Instructional Leadership	This action outlines site level structures to support the rigorous Implementation of California Common Core Standards aligned to the VCUSD Instructional Priorities at the site level to positively impact academic outcomes for our unduplicated students. 1.6.a Site based Leadership Support Vice Principals will support instruction and social emotional learning. Staffing will include: high school vice principals (4.0 FTE), middle school vice principals (2.0 FTE), and elementary vice principal (1.0 FTE). 1.6.b Site based Instructional Leadership Teams Leadership teams will be in place at each site to assist the principal with developing and monitoring the instructional and social emotional learning programs, particularly for targeted subgroups. Funds will be available for Extra Service Agreements and stipends to hold Instructional Leadership Team meetings beyond the student day. 1.6.c Site Level Classroom Walkthroughs Classroom walkthroughs will be conducted according to established timelines by site level staff using the VCUSD Walkthrough protocol to identify areas of strengths and areas for growth and provide teacher feedback in order to improve literacy core instructional practices, particularly for targeted subgroups.	$1,443,000.00	Yes
1.7	Professional Learning for Teaching and Learning	This action describes the types of professional learning opportunities for certificated and classified staff that will support the instructional program in order to increase the numbers of low-income, English learner and foster youth students graduating college and/or career ready. Funds will be	$5,611,362.00	Yes

Action #	Title	Description	Total Funds	Contributing
		allocated for supplies, vendor services, extra services agreements to pay staff beyond the duty day, and salaries and benefits for contractual professional learning days.		

1.7.a Multi-Year, Comprehensive Professional Learning Plan A three year professional learning plan has been developed and will be implemented to guide professional development from School Years 2024-2025 through 2025-26.
1.7.b Professional Learning Staffing
A 1.0 certificated director will develop, implement and monitor the professional learning plan. A 1.0 FTE Staff Secretary IV will support the implementation and monitoring of the professional learning plan.
1.7.c District Professional Learning Priorities for all Staff
The professional learning opportunities described in this action are priorities for all certificated and targeted classified staff. It is anticipated that training in these areas will take place over multiple years in order to reach all staff and to ensure a deep understanding that becomes a part of the District culture. The priorities are:
1.7.c.i Assessment and Data Analysis for Continuous Improvement All staff will participate in professional learning needed to implement the Data and Analysis Framework that will guide the use of data to improve outcomes for students, including targeted subgroups, in the areas of academic achievement, positive behavior (including regular attendance) and social emotional learning. Professional learning in this area will also include support in the effective implementation of the VCUSD Learning Walk process.
1.7.c.ii Diversity, Equity and Inclusion
This training will build awareness, hone communication skills, and promote action that supports inclusion and equitable outcomes for all students.
1.7.c.iii VCUSD Instructional Priorities This focused training will support the implementation of and improve the student success rate of the District Instructional Priorities for Literacy and Math.
1.7.c.iv Accelerated Learning Strategies This training will include support for differentiation, "Just In Time" Teaching, and the use of Tier 2 and 3 interventions based on student data from formative assessments.
1.7.c.v The Science of Reading This action will support professional learning aligned to improved literacy outcomes for all instructional staff.
1.7d Literacy Aligned Professional Learning for Teachers

Action #	Title	Description	Total Funds	Contributing
		All classroom teachers in grades K-5 will participate in Core Learning sessions as outlined in the VCUSD Professional Learning Plan for school year 2024-2025. Preschool and TK teachers will participate in professional learning sessions aligned to essential literacy standards for preschool and TK students. 1.7e Professional Learning for Teacher Leaders All teacher leaders and others providing coaching will participate in the Core Learning coaching program during the 2024-2025 school year. 1.7.f Professional Learning for Site and District Administrators supporting Literacy All administrators with a literacy leadership role will participate in ongoing learning through Core Learning leadership program as outlined in the Professional Learning Plan. 1.7.g Improvement Science Professional Learning 1.7.g.i Foundation Learning - Improvement Science foundational learning provided to the Executive Cabinet and the District Leadership Team will be supported in order to apply foundational learning. 1.7.h Professional Learning Targets to Measure Success for Core Learning Process targets to guide implementation and student performance targets to measure success will be established for the Core Learning Professional Learning Plan for 2024-2025 prior to contract approval. 1.7.i Professional Learning Literacy Expectations for Site Based Professional Learning The professional learning implemented at the sites during the 2024-2025 school year will align to the VCUSD Professional Learning Parameters for use of time during early release Wednesdays. 1.7.j District Professional Learning Priorities for Specialized Staff The professional learning opportunities in this action are priorities for certain groups of staff members and will be fully described in the Multi-Year Professional Learning Plan. These priorities will include: 1.7.j.i Coaching for new principals. 1.7.j.ii Coaching and support aligned to Professional Learning Communities for Site and District Leadership Teams. 1.7.j.iii Coaching and support for Teacher Leaders, including Cognitive Coaching professional learning and other professional learning as outlined in the Professional Learning Plan.		

Action #	Title	Description	Total Funds	Contributing
		1.7.j.iv CA Learning Foundations and curriculum training for Pre-K teachers, TK teachers, and teacher assistants that support these programs. 1.7.j.v New teacher training and support. 1.7.j.vi Phonemic awareness instruction for K-3 teachers. 1.7.j.vii 8th-9th grade transition through Cal Ed Partners for targeted schools. 1.7.j.viii Training, collaboration, and support for department chairs at middle and high school levels. 1.7.j.ix Targeted training for 6-12 grade teachers in the areas of literacy, and integrated math. 1.7.j.x SIPPS Training for targeted intervention instructors. 1.7.j.xi Mathematical Practices for k-5 teachers. 1.7.j.xii AVID training and collaboration meetings. 1.7.j.xiii Training, collaboration, and support aligned with VCUSD's MTSS framework. 1.7.j.xiv Teacher Institute for targeted TK-12 teachers. 1.7.j.xv Training, collaboration, and support for content-specific instruction for middle and high school, including targeted subgroups. 1.7.j.xvi Universal Design for Learning 1.7.k Delivery Systems for Professional Learning The VCUSD Professional Learning Plan establishes baseline professional learning that will be provided to all staff members, as well as recommended Professional Learning experiences that will be provided to staff members after the duty day. 1.7.k.i Professional learning activities will be provided at each site on early release Wednesdays as specified in the VCUSD/VEA Bargaining Agreement. The professional learning provided during this time will align to the parameters established in the VCUSD Professional Learning Plan. 1.7.kii 4 professional development days have been built into the annual calendar for certificated staff members. 1.7.kiii3 Professional development days have been built into the annual calendar for classified staff. 1.7.l Site Collaboration K-5, K-8, and alternative schools will be allocated up to five hours per teacher, or up to 2 days of release time, pending availability of substitute teachers, for grade level, or departmental collaboration.		

Action #	Title	Description	Total Funds	Contributing
1.8	Student Outcome Data Analysis	Differentiated Assistance: This action identifies staffing and structures in partnership with California Collaborative for Educational Excellence (CCEE) and Solano County Office of Education (SCOE) to support a culture of data driven culture of continuous improvement throughout the district, with a focus on overall student progress as well as additional analysis of targeted subgroups, including low income, English Learner, and Foster Youth students. 1.8.a Student Outcome Data Analysis Staffing A 1.0 FTE Classified Director, will provide leadership and support to implement districtwide systems for data analysis in order to promote a data driven culture of improvement that impact student outcomes. A 1.0 FTE Student Data Technical Support Secretary will work under the direction of the Director to assist in the preparation of relevant data reports. 1.8.b Student Data Management System A robust student data management system will be used by instructional staff to regularly track student outcomes, including targeted subgroups, and provide student supports. This system will be used to inform the multi-tiered system of supports. Strategies to address and ensure data integrity will be implemented and monitored. Funds will be provided for software, services, and extra hours for staff.	$496,000.00	Yes
1.9	Curriculum Enrichment Programs	This action will support the implementation of site specific student enrichment programs and activities tied to school level themes and student interests. Programs will engage our low-income and English learner students as well as build connections between what they are learning in class and how it applies outside of school. 1.9.a Site based Curriculum Enrichment Funds will be allocated to sites to support enrichment activities aligned to the core curriculum. Activities include but are not limited to: classroom based services, assemblies, field trips to provide enrichment aligned to the	$2,656,071.00	Yes

Action #	Title	Description	Total Funds	Contributing
		core curriculum, career readiness, or college preparedness, or other services tied to student interest. Expenditures could include salaries, extra hours, benefits, materials, transportation and services. 1.9.b Curriculum Enrichment Teachers Up to 7.0 curriculum enrichment teachers will provide specialized services to students and release teachers for planning and collaboration during the student day. 1.9.c Loma Vista Farm This action supports the caretaking and guest services for the Loma Vista Farm. Located on the campus of the Loma Vista Environmental Science Academy, the farm provides a hands-on learning environment available to students in the Vallejo City Unified School District free of charge. Funds will be allocated for a farm keeper (1.0 FTE), a farm assistant (1.0 FTE) to maintain the farm and provide students with educational experiences as well as supplemental resources are employed to enhance farm curriculum will be provided.		
1.10	21st Century Technology Environments	This action will support the maintenance and enhancement of 21st Century learning and working environments for our low-income, English learner and foster youth students and staff as outlined in the VCUSD Technology Plan. 1.10.a Maintenance and Enhancement of School Site Technology - Hardware and software will be purchased to ensure technology based learning environments, and staff efficiency. Hardware will be purchased to maintain a ratio of at least 1 device for every student at each school site and to replace aging devices. Technology infrastructure will be maintained and enhanced. Funding will provide for vendor services and equipment. 1.10.b Library Media Technicians at all Schools Library Media Technicians (19 FTE) are provided at all VCUSD school sites to facilitate student and staff access to technology hardware, software, and library media services. 1.10.c Technology Support Staffing Technology Support Specialists (6.0 FTE) provide technical support to install and maintain hardware and install software systems. A Technology Training Specialist (1.0 FTE) will provide technology focused professional learning and coaching to staff. The Technology Department Secretary (1.0	$3,977,510.00	Yes

Action #	Title	Description	Total Funds	Contributing
		FTE) will process and track all technology purchases, facilitate the development of vendor contracts, provide customer service, and provide support to the Director. 1.10.d Site Based Technology Support Teachers Technology Support teachers (18) at all K- 5, K-8 and middle schools provide technical support to install and maintain appropriate hardware and software systems and receive an annual stipend of $2500.		
1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	This action will support staffing structures at choice schools, secondary courses, specialized programs that require lower student to staff ratios in order to maintain the program integrity and/or to minimize the need to have combination classes in the elementary grades. 1.11.a Classroom teachers (60.0 FTE) will be funded to maintain choice schools, secondary programs, and specialized programs as well as reduce combination classes to meet the needs and interests of low-income, English learner and foster youth students and families.	$6,720,000.00	Yes
1.12	Early Childhood Education Enhancement	This action will support the enhancement of early childhood education programs that prepare low-income and English learner youth through the implementation of professional learning, community outreach, parent education, and purchase of classroom learning materials. 1.12.a Preschool Program Enhancements Funds will be allocated for vendor services, extra service agreements for teachers, and the purchase of materials and supplies. 1.12.b Pre-K Academy Students who enroll in Transitional Kindergarten or Kindergarten for the coming school year who have not previously participated in preschool will have the opportunity to participate in a 4 week Pre-K Academy during the month of July prior to the start of the school year. Funds will be allocated for vendor services, extra service agreements for teachers, and the purchase of materials and supplies.	$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.13	Alternative Schools Support	This action supports District alternative schools and programs developed to address specific student needs, prioritizing VCUSD low-income, English learner and foster youth students. 1.13.a John Finney Education Complex A 1.0 Vice Principal will be funded to provide leadership support to John Finney High School, Everest Academy, Leadership Academy, Independent Study Academy, and Virtual Academy. 1.13.b John Finney High School Counseling This program will provide funds for a counselor (1.0 FTE) to support students with academic and social emotional services. 1.13.c Independent Study Academy This program will provide funds for a counselor (1.0 FTE), a registrar, supplies, and services to support students in grades 6-12 in a traditional independent study pathway and in grades 9-12 in a blended learning innovation pathway. 1.13.d Virtual Academy This program supports the option for families of students in grades TK-6 to utilize a virtual platform for learning. Teacher salaries and benefits (a maximum of 5.0 FTE) will be provided to ensure standards-based instruction for students. A 1.0 FTE clerical staff will support ISA and VA programming. 1.13.e Web-based Education Students at Independent Study Academy, Everest Academy, John Finney High School, and Leadership Academy will have access to online courses in order to facilitate access to credit recovery and A-G courses and electives. 1.13.f Visual and Performing Arts High School A 1.0 FTE Director of Visual and Performing Arts (VAPA) will lead the exploration of and planning for a Visual and Performing Arts school. A classified director of Visual and Performing Arts will oversee the expansion of VAPA programming Funding will be used for contracted services from community arts and other partners to support the planning process, and to purchase equipment and supplies needed.	$1,225,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	College and Career Readiness	This action provides programs and services to support TK-12 awareness as well as the transition from high school to college and/or career as identified in the VCUSD Portrait of a Graduate. VCUSD feels this action will have a high leverage impact on our unduplicated students, including targeted subgroups. 1.14.a College and Career Student Support Staffing A 1.0 FTE College and Career liaison, 1.0 FTE College and Career classified coordinator, and 2.0 FTE middle school college and career counselors will provide support to create a college and career ready culture. 1.14.b Enhanced Counseling Services High school counseling services will be enhanced beyond the contractual staffing formula (1.0 FTE). 1.14.c Career Readiness Events District staff and students will participate in career exploration and preparation activities at VCUSD school sites and with other Solano County Districts. Funds will be allocated for extra hours for staff, services, supplies, transportation and facilities rental. 1.14.d Career Technical Education and Pathways Develop career and academy pathways aligned to the fifteen industry sectors for high school students to provide students a rigorous standards based program focused on college and career readiness. Align these pathways to support programs for K-8 students, Vallejo Regional Education Center (VREC) students, dual enrollment opportunities with community colleges, careers in the trades, and other post-secondary opportunities. Funds will be used to purchase materials, and vendor services to support these programs. 1.14.e Trades Preparation Implement middle and high school trades preparation programs through purchase of equipment and supplies. 1.14.f Short-term Career Training Contract services provide high school students an after school program leading certification such as the Certified Medical Assistant certification. Funding will be used for vendor services to support the program. 1.14.g College Awareness and Access	$1,553,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		In order to increase students' awareness of college and scholarship options, students will receive support to ensure they have access to opportunities including but not limited to college tours, assessment opportunities (i.e. ASVAB, PSAT, SAT, community college entrance requirements) and the completion of FAFSA in 12th grade. Funds will be allocated for resources including transportation, entrance exams and related costs for additional supports. 1.14.h Advanced Placement (AP) Testing Support In order to increase student access to AP courses additional training will be provided to teachers in order to increase availability of courses. Increased efforts will be made to increase student and parent awareness of AP courses and the benefits of student participation. Funds will be allocated to sites offering AP courses to pay for AP test fees, and student supports to pass the test. 1.14.i Work-based Learning Experiences Opportunities to connect what students are learning in school with real-life jobs and potential careers. These experiences can occur in-school or after school. Funds will be provided for services and stipends.		
1.15	College Preparatory Program	This action supports programs that prepare students for success in college and/or career. Although open to all students, these programs are targeted to identified student groups with the goal of improving instructional outcomes for VCUSD unduplicated students. 1.15.a Adkins Program College and Career Preparatory Program The Adkins Program is targeted to, but not limited to, African American students in grades 9-12. The program includes life skills instruction, rites of passage, tutoring, mentoring, PSAT and SAT prep, college visits, and college application support. Funds will be allocated for salaries, benefits, services and supplies. 1.15.b College and Career Preparatory Program Targeted to the Latinx Student Population This program is targeted to the needs of Latinx high school students. The program provides support for high school success and access to college and career opportunities through tutoring, mentoring, and parent	$890,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		education. Funds will be allocated for salaries, benefits, services and supplies. 1.15.c Advancement Via Individual Determination (AVID) Program This program is targeted to first generation college and ML students will be provided at the comprehensive high schools and targeted middle schools. Funds will be allocated for salaries, benefits, services and supplies. 1.15.d California Education Partners Supports This program supports 8th and 9th grade students to be prepared for and enroll in courses to support meeting UC/CSU entrance requirements. 1.15.e Improve Your Tomorrow This program supports African American students at promise in middle school and high school to prepare for and be successful in graduating with UC/CSU requirements met, enrolling in college, and navigating the college experience. 1.15.f Middle College, Articulation, and Dual Enrollment This program will support opportunities for students to take college level courses while enrolled in high school, allowing them to enter college having already earned credits. This program has the potential to allow students to spend less time in college making it more financially accessible.		
1.16	Native American Student Support	This action provides Native American students with support and activities aligned to academic achievement and cultural heritage. 1.16.a Native American Student Support Funds are provided for materials and services.	$4,000.00	No
1.17	Bridge Programs for Incoming Middle and High School Students	This action supports students as they transition to middle and high school. Funds will be allocated for salaries, benefits, supplies and services. Priority will be given to low-income and English learner students. 1.17.a Middle School Bridge Program Funds will be provided to enhance early outreach and orientation programs for students and their parents to successfully transition to middle school. 1.17.b High School 9th Grade Summer Orientation	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funds will be provided to the comprehensive high schools to enhance orientation programs for students and their parents to successfully transition students to high school.		
1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	This action will support staffing to direct and oversee a culture of continuous improvement throughout the district. 1.18.a VCUSD Strategic Plan and Local Control Accountability Plan Actions Staffing .5 FTE Categorical Director will direct and support the implementation of actions within the Strategic Plan and the LCAP in order to support continuous improvement efforts to improve student outcomes. A 1.0 FTE accounting analyst will ensure funding is efficiently directed to current low-income, English learner and foster youth students. 1.18.b. Student Advisory Council A Student Advisory Council will provide feedback to District staff on a range of district initiatives, including the development of the Local Control Accountability Plan. Funds will be provided for meeting supplies and transportation for leadership or engagement activities.	$270,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Safe and Supportive Learning Environments (VCUSD Strategic Plan Pillar 2) - Vallejo City Unified School District will provide equitable, responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing daily attendance, culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of data from the state and our district student information system show that VCUSD must continue to invest in strategies to ensure students are attending school every day as well as feel engaged and safe.

VCUSD has set the expectation that all students attend school everyday with a target rate of 95%. Currently our district average is 88% (April 2024).

Educational partner input reinforces the importance for schools to be environments where students have a variety of options and opportunities to celebrate learning both inside and outside of the classroom. Both emotional and physical safety remain a focus for families in addition to consistent staff who are equipped to respond to student needs.

This goal is aligned to Pillar 2 of the VCUSD Strategic Plan which is "Safe and Supportive Learning Environments". The VCUSD Governing Board outlines the following components of this pillar and the portrait which also inform this broad goal:
Physical and emotional safety for all students
Recognizing the value of each child and family
Qualified teachers who reflect the diversity of our students
Resources to provide additional support for students; creating support for parents
Building relationships between and among students and teachers which will lead in engaging environments

Expected outcomes are measured through campus walkthroughs with District and Solano County staff, student data collected through the District student information system, the California School Dashboard, and California Department of Education data collection systems.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of facilities in "good" or "exemplary" conditions (Priority 1C) Source: Williams Report	100% of facilities in "good" condition from School Year 2023-2024			100% of facilities in "good" condition from School Year 2026-2027	
2.2	% Average daily attendance (Priority 5A) Source: Student Analytics Lab	90.06% Average daily attendance from School Year 2023-2024, Quarter 3			94% Average daily attendance from School Year 2026-2027, Quarter 3	
2.3	% of Students chronically absent Specific Student Groups: White (Priority 5B) Source: CA School Dashboard and Student Analytics Lab	49.2% of Students chronically absent Specific Student Groups: White: 52.3% CA School Dashboard, Report Year 2022-2023 32.5% of Students chronically absent Specific Student Groups: White: 29.7% Student Analytics Lab, School Year 2023-2024, Quarter 3			39.2% of Students chronically absent Specific Student Groups: White: 42.3% CA School Dashboard, Report Year 2025-2026 22.5% of Students chronically absent Specific Student Groups: White: 19.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Student Analytics Lab, School Year 2026-2027, Quarter 3	
2.4	% of Middle School (7th and 8th grade) students who have dropped out of school (Priority 5C) Source: CALPADS and Student Analytics Lab, measured by CALPADS 1.14 report, and student counts from Student Analytics Lab who exited at the end of the academic year two years prior or exited during the prior academic year.	0.3% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2022-2023			0% of Middle School (7th and 8th grade) students who have dropped out of school from School Year 2025-2026	
2.5	% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% (Priority 5D) Source: DataQuest	21.1% of High School students who have dropped out of school Report Year 2022-2023			11% of High School students who have dropped out of school Report Year 2024-2025	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% of Middle School students at risk for dropout and % of High School students at risk for dropout: chronically absent, has a suspension, and low performance on NWEA reading score (Priority 5D) Source: Student Analytics Lab data	0.5% of Middle School students at risk for dropout 4.3% of High School students at risk for dropout from School Year 2023-2024, Quarter 3			0% of Middle School students at risk for dropout 2.3% of High School students at risk for dropout from School Year 2026-2027, Quarter 3	
2.7	% of students suspended once or more Specific Student Groups: Students with Disabilities White African American Foster Youth Socioeconomically Disadvantaged Specific Schools: Annie Pennycook Elementary Dan Mini Elementary Hogan Middle Jesse M. Bethel High John Finney High (Continuation) Mare Island Health and Fitness Academy Solano Widenmann Leadership Academy	7.7% of students suspended once or more Specific Student Groups: Students with Disabilities: 10.2% White: 8.1% African American: 13.9% Foster Youth: 18.7% Socioeconomically Disadvantaged: 8.5% Specific Schools: Annie Pennycook Elementary 3.7% Dan Mini Elementary 4.1% Hogan Middle: 15.6% Jesse M. Bethel High: 10.4% John Finney High: 14.1%			Target is to reduce suspension rates by half. 3.85% of students suspended once or more Specific Student Groups: Students with Disabilities: 5.2% White: 4.1% African American: 6.95% Foster Youth: 9.35% Socioeconomically Disadvantaged: 4.25% Specific Schools: Annie Pennycook Elementary 1.85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 6C) Sources: CA School Dashboard and Student Analytics Lab	Mare Island Health and Fitness Academy: 9% Solano Widenmann Leadership Academy: 13.6% CA School Dashboard, Report Year 2022-2023 4.95% Suspension Rate Specific Student Groups: Students with Disabilities: 7.48% White: 5.45% Black or African American: 10.48% Foster Youth: 10.40% Socioeconomically Disadvantaged: 6.02% Specific Schools: Annie Pennycook Elementary 2.03% Dan Mini Elementary: 1.07% Hogan Middle: 16.35% Jesse M. Bethel High: 5.9% John Finney High: 3.23% Mare Island Health and Fitness Academy: 4.19% Solano Widenmann Leadership Academy: 7.7%			Dan Mini Elementary 2.05% Hogan Middle: 7.8% Jesse M. Bethel High: 5.2% John Finney High: 7.05% Mare Island Health and Fitness Academy: 4.5% Solano Widenmann Leadership Academy: 6.8% CA School Dashboard, Report Year 2025-2026 2.48% Suspension Rate Specific Student Groups: Students with Disabilities: 3.74% White: 2.72% Black or African American: 5.24% Foster Youth: 5.2% Socioeconomically Disadvantaged: 3.01% Specific Schools: Annie Pennycook Elementary 1.02%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Analytics Lab, School Year 2023-2024, Quarter 3			Dan Mini Elementary: 0.5% Hogan Middle: 8.18% Jesse M. Bethel High: 2.95% John Finney High: 1.62% Mare Island Health and Fitness Academy: 2.1% Solano Widenmann Leadership Academy: 3.85% Student Analytics Lab, School Year 2026-2027, Quarter 3	
2.8	% Student expulsion (Priority 6B) Source: DataQuest	0.0% Students expelled Report Year 2022-2023			0% Students expelled Report Year 2024-2025	
2.9	% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school-school caring relationships', 'High expectations-adults in	57% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)' 40% of 7th, 37% of 9th and 39% of 11th grade respondents reported			67% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'School Connectedness Scale (In-School Only)'	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	school- school high expectations', and 'Perceived Safety at School'. % of 7th, % of 9th and % of 11th grade respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in-school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on Perceived safety' key indicator. (Priority 6C) Source: California Healthy Kids Survey (CHKS) data	'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school) 55% of 5th grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships' 52% of 7th, 48% of 9th and 58% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships' 76% of 5th grade respondents reported 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations-adults in school- school high expectations' 65% of 7th, 61% of 9th and 70% of 11th grade respondents reported 'Very Much True', or 'Pretty Much True' on key indicator: 'High			50% of 7th, 47% of 9th and 49% of 11th grade respondents report 'Strongly Agree' or Agree on key indicator: 'School Connectedness (in-school) 65% of 5th grade respondents report 'Yes, all of the time' or "Yes, most of the time' on measure: 'caring adults in school- school caring relationships' 62% of 7th, 58% of 9th and 68% of 11th grade respondents report 'Very Much True', or 'Pretty Much True' on key indicator: 'Caring adult relationships' 86% of 5th grade respondents report 'Yes, all of the time' or 'Yes, most of the time' on measure: 'High expectations-	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		expectations- adults in school' 62% of 5th grade respondents grade respondents reported 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School' 39% of 7th, 30%of 9th and 32% of 11th grade respondents reported 'Very Safe' or 'Safe' on key indicator: 'Perceived safety' from School Year 2022-2023			adults in school-school high expectations' 75% of 7th, 71% of 9th and 80% of 11th grade respondents report 'Very Much True', or 'Pretty Much True' on key indicator: 'High expectations-adults in school' 72% of 5th grade respondents grade respondents report 'Yes, all of the time' or "Yes, most of the time' on measure: 'Perceived Safety at School' 49% of 7th, 40%of 9th and 42% of 11th grade respondents report 'Very Safe' or 'Safe' on key indicator: 'Perceived safety' from School Year 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	% of SST Interventions (Priority 6C) Source: AERIES	2.4% of SST Interventions from School Year 2023-2024, Quarter 3			5% of SST Interventions from School Year 2026-2027, Quarter 3	
2.11	"Classroom Instructional Climate" score from: Kimochis (Priority 6C) Source: Kimochi's data	"Classroom Instructional Climate" score from: Kimochis: 4.33 from Spring 2024			"Classroom Instructional Climate" score from: Kimochis: 5 from Spring 2027	
2.12	% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey (Priority 6C) Source: Panorama	47% of 3rd to 5th grade, and 46% of 6th to 12th grade survey respondents "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Fall 2023			57% of 3rd to 5th, and 56% of 6th to 12th grade survey respondents respond "favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Fall 2027	

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	Positive School Culture and Climate	This action supports the implementation and enhancement of programs to promote positive school climate and culture, and reduce suspension, referral and expulsion rates, focusing on low-income and specific VCUSD student groups. 2.1.a Student Support Services Staffing The Director of Student Support Services will prioritize increasing services to our low-income students across school sites. The Director of Student Support Services and his team work directly with school sites on proactive measures through PBIS and their equitable responses to student behavior through alternate means of correction. A portion of the Director salary (.5FTE) will be principally directed to meet the outcomes of our low income-students. 2.1.b Site Based Programs Each site will have well defined positive behavior intervention support strategies in place to support positive student behavior. This includes clear expectations for student behavior in classrooms and in common areas, a system for ongoing teaching of student behaviors, and a system for recognizing positive student behavior. Examples of research based programs that could be used include but are not limited to PBIS (Positive Behavior Intervention Supports) and PAX and TLIM (The Leader in Me). 2.1.c Site Based Restorative Practices	$365,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to refine the implementation of restorative practices. This action is supported at the site by the staff that receive extensive training in restorative practices.		
2.2	Social Emotional Learning	This action supports the implementation of social emotional learning strategies consistently at each school site and in every classroom, impacting our English learner, low-income and foster youth students. 2.2.a District Social Emotional Learning Priorities This document outlines what will be developed and implemented at each site and in every classroom. This work with be directed by site administration and supported by the classroom teachers, Academic Support Providers and Mental Health Support Providers. 2.2.b Social Emotional Learning Student Screening Tool A research based assessment will be used to screen students' social emotional learning and identify students that may benefit from additional support. Funds will be allocated for purchase of the screening tool, as well as other costs that may be associated with implementation of the screening tool. 2.2.c Social Emotional Learning Implementation For the 2024-2025 school year Social Emotional Learning will be integrated into the VCUSD District and site level Learning Walks.	$200,000.00	Yes
2.3	Student Wellness and Mental Health	This action will support the development of mental health programs and supports for students, families, and staff. This will include addressing those experiencing trauma. 2.3.a Up to 1.0 FTE Mental Health Coordinator will facilitate coordination of mental health services, supervise mental health staff, and provide professional learning for staff and parents in the area of mental health and trauma informed care. 2.3.b Wellness Staffing Up to 20 FTE Mental Health Specialists are employed to provide mental health services to students working under the direction of a highly	$2,549,385.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experienced school psychologist. Resources may also be used for services to support identified student needs. 2.3.c Wellness Center Enhancements This action will support the development and maintenance of Wellness centers. This action includes materials and furniture.		
2.4	Student Supervision and Safety	This action provides adequate staffing trained in PBIS to ensure student safety on campus and assist with building a positive school climate and culture. 2.4.a Site Safety Supervisors Up to 38.0 FTE site safety supervisors supporting students at K-8 and Secondary schools. These staff members will assist other staff with promoting positive student behavior and building relationships with students. Funds will support staffing, extra hours, supplies and additional training as needed. 2.4.b Additional Supervision Additional adults will provide increased supervision outside of the classroom (ex. playground, buses, dismissal time) to ensure safety, proactive mentoring, and reinforcement of expectations. Funds will be used for programs and staffing.	$3,888,250.00	Yes
2.5	Attendance Awareness and Improvement Program	This action will support the implementation of the multi-tiered system of support to address the importance of daily attendance focusing on our low income, English learner and foster youth. 2.5.a Districtwide attendance plan This action promotes awareness that regular student attendance is critical to student success, as well as the negative impacts of chronic absenteeism. 2.5.b Site Supports to connect with families Provide school site offices with additional staffing to ensure offices respond to immediate student needs while Office Managers (TK-8) or Attendance Clerks (Secondary) are implementing best practices to prioritize high level of communication and collaboration with families	$648,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		regarding attendance. Staff collects information to provide relevant response. Attendance software A2A will be utilized to provide systematic communication and track progress. 2.5.c Districtwide Community Awareness Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism. District staff will organize events to provide education about the importance of student attendance and inspire students, staff and families to aspire to achieve high levels of attendance. 2.5.d Districtwide Attendance and Chronic Absence Supports Parent and community awareness events and training will be implemented to provide information on the importance of student attendance and the impacts of chronic absenteeism. District staff will organize events to provide education about the importance of student attendance and inspire students, staff and families to aspire to achieve high levels of attendance.		
2.6	Student Engagement and Recognition	This action supports student engagement through clubs, extra-curricular activities, and student recognition. 2.6.a. Expansion of Student Clubs and Leadership Opportunities Support student engagement and learning through site based, high interest clubs and activities with allocation of funds to sites to pay teachers to supervise these activities after school hours, purchase supplies, and engage vendors to provide activities. 2.6.b . Student Athletics, Activities and Leadership Programs Explore, plan and implement enhancement of organized activities during and after the school day. Funding will be allocated to maintain and enhance current high school athletics, activities and leadership programs including stipends, materials, services and a maximum of 1.6 FTE for certificated teacher time will support the coordination of programs and collaborate with site and district staff. 2.6.c. Student Recognition Funds are allocated to sites for student recognition for attendance, positive behavior, academic achievement, and other site determined focus areas.	$1,813,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Staff Recruitment, Hiring and Retention	This action will support the recruitment, hiring, and retention of highly qualified and high performing staff in support of our low-income, English learner and foster youth students. 2.7.a Highly Qualified Staff Implement strong administrator, teacher and classified staff recruitment and retention programs to ensure high quality staff for optimal instructional delivery and learning. A increase of 1.0 FTE clerical staff will assist with the recruitment of highly qualified staff. Funding will be used for stipends, advertising, reproduction, exam fees, test preparation materials, tuition support in key content areas, recruitment travel, and contracted services. 2.7.b Leadership Pipeline Funds to develop a leadership pipeline to build capacity for the future VCUSD certificated and classified leaders. 2.7.c Teacher Residency Program (grant funded) Develop a teacher residency program to support aspiring teachers who wish to enter a teacher program while in residence at VCUSD. A 1.0 Coordinator of Teacher Residency will support teachers who are accepted to the program and coordinate the coaching and fulfillment of their requirements to complete the program. The intent of the program is to connect these aspiring teachers to vacant positions upon completion of the program. This position will report to Human Resources and the Director of Professional Learning. 2.7.d Staff Recognition Funds will be allocated for staff appreciation and recognition materials and events.	$938,774.00	Yes
2.8	Teacher Induction Program and Mentoring	This action supports the provision of ongoing support to all new teachers, including pre-interns, interns, and teachers with preliminary credentials. Funds will be used to hire mentors, purchase supplies, and contract with required agencies. 2.8.a Teacher Induction Program Implement a two-year teacher induction program for preliminary credentialed teachers in a job-embedded formative assessment system of	$530,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support and professional learning to fulfill the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials. This program includes one on one coaching and mentoring. 2.8.b New Teacher Support Prior to Eligibility for Teacher Induction Interns and pre-interns will be provided professional learning in the following area: standards based curriculum and instruction, classroom management, English Learner support, use of technology, and supporting students with IEPs. 2.8.c Teacher Induction Teacher Leader Hire a 1.0 FTE Teacher Induction Teacher Leader to provide coaching and professional development support to interns and pre-interns.		
2.9	Facilities Improvements	This action will support facilities improvements to enhance learning environments at all schools. 2.9 Provide safe, clean, and appropriate facilities for instruction, learning, and engagement. Funds may be used to enhance facilities for new programming, curriculum enrichment during the school day, extra curricular activities, and student safety. These funds may be used for upgrading athletic and visual and performing arts areas, spaces for college and career pathway programs, and/or other facilities to support low-income student access to exploring new interests. Improvements will ensure student safety and efficient use of space to maximize learning time. Funds will be used for services, purchase of equipment, and short term staffing needed to implement projects.	$1,500,000.00	Yes
2.10	Enhanced Transportation Services	This action supports the provision of transportation services to students that are unable to attend their home school. 2.10.a Student Overflow Transportation Students required to attend schools outside of home school boundaries due to lack of space will be provided transportation to an overflow school. This service will prevent student absences and tardy arrivals due to lack of transportation.	$593,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.10.b Student Transportation for Expanded Learning, Enrichment and Extracurricular Activities 1.0 FTE Operations Support Technician will coordinate student transportation to expanded learning programs, enrichment activities including field trips, and extracurricular activities including athletics.		
2.11	Professional Learning: Effective Learning Environments	This action describes the professional learning that will be provided to staff to ensure that students are provided safe, supportive, and engaging learning environments. When professional learning sessions that are required for all staff members are done over time, staff at schools with higher needs based on data will be prioritized for earlier access. Professional learning will focus on supporting Social Emotional Learning, positive student behavior, Trauma Informed Care, Diversity, Equity, Inclusion, culture, and restorative practices. 2.11.a. Professional Learning Calendar Days Four professional learning days have been built into the annual calendar for certificated staff members. Three have been built into the calendar for classified staff. A portion of this time will be dedicated to effective learning environments. 2.11.b. Site/Department Specific Professional Learning Ongoing professional learning within the duty day will be provided throughout the year focused on professional learning topics based on needs. This includes professional learning for school sites and all district level divisions. 2.11.c. Recommended Professional Learning Recommended professional learning will be scheduled for interested classified and certificated staff beyond the duty day. Participants in professional learning beyond the duty day will receive the contractual rate of pay.	$912,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equitable Opportunities, Equitable Outcomes (VCUSD Strategic Plan Pillar 1) - Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

VCUSD has established coherent guidance through a multi-tiered system of support for student learning aligned with the VCUSD Instructional Priorities, the VCUSD Social Emotional Learning Priorities, and the VCUSD PBIS Response to Behavior Handbook. Goal 3 provides actions to address interventions and additional resources when the base program supports are not enough.

Educational partner input identifies the need to continue to identify and implement evidence based interventions and layers of support to ensure all students get what they need to meet desired outcomes. This is a new broad goal for 2024-2025.

This goal is aligned with Pillar 1 which is "Equitable Opportunities, Equitable Outcomes." The VCUSD Governing Board outlines the following components of this pillar which also inform this broad goal:
All students have what they need, when they need it
Interventions are proactive, not reactive
Individualized plans and support for all students
Parent engagement that is early, transparent, and collaborative
Allocation of resources to those who need the support while empowering those delivering the support

Expected outcomes are measured through State and District assessments, the quality of site multi-tiered support plans, student data collected through the District student information system, graduation data, and course access and participation. Data is accessed through local systems, the California School Dashboard, and California Department of Education DataQuest.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Specific Student Groups: Long-Term English Learner (LTEL) Specific Schools: Annie Pennycook (Priority 4E) Source: CA School Dashboard	44.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2022-2023			54.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2025-2026	
3.2	% Projected Proficiency in Reading for EL student group (Priority 4E) Source: Student Analytics Lab	2.5% Projected Proficiency in Reading for EL student group from School Year 2023-2024, Spring 2024 term			12.5% Projected Proficiency in Reading for EL student group from School Year 2026-2027, Spring 2024 term	
3.3	% of English Learner students reclassified as fluent English proficient (Priority 4F) Source: DataQuest, Annual Enrollment Data, Enrollment by English Language Acquisition	13.8% of English Learner students reclassified as fluent English proficient Report Year 2022-2023			28% of English Learner students reclassified as fluent English proficient School Year 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Status (ELAS) and Grade					
3.4	% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable (Priority 7A) Source: Aeries SIS	100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2023-2024			100% of General Education students enrolled in courses described in Ed. Code 51210 and Ed. Code 51220, as applicable School Year 2026-2027	
3.5	% of low-income, English Learner, or Foster Youth students who participate in after-school programs (Priority 7B) Source: Student Analytics Lab	91.2 % of low-income students participate in after-school programs 77.6 % of English Learner students who participate in after-school programs 1.2% of Foster Youth students participate in after-school programs School Year 2023-2034			100% of low-income students participate in after-school programs 87.6% of English Learner students who participate in after-school programs 10.2% of Foster Youth students participate in after-school programs School Year 2026-2027	
3.6	% of staff who participate in professional development that	84% of staff who participate in professional development that			94% of staff who participate in professional development that	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	includes intervention strategies for English Learner students (Priority 2B) Source: Professional Learning dept. data	includes intervention strategies for English Learner students School Year 2023-2024			includes intervention strategies for English Learner students School Year 2026-2027	
3.7	% of staff who participate in professional development that includes intervention strategies for students with disabilities (Priority 7C) Source: Professional Learning department data	42% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2023-2024			52% of staff who participate in professional development that includes intervention strategies for students with disabilities School Year 2026-2027	

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	Multi-Tiered Systems of Support (MTSS) for Academics	This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on interventions to improve outcomes for our low income, English learner and foster youth. 3.1.a Academic MTSS Development Focused work on development of MTSS for grades PreK – 12 will result in increased support to sites for implementation of intervention within and beyond the school day in English Language Arts, English Language Development, and mathematics. This work will include improved systems for implementing and monitoring student 504 Plans. Tier 2 interventions will focus on student needs aligned to the reteaching of grade level essential standards. Tier 3 interventions will focus on the teaching and/or reteaching of essential standards from previous grade levels. Funds will be allocated for salaries, benefits, services and supplies. 3.1.b Site based Content Math and English Language Arts Interventions Site based content intervention funding will be used to differentiate instruction in English Language Arts and mathematics and support the continued growth of all students, with a priority on students not yet meeting standards in grades 1-12. The Systemic Intervention for Phonics, Phonemic and Spelling (SIPPS) program will be purchased and implemented for grades 1-4 for students in need of reteaching of grade level or previous grade level foundational English Language Arts standards. Literacy intervention materials will be identified and implemented for students in preschool, transitional kindergarten and kindergarten. Funds allocated for salaries, benefits, services and supplies. 3.1.c High School Credit Recovery	$2,556,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students in need of additional credit for graduation will be offered credit recovery opportunities within and beyond the regular school day, including 0 and 7th period and summer programs. Funds allocated for salaries, benefits, services and supplies. 3.1.d Diagnostic Assessments The district wide assessment system will be enhanced to include common formative assessments and diagnostic assessments. These assessments will inform targeted academic interventions. Funds will be allocated for professional development and software. 3.1.e High Dosage Tutoring for Literacy Tutors from vetted contracted service providers will be used to deliver targeted portions of the SIPPS program (grades 1-4) to supplement instruction provided by classroom teachers. Grade appropriate strategies and programs for struggling older readers will be provided. 3.11.f. Literacy Intervention Teachers Literacy intervention teachers will be hired to implement Tier 2 and 3 literacy intervention services to students in order to supplement the work of grade level teacher teams in providing interventions.		
3.2	Targeted Services for Multilingual Learners (ML)	This action provides differentiated interventions for ML students. 3.2a Classroom based Bilingual Tutor Support Bilingual tutors (18.0 FTE classified) will provide differentiated support to identified English learners during the school day in order to support English language development and access to core subjects. Services will be provided in the event staffing vacancies exist. 3.2b High Leverage Supports for Newcomers Explore, develop, implement and monitor strategies and/or programs to assess knowledge, accelerate transition and increase access to content area learning for all K-12 newcomers . This includes but is not limited to additional staff, high dosage tutoring and professional learning. Funds will pay for staff, materials and services. 3.2.c Professional Learning around Differentiating Support for ML students Providing training, coaching and feedback around intentional strategies that accelerate and or amplify language development for targeted ML	$1,449,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student groups, particularly newcomers, LTELs and dually identified students.		
3.3	Targeted Services for Foster Youth	Foster youth will be provided additional supports to support academic and other needs. 3.3.a Foster Youth Learning Acceleration Foster youth will be provided academic supports through extended day tutoring focused on English Language Arts and Math using a vendor that specializes in providing services to this student group. Funds will be provided for services. 3.3.b Foster Youth Enhanced Curriculum Enrichment Foster youth will be provided curriculum enrichment through field trips targeted to student interests aligned to career goals. Funds will be provided for staff time beyond the duty day, materials, and services. 3.3.c Foster Youth Mental Health Support Student Support Services staff will ensure that Mental Health staff at each school have a list of foster youth on campus and check in regularly to determine supports needed. Funds include salaries, benefits, materials, and services.	$80,000.00	Yes
3.4	Targeted Services for Long Term English Learners (LTEL)	This action provides differentiated interventions for Long Term English Learners (LTELs), including students who have an IEP and are LTEL. 3.4.a High Leverage Supports for Long Term English Learners (LTELs) - Explore, develop, implement and monitor strategies and/or programs to amplify academic rigor in content area learning for all 6-12 grade LTEL students with a focus on reading and writing. VCUSD will provide a 1.0 EL/ELA teacher leader, high dosage tutoring, and professional learning. Funds will pay for staff, materials and services. 3.4.b High Leverage Supports for Dually Identified Students (ML students, especially LTELs, with IEPs) - Explore, develop, implement and monitor strategies and/or programs to amplify academic rigor in content area learning for all 6-12 grade LTEL students with a focus on reading and	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		writing. The Secondary EL/ELA teacher leader will work with Special Education and Secondary content teachers to support English Learners in their classrooms through coaching, training and monitoring.		
3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	This action supports the development, implementation, maintenance and enhancement of the VCUSD Multi-Tiered System of Supports framework focused on student behavior supports, social emotional learning, attendance, and mental health to improve outcomes for our low income, English learner and foster youth. 3.5 a. Academic Support Providers Each site will be staffed with a full-time Academic Support Provider to support this action through the coordination of services for students for a total of 24 FTE.	$3,157,523.00	Yes
3.6	Targeted Supports for Behavior	This action will provide interventions to reduce suspensions, increase inclusion for Special Education students, and prevent over-identification of students for Special Education services. Funds will provide staffing and services to support our unduplicated students. 3.6.a Inclusion Staff Up to 1.0 FTE certificated staff and 1.0 FTE behaviorist will provide leadership, coaching, and support to ensure the implementation of successful inclusion practices. 3.6.b District Targeted Supports Student Support Services staff will provide targeted support to schools with high suspension rates. Funds will be used for services and staffing. 3.6.c Youth Court Implement a student led Youth Court to provide students with alternatives to suspension. Youth Court is in place at Jesse Bethel. Funds will provide services.	$805,668.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Targeted Supports for Mental Health and Trauma Informed Care	This action will support the development of mental health resources for students, families and staff experiencing trauma. 3.7.a Enhanced Psychologist/Social Worker Supports Up to 4.5 FTE psychologists/Social workers will provide increased time for mental health counseling services to students. 3.7.b Mobile Crisis Team A 1.0 FTE psychologist will support the development and implementation of the Mobile Crisis Team. Funds will be allocated for staffing and/or services if hiring becomes a barrier.	$736,443.00	Yes
3.8	Wraparound Supports for Chronically Absent Students	This action prioritizes interventions to address the negative impacts of chronic absenteeism through a cohesive collaboration with district staff, site staff, parents and community organizations. These efforts will seek to improve attendance as well as academic and social emotional outcomes for target groups. 3.8.a Attendance Support Staff Child Welfare Attendance (CWA) liaisons will be hired to work directly with students and families. District clerical staff will provide attendance tracking, and support for students at all schools. 3.8.b District and Site Collaborative Attendance Monitoring The attendance for all identified students will be monitored weekly at site CARE team meetings. Those that are approaching or at the chronic absence threshold will be put on the caseload of the Academic Support Provider with immediate parent outreach and the scheduling of a Student Support Team. Academic Support providers, the McKinney Vento Liaison, bilingual liaisons, and parent liaisons will be leveraged for family outreach. Certificated staff at the middle and high school levels will establish ongoing personal contact with chronically absent unhoused students. The Student Support Team (SST) and Student Attendance Review Board (SARB) process will be used for all chronic absentees to identify barriers and develop a plan to address them. These services will be supported and monitored by the Director of Student Support Services.	$1,080,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	Positive Youth Justice Initiative	This action provides staff to support crossover youth involved in the child welfare and juvenile justice system. 3.9 Positive Youth Justice Initiative Liaison (1 FTE classified) Staff provides one on one case management to crossover youth. This staff member will facilitate a program comprised of 4 elements: positive youth development, trauma informed care, wraparound services, and improved operational capacity. This program will be integrated into the Student Support Services Division and the multi-tiered system of supports (MTSS).	$158,000.00	Yes
3.10	Supports for Unhoused Students and Families	These actions will support students and families that are unhoused. 3.10.a Training for the McKinney-Vento Act Training for relevant staff will include the identification of McKinney-Vento students, and the services and accommodations that should and/or must be provided. 3.10.b McKinney-Vento Liaison A 1.0 certificated counselor, working under the direction of the Director of Student Support Services, will closely monitor all program students and work with site level staff and community organizations to ensure the implementation of all needed services. 3.10.c. Extracurricular and Curriculum Enrichment Activities Create a system to identify the needs of all students experiencing homelessness in grades 6-12 in accessing activities such as athletics programs, arts program, advanced courses, school sponsored social events as well as other opportunities where cost of participation may be a barrier, and provide assistance. 3.10.d. Communication Campaign Student Services, with the Director of Public Information, will develop and disseminate information about qualification for the McKinney-Vento Program, the benefits of participating, and how to access the program through a broad range of communication tools. 3.10.e Mental Health Supports	$140,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All students in the unhoused student group will be put on the caseload of the mental health support provider and receive regular supports commensurate with their needs. 3.10.f Transitioning Supports High school students experiencing homelessness will be provided supports to assist them in the transition to college and/or career, including financial literacy, college application for financial aid and admittance, and navigating state and local agencies for needed supports and resources.		
3.11	Expecting and Parenting Student Support Program	This action supports the implementation of programs for our students expecting a child or with a child in order to ensure progress towards graduation and preparation for college and/or career. 3.11.a Expecting and Parenting Student Support Program Comprehensive, integrated, community- linked, school-based support program for students and their children. Funds will be used to pay salaries and benefits for 3.0 FTE staff (including a Head Teacher, Child Development Teacher, and Child Development Associate) and to purchase needed supplies.	$253,000.00	Yes
3.12	Dispute and Resolution Success Liaison	This action will provide supports for parents with concerns. 3.12.a A 1.0 FTE staff will work with families to resolve disputes and concerns at the lowest level and increase positive relations between district staff, families and the community.	$253,000.00	Yes
3.13	Foster Youth Parent Outreach and Engagement	This action will support outreach to parents of foster youth in order to identify needs and connect families to available resources. 3.13.a Foster Youth Fall Parent Outreach and Engagement	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		District staff will conduct a check in by phone with parents of foster youth within the first 45 days of school to identify any needs foster youth may have and connect the students/families to resources. 3.13.b Foster Youth Spring Parent Outreach and Engagement District staff will administer a phone survey to all parents of foster youth to identify needs of foster youth in order to inform the development of the next year's LCAP.		
3.14	Targeted District Supports for School Climate and Student Engagement	This action will provide restorative justice training to designated staff across schools in the district to support African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups across all school sites. This action will also support school sites in addressing climate and engagement that performed at the lowest level on the 2023 California Dashboard Conditions and Climate indicator as a school or for specific student groups.	$10,000.00	No
3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	This action will provide additional professional development to high school counselors around strategies to develop, implement, and monitor four year academic plans to ensure that students are maintaining a positive graduation status.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Community Centered Education (VCUSD Strategic Plan Pillar 4) - Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

VCUSD continues to identify ways to ensure that families are engaged in their students' learning and see themselves as partners in supporting their child's success in schools.

Educational partner input indicates that families are invested in learning ways to partner with the schools to have active roles in improving student outcomes and supporting the VCUSD goals.

This goal is aligned to Pillar 4 of the VCUSD Strategic Plan which is "Community Centered Education". The VCUSD Governing Board outlines the following components of this pillar which also inform this broad goal:
Our schools are rooted in the community
Cultural competency of staff in addressing student and parent needs
The school is a resource for student learning and family education, growth, and development. The whole learning community is celebrated and impacts the larger community around them.
Schools being seen more as centers of the community, not appearing so closed off to the public.
Expected outcomes are measured through parent participation and a comprehensive annual survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education

(Priority 3A)
Source: LCAP Annual Survey | 82.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education

from School Year 2023-2024, Quarter 3 | | | 90% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education

from School Year 2026-2027, Quarter 3 | |
| 4.2 | % of sites providing activities beyond required activities

(Priority 3A)
Source: Parent Liaison Reporting of Site Engagement Events, measured by # of sites providing activities beyond required activities over # of sites providing activities | 89% of sites provided activities beyond required activities

from School Year 2023-2024, Quarter 3 | | | 100% of sites provided activities beyond required activities

from School Year 2026-2027, Quarter 3 | |
| 4.3 | Parent engagement as measured by % SSC meetings that met quorum

(Priority 3A)
Source: School Site SSC sign-in sheet data | 33.3% SSC meetings that met quorum

School Year 2023-2024 | | | 43.3% SSC meetings that met quorum

School Year 2026-2027 | |

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	% of target # of ELAC meetings occurred (Priority 3B)	31.94% of target # of ELAC meetings occurred School Year 2023-2024, Quarter 3			41.94% of target # of ELAC meetings occurred School Year 2026-2027, Quarter 3	
4.5	# of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided # Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided (Priority 3B) Source: Interpreter staff reporting	529 of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 70 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2023-2024, Quarter 3			Target is 10% more events where translation is provided 581 of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 77 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided from School Year 2026-2027, Quarter 3	
4.6	% Parent attendance in IEP meetings (Priority 3C)	99.13% Parent attendance in IEP meetings			100% Parent attendance in IEP meetings	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Google Survey and Statewide Indicator 8	from School Year 2023-2024, Quarter 3			from School Year 2026-2027, Quarter 3	

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	Parent/Family Engagement and Education	This action will provide for site and district based parent involvement activities to improve student outcomes. 4.1. a. Site Based Parent/Family Engagement Each site principal will direct these efforts at the site level. The services and structures used at each school will vary based on the needs of the families. Funding will be allocated to each site to coordinate and facilitate	$596,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities such as community partner engagement, parent engagement, and parent education events. 4.1. b. District Coordinated Parent Engagement Parent Partnership Liaisons (5.0 FTE) will be available to provide parent education, support with parent concerns, and outreach to parents around issues such as attendance at the site level. This team will host a weekly Parent Support Hour and maintain publicized Parent Hotline Office Hour content to address parent questions and concerns. 4.1. c. Provision of Options for Parent/Community Participation in Stakeholder Meetings Staff will provide options, when practical, for parents to participate in council meetings and stakeholder engagement meetings through in person and virtual platforms. 4.1. d. Annual Parent LCAP Survey Staff will provide options for participating in the Annual Parent LCAP Survey that will include electronic and paper options to participate. Options to complete the survey will also be offered at in-person parent events conducted during the spring.		
4.2	Non-English Speaking Parent/Guardian Support	This action will support Non-English speaking parents with communication needs, engagement opportunities, and parent education. 4.2.a. Bilingual Parent Liaisons Bilingual Parent Liaisons (5.0 FTE) will be available to all sites to assist with parent communication (both written and oral), parent education, parent concerns, and parent outreach. 4.2.b. Staff Stipends for Translation and Interpretation Stipends will be available to identified bilingual staff to provide further support with interpretation and translation.	$740,000.00	Yes
4.3	Parent and Community Volunteer Support	This action will support the increase of opportunities for parent and community volunteerism. 4.3.a. Parent Fingerprinting Free of Cost	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Funds are available for free parent fingerprinting in order to increase parent participation in school activities. 4.3.b. Mobile Site Based Fingerprinting Mobile fingerprinting equipment has been purchased to make this service more accessible to parents at school site events.		
4.4	Parent Education Opportunities	The action will support the implementation of parent education to promote a college and/or career ready culture. 4.4.a. Implement the Parent Institute for Quality Education (PIQE) program at targeted schools. This program educates, empowers, and inspires parents of TK-12 grade school age children to take an active role in encouraging and enabling their children to stay in school, improve their academic performance, develop healthy relationships, and focus on preparing themselves for a post-secondary education. 4.4.b. Parent Education Opportunities Implement parent education programs aligned to parent needs and interests.	$80,000.00	Yes
4.5	African American Parent Network (AAPN)	The focus of this group is to address disproportionate outcomes for African American students through student mentoring and tutoring, as well as parent and community engagement focused on disproportionality. 4.5.a. Site Based Tutoring and Parent Engagement Implement site based mentoring and academic tutoring programs coupled with parent education and engagement activities at targeted schools. 4.5.b. Districtwide Showcase Implement districtwide events focused on showcasing and building awareness of African American culture and history. 4.5.c. Planning and Development Conduct monthly meetings of the AAPN to plan, implement and monitor actions and services.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Parent and Community Communication Systems	This action will strengthen the Districtwide communications system by increasing the effectiveness of communications with parents/guardians and the broader community. 4.6.a. District and Site Communications Enhanced communication systems will be established to inform parents and the community of important events, district initiatives, and student progress. This includes the use of video messaging, up-to-date websites, press releases, the use of applications such as ParentSquare and Peach Jar, and updates from the superintendent. A 1.0 FTE classified webmaster will develop, maintain and enhance all District websites. 4.6.b Public Relations Engage a 1.0 FTE Director, Public Information Officer to support the development and enhancement of communication systems. Engage a 1.0 FTE classified support staff member to support the Public Information Officer.	$565,098.00	Yes
4.7	Full Service Community Schools	This action will support the transition of some of the VCUSD schools to Full Service Community Schools. 4.7.a Community Schools Coordinator Under the Student Support Services department, A 1.0 FTE Full Service Community Schools Coordinator will support the planning for and then implementation of Full Service Community Schools aligned services across VCUSD campuses. 4.7.b VCUSD Health Clinic Classified staff (up to 2.0 FTE) will provide additional support to the VCUSD Health Clinic in order to ensure families have access to appointments to expedite immunization requirements needed to start school.	$272,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Within three years, the percentage of students from John Finney High School who demonstrate preparedness for college and/or career on the California School Dashboard , specifically from African American, Hispanic, and Socioeconomically Disadvantaged student groups, will increase by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 California Dashboard data indicated a need to continue supporting preparation for college and career and meeting graduation requirements throughout the District, but specifically for African American, Hispanic, and Socioeconomically Disadvantaged students at John Finney High School, one of three VCUSD Equity Multiplier sites. This need is supported by feedback provided from educational partners who requested more opportunities for students to participate in courses and activities that will prepare them for life after high school as well as additional academic interventions to ensure all students have a path to graduation. VCUSD plans to improve options for students to demonstrate preparedness for college and career and provide support to ensure students graduate from high school after four years as identified in the actions aligned to this goal and measured by monitored four year academic plans and successful course completion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	% of high school graduates from John Finney High who are placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups: African American	0% of high school graduates from John Finney High placed in the "Prepared" level on the College/Career Indicator. Specific Student Groups:			10% of high school graduates from John Finney High placed in the "Prepared" level on the College/Career Indicator.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Socioeconomically Disadvantaged (Priority 8A) Source: CA School Dashboard	African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2022-2023			Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	
5.2	CAASPP English Language Arts (ELA) % Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged CAASPP Math % Met/Exceeded Standards at John Finney High Specific Student Groups: African American Hispanic Socioeconomically Disadvantaged (Priority 4A) Source: DataQuest and Student Analytics Lab	CAASPP English Language Arts 14.29% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 25% (1 student) Hispanic: 0% Socioeconomically Disadvantaged: 14.29% CAASPP Math 0% Met/Exceeded Standards at John Finney High Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%			CAASPP English Language Arts 24.29% Met/Exceeded Standards at John Finney High Specific Student Groups: Black or African American: 75% (3 students) Hispanic: 10% Socioeconomically Disadvantaged: 24.29% CAASPP Math 10% Met/Exceeded Standards at John Finney High Specific Student Groups: African American: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Note: DataQuest has suppressed ELA and Math data for the African American and Hispanic student groups because fewer than 11 students from each student group tested in ELA and Math. Student Analytics Lab data was used ELA and Math data for the African American and Hispanic student groups	from Report Year 2022-2023			Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	
5.3	% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged % NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged (Priority 2A) Source: Student Analytics Lab	10.53% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 0% Hispanic: 10.53% Socioeconomically Disadvantaged: 10.53% 21.05% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 3.5% Hispanic: 3.51% Socioeconomically Disadvantaged: 21.02%			20.53% NWEA Projected Proficiency Reading at John Finney High Specific Student Groups: Black or African American: 10% Hispanic: 20.53% Socioeconomically Disadvantaged: 20.53% 31.05% NWEA Projected Proficiency Math at John Finney High Specific Student Groups: Black or African American: 13.5% Hispanic: 13.51%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		from: NWEA MAP Term Spring 2023- 2024			Socioeconomically Disadvantaged: 31.02% from: NWEA MAP Term Spring 2026- 2027	
5.4	% of students at John Finney High who meet UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American Hispanic Socioeconomically Disadvantaged (Priority 4D) Source: CA School Dashboard	0% of students at John Finney High who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% from Report Year 2022-2023			10% of students at John Finney High who met UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American: 10% Hispanic: 10% Socioeconomically Disadvantaged: 10% from Report Year 2025-2026	
5.5	% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged	65.3% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 44.8% Hispanic: 70.66%			75.3% of students at John Finney High that are NOT deficient in credits in A-G code courses Specific Student Groups: Black or African American: 54.8% Hispanic: 80.66%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 4B) Source: Student Analytics Lab	Socioeconomically Disadvantaged: 66.4% from School Year 2023-2024, Quarter 3			Socioeconomically Disadvantaged: 76.4% from School Year 2026-2027, Quarter 3	
5.6	% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American Hispanic Socioeconomically Disadvantaged (Priority 5E) Source: DataQuest	83.3% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American: 90.9% Hispanic: 78.1% Socioeconomically Disadvantaged: 82.5% from School Year 2022-2023			93.3% of students from John Finney High that graduated high school within four years Specific Student Groups: Black or African American: 100% Hispanic: 88.1% Socioeconomically Disadvantaged: 92.5% from School Year 2025-2026	

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	Additional Certificated Staff to provide content intervention (John Finney)	Hire an additional 1.0 FTE certificated teacher to provide enhanced services including academic interventions during the school day to ensure students are supported in the content areas.	$112,000.00	No
5.2	Enhancements to College and Career programming (John Finney)	Purchase additional materials and/or services to supplement college and career programming at the school site.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within three years, the district will reduce the rates of suspension for all students by half, particularly African American and Socioeconomically Disadvantaged students at John Finney High School by implementing actions that promote relationships and student connectedness as measured by Student Analytics and annual data reporting through DataQuest and the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 California Dashboard data indicated a need to continue supporting positive behavioral interventions and supports throughout the District, but specifically for African American and Socioeconomically Disadvantaged at John Finney High School, one of three VCUSD Equity Multiplier sites. This need is supported by feedback provided from educational partners who recommended additional interventions for students, counseling support and training for staff to develop proactive, positive working relationships with students. VCUSD plans to improve proactive options for students to positively remain connected to school as identified in the actions aligned to this goal. Progress will be measured using Student Analytics and the online data reporting system, DataQuest as well as the California Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American Socioeconomically Disadvantaged (Priority 6A) Source:	14.1% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 29% Socioeconomically Disadvantaged: 14.4% Source: CA Dashboard, School Year 2022-2023			7.05% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 14.5% Socioeconomically Disadvantaged: 7.2%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard and Student Analytics Lab,3.1.2 - Suspension Rate Report	3.23% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 3.45% Socioeconomically Disadvantaged: 3.45% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3			Source: CA Dashboard, School Year 2022-2023 1.6% of Students at John Finney that have been suspended once or more Specific Student Groups: Black or African American: 1.73% Socioeconomically Disadvantaged: 1.73% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3	

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	Targeted Support for Students (John Finney)	Provide services through partner organizations and outside agencies to include counseling and mentoring as a proactive intervention as well as an alternative means for correction (suspension prevention).	$70,000.00	No
6.2	Enhanced Student Engagement (John Finney)	Provide a robust program of recognition to incentivize position choices. Funds will provide for activities including but not limited to materials, contracts with outside vendors, college and career related field trips.	$18,785.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within three years, the percentage of students from Vallejo High School who demonstrate preparedness for college and/or career on the California Dashboard, specifically from African American, English Learners, Hispanic, and Socioeconomically Disadvantaged student groups will increase by 10 percentage points.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 California Dashboard data indicated a need to continue supporting preparation for college and career and meeting graduation requirements throughout the District, but specifically for African American, English Learners, Hispanic, and Socioeconomically Disadvantaged students at Vallejo High School, one of three VCUSD Equity Multiplier sites. This need is supported by feedback provided from educational partners who requested more opportunities for students to participate in courses and activities that will prepare them for life after high school as well as additional academic interventions to ensure all students have a path to graduation. VCUSD plans to improve options for students to demonstrate preparedness for college and career and provide support to ensure students graduate from high school after four years as identified in the actions aligned to this goal and measured by monitored four year academic plans and successful course completion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	% of high school graduates at Vallejo High School who are placed in the "Prepared" level on the College/Career Indicator. and Performance Level	14.6% of high school graduates at Vallejo High School who are placed in the "Prepared" level on the College/Career Indicator.			24.6% of high school graduates at Vallejo High School who are placed in the "Prepared" level on the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Specific Student Groups : African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 8A) Source: CA School Dashboard	Specific Student Groups: African American: 6.6% English Learners: 5% Hispanic: 13.5% Socioeconomically Disadvantaged: 13.4% from School Year 2022-2023			College/Career Indicator. Specific Student Groups: African American: 16.6% English Learners: 15% Hispanic: 23.5% Socioeconomically Disadvantaged: 23.4% from School Year 2025-2026	
7.2	CAASPP English Language Arts (ELA) % Met/Exceeded Standards at Vallejo High School Specific Student Groups: Black or African American English Learners Hispanic Socioeconomically Disadvantaged CAASPP Math % Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American English Learners	CAASPP English Language Arts 27.54% Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American:18.86% English Learners: 4.29% Hispanic: 23.9% Socioeconomically Disadvantaged: 4.29% CAASPP Math 11.99% Met/Exceeded Standards at Vallejo High School			CAASPP English Language Arts 37.54% Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American: 28.86% English Learners: 14.29% Hispanic: 33.9% Socioeconomically Disadvantaged: 14.29% CAASPP Math 21.99%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Hispanic Socioeconomically Disadvantaged (Priority 4A) Source: DataQuest	Specific Student Groups: African American: 2% English Learners: 1.47% Hispanic: 7.89% Socioeconomically Disadvantaged: 1.47% from Report Year 2022-2023			Met/Exceeded Standards at Vallejo High School Specific Student Groups: African American: 12% English Learners: 10.47% Hispanic: 17.89% Socioeconomically Disadvantaged: 10.47% from School Year 2025-2026	
7.3	% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged % NWEA Projected Proficiency Math at Vallejo High School Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged	31.8% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American: 13.04% English Learners: 8.7% Hispanic: 28.08% Socioeconomically Disadvantaged: 32.38% 19.08% NWEA Projected Proficiency Math at Vallejo High School Specific Student Groups:			41.8% NWEA Projected Proficiency Reading at Vallejo High School Specific Student Groups: African American: 23.04% English Learners: 18.7% Hispanic: 38.08% Socioeconomically Disadvantaged: 42.38% 29.08% NWEA Projected Proficiency Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Priority 2A) Source: Student Analytics Lab	African American: 24.45% English Learners: 7.14% Hispanic: 17.68% Socioeconomically Disadvantaged: 19.72% from 2023-2024 Spring NWEA MAP Term			Specific Student Groups: African American: 34.45% English Learners: 17.14% Hispanic: 27.68% Socioeconomically Disadvantaged: 29.72% from 2026-2027 Spring NWEA MAP Term	
7.4	% of students at Vallejo High School who meet UC/CSU requirements AND complete a CTE pathway Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 4D) Source: CA School Dashboard	5.1% of students who meet a-g requirements AND complete a CTE pathway Specific Student Groups: African American: 2.6% English Learners: 2% Hispanic: 4.9% Socioeconomically Disadvantaged: 4.6% from Report Year 2022-2023			15.1% of students who meet a-g requirements AND complete a CTE pathway Specific Student Groups: African American: 12.6% English Learners: 12% Hispanic: 14.9% Socioeconomically Disadvantaged: 14.6% from Report Year 2025-2026	
7.5	% of students at Vallejo High School NOT	18.6% of students at Vallejo High meeting A-G requirements			28.6% of students meeting A-G requirements	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	deficient in credits in A-G code courses Specific Student Groups: African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 4B) Source: Student Analytics Lab	Specific Student Groups: African American: 81.1% English Learners: 70.2% Hispanic: 78.6% Socioeconomically Disadvantaged: 83.7% from School Year 2023-2024, Quarter 3			Specific Student Groups: African American: 91.1% English Learners: 80.2% Hispanic: 88.6% Socioeconomically Disadvantaged: 93.7% from School Year 2026-2027, Quarter 3	
7.6	% of students from Vallejo High that graduated high school within four years Specific Student Groups: Black or African American English Learners Hispanic Socioeconomically Disadvantaged (Priority 5E) Source: DataQuest	70.2% of students at Vallejo High that graduated high school within four years Specific Student Groups: African American: 67.1% English Learners: 15.1% Hispanic: 67% Socioeconomically Disadvantaged: 71.1% from Report Year 2022-2023			80.2% of students from Vallejo High that graduated high school within four years Specific Student Groups: African American: 77.1% English Learners: 25.1% Hispanic: 77% Socioeconomically Disadvantaged: 81.1% from Report Year 2025-2026	

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	Content-Specific Professional Learning (Vallejo High)	Provide intentional training and coaching for teachers to increase access to courses that help students demonstrate preparedness for college and career (examples - ERWC for English Language Arts teachers, CTE programming, additional a-g courses).	$150,000.00	No
7.2	Site Leadership Coaching (Vallejo High)	Provide coaching for site leadership team including administration, department chairs and other identified school staff to ensure all resources are aligned to intended student outcomes to prepare students for college and career.	$200,000.00	No
7.3	Staffing for Additional Programming (Vallejo High)	Provide up a 1.0 FTE certificated staffing to increase programming for CTE courses and other options for college and career programming.	$112,000.00	No

Action #	Title	Description	Total Funds	Contributing
7.4	High Dosage Tutoring (Vallejo High)	Provide services for student to ensure they have the foundational skills in literacy and math to access rigorous high school content and demonstrate preparedness for college and career.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Within three years, all students, particularly English Learners at Vallejo High School, will demonstrate growth towards meeting or exceeding standards in Mathematics as well as increasing the percentage of students making progress towards English language proficiency as measured by CAASPP test results, ELPAC test results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Thirty percent of Vallejo High School's student population are English learners. VCUSD is committed to supporting language acquisition and academic achievement for this student group. While the achievement gap persists between subgroups, according to the 2023 California Dashboard, Vallejo High English Learners were the only student groups that declined in distance from standard on the 2023 CAASPP for mathematics. Furthermore, VHS has not increased the percentage of students progressing at least one English Learner Progress Indicator (ELPI) level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	CAASPP Math % Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners (Priority 4A) Source: DataQuest	CAASPP Math 11.99% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners 1.47% from Report Year 2022-2023			CAASPP Math 21.99% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners 10.47% from Report Year 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.2	% NWEA Projected Proficiency Math for Vallejo High School Specific Student Group: English Learners (Priority 2A) Source: Student Analytics Lab	19.08% NWEA Projected Proficiency in Math for Vallejo High School Specific Student Group: English Learners 7.14% NWEA Map Term Spring 2023-2024			29.08% NWEA Projected Proficiency in Math for Vallejo High School Specific Student Group: English Learners: 17.14% NWEA Map Term Spring 2026-2027	
8.3	CAASPP English Language Arts (ELA) % Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners (Priority 4A) Source: DataQuest	CAASPP ELA 27.54% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners: 4.29% from Report Year 2022-2023			CAASPP ELA 37.54% Met/Exceeded Standards for Vallejo High School Specific Student Group: English Learners: 14.29% from Report Year 2025-2026	
8.4	% NWEA Projected Proficiency in Reading for Vallejo High School Specific Student Group: English Learners (Priority 2A) Source: Student Analytics Lab	31.8% NWEA Projected Proficiency in Reading for Vallejo High School Specific Student Group: English Learners: 8.7% NWEA Map Term Spring 2023-2024			41.8% NWEA Projected Proficiency in Reading for Vallejo High School Specific Student Group: English Learners: 18.7%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					NWEA Map Term Spring 2026-2027	

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
8.1	Additional Certificated Staffing for English Learner Support (Vallejo High)	Provide up tp 1.0 FTE certificated staff to increase services to English Learners through smaller class sizes for English Language development and Integrated Math I courses with large numbers of English learners.	$112,000.00	No

Action #	Title	Description	Total Funds	Contributing
8.2	Additional Classroom Support (Vallejo High)	Provide additional bilingual tutors to support English Learners with accessing content, focusing on mathematics and courses with rigorous literacy demands. Funds will be allocated to hire additional staff or services if posted positions are vacant.	$275,000.00	No
8.3	High Dosage Tutoring (Vallejo High)	Provide services for high dosage tutoring to support English Learners who are far below grade level in math and/or English Language Arts. Services will be available during the school day and beyond the school day to ensure support is maximized.	$67,547.00	No
8.4	Spanish-Speaking Clinician (Vallejo High)	Provide a 1.0 FTE clinician through staffing or services to provide supports for Spanish-speaking students, focusing on newcomers or English learner students who are struggling academically.	$240,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	Within three years, the district will reduce the rates of suspension for all students, particularly Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races, at Vallejo High by implementing actions that promote relationships and student connectedness as measured by Student Analytics and annual data reporting through DataQuest and the California Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our analysis of the 2023 California Dashboard data indicated a need to continue supporting positive behavioral interventions and supports throughout the District, but specifically for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races at Vallejo High School, one of three VCUSD Equity Multiplier sites. This need is supported by feedback provided from educational partners who recommended additional interventions for students, counseling support and training for staff to develop proactive, positive working relationships with students. VCUSD plans to improve proactive options for students to positively remain connected to school as identified in the actions aligned to this goal. Progress will be measured using Student Analytics and the online data reporting system, DataQuest as well as the California Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	% of students at Vallejo High suspended once or more Specific Student Groups: Hispanic Socioeconomically Disadvantaged Students with Disabilities Students identifying with two or more races	11.2% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 11.1% Socioeconomically Disadvantaged: 11.9% Students with Disabilities: 15.8%			Target is to decrease suspension rates by half. 5.6% of students suspended once or more at Vallejo High Specific Student Groups:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(option not available in Student Analytics Lab) (Priority 6A) Source: CA School Dashboard and Student Analytics Lab	Students identifying with two or more races: 16.7% Source: CA School Dashboard, School Year 2022-2023 8.44% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 8.91% Socioeconomically Disadvantaged: 8.85% Students with Disabilities: 9.49% Source: Student Analytics Lab, School Year 2023-2024, Quarter 3			Hispanic: 5.55% Socioeconomically Disadvantaged: 5.95% Students with Disabilities: 7.9% Students identifying with two or more races: 8.35% Source: CA School Dashboard, School Year 2025-2026 4.2% of students suspended once or more at Vallejo High Specific Student Groups: Hispanic: 4.46% Socioeconomically Disadvantaged: 4.43% Students with Disabilities: 4.75% Source: Student Analytics Lab, School Year 2026-2027, Quarter 3	

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
9.1	Targeted Supports for Students at Risk for Suspension (Vallejo High)	Provide a 1.0 classified position to proactively coordinate necessary supports and interventions aligned to VHS MTSS to ensure students at risk of suspension are attending school daily.	$150,000.00	No
9.2	Counseling Supports (Vallejo High)	Provide a staff and/or services through outside agencies for counseling services based on identified needs, including but not limited to drugs and alcohol, as an alternate means for correction ,and interventions that addresses barriers to connecting with school.	$140,000.00	No
9.3	Enhanced Student Engagement (Vallejo High)	Provide a robust program of recognition to incentivize position choices. Funds will provide for activities including but not limited to extra hours for staff advisory of student interest clubs, materials, contracts with outside vendors, college and career related field trips.	$65,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By Spring 2027, VCUSD will provide students in the Adult Transition Program with access to community based instruction and life skills 80% of the week.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Currently VCUSD students participating in the Vallejo Adult Transition program have access to community based instruction and life skills 30% of school week. Educational partner input recommends that VCUSD increase the time for students both learning and practicing life skills and career-based skills in preparation for a successful future after graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Stability Rate for Vallejo Adult Transition (Priority 8A) Source: DataQuest	Stability Rate for Vallejo Adult Transition: 63.8% Report Year: 2022-2023			Stability Rate for Vallejo Adult Transition: 73.8% Report Year 2025-2026	

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
10.1	Culinary Space (Vallejo Adult Transition)	Provide access to a functional kitchen, washer and dryer, and other related materials.	$40,000.00	No
10.2	Community Based Instruction (Vallejo Adult Transition)	Provide access and transportation to local organizations and businesses to practice life skills in real-world setting.	$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
$35,628,988.00	$4,397,896.00

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
36.426%	20.899%	$21,756,218.39	57.325%

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:** Common Core Aligned Curriculum and Instruction **Need:** According to the 2023 CAASPP English Language Arts (ELA) assessment results, 23.53% of VCUSD low income students met or exceed standards in ELA while 42.84% of students who are not low income met or exceeded standards in ELA. 7.95% of English	These actions provide necessary assurances that our low income, EL and Foster Youth students receive a dynamic instructional program across all schools as outlined in common planning documents and measured throughout the year with common benchmark and formative assessments. In order to enhance the core instructional program, the classroom design should be optimized to promote student ownership of learning. Students across all VCUSD school sites are expected to participate in active learning	1.3, 1.4, 1.6 In addition to performance on annual state assessments and district benchmark assessments (NWEA Map) in English Language Arts and mathematics, VCUSD will monitor progress through the VCUSD District and

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
	Learner students met or exceed standards in ELA while 27.95% of students who are English Only met or exceeded standards in ELA. 6.7% of our foster youth met or exceed standards in ELA in comparison to 23.53% of VCUSD students overall met or exceeded standards in ELA. For Mathematics, on the 2023 CAASPP Mathematics assessment, 14.05% of VCUSD low income students performed at or exceeded standards compared to 29.27% of students who are not low income. 5.93% of English Learner students met or exceeded standards in math, whereas English Only had 17.42% of students meeting or exceeding standards. Foster youth had no students meeting or exceeding standards while overall 14.05% of VCUSD students met or exceeded standards in math. Educational partner feedback indicated that students will be more engaged in a learning environment that has well planned lessons with resources that reflect the VCUSD student demographics, allow students to collaborate and learn interactively and provide support as needed. Resources available should not be dependent by each school, but rather consistent across all schools and grade levels. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections	such as structured academic conversations and collaborative work. According to Robert Talbert in A Space for Learning: An Analysis of Research on Active Learning Spaces, active learning or the method of students actively working on learning tasks and reflecting their work is connected to increased student learning and engagement across disciplines, grade levels and demographics (Talbert, R. 2019). According to Designing Classrooms to Maximize Student Achievement, "Over half of U.S. schools have inadequate structural facilities, and students of color and lower income students are more likely to attend schools with inadequate... facilities" (Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N. 2014). This action will provide low-income, English learner and foster youth students with instructional materials as well as tools in the classroom, including but not limited to supplemental literature, technology, and furniture that moves easily for active learning activities. VCUSD is investing in professional learning (see Action 1.7) that encourages active learning across all content areas. VCUSD expects the combination of intentional professional learning with classrooms set up for active learning will yield positive student outcomes across all schools, evidenced by on-going district and site walkthroughs. Given these resources will be provided district-wide, we expect these actions will benefit all students. However, because of the significantly lower scores for English learner, low-income, and foster youth students, we expect growth in ELA and mathematics will be greater for these students than for all students.	site learning walk tool. Results will be analyzed at both the district and site levels with action plans to target next steps at a minimum of a quarterly basis.

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	VCUSD will provide targeted ELA coaching to schools and schools with specific groups with the ELA indicator in the red on the 2023 California Dashboard. The schools with a "red" ELA indicator overall are Federal Terrace, Lincoln, Loma Vista, Mare Island, and Pennycook. Schools with student groups with a "red" ELA indicator are Federal Terrace (African American, English Learner, Hispanic), Highland (English Learner), Hogan (English Learner), Lincoln (Socioeconomically Disadvantaged), Loma Vista (English Learner, Hispanic, Socioeconomically Disadvantaged), Mare Island (African American, English Learner, Hispanic, Socioeconomically Disadvantaged), Patterson (English Learner, Hispanic), Pennycook (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Steffan Manor (English Learner, Hispanic, Socioeconomically Disadvantaged). VCUSD will provide targeted Math coaching to schools and schools with specific groups with the ELA indicator in the red on the 2023 California Dashboard. The schools with a "red" Math indicator overall are Highland, Lincoln, Mare Island, and Pennycook. Schools with student groups with a "red" Math indicator are Federal Terrace (African American), Highland (English Learner, Hispanic, Socioeconomically Disadvantaged), Hogan (English Learner, White), Jesse Bethel (African American), Lincoln (Socioeconomically Disadvantaged), Loma Vista (English Learner, Hispanic), Mare Island (English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities),	

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
		Patterson (English Learner, Hispanic), Pennycook (African American), Steffan Manor (African American), Vallejo High (English Learner). Tallber, R. (2019). A Space for Learning: An Analysis of Research on Active Learning Spaces. Retrieved May, 7, 2024 from https://doi.org/10.1016/j.heliyon.2019.e02967 Cheryan, S., Ziegler, S. A., Plaut, V. C., & Meltzoff, A. N.(2014). Designing Classrooms to Maximize Student Achievement. Sage. Retrieved May 7, 2024 from https://journals.sagepub.com/doi/pdf/10.1177/2372732214548677	
1.2	**Action:** Structured Early Literacy Program **Need:** According to the 2023 CAASPP, only 21.63% of low income students met or exceeded standards by 3rd grade in comparison to 38.4% of third graders who met or exceeded standards that are not low income. English Learners scored 9.52% while English Only performed at 27.45%. This trend persists according to the Quarter 3 2024 NWEA MAP reading assessment for 2023-2024 3rd grade students. The reading percentile for low income students was 26.47% compared to 46.35% for students who are not low income. 2023-2024 The percentile for 3rd grade English Learners performed was 11.42% compared to 37.39% for non-English Learner students.	VCUSD will provide professional development and coaching for teachers to a develop an efficacious district-wide literacy program that improves outcomes for our low-income and English Learner TK-3 students by increasing teachers' understanding of the science of reading as well as their ability to plan for and differentiate instruction to ensure students are reading on grade level by the end of third grade. Teachers will receive the resources needed to implement the strategies learned through on-going training. By providing professional development, coaching for teachers, collaboration, supplemental resources, and just in time interventions, VCUSD will see the disparity in scores decrease between low income and English Learner students and their peers. Furthermore, given this action is LEA-wide at all elementary and TK-8 schools, VCUSD intends for scores for all students to improve.	1.4, 1.6, 1.7 VCUSD will monitor progress throughout the year using the NWEA MAP reading (grades 1-3) and CORE assessments for grades K-2. VCUSD will monitor progress through the VCUSD District and site learning walk tool. Results will be analyzed at both the district and site levels with action plans to target next steps at a minimum of a quarterly basis.

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 VCUSD Governing Board has set the expectation that all VCUSD students will read on grade level by the end of third grade. Educational partners have indicated the need for enhanced instructional programs and strategies to ensure students are demonstrating grade level mastery. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide	Specific Schools: Federal Terrace (African American, English Learner, Hispanic), Highland Elementary (English Learner), Lincoln Elementary (Socioeconomically Disadvantaged), Loma Vista Environmental Science Academy (English Learner, Hispanic, Socioeconomically Disadvantaged) Mare Island Health & Fitness (African American, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Patterson Elementary(English Learner, Hispanic), Pennycook Elementary (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities), Steffan Manor (English Learner, Hispanic, Socioeconomically Disadvantaged), Wardlaw Elementary (English Learner)	
1.4	**Action:** TK-12 Visual and Performing Arts Programs **Need:** Based on the 2023 California Dashboard, English Learners, Foster Youth and Socioeconomically Disadvantaged student groups have not made as much growth as the overall student group. In ELA, VCUSD demonstrated a "yellow" indicator whereas foster youth and low income students both had an "orange" indicator. The English Learner student group was the only student group to decline in their growth on ELA CAASPP with a "red" indicator. VCUSD continues to seek out strategies and programs that enhance literacy across all content areas that help reinforce literacy skills in different contexts.	VCUSD will utilize the expertise of a classified Director of Visual and Performing Arts to develop a district-wide Visual and Performing Arts program that is aligned to the VCUSD instructional priorities and connects students with community resources and exposure to a wide range of arts offerings. Learning through the arts will allow students to access literacy learning through a different approach and demonstrate understanding through concrete experiences which will support inclusion for all students. VCUSD will provide these offerings on an LEA-wide basis to enhance the inclusivity of the educational experience for all students.	1.4 VCUSD will monitor progress through implementation of a VAPA action plan. Student feedback regarding learning and effectiveness of VAPA units, sessions or semesters will be collected throughout but definitely at the conclusion of programming.

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
	Enhancing current programming and developing more opportunities was expressed across all educational partner groups at engagement sessions and through the LCAP survey. Educational partners shared that by increasing hands-on and interactive programming such as the arts, students will be more connected to overall learning which will improve their academic outcomes in ELA and Math as well as improve attendance and behavior. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide		
1.5	**Action:** District Instructional Leadership **Need:** While VCUSD has demonstrated some progress as indicated in movement from the 2022 California Dashboard with 3 indicators at "very low" (Chronic Absenteeism, ELA and Math) and three indicators at "low" (Suspension Rate, English Learner Progress, and Graduation Rate) in comparison to the 2023 California Dashboard with no indicators in "red" or very low with slight increases in ELA and Math (14.3 points and 16.3 points respectively). No LEA indicators have reached a "green" or "blue" level. Furthermore,	In collaboration with SCOE and CCEE as part of the Differentiated Assistance support, VCUSD will implement a process of continuous improvement utilizing the improvement science process. VCUSD will focus on building coherence through on-going assessment, monitoring and urgent actions that impact classrooms and are visible in student learning. Through a collective impact approach, the VCUSD District Leadership team comprised of district and site leaders will implement this process at the district level which will inform comparable actions and approach at each school site level. Through this process, VCUSD will analyze data to hone in on practices that build consistent positive	1.4, 1.15, 2.3, 2.7, 3.1 VCUSD will monitor progress through identified metrics throughout the school year, but minimum quarterly. The development, implementation and effectiveness of short term action plans at the district and site levels will inform progress towards overall goal and actions 1.5 as well as 1.6.

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
	disparity between student groups exists across all indicators with students groups at the LEA and school site levels in the "red." The following LEA students groups have at least one indicator in "red": English Learners(3), Students with Disabilities(3), Homeless(2), African American(2),White(2), Foster Youth(1). Thirteen schools have at least one indicator in "red." VCUSD collaborates with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through Differentiated Assistance. Identifying a strategic and intentional process for sustained change of LEA-wide, schoolwide and student group disparity in outcomes has been a foundational focus of this partnership. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide	outcomes and understand barriers that are preventing outcomes at the LEA and school level from improving. VCUSD anticipates this process will have a positive outcome on the target student groups and therefore the district as a whole. VCUSD understands the importance of building a strong team to support leadership at all levels. The professional organization, Learning Forward, identifies culture of collaborative inquiry and leadership as two conditions for success. Results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment. This cannot happen without leaders who are skilled at developing capacity, advocating, and creating systems of support. Specific Schools: Dan Mini Elementary, Federal Terrace Elementary, Highland Elementary, Hogan Middle School, Jesse Bethel High School, John Finney High School, Lincoln Elementary, Loma Vista Environmental Science Academy, Mare Island Health and Fitness, Pennycook Elementary, Solano Widenmann, Vallejo High, Wardlaw Specific Student Groups: African American (College and Career. Suspension), English Learners (ELA, College and Career, Grad Rate), Foster Youth (Suspension), Homeless (Math, College and Career), Socioeconomically Disadvantaged (Suspension), White (Chronic Absenteeism, Suspension), Students with Disabilities (College and Career, Grad Rate, Suspension)	

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
		Learning Forward. Leadership. Retrieved May 7, 2024 from https://standards.learningforward.org/standards-for-professional-learning/conditions-for-success/leadership/	
1.6	**Action:** Site Instructional Leadership **Need:** As mentioned in Action 1.5, thirteen VCUSD schools have at least one indicator in "red." As a school district, VCUSD does not have one indicator at the "green" or "blue" level. VCUSD collaborates with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through Differentiated Assistance. Identifying a strategic and intentional process for sustained change of LEA-wide, schoolwide and student group disparity in outcomes has been a foundational focus of this partnership. **Scope:** LEA-wide	As an extension to the district level leadership work, administrators will utilize the strategies learned at monthly DLT meetings as a guide for site level work including but not limited to daily walkthroughs and site leadership team meetings. The systems-level strategies are focused around the VCUSD Instructional Priorities and the VCUSD SEL Priorities. Specific Schools with at least one indicator in "red": Dan Mini Elementary, Federal Terrace Elementary, Highland Elementary, Hogan Middle School, Jesse Bethel High School, John Finney High School, Lincoln Elementary, Loma Vista Environmental Science Academy, Mare Island Health and Fitness, Pennycook Elementary, Solano Widenmann, Vallejo High, Wardlaw Through this implementation work, school sites will analyze data to hone in on practices that build consistent positive outcomes and understand barriers that are preventing low-income students from improving. VCUSD anticipates that growth on dashboard indicators will be higher for low-income students than students overall. Given the percentage of low-income students at school sites across the district, the impact will be reflected across other student groups. This action is district-wide.	2.9, 2.11, 2.12 VCUSD will monitor progress through identified metrics throughout the school year, but a minimum quarterly. The development, implementation and effectiveness of short term action plans at the district and site levels will inform progress towards overall goal and actions 1.5 as well as 1.6.

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
1.7	**Action:** Professional Learning for Teaching and Learning **Need:** As mentioned in Action 1.5, while VCUSD has demonstrated some progress as indicated in movement from the 2022 California Dashboard with 3 indicators at "very low" (Chronic Absenteeism, ELA and Math) and three indicators at "low" (Suspension Rate, English Leaner Progress, and Graduation Rate) in comparison to the 2023 California Dashboard with no indicators in "red" or very low. VCUSD saw with small increases in ELA and Math (14.3 points and 16.3 points respectively). No LEA indicators have reached a "green" or "blue" level. Furthermore, disparity between student groups exists across indicators on the 2023 California Dashboard with students groups at the LEA and school site levels in the "red." The following LEA students groups have at least one indicator in "red": English Learners (3), Students with Disabilities (3), Homeless (2), African American (2),White (2), Foster Youth (1). Thirteen schools have at least one indicator in "red." Educational partners across all groups (administrators, staff/bargaining units, parents, students, community members, SELPA) have recommended on-going mandatory professional learning that is differentiated and has additional supports as well as accountability measures identified.	VCUSD has developed a three year professional learning plan in collaboration with Solano County Office of Education (SCOE) and California Collaborative for Educational Excellence (CCEE) through the Differentiated Assistance. This plan came as a response to a decline in student outcomes over multiple years. VCUSD will implement the second year (2024-2025) of this three year plan which will include designated professional learning days, required professional learning during the work day, time for coaching, collaboration and preparation, and opportunities to extend learning. VCUSD expects that adhering to the Year 2 implementation plan will yield improved classroom instruction, stronger relationships with students and improved outcomes. While this is an LEA-wide action, VCUSD anticipates greater improved outcomes for the low income, foster youth and English Learner student groups than for students overall. According to Hanover Research report, "teachers (who) received more than 14 hours of professional development saw a "positive and significant" impact on student achievement." (2014). The Learning for Justice Article, Teaching Teachers: PD to Improve Student Achievement, indicates that professional development specifies that professional learning that connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success, leads to better instruction and improved student outcomes. VCUSD has developed intentional, on-going	3.6, 3.7 VCUSD will monitor implementation progress through attendance at all trainings. Effectiveness of the professional learning plan will come through results of surveys provided at the end of every training and at designated times of the school year. Evidence of adult learning to impact students' demonstration of learning will be observed through site and district walkthroughs.

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
	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide	training focused around classroom instruction to support teachers throughout the school year. Hanover Research (2014, March). Professional Development for Teaching Children of Poverty. Retrieved May 7, 2024, from http://www.leadingourlearners.org/wp-content/uploads/2020/01/Professional-Development-for-Teaching-Children-of-Poverty.pdf Learning for Justice. Teaching Teachers: PD to Improve Student Achievement. Retrieved May 7, 2024 from https://www.learningforjustice.org/professional-development/teaching-teachers-pd-to-improve-student-achievement#:~:text=Research%20shows%20that%20professional%20development,measures%20that%20evaluate%20their%20success.	
1.8	**Action:** Student Outcome Data Analysis **Need:** In January 2024, VCUSD was notified that the district is eligible for Differentiated Assistance based on its performance of five student groups on the 2023 California Dashboard. The following student groups received the lowest status level in two or more state priority areas: Black/African American, English Learners, Homeless Youth, Students with Disabilities, and the White student group. Given the percentages of unduplicated students over the	VCUSD will fund a Director of Data Analysis and Improvement (1.0 FTE) and a 1.0 FTE Technical Support Secretary to build a coherent data platform, develop processes to maintain data integrity across the system, provide data presentations for site, district and educational partner communication, and work with district and site leadership to analyze data and set targets for areas of improvement. Funds will also support additional software or data management resources needed. VCUSD expects this action to improve outcomes on forthcoming California Dashboard releases for student groups identified in the Differentiated Assistance process, including English Learners.	1.4, 1.6, 1.8, 1.9

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
	past two years, 80.62% (2022-2023) and 83.63% (2023-2024), many of those students are also considered low-income. Through the process of continuous improvement, VCUSD in collaboration with Solano County Office of Education (SCOE) and the California Collaborative for Excellence in Education (CCEE) has identified the need to increase the time spent and venue for data sharing and application of the data analysis in order to "habitualize" using data to drive decisions. This includes develop a coherent data platform, training all levels of district and site leadership, and a process for building data integrity to ensure that processed and procedures for data entry lead to accurate information across all schools. **Scope:** LEA-wide	Furthermore, given the high percentage of low-income students across all student groups, VCUSD anticipates improved outcomes for all unduplicated students. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.	
1.9	**Action:** Curriculum Enrichment Programs **Need:** As mentioned in Action 1.1, low income, English Learners and foster youth students are not demonstrating the same levels of proficiency in comparison to overall student performance. According to the 2023 CAASPP English Language Arts (ELA) assessment results, 23.53% of VCUSD low income students met or	VCUSD will provide school sites with funding to increase curriculum enrichment opportunities for low-income students at all grade levels that will enhance the core program and help them connect their learning to the real world. Funds will be site directed to allow activities to be grade level appropriate and based on student interest. Curriculum enrichment resources could include but are not limited to contract services to bring experts into the classroom and schools, transportation and admission to opportunities outside of the classroom connected to in class learning, materials to supplement and expand the core	1.3, 1.4 VCUSD will monitor the implementation through identification of site-selected activities. Effectiveness of chosen activities will be monitored through contract or program evaluations, district and site walkthroughs and the

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
	exceed standards in English Language Arts (ELA) while 42.84% of students who are not low income met or exceeded standards in ELA. 7.95% of English Learner (EL) students met or exceed standards in English Language Arts (ELA) while 27.95% of students who are English Only met or exceeded standards in ELA. 6.7% of our foster youth met or exceed standards in English Language Arts (ELA) in comparison to 23.53% of VCUSD students overall met or exceeded standards in ELA. For Mathematics, on the 2023 CAASPP Mathematics assessment, 14.05% of VCUSD low income students performed at or exceeded standards compared to 29.27% of students who are not low income. 5.93% of EL students met or exceeded standards in math, whereas English Only had 17.42% of students meeting or exceeding standards. No Foster youth students met or exceeded standards while overall, 14.05% of VCUSD students met or exceeded standards in math. Educational partner input supports research which suggests that when provided more opportunities to demonstrate their talents in ways that are hands-on and interactive, students are more engaged and more encouraged to take risks in their learning. Educational partner feedback recommends additional options for curriculum enrichment across all grade levels and within all content areas.	program, as well as additional art, music or STEAM activities. The Loma Vista Farm provides an established in-district curriculum enrichment opportunity in an urban environment that exposes students to a variety of hands-on learning options that integrate both literacy and math content. Students across the district will have opportunities for hands-on interactive learning from expert staff on working farm involving care-taking of the facility and the animals that live on the farm. These actions will provide diverse set of resources for low-income students. VCUSD expects these activities to have a positive impact on decreasing the disparity between unduplicated students and overall student outcomes. These actions will be provided LEA-wide.	annual LCAP survey feedback. VCUSD will utilize a Google form survey for classes that participate in a Loma Vista farm experience.

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	See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide		
1.10	**Action:** 21st Century Technology Environments **Need:** Given the impact of technology on all aspects of students' lives, VCUSD identifies the need to maintain and continue to seek updating our tools to support 21st Century learning as indicated in the College and Career section of the 2023 California Dashboard. While foster youth was considered too small of a group to measure, English Learners and low income students performed at or below the "low" level for this indicator. 15.6% of VCUSD students are considered "prepared" in comparison to 13.7% of low income and 4.5% of English Learners. VCUSD Technology Department surveys indicate that students are utilizing district-provided technology on a daily basis to access the digital resources available in all core programs as well as Google tools that provide opportunities and support for communication in all domains to our low income, students, foster youth and English learners. VCUSD staff have demonstrate their interest in expanding their understanding of digital skills	VCUSD will continue to ensure that students have at a minimum 1:1 access to a working device for instruction, access to curriculum and evidence-based supplemental software and technological resources that increase productivity and enhance teaching and learning. VCUSD will continue to investigate ways to increasing the options for students to utilize technology as an integrated part of their learning. VCUSD will provide staff to ensure students and staff have access and differentiated support in utilizing these tools. Technology provides students with another way to collaborate with peers and explore the world outside of the classroom. Technology can help instill curiosity and changes how students work. In How Does Technology Impact Student Learning?, students' education is enhanced by technology because it puts students' knowledge into action, sharpens students' critical thinking, provides a way for better communication, and personalized learning opportunities (Bay Atlantic University, 2023). According to The Impact of Technology, studies have shown that technology can actually help students collaborate more purposefully if used a regular tool in the classroom.	1.4, 1.16 VCUSD will monitor the use of technology during district and site walkthroughs, through survey feedback following professional learning as well as on-going Technology Department input collection.

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	through their participation in a district-wide Promethean Board pilot and use of technology in professional learning. Education partners have shared a high interest in ensuring that students have experiences and tools that prepare them for college and/or career. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections **Scope:** LEA-wide	The District expects with increased access, training and resources to enhance student learning, low-income, English learners and foster youth will demonstrate improved outcomes in their preparation for college and/or career. While these resources are funded with targeted student groups in mind, the use of 1:1 devices and supplemental resources is provided LEA-wide. Bay Atlantic University (June, 2022). How Does Technology Impact Student Learning? Retrieved May 7,2024 from https://bau.edu/blog/technology-impact-on-learning/	
1.11	**Action:** Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes **Need:** VCUSD has five choice schools (Cave Language Academy, Loma Vista Environmental Science Academy, Mare Island Health and Fitness Academy, Solano Widenmann Leadership Academy and Vallejo Charter School). VCUSD also has CTE pathways and elective options at the two comprehensive high schools and the middle school. Based on enrollment projections all choice schools, high schools and middle school will see a decline in enrollment. This affects the number of teachers and/or sections of electives that can be offered. Consequently,	Given the importance of ensuring students receive direct instruction utilizing the strategies teachers learn in their professional learning, VCUSD is providing additional staffing allocations to minimize combination classrooms, particularly at the primary grades where ensuring students are meeting grade level outcomes is fundamental. Additional allocations will be provided to maintain electives and CTE opportunities to increase access to options beyond high school. EducationTrust.org indicates the importance of having a highly qualified teacher for low-income students and students of color. It can mean a difference of 10 percentile points in Math and 35 percentile points in reading. Staffing coupled with professional learning (see Action 1.7) will provide students with a positive learning experience that will leads to improved outcomes for low-income, English learner, and foster youth students at a more increased rate that their peers.	1.16 VCUSD will monitor implementation progress through a comparison of staffing allocations and student enrollment. Effectiveness of this action will be monitored through district and site walkthroughs as well as feedback from students through course selections in preparation for 2024-2025.

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	the secondary schools will have fewer options and the elementary sites will see combination classes. Given the large percentage of low-income, English learner and foster youth students at these schools, declining enrollment and limited staffing will have a greater impact on these student groups. Parents and families have indicated they want these schools to continue. Educational partner feedback indicates that combination classes are difficult on students because they do not receive as much direct instruction on grade level content. Staff agrees that it puts unnecessary pressure on covering content and meeting student needs. **Scope:** LEA-wide	VCUSD expects that maintaining and enhancing these options will have a positive impact on the College and Career indicator for high school students and increase positive outcomes for students at the elementary and TK-8 grade levels. While this option is targeted specific schools, it is an LEA-wide action to ensure maximum instructional access for all low-income, English learner and foster youth. The Education Trust. Fact Sheet-Teacher Equity. Retrieved May 7,2024. https://edtrust.org/wp-content/uploads/Ed%20Trust%20Facts%20on%20Teacher%20Equity.pdf	
1.12	**Action:** Early Childhood Education Enhancement **Need:** VCUSD operates early childhood programs across the district to provide options for families to prepare their children for the first year of formal school and met the district goal of having all students reading on grade level by third grade. Current Kindergarten data shows midyear of 2023-2024, 30% of current Kindergarten students scored 100% on CORE assessment E, blending CVC words and 42% of Kindergarten students that know all letters and letter sounds. VCUSD expects 80% of	VCUSD will provide additional resources to enhance current pre-school curriculum including additional professional development for teachers to align the activities and preparatory curriculum to the expectations of entering Kindergarten. VCUSD will also offer a Pre-K academy for students who have not had an opportunity to participate in pre-school so that students and their parents can receive some tools and practice on skills necessary for success in Kindergarten. Priority will be given to low-income, and English learners youth. VCUSD expects to see students who participate in these offerings will be better prepared than	Metric 1.7 VCUSD will also monitor progress, using other formative measure, of TK and Kindergarten students who participated in the VCUSD early childhood programming to compare progress to those who did not.

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	Kindergarten students will score 100% on CORE assessment E, blending CVC words and 100% of Kindergarten students will know all of their letters and sounds by the end of each school year. Educational partners indicate that additional opportunities for students to "practice school" better prepare students for the rigors of Kindergarten. **Scope:** LEA-wide	students who have not had the option of preschool. This action will support all programs across VCUSD.	
1.13	**Action:** Alternative Schools Support **Need:** VCUSD maintains a continuation school and independent study programs (Independent Study and Virtual Academy) at the John Finney campus to provide alternate options for our low-income, English Learner and foster youth students to remain with VCUSD and matriculate towards graduation. 93% of the students attending are low-income. Student data for the independent study programs is included within their home school on the California Dashboard and through the state assessment system. Educational partner input indicates that providing options for students will benefit their learning to ensure that they are eligible to graduate on time. In some instances	VCUSD will provide resources to support students who opt for alternative schools or programs. Coaching for teachers around differentiation of programming, counseling support for students, and additional on-campus mentoring and mental health resources provide families and students with an equitable system of support that is offered at the comprehensive schools.	1.15 VCUSD will utilize the district and site walkthrough tool with a focus on alignment to the variety of learning platforms on the John Finney campus.

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	independent study programming allows students who are medically fragile to stay on grade level with their learning. **Scope:** LEA-wide		
1.14	**Action:** College and Career Readiness **Need:** According the the 2023 California Dashboard, VCUSD performed at the "Low" measure of this indicator. English learners scored at the "Very Low" indicator. In further analysis of this indicator, additional information regarding levels completion of the more than 10 options for demonstrating preparation for college/career putting. Based on these indicators, VCUSD students only surpassed the lowest level in two of those options, Smarter Balanced Assessment, and Met UC/CSU requirements. In those areas, our low-income, foster youth and English learner students had less success than overall. This indicates two things: VCUSD is not providing a range of rigorous options for demonstrating preparedness; VCUSD is not supporting targeted student groups to be successful in the options that are provided. While this indicator is only measuring high school student progress, given outcomes shared in previous actions around ELA and Mathematics progress, this action should include activities for all grades.	VCUSD will provide activities at all grade levels that provide college and career awareness activities on campus. The VCUSD College and Career team will assist sites in hosting guest speakers, college awareness events for students and family nights that share hands-on learning about the VCUSD Profile of a Graduate and next steps for college. Starting in middle school, VCUSD counselors will provide workshops and meetings around college and career preparedness. In the high schools, the Secondary Director will work with high school administration to analyze current options for college preparedness to develop actions that will create new pathways and enhance current offerings. VCUSD will also ensure students have equitable access in options that provide scholarship and grant opportunities including but not limited to the PSAT and FAFSA. This action is provided on an LEA-wide basis to have a lasting impact on all students. By directing supplemental and concentration funds to these actions, VCUSD will see positive growth in outcomes for targeted student groups, including the unduplicated student groups.	1.16 VCUSD will survey for feedback after each college and career event. High school student focus groups at the beginning, middle and end of the year will also inform enhancements to current options and guide planning and content for future options.

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	VCUSD had several student groups that are impacted by low performance (as indicated as Very Low for 2023) on the College and Career indicator including African American, English Learners, Homeless, and Students with Disabilities. John Finney as a school site was Very Low in this indicator overall (African American, Hispanic and Socioeconomically Disadvantaged), Jesse Bethel English Learners student group also had a Very Low indicator. Vallejo High's African American and English Learner student groups were Very Low. The Graduate Rate indicator on the California Dashboard. English Learners and Students with Disabilities had a red indicator on the 2023 California Dashboard. Jesse Bethel had a red Graduation Rate indicator for Students with Disabilities. Vallejo High had red for the following student groups: African American, English Learner, Hispanic, Socioeconomically Disadvantaged. Educational partners recommend additional options for students, starting in the elementary grades, to learn about college and careers. Parent workshops have been recommended, also at the younger grades, to educate parents on college and career options. **Scope:** LEA-wide		
1.15	**Action:** College Preparatory Program	VCUSD will provide a range of options for secondary students to receive additional resources	1.10, 1.16

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	Need: Based on needs shared in Action 1.14, VCUSD has confirmed the need to provide intentional options to target support and resources to students, in particular, the student groups indicated in Action 1.14. Educational partner feedback, particularly secondary student input recommends options for additional support through in class assistance, after class tutoring, mentorship, and opportunities to connect learning to the real world. **Scope:** LEA-wide	to ensure students are prepared for college. Options will include courses within the master schedule, programs outside of the school day, and partnerships with external vendors to increase mentoring opportunities. Supplemental and concentration grant funds are directed to impact identified student groups and their outcomes across all indicators on the California Dashboard. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.	As students enroll in programs and/or electives, VCUSD will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and the Student Analytics Lab. VCUSD will survey students and families on the impact selected programs have on their individual progress. Survey results will be used with student data to revise or expand programming and determine needs for alternate options.
1.17	**Action:** Bridge Programs for Incoming Middle and High School Students **Need:** **Scope:** LEA-wide	VCUSD will provide structured programs for students transitioning to the middle school from the elementary school and 8th grade students matriculating from the middle school or TK-8 sites to high school. VCUSD will continue to offer the full day seminar, Empower Youth, each spring, in partnership with Kaiser Permanents for all VCUSD 8th grade students. VCUSD will also offer summer bridge opportunities as a skills boot camp to prepare students for upper level math classes. VCUSD will also explore an implement other transition options such as Link Crew and WEB that increase student	2.2, 2.7 VCUSD will collect data regarding implementation of programs offered. The District will seek out input from student participants in small group options such as the Summer Bridge program to

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		awareness and enhance the transitionary orientation experience. VCUSD expects with increased intentionality around the transition experiences for students entering middle school and high school, academic, attendance and behavior outcomes for our unduplicated students will improve. This action is provided LEA-wide to maximize their impact in improving student outcomes for all students.	
1.18	**Action:** Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions **Need:** In January 2024, VCUSD was notified that the district is eligible for Differentiated Assistance based on its performance of five student groups on the 2023 California Dashboard. The following student groups received the lowest status level in two or more state priority areas: Black/African American, English Learners, Homeless Youth, Students with Disabilities, and the White student group. Given the percentages of unduplicated students over the past two years, 80.62% (2022-2023) and 83.63% (2023-2024), many of those students are also considered low-income. Through the process of continuous improvement, VCUSD in collaboration with Solano County Office of Education (SCOE) and the California Collaborative for Excellence in Education (CCEE) has identified the need to align all resources build a cohesive	VCUSD will fund a Director of Categorical Grants position (.5 FTE) and a 1.0 FTE Accounting Analyst to oversee the development and facilitation of the Local Control Accountability Plan (LCAP) which aligns to the VCUSD Strategic plan and incorporates key actions from district level and site level plans. VCUSD will provide resources such as meetings supplies and transportation to develop a districtwide student leadership advisory that meets throughout the school year to discuss current progress on LCAP actions, collect input and determine any next steps. VCUSD expects this action to improve outcomes on forthcoming California Dashboard releases for student groups identified in the Differentiated Assistance process, including English Learners. Furthermore, given the high percentage of low-income students across all student groups, VCUSD anticipates improved outcomes for all unduplicated students. These actions are provided LEA-wide to maximize their impact in improving student outcomes for all students.	1.4, 2.3, 2.7, 3.1, 1.15, 1.16 (Metrics aligned to CA Dashboard Indicators) VCUSD will provide monthly progress reports to partnering departments from SCOE as part of Differentiated Assistance support. Reporting will be provided on progress towards goals as well as progress towards expending current year funds and a portion of the carryover balance.

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	intentional plan for impacting student outcomes ultimately impacting all areas of the California LCFF state priorities. Furthermore, given the importance of spending current year funding for current year students, VCUSD must also focus efforts on ensuring current year funds are utilized to support that intentional plan. **Scope:** LEA-wide		
2.1	**Action:** Positive School Culture and Climate **Need:** On the 2023 California Dashboard, the Socioeconomically Disadvantaged (low-income) group had the lowest level (red) on the Suspension indicator in comparison to the district which scored a level above or orange. Nine of the eighteen VCUSD schools also performed overall in the red on this indicator. Amongst all school sites, the Suspension indicator was red for at least one student group in 14 of the 18 schools. VCUSD has ten schools where the Conditions and Climate indicator (Suspension Rate) on the 2023 California Dashboard were at the lowest level, "red": Dan Mini, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Mare Island, Pennycook, Solano Widenmann and Vallejo High.	Under the direction of the Directors of Student Support Services, Elementary and Secondary Departments, a cohesive proactive approach using PBIS strategies as outlined in the VCUSD SEL Priorities and VCUSD PBIS: Response to Behavior Handbook will be implemented across all school sites. As part of the VCUSD Multi-tiered System of Support (MTSS) Framework, each site will collaborate with the Director of Student Support Services, the Director of Secondary and Director of Elementary to outline the school's "Tier 1" approach and additional supports needed (professional learning, coaching, supplemental programs, etc). Identified school staff will receive on-going training on restorative practices in order to training other school site staff as an alternate means for correction. This action is LEA-wide to positively impact changed outcomes for all student groups, but in particular those identified as high need based on the 2023 California Dashboard. Given the fact that 81.2% of the VCUSD student population is	2.7, 2.8, 2.9 VCUSD will utilize information on student discipline and interventions to monitor: the use of alternate means of correction, the use of interventions, the use of restorative practices, the quality of information gathered to provide appropriate next steps. This data will be shared at District Leadership teams using a protocol that can be replicated at the school site leadership level.

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	VCUSD has the following student groups within the LEA that received the lowest performance level: on the Suspension Rate indicator: African American, Foster Youth, Socioeconomically Disadvantaged, White, and Students with Disabilities. The White student group also performed at the lowest performance level in Chronic Absenteeism.

Student groups within the following schools had the lowest performance level in either Chronic Absenteeism or Suspension Rate on the 2023 California Dashboard: Cave - White (Chronic Absenteeism, Suspension Rate), Cooper-African American (Suspension), Dan Mini - African American and Socioeconomically Disadvantaged (Suspension), Glen Cove - English Learners and White (Chronic Absenteeism), Highland - African American and Socioeconomically Disadvantaged (Suspension), Hogan- Filipino, Hispanic, and White (Chronic Absenteeism), African American, Socioeconomically Disadvantaged, White, Students with Disabilities (Suspension), and English Learner and Hispanic (Chronic Absenteeism and Suspension), Jesse Bethel - African American, English Learner, Hispanic, Socioeconomically Disadvantaged (Suspension), John Finney - African American, Socioeconomically Disadvantaged (Suspension), Lincoln - African American, Socioeconomically Disadvantaged (Suspension), Loma Vista - Students with Disabilities (Suspension), Mare Island - English Learner, Hispanic, Socioeconomically Disadvantaged (Suspension), Students with | considered low-income, outcomes will improve more for VCUSD low-income students in comparison to all students, but will have an impact across all schools in the district. | |

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	Disabilities (Chronic Absenteeism and Suspension), Solano Widenmann - African American, Hispanic, Socioeconomically Disadvantaged (Suspension), Vallejo High - Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races (Suspension) Educational partner input suggests that VCUSD needs additional strategies, programs and staff to support students in understanding and following expectations as well as supports to address why students are making choices that get them into trouble. **Scope:** LEA-wide		
2.2	**Action:** Social Emotional Learning **Need:** As indicated in Action 2.1, Nine of the eighteen VCUSD schools performed overall in the "red" on the Suspension indicator (2023 California Dashboard). Amongst all school sites, the Suspension indicator was red for at least one student group in 14 of the 18 schools. For VCUSD, the Socioeconomically Disadvantaged (low-income) student group had the lowest level (red) on the Suspension indicator in comparison to the district's overall level which was a level above (orange).	VCUSD will utilize screening tools including but not limited to Panorama and Kimochis to gauge school and district trends. In alignment with the VCUSD SEL Priorities, support and resources will be provided to ensure sites have the SEL materials needed. District and site leadership teams will monitor progress as part of the walkthrough process. VCUSD anticipates that a multi-tiered approach for implementation will have a positive impact on improving school climate, particularly for specific student groups at identified sites, in particular for low-income student group at the district level. Given the comprehensive approach, this action is LEA-wide.	2.9, 2.11, 2.12 VCUSD will utilize data collected from district and site walkthroughs and the results from the identified social emotional screeners throughout the year to measure progress on social emotional practices. Data will be discussed and next steps determined at District Leadership Team meetings.

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	Also mentioned above, educational partner input indicates that VCUSD needs additional strategies, programs and staff to support students in understanding and following expectations as well as supports to address why students are making choices that get them into trouble. **Scope:** LEA-wide		
2.3	**Action:** Student Wellness and Mental Health **Need:** Based on the 2023 Dashboard (see Action 2.1), VCUSD has 9 schools identified that have not shown progress in providing proactive resources to impact school climate and student behavior as measured by the Suspension indicator. Low income students are included as one of the target groups specifically and within other student groups. Educational partner feedback suggests additional supports to assist students in addressing problems could benefit the school climate and culture. **Scope:** LEA-wide	As part of the Tier 1 supports, VCUSD will ensure every site has at least one Mental Health Support Provider (MHSP) as the designated staff person to provide a space for students to self-regulate, receive support, learn skills to help them cope, and/practice goal-setting. Every site will have an identified Wellness Room equipped with resources to support students who have self-referred or been referred. In collaboration with the District Coordinator and Student Support Services, the Mental Health Support Provider team will assist with data collection around social emotional learning and possible needs for intervention using a district-identified, age appropriate screening tool (see Action 2.2). According to Every Young Heart and Mind: Schools as Centers of Wellness (MHSOAC, 2020), "schools (have the potential to serve as) centers of wellness and healing – where social and emotional learning is a core mission; youth are engaged as mental health champions and leaders; and families, including	2.7 VCSUD will ensure every site has one MHSP. The MHSPs will collect data from the Wellness Center attendance (check ins) will be used throughout the year to monitor use as well as reasons why students are utilizing the Wellness Center. Trends will be analyzed at the school site and district level to determine next steps for additional supports or enhancements needed.

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		younger children, have access to mental health supports." VCUSD sees the Wellness Centers as a place where all students are welcome, but also as a place where students can go to receive additional supports. These actions will create an opportunity to significantly increase opportunities for low-income student support thereby decreasing the number of disciplinary actions, including suspensions, in comparison to overall referrals, because students' concerns and feelings are being addressed in a proactive way. These actions will be provided on an LEA-wide basis to maximize their impact on all students. Mental Health Services Oversight & Accountability Commission (October, 2020). Retrieved on May 7, 2024 from https://mhsoac.ca.gov/wp-content/uploads/schools_as_centers_of_wellness_final-2.pdf	
2.4	**Action:** Student Supervision and Safety **Need:** Based on current data from Student Analytics Lab, discipline incidents at schools are highest at the middle school, followed by the two comprehensive high schools, the TK-8 schools and the continuation school. Data shows that this particularly impacts low-incomes students as they have a higher rate of disciplinary action than their peers who are not low income.	As part of the MTSS Tier 1 supports, VCUSD will provide staff trained in the PBIS program to be visible and build positive relationships with students in order to increase and enhance student safety. Staffing will include site safety supervisors at the secondary and TK-8 schools as well as additional playground, bus and arrival/dismissal supervision (through staff and services) at the elementary schools. By providing positive reinforcement, conflict management and de-escalation support, VCUSD will optimize student learning time, improve the school climate and see a decrease in the disciplinary rereferrals for low-income youth.	2.9 VCUSD will ensure sites have the designated number of staff supervising students (based on grade level). Beginning in 2024, VCUSD will enforce discipline referral protocol to maintain data integrity that allows the District to collect specific data on who is submitting referrals. This data will be used to

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	Further analysis from our student information system shows that the majority of disciplinary incidents at the elementary level take place during non-instructional times such as recess. VCUSD Educational partners have recommended that the district provide additional staff to increase the presence of adult supervision as a proactive measure to support students and prevent disciplinary issues. **Scope:** LEA-wide	These actions will be provided on an LEA-wide basis to maximize their impact on all students.	analyze effectiveness of this action, additional training as well as other resources needed.
2.5	**Action:** Attendance Awareness and Improvement Program **Need:** While VCUSD demonstrated a decline in Chronic Absenteeism on the 2023 California Dashboard, data from 2022-2023 shows that progress on daily attendance continues to lag behind the county and state average daily attendance. VCUSD had 22.9 days of absence in comparison to 16.2 (Solano County) and 14.4 (State). In looking more closely at these numbers, low-income had a higher number of absences (24.0) than overall students.	Under the direction of the Director of Student Support Services, VCUSD will refine and implement a districtwide attendance initiative plan to provide a coherent consistent "Tier 1" approach across all schools. The plan will include structures to provide proactive communication, education and recognition around the impacts of daily attendance. Additional staff beyond the VCUSD site clerical staffing ratio will be provided to ensure that communication is happening between families daily. Knowing that the offices are busy places this additional staff will support students and families on campus while the Office Manager and/or Attendance Clerk prioritizes attendance outreach during identified times. The Director of Student Support will work with the Public Communications Director to develop districtwide communications to families and the community regarding attendance. The Director of Student Support and his team will develop and implement a calendar of spirit days,	2.2, 2.3 VCUSD will provide weekly communication through the Weekly Watch on attendance progress at the district and the site through the academic and fiscal lens. Attendance data will be shared and analyzed at the District Leadership Team meetings using a protocol that can be replicated at the site level.

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	district and school competitions and recognition opportunities around daily attendance. By providing positive, proactive and responsive communication to families, students and staff, VCUSD expects daily attendance low-income youth to improve. These actions will be provided on an LEA-wide basis to maximize their impact on all students.	
2.6	**Action:** Student Engagement and Recognition **Need:** Considering discipline and attendance data noted in Action 2.1 and 2.5 respectively, VCUSD has identified a need to provide additional opportunities that encourage low-income students to attend school every day and make good choices to participate in high-interest options. Educational partners repeatedly recommended that VCUSD increase the number of clubs, activities and opportunities for students to connect with school in ways that extend and/or are outside of the classroom. Families are not always able to provide these options after school due to cost, transportation and/or access, but VCUSD could support to ensure all students have options. They suggested that participation in structured activities would increase opportunities for mentorship and leadership as well as improve participating students attendance, behavior and academics.	VCUSD will work with each school site to expand clubs or outside of instructional time options based on student interest. Opportunities will vary based on grade level. Funds will provide for materials, staffing and services as needed. At the secondary level, the Director of Secondary will work with the Secondary Principals to develop and implement a plan to ensure that the athletic scholar program provides opportunities for all interested students to participate. Prioritizing safety and access, funds will provide for leadership, staffing, services, memberships for participation, transportation, supplies and facilities. Additional funds will be allocated to provide each school with resources to promote PBIS, attendance, academic and engagement recognition. Each site will design a site-specific recognition program. VCUSD understands the importance of providing students, especially low-income students, with a diverse range of activities and programs to connect with peers and the school. Building them into the school program allows students to participate in activities they might otherwise not be able to try as shared in Rand (2019).	2.2 As students enroll in programs and/or clubs, VCUSD will monitor their progress on outcomes (attendance, behavior, academic) in comparison to all students using the student information system and Student Analytics Lab .

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	Scope: LEA-wide	VCUSD expects that providing a variety of opportunities for students will encourage low-income students to participate in school supervised activities that promote PBIS and will lead to positive attendance, behavior and academic outcomes. These actions will be provided on an LEA-wide basis to maximize their impact on all students. Rand (July 2019). Sports Participation Gap Exists Between Youth from Lower-Income and Middle-Income Families. Retrieved May 7, 2024 from https://www.rand.org/news/press/2019/07/18.html	
2.7	**Action:** Staff Recruitment, Hiring and Retention **Need:** According to local data from the Human Resources Department presented to the Governing Board, in August 2022-2023, VCUSD had 89 teacher vacancies at the start of the school year. In August 2023-2024, VCUSD had a total of 25 vacant positions. VCUSD has made gains in hiring as indicated by the decrease in available positions for hire the first weeks of school. However, local data indicates that stability in staffing is an on-going concern moving from one school year to the next. Data on countywide and surrounding county salaries indicates that VCUSD does not have as competitive a combined salary scale and benefits package as other districts in the county. Furthermore the national shortage of	To ensure all schools have classroom teachers and support staff to assist students and families, VCUSD will provide a multi-tiered system of support for recruitment and retention. VCUSD is utilizing strategies shared by the US Secretary of Education regarding Hiring and Retaining Qualified and Effective Educators: (dated December 2021): Build and maintain a cadre of high quality substitute teachers, Support educator and staff well-being, including improved working conditions; Build intentional systems that support educator and staff well-being; Make investments in the educator pipeline Funds will be utilized to increase recruitment, hiring and retention efforts. With the addition of a classified staff person, this team will increase services to explore innovative strategies to recruit staff, purchase and utilize tools such as software that will increase efficiency in the hiring process, and develop transparent communication strategies so that staff and candidates are clear about the process for hiring. The team will seek out new	1.1 VCUSD utilize a number of data sources to monitor implementation progress on this strategy and its impact on student achievement. The Human Resource (HR) department will collect data on the hiring process for 2024-2025 to monitor the number of positions filled and vacancies remaining at the start of the school year. HR will survey staff regarding impact of this action on staff retention. The Professional Learning department will collect data on staff participation and staff satisfaction at

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	qualified teacher candidates continues to be greater than the need. Educational partners acknowledge that staffing has improved over the past school year, but on-going concerns were shared regarding vacant positions, particularly classroom teachers, having an impact on student outcomes. Recommendations were made to develop innovative ways to recruit new teachers and invest in retaining or maintaining current staff. Information from Learning Policy Institute reinforces educational partner concerns. With an increase in demand for teachers, teacher shortages are more predominant in high needs subjects like special education, mathematics, sciences and bilingual education as well as in high-need schools. reinforces educational partner concerns. See Also: Policymakers Should Ring in the New Year With Action to End Teacher Shortages (Learning Policy Institute. 2023) **Scope:** LEA-wide	options to invest in the educator pipeline, including programs such as the New Teacher Residency, the Solano College Teacher preparation program, and the Adult School training for the assessment of basic skills test. Current programs will be enhanced and new programs will be developed. Given the impact of vacancies on our most vulnerable students (low-income, English learner and foster youth), VCUSD will invest funds to ensure staffing is in place on Day 1 of the 2024-2025 school year. Through districtwide engagement surveys, the recruitment and retention team will collect information around staff satisfaction as related to the four strategies for hiring and retaining qualified and effective educators. The department will share the results with District leadership to respond to needs identified with cross-departmental supports such as health and wellness, professional learning and coaching. In collaboration with the Educational Services team, HR will develop opportunities for current staff to grow within the District through a Leadership pipeline. District Leadership will also develop and implement a coherent plan for staff recognition to honor progress, efforts and accomplishments that impact student outcomes. VCUSD expects these efforts will increase the rate of hiring and retention which will have a direct impact on improving student outcomes for low income, English learner and foster youth students at a higher rate in comparison to their peers. These actions will be provided on an LEA-wide basis to maximize their impact on all students.	professional learning events. Additional metrics may be added through collaborative efforts with the district and the bargaining team.

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		See Also: US Department of Education Letter to Colleagues (December 2021)	
2.8	**Action:** Teacher Induction Program and Mentoring **Need:** As a follow-up to Action 2.6, VCUSD is recruiting teachers through a variety of pathways to ensure classrooms have a qualified teacher. Given the number of teacher candidates through the traditional pathway is decreasing, VCUSD has to create systems of support to retain staff. As mentioned in Action 2.6, schools with low-income, English learner and foster youth students are often more likely to have more vacancies and less qualified staff. This impacts academic, behavioral and attendance outcomes. **Scope:** LEA-wide	VCUSD will provide a state-approved teacher induction program including instructional courses and mentoring support at no cost to teacher participants. This program will be coordinated by a certificated administrator under the leadership of the Director of Professional Learning. A teacher leader and team of expert mentors (typically retired VCUSD staff) will provide instruction and mentoring to eligible candidates for a two-year period. In addition to the induction program, this action will provide supports to pre-intern and intern teachers. Experienced mentors, preferably teachers working at the pre-intern or intern's assigned school site, will provide regular check-ins, set goals and actions, and support with daily questions. VCUSD expects with these support structures, new teachers will continue to progress to fully credentialed teachers that remain at VCUSD. Retaining quality staff will have a positive outcome on our low-income, English Learners and foster youth. These actions will be provided on an LEA-wide basis to maximize their impact on all students.	1.4, 2.2, 2.7 Implementation metrics include ensuring that all candidates have a dedicated mentor. Progress on effectiveness will be measured through the induction and mentorship monitoring tools.
2.9	**Action:** Facilities Improvements **Need:** According to DataQuest, in 2022-2023, chronic absenteeism for all students was at 49.5%. The rate was higher for English	To address the need to build spaces that encourage student engagement and participation, VCUSD has allocated funds to make to increase usefulness of learning environments, athletic areas, spaces used for extra-curricular activities, and other shared spaces used by low-income students on school grounds. These improvements	1.4, 2.2, 1.15 VCUSD will seek feedback from families and students regarding the facilities upgrades. VCUSD will also track the change of

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	Learners at 50.7%, Foster Youth at 38.2% and Low Income students at 51.8%.

Educational partner feedback stresses the importance of creating spaces and programs to enhance student learning and encourage students to attend school every day.

In the article "Accelerating Learning as We Build Back Better" Linda Darling Hammond outlines the importance of "reinvention" following the pandemic to accelerate students' engagement and connection to school. This includes providing spaces for students to, "engage in outdoor play and exercise, expressive arts, and collaborative activities that support brain development and learning." Ensuring facilities are in good repair for safe participation are fundamental to providing engagement and enrichment activities (Hammond, 2021) .

Investing in facilities has a positive impact on student outcomes according to a 2017 study based on LAUSD schools. The study found that moving students out of deteriorating school facilities and into new ones yielded gains in both standardized test scores and other non-academic measures of educational quality (Lafortune & Schönholzer, 2017).

Scope:
  LEA-wide | will include repairs and upgrades to athletic fields and gymnasiums, enhancements to classrooms and shared spaces, and/or upgraded facilities designated for visual and performing arts.

VCUSD expects that this action will lead to not only increased attendance for VCUSD unduplicated students, but also improved outcomes on performance on CAASPP and graduation rates, that will increase significantly more than for all students. However, because we expect that all students will benefit, this action is being provided on a LEA-wide basis. | student participation in activities utilizing these facility upgrades and utilize the participation list to monitor student progress on attendance and academics. |

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2.10	**Action:** Enhanced Transportation Services **Need:** As mentioned in prior actions, per DataQuest, in 2022-2023, chronic absenteeism for all students was at 49.5%. The rate was higher for English Learners at 50.7%, Foster Youth at 38.2% and Low Income students at 51.8%. Staff working closely with families of students with chronic attendance issues cited barriers with transportation as a reason for inconsistency in attendance. Educational partners highlighted a need for additional transportation support in order for students to attend extracurricular activities. The VCUSD Transportation plan provides transportation supports and steps to apply for services. Upon comparing the structures within the plan and the needs identified, VCUSD sees the need for additional support to students who are required to attend school outside of their home boundaries as an overflow student as well as enhanced services to ensure our students are able to participate in extracurricular activities. **Scope:** LEA-wide	Through this action, VCUSD will provide additional transportation services to students who have to attend school outside of their home boundary to ensure students are not tardy and parents do not have the extra burden of a longer school commute. VCUSD will also enhance transportation opportunities for students participating in extracurricular activities. With an increased focus on adding opportunities, an additional staff person to oversee transportation services will be provided. Services could include district transportation or external vendor contracts to meet the identified need.	2.2, 2.3 VCUSD will monitor attendance for overflow students through the Student Analytics lab.
2.11	**Action:** Professional Learning: Effective Learning Environments	VCUSD will increase days on the work calendar to provide full-day professional learning days for all VCUSD classified and certificated staff throughout	Additional Metrics included in Action 1.6

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	Need: Based on performance on the 2023 California Dashboard, VCUSD had the most student groups (five groups) in the "red" level of the Suspension Rate indicator of any other indicator on the dashboard. The Suspension Rate indicator was also at the "red" level for nine school sites. Three additional schools had at least one student group in this lowest level for the Suspension Rate indicator. Varying by school site, VCUSD English learner, foster youth and low-income students are included as specific student groups who have not shown growth in this area. Educational partner input recommends that all VCUSD continue on-going training focused on building strong positive school and district climates, and implementing strategies outlined in the VCUSD SEL Priorities and VCUSD PBIS: Response to Behavior handbook. **Scope:** LEA-wide	the 2024-2025 school year. VCUSD will also provide on-going job-specific professional learning during minimum days, staff meetings, individual coaching sessions, and other scheduled times. VCUSD expects the intentional focus with consistent language and strategies around building positive school and district culture will decrease suspensions for our unduplicated students at a faster rate than for students overall. Given the action is provided district-wide, all student groups will benefit.	VCUSD will monitor progress throughout the year during monthly District Leadership Team meetings.
3.1	**Action:** Multi-Tiered Systems of Support (MTSS) for Academics **Need:**	VCUSD will implement the VCUSD MTSS Framework for Academics from the district level to the site. The Educational Services team with facilitation from the Directors of Elementary and Secondary will work with each school site throughout the school year to review, refine and establish dedicated supports in response to the school site's student groups most in need. Supplemental diagnostic assessments will be	1.4, 1.15

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	As stated in Action 1.1, According to the 2023 CAASPP English Language Arts (ELA) assessment results, 23.53% of VCUSD low income students, 7.95% of English Learner (EL) students, and 6.7% of VCUSD foster youth met or exceed standards in English Language Arts which are lower than 42.84% of students who are not low income, 27.95% of students who are English Only, and 23.53% of VCUSD students overall met or exceeded standards in ELA. For Mathematics, on the 2023 CAASPP Mathematics assessment, 14.05% of VCUSD low income students, 5.93% of EL students, and no foster youth students performed at or exceeded standards compared to 29.27% of students who are not low income, English Only students with 17.42% of students, and 14.05% of VCUSD students overall met or exceeded standards in math.

VCUSD also student groups, LEA and site specific, and schools that performed in the lowest area of the 2023 California Dashboard in ELA, Mathematics, and/or Graduation Rate as referenced in the Reflections section of this plan:

Specific Sites with sites with lowest performance "red" level: Federal Terrace (ELA), Highland (Math), Lincoln (ELA, Math), Loma Vista (ELA) Mare Island (ELA, Math), Pennycook (ELA, Math).

Student Groups within a school that received the lowest performance "red" level: | purchased and utilized to best understand the areas for student growth. Funds for materials and resources will be provided to ensure all schools have options for content intervention with a focus on literacy across the content areas. School sites will utilize additional teaching periods, supplemental positions, retired teachers, and contract services to increase efficiency during the day and extending the school day for high-dosage tutoring, credit recovery options, and short term targeted skill work.

With a systematic intentional approach, VCUSD expects that low-income, English learner, foster youth and identified specific groups will see improved outcomes in academics, leading to grade level mastery and eventually, high school graduation. | |

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
	Federal Terrace: African American (ELA, Math), Hispanic (ELA) Highland: Hispanic and Socioeconomically Disadvantaged (Math) Hogan: White (Math) Jesse Bethel: African American (Math) Lincoln: Socioeconomically Disadvantaged (Math) Loma Vista: Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA) Mare Island: African American (ELA), Hispanic (ELA, Math), Socioeconomically Disadvantaged (ELA, Math), Students with Disabilities (Math) Patterson: Hispanic (ELA, Math) Pennycook: African American (ELA, Math), Hispanic (ELA), Socioeconomically Disadvantaged (ELA), Students with Disabilities (ELA) Steffan Manor: African American (Math), English Learner, Hispanic, Socioeconomically Disadvantaged (ELA) Educational partners have noted the need for additional tutoring, expanded learning options and additional support in the classroom. VCUSD has a need both at the district level and the site level to respond to students when they are not yet able to demonstrate mastery of grade level skills and standards in order to see improved outcomes at every grade level. **Scope:**		

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		
3.5	**Action:** Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning **Need:** As indicated in Actions 2.1 and 2.2, on the 2023 California Dashboard, the VCUSD Socioeconomically Disadvantaged (low-income) group had the lowest level (red) on the Suspension indicator in comparison to the district which scored a level above or orange. Nine of the eighteen VCUSD schools also performed overall in the red on this indicator. Amongst all school sites, the Suspension indicator was red for at least one student group in 14 of the 18 schools. VCUSD has nine schools where the Conditions and Climate indicator (Suspension Rate) on the 2023 California Dashboard were at the lowest level, "red": Dan Mini, Federal Terrace, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Mare Island, Pennycook, Solano Widenmann and Vallejo High. VCUSD has the following student groups within the LEA that received the lowest performance level: on the Suspension Rate indicator: African American, Foster Youth, Socioeconomically Disadvantaged, White, and Students with Disabilities. The White student group also performed at the lowest performance level in Chronic Absenteeism.	This action addresses the implementation a school site's preventive, data-based framework for improving the academic, social, and behavior outcomes for all students as aligned to the VCUSD MTSS Framework. VCUSD utilizes the Academic Support Provider (ASP) role to coordinate meetings to provide support for students before they falter to prevent negative outcomes (academic, behavioral and/or socio-emotional) from occurring. This role works closely with site leadership, classroom teachers, and families to review and address referrals for discussion of concerns at a Student Study Team (SST) meeting. The SST meeting is the structure where educational partners work together to build a strength-based plan with specific, measurable, achievable, relevant, timebound goals and related action steps to assist the student in being more successful at school. In addition to the initial SST meetings, the ASP coordinates check-ins and follow ups with students in a case manager capacity. The ASP also works within and outside of the district to provide resources to the school that strengthen the site's bank of services to assist students and families. As noted by Dia Jackson in Leveraging MTSS to Ensure Equitable Outcomes, "MTSS is a prime opportunity for schools to intentionally create a system that eliminates barriers and produces positive outcomes (2021). Through this systematic, data-driven approach, VCUSD expects this action to have a greater impact on outcomes	2.7

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
	Student groups within the following schools had the lowest performance level in either Chronic Absenteeism or Suspension Rate on the 2023 California Dashboard: Cave- White (Chronic Absenteeism, Suspension Rate), Cooper-African American (Suspension), Dan Mini- African American and Socioeconomically Disadvantaged (Suspension), Glen Cove- English Learners and White (Chronic Absenteeism), Highland- African American and Socioeconomically Disadvantaged (Suspension), Hogan- Filipino and White (Chronic Absenteeism), African American, Socioeconomically Disadvantaged, White, Students with Disabilities (Suspension), and English Learner and Hispanic (Chronic Absenteeism and Suspension), Jesse Bethel- African American, English Learner, Hispanic, Socioeconomically Disadvantaged, John Finney- African American, Socioeconomically Disadvantaged (Suspension), Lincoln- African American, Socioeconomically Disadvantaged (Suspension), Loma Vista- Students with Disabilities (Suspension), Mare Island - English Learner, Hispanic, Socioeconomically Disadvantaged (Suspension), Students with Disabilities (Chronic Absenteeism and Suspension), Solano Widenmann- African American, Hispanic, Socioeconomically Disadvantaged (Suspension), Vallejo High- Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Two or More Races (Suspension) While VCUSD demonstrated a decline in Chronic Absenteeism on the 2023 California	for low-income, foster youth and English learner students than overall students because plans will be individualized. While the services are directed to our unduplicated, they will be provided district-wide. Jackson, D. 2021.Leveraging MTSS to Ensure Equitable Outcomes. Center on Multi-tiered Systems of Support. https://mtss4success.org/sites/default/files/2021-07/MTSS_Equity_Brief.pdf	

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
	Dashboard, DataQuest reporting from 2022-2023 shows that progress on daily attendance continues to lag behind the county and state average daily attendance. VCUSD had 22.9 days of absence in comparison to 16.2 (Solano County) and 14.4 (State). In looking more closely at these numbers, low-income had a higher number of absences (24.0) than overall students. Educational partners have identified the need for additional supports for students that are as individualized as possible to address the issues or barriers that are preventing students from being successful. **Scope:** LEA-wide		
3.6	**Action:** Targeted Supports for Behavior **Need:** Similar to the identified need in Action 3.5, VCUSD recognizes that sites with high levels of suspension overall or for specific student groups need to utilize their MTSS framework to consider what might interventions are currently showing progress and what interventions need to be changed or added. According to the 2023 California Dashboard, Socioeconomically disadvantaged and Students with Disabilities student groups both had the lowest performance level on the	The action is directed at supporting the needs of VCUSD unduplicated students who also have IEPs as well as students who are in need of additional interventions. The Director of Student Support Services will work with District and site Special Education teams to identify school sites and classrooms where additional support is needed to ensure teachers and students have the tools to be successful in the classroom. Interventions will be provided to allow students to remain in class while addressing root causes for behavior that otherwise may lead a student to be referred for Special Education services. Supports include training and coaching for staff, mentors for students, and outside vendor services to improve	2.7 VCUSD will seek input from families and students to understand the root causes for some of the issues that have caused discipline incidents to increase. Following the implementation of interventions, VCUSD will seek out feedback from families and students to see if they felt the intervention made a positive difference.

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
	Suspension Rate indicator. VCUSD continues to develop strategies to address over identification for Special Education services. **Scope:** LEA-wide	school site and classroom response to student behavior. This action will be provided district-wide. However, VCUSD expects referrals and suspensions to decrease more for low-income and students with disabilities student groups with full implementation of this action than students overall.	VCUSD will also monitor the progress of action plans developed as part of the training, coaching and mentoring process.
3.7	**Action:** Targeted Supports for Mental Health and Trauma Informed Care **Need:** Based on the 2023 Dashboard (see Action 2.1), VCUSD has nine schools where the Conditions and Climate indicator (Suspension Rate) on the 2023 California Dashboard were at the lowest level, "red": Dan Mini, Federal Terrace, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Mare Island, Pennycook, Solano Widenmann and Vallejo High. Low income students are included as one of the target groups specifically and within other student groups. Educational partner feedback suggests additional supports to assist students in addressing problems could benefit the school climate and culture. Additional interventions to respond to higher tiered or trauma-related situations are needed in specific circumstances. **Scope:**	VCUSD will create a team of psychologists through staffed positions and contract services to provide schools with additional counseling support based on situations at school or that students are dealing with individually. Services will be prioritized based on urgency of circumstances. The team will develop a tiered system of support so emergencies can be address and at the same time, planned services will remain consistent for schools. VCUSD will direct these services to low-income, foster youth and English learner, but they will be available LEA wide. VCUSD anticipates with these resources, school sites will see fewer discipline referrals for unduplicated students as compared to their peers.	2.11, 2.12 VCUSD will track emergency incidents and number of student contacts per each social worker/counselor and/or psychologist.

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		
3.9	**Action:** Positive Youth Justice Initiative **Need:** Crossover youth are a group of VCUSD students who are involved in both the child welfare and the justice systems. Often these students have a high level of need and require specialized case management. **Scope:** LEA-wide	The VCUSD Positive Youth Justice Liaison is assigned to support crossover youth when they return to the comprehensive or continuation schools. The Liaison is responsible for scheduling consistent check ins with students, provides academic planning and goal-setting, supports the student at conferences and connects the student to external community resources. This action is very focused on the needs of the specific group of students.	1.4, 2.3 Implementation metrics include caseload for the school year, evidence of academic planning and improvement in student outcomes.
3.10	**Action:** Supports for Unhoused Students and Families **Need:** As a result of training for staff, VCUSD continues to improve in identifying students (and families) that qualify as McKinney Vento. As of end of Quarter 3, 2024, VCUSD has 525 McKinney Vento youth enrolled across VCUSD schools. Attendance for McKinney Vento youth is lower at 86.99% than the overall attendance rate of 90.6%. McKinney Vento students are also a specific student group that had a level of red on the 2023 California Dashboard in the area of Math. **Scope:** LEA-wide	VCUSD has hired a certificated counselor to support identification of and resource connections to services and supports. The McKinney Vento Liaison identifies on-going training for site staff ,collaborates with Academic Support Providers to ensure students have basic needs, and connects with families to identify other means of assistance VCUSD can provide. This resource is a intervention service intended to support low-income, English learner and foster youth students but it is provided LEA wide to maximize the action (and resources).	2.2 Other metrics include identification of students, supports requested and provided.

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
3.11	**Action:** Expecting and Parenting Student Support Program **Need:** Students who become pregnant while in school often do not have access to resources that allow them to continue with their education throughout and beyond the pregnancy. **Scope:** LEA-wide	The Expecting and Parenting Student Support program provides staff who offer childcare during the school day as well as mentoring and parenting training and assistance. The program is open to all students but is housed on the John Finney Campus. This program is intended to support low income students who do not have the resources to go to school and take care of their child. It is open and available LEA-wide to maximize the resource.	1.15 VCUSD will monitor participating student progress on outcomes (academics, behavior and attendance)
3.12	**Action:** Dispute and Resolution Success Liaison **Need:** Given the increase in attendance incidents as well as high absenteeism as identified by the 2023 California Dashboard, assisting parents with concerns related to not only behavioral but also attendance and academics student matters and building positive partnerships is essential to improving student outcomes. **Scope:** LEA-wide	To address parent concerns, connect parents with their child's school, and resolve situations at the lowest level possible, VCUSD will provide a designated staff person to collaborate with families and site staff to resolve issues in order to restore and/or rebuild collaborative relationships between families and schools. This action is directed at providing multiple levels of support for families of low-income, English learner and foster youth students. The action is LEA-wide to maximize the resources.	2.2, 4.1
4.1	**Action:** Parent/Family Engagement and Education **Need:** According to the 2023-2024 LCAP survey 82.3% of parents/guardians participating in the	VCUSD will provide staff to connect families with district resources (ex. ParentSquare, student enrollment, Aeries parent portal) and provide training on topics of high interest. Parent Liaisons will assist sites with family events and provide weekly Parent Support hours (virtual and in-	4.2 Implementation of site engagement activities and formative monitoring of Parent Partnership Liaison

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
	annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education. While the majority of survey participants agree or strongly agree that they are provided ways to be involved in their child's education, only % of families participated in the LCAP survey 89% of sites provided activities beyond required activities 33.3% SSC Meetings met quorum 31.94% of target # of ELAC meetings occurred **Scope:** LEA-wide	person) where parents can ask questions and find resources.	actions will inform this action.
4.2	**Action:** Non-English Speaking Parent/Guardian Support **Need:** 31.94% of target # of ELAC meetings occurred Interpretation was provided at 70 family events **Scope:** LEA-wide	VCUSD will provide staff at all sites to ensure that families have access to interpretation and translation as needed. Funds will provide for tools, staff and services that allow access to languages including but not limited to Spanish. This action supports our English Learners as well as low-income and foster youth. The action is LEA-wide to maximize the resource.	4.5 Spanish speaking family participation at site/district engagement activities and formative monitoring of Parent Partnership Liaison actions will inform this action.
4.3	**Action:** Parent and Community Volunteer Support	This resources provides parents with a no-cost option for fingerprinting that is required for parents	4.1, 4.3

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
	Need: 82% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education. 89% of sites provided activities beyond required activities 33.3% SSC meetings met quorum 31.94% of target # of ELAC meetings occurred **Scope:** LEA-wide	to volunteer in VCUSD classrooms or chaperone on VCUSD events. This action is LEA-wide to maximize access to our low income, foster youth and English learner families.	Other related measure for implementation monitoring will be the number of new and renewing volunteers at each school site impacted by finger printing service.
4.4	**Action:** Parent Education Opportunities **Need:** 90.06% was the Average Daily Attendance in Quarter 3 of the 2023-2024 school year. 49.2% of students were reported chronically absent in Quarter 3 of the 2023-2024 school year.	VCUSD will continue its partnership with Parent Quality Investment in Education (PIQE) and enhance offerings provided by community partners. Topics include strategies to help students with their school work, ways to practice social emotional learning tools at home, understanding what is being taught in today's classrooms, resources to prepare students for college, and options for students after high school. In partnership with the Vallejo Adult Education program, ESL classes will continue in 2024-25 These classes are intended to support families of low income, foster youth and English Learners. They will be offered LEA wide.	2.2, 2.3, 2.4, 2.5

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
	0.3% of Middle School students and 21.1% of High School students dropped out of school in the 2022-2023 school year 82.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education **Scope:** LEA-wide		
4.5	**Action:** African American Parent Network (AAPN) **Need:** From reporting Year 2022-2023, 18.3% of the Black or African American student group Met/Exceeded in CAASPP ELA , 8.84% of the Black or African American Student Group Met/Exceeded Standards CAASPP Math and 4.48% of the Black or African American Student Group Met/Exceeded Standards CAASPP Science. From the NWEA Spring 2023-2024 term assessment, 22.28% of the Black or African American student group was projected "Proficient" in Reading and 15.7% of the Black or African American student group was projected "Proficient" in Math.	AAPN will provide opportunities with parents to connect with other parents to learn more about ways to help their students and connect with resources and enrichment options designed to build students self-confidence. In addition to parent workshops, AAPN plans and hosts an annual student showcase, opportunities to participate in city parades on Martin Luther King Jr Day and Juneteenth, provides tutoring for students, and coordinates Taekwondo classes at no cost to families. This activities are geared toward low income students and parents but are open to all.	1.4, 1.6

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		
4.6	**Action:** Parent and Community Communication Systems **Need:** 82.3% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education 89% of sites provided activities beyond required activities 33.3% SSC meetings met quorum **Scope:** 　LEA-wide	VCUSD provides enhanced messaging to families to keep them aware of all things going on across the district. This team supports the weekly district communications, the website for schools and the district, collects and shares examples and stories of all the amazing things students are doing across the district. This action provides parents with multiple references of information, and responds to parent and community requests for additional information to in order to strengthen the ties between families, the community and VCUSD.	4.1, 4.3
4.7	**Action:** Full Service Community Schools **Need:** According to enrollment data from the Educational Services Team and the number of students who have registered, are required to be assessed with the Initial ELPAC but are not attending school, new VCUSD families need	VCUSD will provide enhanced resources to address needs including but not limited to staff to coordinate community school programs that assess needs of the school community and connect resources to those schools. This action also provides additional health clinic staff to expand opportunities for families to schedule appointments at the VCUSD Health Clinic and receive the immunizations for students needed to	2.2, 2.3

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
	additional access to resources including health clinics to receive immunizations as well as other resources that prevent students from attending school right away and every day. **Scope:** LEA-wide	be enrolled in school. This resources is focused on improving options for low income, English learner and foster youth students to start school as soon as possible but is provided LEA-wide.	

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:** Services for Multilingual Learners (ML) **Need:** The 2023 California Dashboard indicates that 44% of VCUSD English Learners are making progress towards English proficiency. However, according to DataQuest, only 10.48% of VCUSD English Learners were proficient on the 2023 Summative ELPAC. Further analysis of the data indicates that students had the most difficulty with the Reading domain of the test with 6.65% scoring at the Well developed level. Writing was second most challenging domain with 8.56% of students scoring at the Well Developed area.	To address the range of needs of the VCUSD Multilingual Learners, the district will implement several activities. Beginning in 2024, VCUSD will revisit the VCUSD EL Master Plan. A diverse group of educational partners will collaborate to analyze current data, assess and evaluate the current programming, and revise the plan in alignment with the EL Roadmap. This plan will address needs of all ever-ELs including the newcomer students, the at-risk of becoming a LTEL students, students who have been EL over six year, students who are dually identified (EL and students with an IEP), and reclassified students who are monitored for four years to ensure their progress continues.	3.1, 3.3 In addition to identified above metrics, performance on annual state assessments, and district benchmark assessments (NWEA Map) in English Language Arts and mathematics, VCUSD will monitor progress through the VCUSD District and site learning walk tool. Results will be analyzed at both the district and site levels with action plans to target

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	According to the 2023 California Dashboard, the English Learner student group was the only VCUSD student group that declined in their English Language Arts progress, resulting in 100.6 points below standard. VCUSD also had a "very low" level for the "College and Career" indicator. VCUSD had eight schools who demonstrated "red" on the EL Progress indicator on the 2023 Dashboard and an additional 5 schools with one or more academic "red" indicators for EL students. Furthermore, according to the California Department of Education Reporting Office, in 2022-2023, 14.6% of VCUSD English Learners were Long Term English Learners (LTELs) with an additional 9.7% considered At-Risk. This equates to 689 students that have been in the English Learner program for six or more years and is 2.5% higher that the state average. Educational partners have shared that VCUSD needs to provide more training for teachers to deliver instruction that supports English Learner students English language development and mastery of grade level content. Parents have indicated that they would like programs, like software, to use at home, and additional tutoring opportunities for their students. **Scope:** Limited to Unduplicated Student Group(s)	As outlined in Actions 1.4 and 1.7, VCUSD will focus district collaboration and professional learning around the needs of ML students to build an intentional cycle of improvement around key strategies, how they are included in the lesson and most importantly, reflected in the student learning. This work will be facilitated by District leadership including the EL Teacher Leaders. Supplemental materials including adaptive technology will be explored and purchased that can be used at school and at home. Resources to maintain and expand the use of Ellevation will provide a single source for educators to monitor student progress and develop a student portfolio of supports. With a focused effort and intentional implementation, VCUSD will see results for English Learners both in the language proficiency and content area assessments improving. This action is focused on improving outcomes for EL students at the schools listed below. Given the overall district-wide performance for EL students in ELA, the strategies, supplemental resources, professional learning, and coaching, this action is also provided district-wide. Specific Schools with EL Progress in "red" : Highland Elementary, Loma Vista Environmental Science Academy, Mare Island Health & Fitness, Pennycook Elementary, Wardlaw Elementary, Vallejo High Specific Schools with EL students with one or more academic "red" indicators: Federal Terrace	next steps at a minimum of a quarterly basis.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		(ELA), Highland (ELA, Math, EL Progress), Hogan (ELA, Math), Loma Vista (ELA, Math, EL Progress), Jesse Bethel (College and Career), Mare Island (ELA, Math, EL Progress), Patterson (ELA, Math, EL Progress), Pennycook (EL Progress) and Steffan Manor (ELA), Wardlaw (ELA, EL Progress), Vallejo High (Math, EL Progress, College and Career, Grad Rate).	
3.2	**Action:** Targeted Services for Multilingual Learners (ML) **Need:** As described in Action 1.3,10.48% of VCUSD English Learners were proficient on the 2023 Summative ELPAC. According to the 2023 California Dashboard, the English Learner student group was the only VCUSD student group that declined in their English Language Arts progress, resulting in 100.6 points below standard. Further analysis of English Learner progress identifies a need to be even more strategic with resources to respond to specific needs of English learner students. Using current data from the VCUSD student information systems, as of Quarter 3 in 2023-2024, VCUSD has 343 students in 2nd grade and up that have been in US schools one year or less. 156 of these students are in our secondary schools with 73 (46%) of that group at Vallejo High School. Educational partners, particularly those who are parents of or are an EL student have	VCUSD recognizes the need to respond with urgency but also analyze some of the trends that are appearing within the EL student group in order to create resources that truly support EL student needs. In collaboration with the Director of Categorical Grants and the Categorical Team, the VCUSD EL Teacher Leaders will be working with leadership at each school site to analyze individual site data, surface areas of need and develop action steps including but not limited to additional classroom support, tutoring services, site-based professional learning, and additional resources targeted to student needs. Every school site will have at least one Bilingual Tutor position to assist EL students in the classroom. Each Bilingual Tutor will receive support from site and district staff in prioritizing time based on the needs of EL students at that school site. In the event staff cannot be hired, VCUSD will utilize contract services to provide additional classroom support. VCUSD EL Staff and Special Education staff will develop and implement an action plan to ensure that students who are EL and also have IEP will receive the services and additional support to become English proficient through the traditional or the alternative reclassification process.	3.1, 3.3 Metrics for implementation include the development of action plans for each identified group and progress on action steps during the 2024-2025 school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	recommended additional options for tutoring and more support in the classroom for newcomer students. **Scope:** Limited to Unduplicated Student Group(s)	The actions are limited to English Learner students and apply to all school sites.	
3.3	**Action:** Targeted Services for Foster Youth **Need:** According to the 2023 CAASPP scores 6.667% of foster youth met or exceeded standards in ELA nd no foster youth students met or exceed standards in Math. While the Foster Youth group made some progress toward standards in both ELA and Match according to the 2023 California Dashboard, the student group did have a level of red on the Suspension indicator. VCUSD has done phone call outreach to families whose students are identified as Foster Youth in the VCUSD student information system. When asked to identified supports they would like foster students to have, tutoring in reading and writing, additional enrichment programs and school activities for students to join, and additional mental health supports were shared. **Scope:** Limited to Unduplicated Student Group(s)	Based on the data and educational partner input, VCUSD has directed resources to support including opportunities for enrichment including field trips based on the foster youth students' interests, opportunities for accelerating learning such as tutoring, and resources for students to receive additional counseling. Programs will be provided under the Direction of the Student Support Services Director. These actions are limited to support foster youth.	1.4, 2.7 Implementation metrics include the selection, access and participation of activities for foster youth. VCUSD will seek feedback in the fall and spring from foster families. VCUSD Student Support Services will provide on-going monitoring of student outcomes in addition to district and site based monitoring.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** Targeted Services for Long Term English Learners (LTEL) **Need:** According to local data source, Ellevation, 617 Long term English Learners (LTELs) are remaining in EL programming because they are unable to meet the basic skills or the English proficiency requirements to be reclassified. Within the LTEL group is a group of English learner students who also have IEPs (dually identified). Of the 412 English Learners who have IEPs, 219 are LTELs. Educational partners, including VCUSD's SELPA, have recommended more intentional case management, analysis, training and intervention supports. **Scope:** Limited to Unduplicated Student Group(s)	VCUSD will provide additional targeted support through the hiring of a teacher leader who will focus on the needs of long term English learner students at the secondary level. This teacher leader will coordinate with site leadership and classroom staff to implement strategies and supports within the content areas to ensure a high level of rigor in the domains of listening, speaking, reading, and writing. This action is focused on English learners.	3.1
3.13	**Action:** Foster Youth Parent Outreach and Engagement **Need:** As a companion action to Action 3.3, VCUSD prioritizes input from foster youth families to direct resources and interventions. VCUSD did not receive educational partner input through a	As mentioned above, VCUSD did not receive educational partner input through a survey or participation in the site-based or district educational partner engagement sessions. This action provides staffing to do the important outreach to foster youth families The Parent Liaison team and the Student Support Services team collaborate to provide on-going	1.4, 2.2 VCUSD will also track the outreach to ensure foster youth families are given the opportunity to provide input throughout the school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	survey or participation in the site-based or district educational partner engagement sessions. Consequently, VCUSD staff reached out to foster parents to gather input to determine LCAP actions that directly support foster youth students. Foster parents identified the following major trends: 1) Additional tutoring to support their student. 2) More school activities to keep student connected to school community beyond the academic programs. 3) Additional support for foster youth students with IEPs and enhanced communication to families to better understand the processes. 4) Continued mental health and wellness supports at the school sites **Scope:** Limited to Unduplicated Student Group(s)	outreach to foster youth families. Engagement activities include resources fairs, additional communication about school site events, and phone call check ins (fall and spring). Information collected will be used to inform actions to assist eligible students.	

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.

All schools in Vallejo City Unified School District are above 55% unduplicated students. Consequently there are no comparison schools. The additional funding is used to provide additional classroom teachers to support specialized programs and decrease combination classes at the

elementary levels (Action 1.11) as well provide academic interventions for students, prioritizing early intervention at the K-2 levels (Action 3.1). VCUSD has also utilized this funding for additional classified staff to provide additional adult supervision (Action 2.4) and supports for students who are referred for additional Tier 2 interventions (Action 3.5).

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	N/A	1:27
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:21

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	97,812,951.00	35,628,988.00	36.426%	20.899%	57.325%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$56,075,275.00	$4,493,290.00	$0.00	$2,650,000.00	$63,218,565.00	$39,277,250.00	$23,941,315.00

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	Common Core Aligned Curriculum and Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$15,000.00	$5,050,000.00	$5,065,000.00				$5,065,000.00	
1	1.2	Structured Early Literacy Program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools:	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.3	Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$325,000.00	$180,000.00	$255,000.00			$250,000.00	$505,000.00	
1	1.4	TK-12 Visual and Performing Arts Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$0.00	$400,000.00	$400,000.00				$400,000.00	
1	1.5	District Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,250,000.00	$0.00	$1,050,000.00			$2,200,000.00	$3,250,000.00	
1	1.6	Site Instructional Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,243,000.00	$200,000.00	$1,443,000.00				$1,443,000.00	
1	1.7	Professional Learning for Teaching and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,051,362.00	$3,560,000.00	$5,611,362.00				$5,611,362.00	
1	1.8	Student Outcome Data Analysis	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$346,000.00	$150,000.00	$496,000.00				$496,000.00	

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
			Low Income			Low Income										
1	1.9	Curriculum Enrichment Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$921,071.00	$1,735,000.00	$2,656,071.00				$2,656,071.00	
1	1.10	21st Century Technology Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,177,510.00	$1,800,000.00	$3,977,510.00				$3,977,510.00	
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$6,720,000.00	$0.00	$6,720,000.00				$6,720,000.00	
1	1.12	Early Childhood Education Enhancement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Pre-Kindergarten	ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
1	1.13	Alternative Schools Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,125,000.00	$100,000.00	$1,225,000.00				$1,225,000.00	
1	1.14	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$693,000.00	$860,000.00	$1,413,000.00			$140,000.00	$1,553,000.00	
1	1.15	College Preparatory Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$890,000.00	$890,000.00				$890,000.00	
1	1.16	Native American Student Support	All	No			All Schools	ongoing	$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.17	Bridge Programs for Incoming Middle and High School Students	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools 5th-9th grades	ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$245,000.00	$25,000.00	$270,000.00				$270,000.00	
2	2.1	Positive School Culture and Climate	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$115,000.00	$250,000.00	$365,000.00				$365,000.00	

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
2	2.2	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$200,000.00	$200,000.00				$200,000.00	
2	2.3	Student Wellness and Mental Health	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$2,499,385.00	$50,000.00	$2,188,427.00	$360,958.00			$2,549,385.00	
2	2.4	Student Supervision and Safety	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$2,888,250.00	$1,000,000.00	$3,888,250.00				$3,888,250.00	
2	2.5	Attendance Awareness and Improvement Program	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$498,000.00	$150,000.00	$648,000.00				$648,000.00	
2	2.6	Student Engagement and Recognition	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$613,400.00	$1,200,000.00	$1,813,400.00				$1,813,400.00	
2	2.7	Staff Recruitment, Hiring and Retention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$90,000.00	$848,774.00	$938,774.00				$938,774.00	
2	2.8	Teacher Induction Program and Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$455,000.00	$75,000.00	$530,000.00				$530,000.00	
2	2.9	Facilities Improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$1,500,000.00	$1,500,000.00				$1,500,000.00	
2	2.10	Enhanced Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$93,000.00	$500,000.00	$593,000.00				$593,000.00	
2	2.11	Professional Learning: Effective Learning Environments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$562,000.00	$350,000.00	$912,000.00				$912,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$2,539,453.00	$16,629.00	$2,001,082.00	$555,000.00			$2,556,082.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	ongoing	$1,134,000.00	$315,000.00	$1,449,000.00				$1,449,000.00	

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
					Student Group(s)											
3	3.3	Targeted Services for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$0.00	$80,000.00	$80,000.00				$80,000.00	
3	3.4	Targeted Services for Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$120,000.00	$0.00	$60,000.00			$60,000.00	$120,000.00	
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$3,000,000.00	$157,523.00	$2,557,523.00	$600,000.00			$3,157,523.00	
3	3.6	Targeted Supports for Behavior	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$154,611.00	$651,057.00	$805,668.00				$805,668.00	
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$736,443.00	$0.00	$736,443.00				$736,443.00	
3	3.8	Wraparound Supports for Chronically Absent Students	All	No			All Schools	ongoing	$1,080,000.00	$0.00		$1,080,000.00			$1,080,000.00	
3	3.9	Positive Youth Justice Initiative	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$158,000.00	$0.00	$158,000.00				$158,000.00	
3	3.10	Supports for Unhoused Students and Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	
3	3.11	Expecting and Parenting Student Support Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School Students	ongoing	$253,000.00	$0.00	$253,000.00				$253,000.00	
3	3.12	Dispute and Resolution Success Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$253,000.00	$0.00	$253,000.00				$253,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.13	Foster Youth Parent Outreach and Engagement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	ongoing	$20,000.00	$0.00	$20,000.00				$20,000.00	
3	3.14	Targeted District Supports for School Climate and Student Engagement	Across District - African American, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, White	No			All Schools Specific Schools: Schoolwide or for Specific Student Groups- Cave, Dan Mini, Highland, Hogan, Jesse Bethel, John Finney, Lincoln, Loma Vista, Mare Island, Pennycook, Solano Widenmann, Vallejo High, Wardlaw	ongoing	$0.00	$10,000.00		$10,000.00			$10,000.00	
3	3.15	Targeted District Supports to Increase Graduation Rate and College and Career Preparedness	College and Career Preparedness- African American and Homeless. College and Career Preparedness and Graduation Rate - English Learners and Students with Disabilities.	No			Specific Schools: Jesse Bethel, John Finney, Vallejo High School	ongoing	$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
4	4.1	Parent/Family Engagement and Education	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$446,667.00	$150,000.00	$596,667.00				$596,667.00	
4	4.2	Non-English Speaking Parent/Guardian Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$700,000.00	$40,000.00	$740,000.00				$740,000.00	
4	4.3	Parent and Community Volunteer Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.4	Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$80,000.00	$0.00	$80,000.00				$80,000.00	
4	4.5	African American Parent Network (AAPN)	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
4	4.6	Parent and Community Communication Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$565,098.00	$0.00	$565,098.00				$565,098.00	
4	4.7	Full Service Community Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$272,000.00	$0.00	$272,000.00				$272,000.00	
5	5.1	Additional Certificated Staff to provide content intervention (John Finney)	All African American, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	$112,000.00	$0.00		$112,000.00			$112,000.00	
5	5.2	Enhancements to College and Career programming (John Finney)	All African American, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: John Finney High School	ongoing	$0.00	$15,000.00		$15,000.00			$15,000.00	
6	6.1	Targeted Support for Students (John Finney)	All African American and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	$0.00	$70,000.00		$70,000.00			$70,000.00	

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
6	6.2	Enhanced Student Engagement (John Finney)	All African American and Socioeconomically Disadvantaged	No			Specific Schools: John Finney	ongoing	$0.00	$18,785.00		$18,785.00			$18,785.00	
7	7.1	Content-Specific Professional Learning (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No				ongoing	$0.00	$150,000.00		$150,000.00			$150,000.00	
7	7.2	Site Leadership Coaching (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High School	ongoing	$0.00	$200,000.00		$200,000.00			$200,000.00	
7	7.3	Staffing for Additional Programming (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High School	ongoing	$0.00	$112,000.00		$112,000.00			$112,000.00	
7	7.4	High Dosage Tutoring (Vallejo High)	All African American, English Learners, Hispanic, and Socioeconomically Disadvantaged	No			Specific Schools: Vallejo High School	ongoing	$0.00	$100,000.00		$100,000.00			$100,000.00	
8	8.1	Additional Certificated Staffing for English	English Learners	No			Specific Schools: Vallejo	ongoing	$112,000.00	$0.00		$112,000.00			$112,000.00	

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
		Learner Support (Vallejo High)					High School									
8	8.2	Additional Classroom Support (Vallejo High)	English Learners	No			Specific Schools: Vallejo High School	ongoing	$275,000.00	$0.00		$275,000.00			$275,000.00	
8	8.3	High Dosage Tutoring (Vallejo High)	Students with Disabilities English Learners	No			Specific Schools: Vallejo High School	ongoing	$0.00	$67,547.00		$67,547.00			$67,547.00	
8	8.4	Spanish-Speaking Clinician (Vallejo High)	English Learners	No			Vallejo High School	ongoing	$0.00	$240,000.00		$240,000.00			$240,000.00	
9	9.1	Targeted Supports for Students at Risk for Suspension (Vallejo High)	Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races	No			Specific Schools: Vallejo High School	ongoing	$150,000.00	$0.00		$150,000.00			$150,000.00	
9	9.2	Counseling Supports (Vallejo High)	Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races	No			Specific Schools: Vallejo High School	ongoing	$0.00	$140,000.00		$140,000.00			$140,000.00	
9	9.3	Enhanced Student Engagement (Vallejo High)	Hispanic, Socioeconomically Disadvantaged, Students with Disabilities and students identifying with two or more races	No			Specific Schools: Vallejo High School	ongoing	$0.00	$65,000.00		$65,000.00			$65,000.00	

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
10	10.1	Culinary Space (Vallejo Adult Transition)	Students with Disabilities	No			Specific Schools: Vallejo Adult Transition	ongoing	$0.00	$40,000.00		$40,000.00			$40,000.00	
10	10.2	Community Based Instruction (Vallejo Adult Transition)	Students with Disabilities	No			Specific Schools: Vallejo Adult Transition	ongoing	$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
97,812,951.00	35,628,988.00	36.426%	20.899%	57.325%	$56,071,275.00	0.000%	57.325 %	**Total:**		$56,071,275.00
								LEA-wide Total:		$54,207,275.00
								Limited Total:		$1,864,000.00
								Schoolwide Total:		$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Common Core Aligned Curriculum and Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,065,000.00	
1	1.2	Structured Early Literacy Program	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools:	$50,000.00	
1	1.3	Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$255,000.00	
1	1.4	TK-12 Visual and Performing Arts Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$400,000.00	
1	1.5	District Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,050,000.00	
1	1.6	Site Instructional Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,443,000.00	
1	1.7	Professional Learning for Teaching and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,611,362.00	

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	1.8	Student Outcome Data Analysis	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$496,000.00	
1	1.9	Curriculum Enrichment Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$2,656,071.00	
1	1.10	21st Century Technology Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,977,510.00	
1	1.11	Staffing For Choice Schools, Secondary Electives, Specialized Programs, and Reduction of Combination Classes	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,720,000.00	
1	1.12	Early Childhood Education Enhancement	Yes	LEA-wide	English Learners Low Income	All Schools Pre-Kindergarten	$80,000.00	
1	1.13	Alternative Schools Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,225,000.00	
1	1.14	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,413,000.00	
1	1.15	College Preparatory Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$890,000.00	
1	1.17	Bridge Programs for Incoming Middle and High School Students	Yes	LEA-wide	English Learners Low Income	All Schools 5th-9th grades	$50,000.00	
1	1.18	Implementation of VCUSD Strategic Plan and Local Control Accountability Plan Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,000.00	
2	2.1	Positive School Culture and Climate	Yes	LEA-wide	Low Income	All Schools	$365,000.00	
2	2.2	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	
2	2.3	Student Wellness and Mental Health	Yes	LEA-wide	Low Income	All Schools	$2,188,427.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Student Supervision and Safety	Yes	LEA-wide	Low Income	All Schools	$3,888,250.00	
2	2.5	Attendance Awareness and Improvement Program	Yes	LEA-wide	Low Income	All Schools	$648,000.00	
2	2.6	Student Engagement and Recognition	Yes	LEA-wide	Low Income	All Schools	$1,813,400.00	
2	2.7	Staff Recruitment, Hiring and Retention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$938,774.00	
2	2.8	Teacher Induction Program and Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$530,000.00	
2	2.9	Facilities Improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500,000.00	
2	2.10	Enhanced Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$593,000.00	
2	2.11	Professional Learning: Effective Learning Environments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$912,000.00	
3	3.1	Multi-Tiered Systems of Support (MTSS) for Academics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,001,082.00	
3	3.2	Targeted Services for Multilingual Learners (ML)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,449,000.00	
3	3.3	Targeted Services for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$80,000.00	
3	3.4	Targeted Services for Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$60,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.5	Multi-Tiered System of Supports for Behavior, Attendance, and Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,557,523.00	
3	3.6	Targeted Supports for Behavior	Yes	LEA-wide	Low Income	All Schools	$805,668.00	
3	3.7	Targeted Supports for Mental Health and Trauma Informed Care	Yes	LEA-wide	Low Income	All Schools	$736,443.00	
3	3.9	Positive Youth Justice Initiative	Yes	LEA-wide	Foster Youth Low Income	All Schools	$158,000.00	
3	3.10	Supports for Unhoused Students and Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
3	3.11	Expecting and Parenting Student Support Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Middle and High School Students	$253,000.00	
3	3.12	Dispute and Resolution Success Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$253,000.00	
3	3.13	Foster Youth Parent Outreach and Engagement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$20,000.00	
4	4.1	Parent/Family Engagement and Education	Yes	LEA-wide	Low Income	All Schools	$596,667.00	
4	4.2	Non-English Speaking Parent/Guardian Support	Yes	LEA-wide	English Learners Low Income	All Schools	$740,000.00	
4	4.3	Parent and Community Volunteer Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.4	Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
4	4.5	African American Parent Network (AAPN)	Yes	LEA-wide	Low Income	All Schools	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.6	Parent and Community Communication Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$565,098.00	
4	4.7	Full Service Community Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$272,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$66,996,074.00	$46,954,518.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Parent/Family Engagement and Education	Yes	$598,403.00	$301,387.00
1	1.2	1.2 Non-English Speaking Parent/Guardian Support	Yes	$990,977.00	$494,495.00
1	1.3	1.3 Parent and Community Volunteer Support	Yes	$50,000.00	$10,000.00
1	1.4	1.4 Parent Involvement for Quality Education	Yes	$200,000.00	$41,500.00
1	1.5	1.5 African American Parent Network (AAPN)	Yes	$70,000.00	$60,930.00
1	1.6	1.6 Professional Learning: Parent /Community Engagement	Yes	$800,000.00	$883,127.00
1	1.7	1.7 Foster Youth Parent Outreach and Engagement	Yes	$5,000.00	$0.00
1	1.8	1.8 Parent and Community Communication Systems	Yes	$641,302.00	$503,849.00
1	1.9	Full Service Community Schools	No	$0.00	$0.00
2	2.1	2.1 Positive School Culture and Climate	Yes	$1,115,866.00	$277,113.00
2	2.2	2.2 Development of Multi-Tiered System of Supports	Yes	$2,569,738.00	$1,944,692.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	2.3. Campus Safety	Yes	$2,400,000.00	$2,073,195.00
2	2.4	2.4. Social Emotional Learning	Yes	$150,000.00	$54,268.00
2	2.5	2.5. Facilities Improvements	Yes	$2,670,000.00	$4,727,322.00
2	2.6	2.6. Staff Recruitment, Hiring and Retention	Yes	$650,000.00	$396,473.00
2	2.7	2.7. Teacher Induction Program	Yes	$600,054.00	$187,649.00
2	2.8	2.8. Expecting and Parenting Student Support Program	Yes	$216,928.00	$205,991.00
2	2.9	2.9. Student Mental Health and Trauma Informed Care	Yes	$3,609,134.00	$2,332,449.00
2	2.10	2.10. Positive Youth Justice Initiative	Yes	$156,785.00	$147,472.00
2	2.11	2.11. Risk Management	Yes	$198,770.00	$191,369.00
2	2.12	2.12. Student and Staff Engagement and Recognition	Yes	$707,500.00	$502,903.00
2	2.13	2.13.Professional Learning: Effective Learning Environments	Yes	$1,100,000.00	$497,760.00
2	2.14	Action moved to Goal 5.		0	$0.00
2	2.15	2.15 Enhanced Transportation Services	Yes	620,000.00	$376,256.00
3	3.1	3.1 Common Core Aligned Curriculum and Instruction	Yes	$8,204,735.00	$6,361,466.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	3.2. 21st Century Technology Environments	Yes	$3,212,794.00	$4,162,701.00
3	3.3	3.3. Curriculum Enrichment Programs	Yes	$2,608,117.00	$993,038.00
3	3.4	3.4 Staffing For Choice Schools, Secondary Electives, and Specialized Programs	Yes	$5,460,000.00	$4,160,181.00
3	3.5	3.5 Early Childhood Education Enhancement	Yes	$200,000.00	$17,783.00
3	3.6	3.6. Professional Learning for Teaching and Learning	Yes	$8,510,450.00	$5,334,552.00
3	3.7	3.7 Alternative Schools Support	Yes	$1,162,939.00	$442,826.00
3	3.8	3.8 College and Career Readiness	Yes	$1,489,034.00	$945,477.00
3	3.9	3.9 College Preparatory Program	Yes	$705,000.00	$444,174.00
3	3.10	3.10. Native American Student Support	No	$4,000.00	$0.00
3	3.11	3.11 Academic Multi-Tiered Systems of Support (MTSS)	Yes	$4,600,000.00	$3,682,388.00
3	3.12	3.12. Summer Bridge Programs	Yes	$50,000.00	$7,551.00
3	3.13	3.13. Targeted Services for English Learners (EL)	Yes	$1,497,239.00	$1,267,989.00
3	3.14	3.14. Foster Youth Supports	Yes	$100,000.00	$23,893.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.15	3.15 Concentration Grant Add On	Yes	$7,276,897.00	$1,586,904.00
3	3.16	3.16 Student Outcome Data Analysis and Improvement Support	Yes	$720,412.00	$322,361.00
4	4.1	Inclusion Staff	No	$0.00	$0.00
4	4.2	Professional Learning for Inclusion	No	0.00	$0.00
4	4.3	Inclusion Progress Monitoring	No	0.00	$0.00
5	5.1	Wrap-around Support for Target Student Groups	No	0.00	$0.00
5	5.2	Supports for Unhoused Students and Families	Yes	$155,000.00	$126,681.00
5	5.3	Multi-Tiered System of Supports for Chronic Absence for Low Income Unhoused Students	Yes	$199,000.00	$66,747.00
5	5.4	Attendance Awareness and Improvement Program	No	$720,000.00	$797,606.00

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)
36,619,979.00	$60,443,074.00	$40,628,843.00	$19,814,231.00	0.200%	0.200%	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	1.1 Parent/Family Engagement and Education	Yes	$598,403.00	$301,387.00		
1	1.2	1.2 Non-English Speaking Parent/Guardian Support	Yes	$990,977.00	$494,495.00		
1	1.3	1.3 Parent and Community Volunteer Support	Yes	$50,000.00	$10,000.00		
1	1.4	1.4 Parent Involvement for Quality Education	Yes	$200,000.00	$41,500.00		
1	1.5	1.5 African American Parent Network (AAPN)	Yes	$70,000.00	$60,930.00		
1	1.6	1.6 Professional Learning: Parent /Community Engagement	Yes	$800,000.00	$883,127.00		
1	1.7	1.7 Foster Youth Parent Outreach and Engagement	Yes	$5,000.00	$0.00		
1	1.8	1.8 Parent and Community Communication Systems	Yes	$641,302.00	$503,849.00		
2	2.1	2.1 Positive School Culture and Climate	Yes	$1,115,866.00	$277,113.00		
2	2.2	2.2 Development of Multi-Tiered System of Supports	Yes	$2,569,738.00	$1,944,692.00		
2	2.3	2.3. Campus Safety	Yes	$2,400,000.00	$2,073,195.00		
2	2.4	2.4. Social Emotional Learning	Yes	$150,000.00	$54,268.00		
2	2.5	2.5. Facilities Improvements	Yes	$2,670,000.00	$4,727,322.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	2.6. Staff Recruitment, Hiring and Retention	Yes	$650,000.00	$396,473.00		
2	2.7	2.7. Teacher Induction Program	Yes	$600,054.00	$187,649.00		
2	2.8	2.8. Expecting and Parenting Student Support Program	Yes	$216,928.00	$205,991.00		
2	2.9	2.9. Student Mental Health and Trauma Informed Care	Yes	$3,609,134.00	$2,332,449.00		
2	2.10	2.10. Positive Youth Justice Initiative	Yes	$156,785.00	$147,472.00		
2	2.11	2.11. Risk Management	Yes	$198,770.00	$191,369.00		
2	2.12	2.12. Student and Staff Engagement and Recognition	Yes	$707,500.00	$502,903.00		
2	2.13	2.13.Professional Learning: Effective Learning Environments	Yes	$1,100,000.00	$497,760.00		
2	2.15	2.15 Enhanced Transportation Services	Yes	$620,000.00	$376,256.00		
3	3.1	3.1 Common Core Aligned Curriculum and Instruction	Yes	$5,984,735.00	$4,437,884.00		
3	3.2	3.2. 21st Century Technology Environments	Yes	$3,212,794.00	$4,162,701.00		
3	3.3	3.3. Curriculum Enrichment Programs	Yes	$2,608,117.00	$993,038.00		
3	3.4	3.4 Staffing For Choice Schools, Secondary Electives, and Specialized Programs	Yes	$5,460,000.00	$4,160,181.00		
3	3.5	3.5 Early Childhood Education Enhancement	Yes	$200,000.00	$17,783.00		
3	3.6	3.6. Professional Learning for Teaching and Learning	Yes	$8,510,450.00	$5,334,552.00		
3	3.7	3.7 Alternative Schools Support	Yes	$1,162,939.00	$442,826.00		
3	3.8	3.8 College and Career Readiness	Yes	$1,489,034.00	$945,477.00		
3	3.9	3.9 College Preparatory Program	Yes	$705,000.00	$444,174.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.11	3.11 Academic Multi-Tiered Systems of Support (MTSS)	Yes	$1,400,000.00	$482,388.00		
3	3.12	3.12. Summer Bridge Programs	Yes	$50,000.00	$7,551.00		
3	3.13	3.13. Targeted Services for English Learners (EL)	Yes	$1,287,239.00	$930,249.00		
3	3.14	3.14. Foster Youth Supports	Yes	$100,000.00	$23,893.00		
3	3.15	3.15 Concentration Grant Add On	Yes	$7,276,897.00	$1,586,904.00		
3	3.16	3.16 Student Outcome Data Analysis and Improvement Support	Yes	$720,412.00	$322,361.00		
5	5.2	Supports for Unhoused Students and Families	Yes	$155,000.00	$126,681.00		
5	5.3	Multi-Tiered System of Supports for Chronic Absence for Low Income Unhoused Students	Yes	$0.00		.2%	.2%

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)
104,101,343	36,619,979.00	24.95%	60.127%	$40,628,843.00	0.200%	39.228%	$21,756,218.39	20.899%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

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

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

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

- 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.

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

  o 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.

  o 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.

  o 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.

- o 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.

- o 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.

- 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.

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.

  - o **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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

  - 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:

    o **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%).

  o 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)**

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

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

  o 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).

California Department of Education
November 2023