



~Excellence and Equity Grow Here~

2024-2025 Local Control and Accountability Plan

Local Control Funding Formula (LCFF) Budget Overview for Parents	Page 1
2023-24 Local Control and Accountability Plan Annual Update	Page 5
Local Control and Accountability Plan:	
• Plan Summary	Page 30
• Engaging Educational Partners	Page 38
• Goals and Actions	Page 42
• Increased or Improved Services for Foster Youth, English Learner, and Low-income Students	Page 77
• Action Tables	Page 88
• Instructions	Page 97



NVUSD

NAPA VALLEY UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Napa Valley Unified School District

CDS Code: 28662660000000

School Year: 2024-25

LEA contact information:

Monica J. Ready, Ed.D.

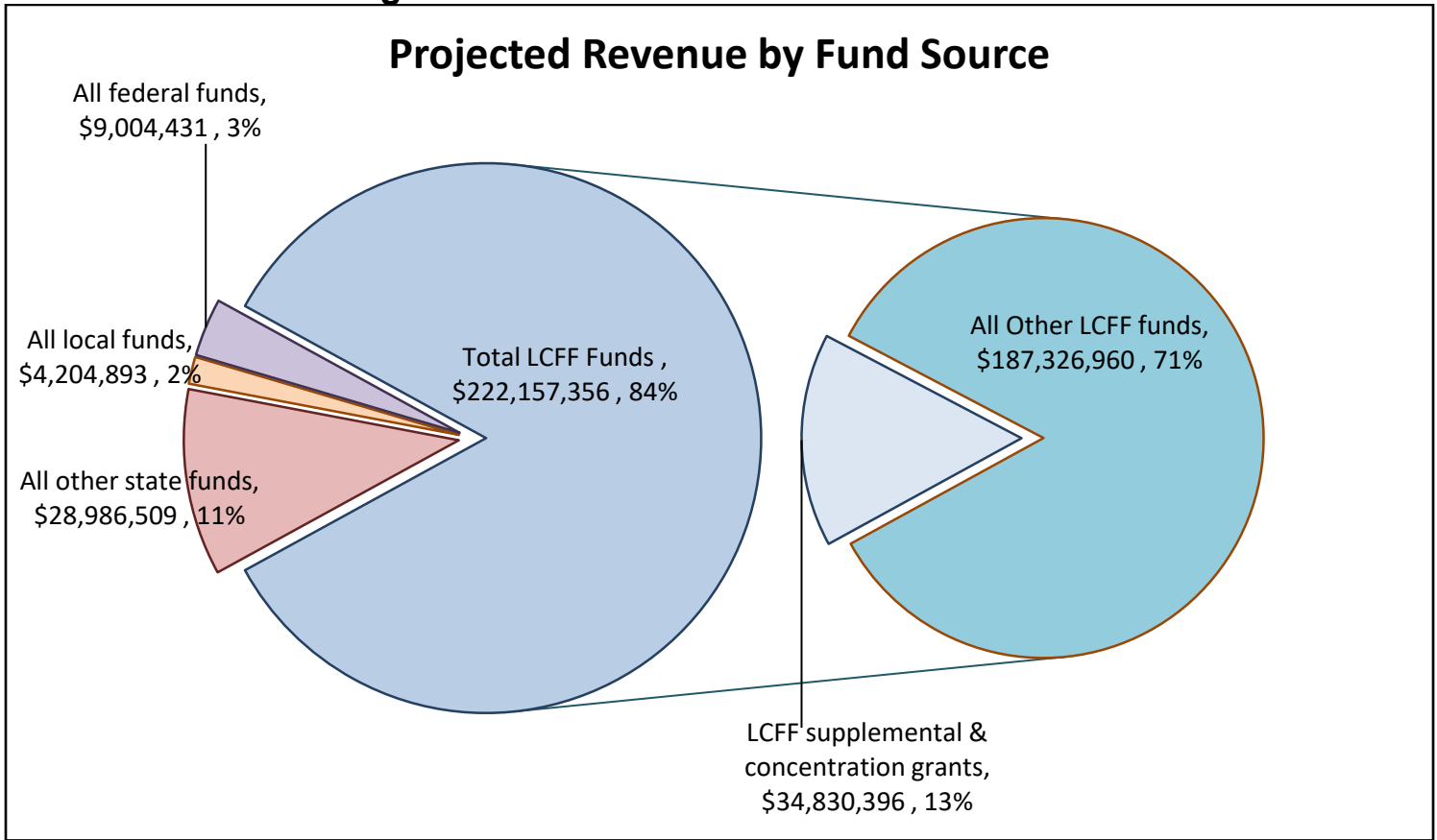
Assistant Superintendent

mready@nvusd.org

(707) 253-3815

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

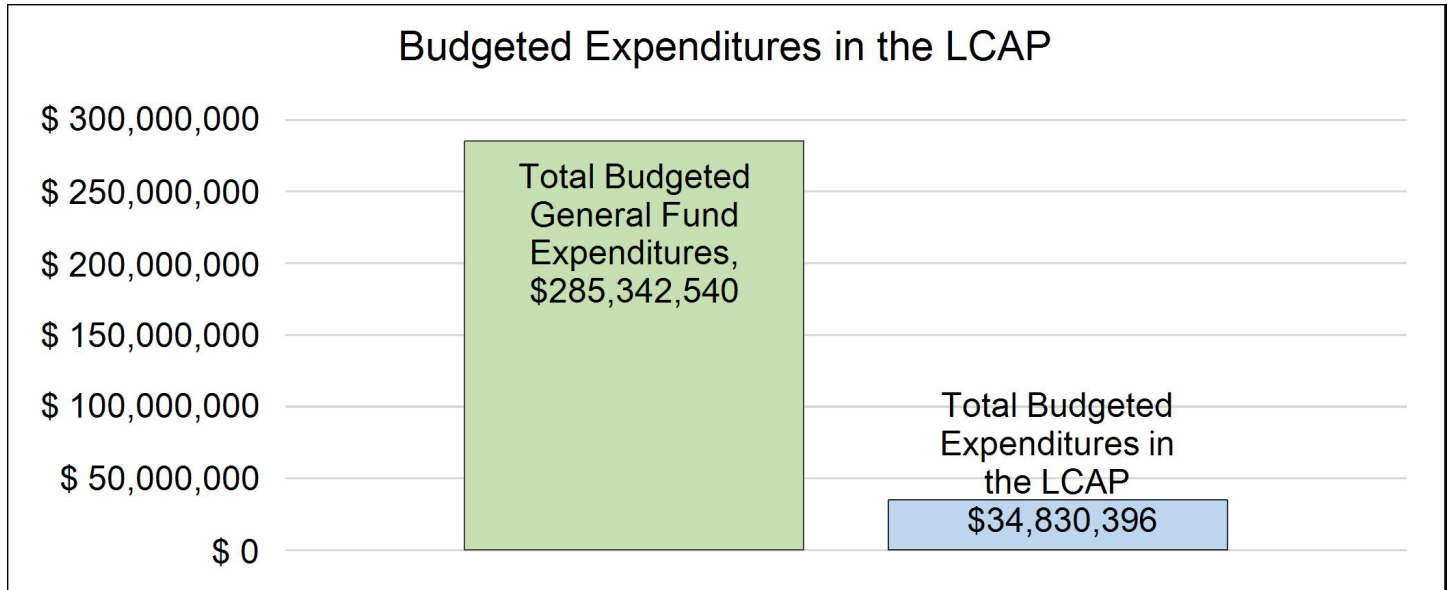


This chart shows the total general purpose revenue Napa Valley Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Napa Valley Unified School District is \$264,353,189, of which \$222,157,356 is Local Control Funding Formula (LCFF), \$28,986,509 is other state funds, \$4,204,893 is local funds, and \$9,004,431 is federal funds. Of the \$222,157,356 in LCFF Funds, \$34,830,396 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Napa Valley 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: Napa Valley Unified School District plans to spend \$285,342,540 for the 2024-25 school year. Of that amount, \$34,830,396 is tied to actions/services in the LCAP and \$250,512,144 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

While many actions and services are included in each of the four goals, below is a brief summary of the General Fund Budget Expenditures that are not included in the LCAP:

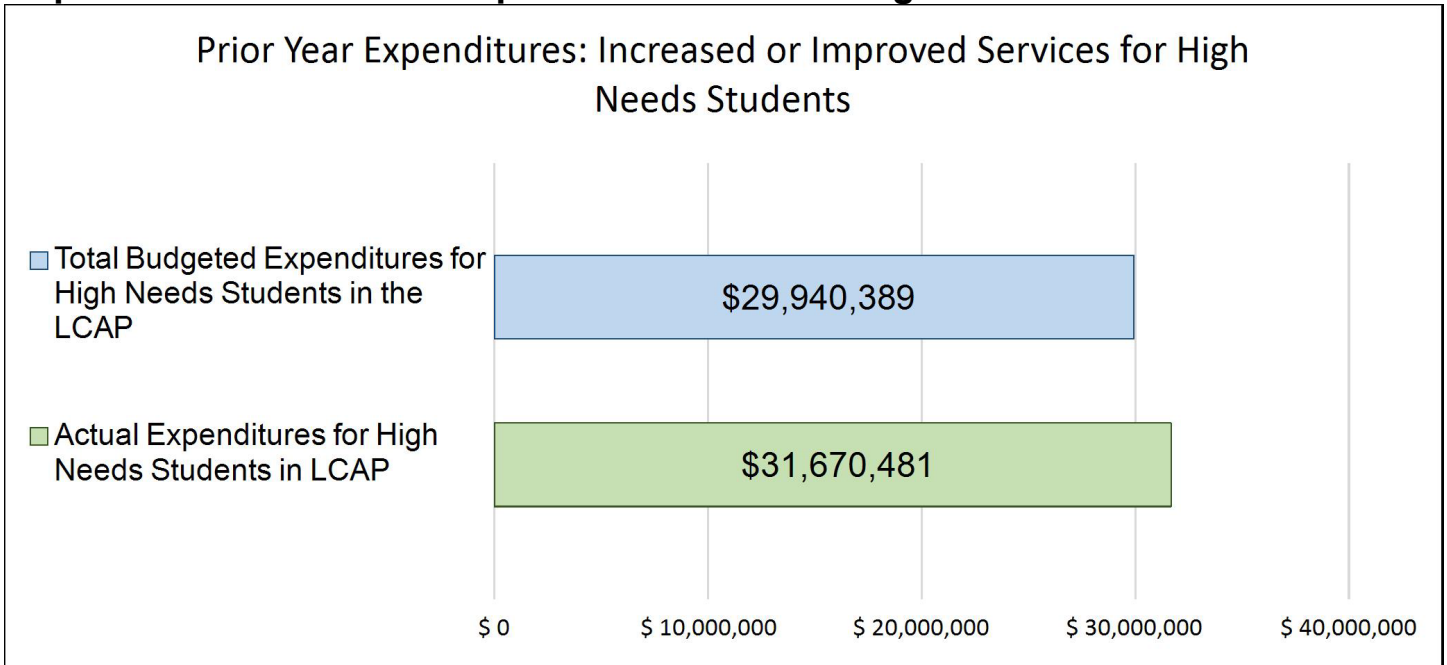
- General operations of the District
- General supplies
- Utilities
- Services (i.e. auditors, legal, mileage, insurance, repairs, technology)
- General Fund Budget Expenditures are staff-related costs (salary/benefits) that are not specified in the LCAP

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

In 2024-25, Napa Valley Unified School District is projecting it will receive \$34,830,396 based on the enrollment of foster youth, English learner, and low-income students. Napa Valley Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Napa Valley Unified School District plans to spend \$34,830,396 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Napa Valley 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 Napa Valley 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, Napa Valley Unified School District's LCAP budgeted \$29,940,389 for planned actions to increase or improve services for high needs students. Napa Valley Unified School District actually spent \$31,670,481 for actions to increase or improve services for high needs students in 2023-24.



NVUSD

NAPA VALLEY UNIFIED SCHOOL DISTRICT

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
Napa Valley Unified School District	Monica J. Ready, Ed.D. Assistant Superintendent	mready@nvusd.org (707) 253-3815

Goals and Actions

Goal

Goal #	Description
1	<p>Students will graduate college and/or career-ready.</p> <p>This LCAP goal aims to:</p> <ul style="list-style-type: none"> Establish college and career readiness for every student through high-quality instruction of core, standards-aligned content. Increase the number of high school internship programs that address the core components of Work-Based Learning. Accelerate growth for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated. <p>State priorities addressed by this goal:</p> <ul style="list-style-type: none"> Priority 1 Basic: assignment of teachers, access to standards-aligned materials, school facilities in good repair Priority 2 State Standards: implementation of state standards, English learner access to ELD standards Priority 3 Parental Involvement: Effort to seek parental input in decision making, promotion of parent engagement Priority 4 Pupil Achievement: statewide assessments UC/CSU entrance requirements, CTE classes, English learner progress on ELPAC, English learner reclassification rate, AP pass rate, EAP preparedness Priority 5 Pupil Engagement: Attendance rates, dropout rates, graduation rates, chronic absenteeism rates Priority 6 School Climate: suspension and expulsion rates, sense of safety, and school connectedness Priority 7 Course Access: broad course of study, programs & services for unduplicated pupils, services for individuals with exceptional needs Priority 8 Pupil Outcomes: Broad outcomes in a broad course of study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Renaissance Local Assessment Data	42% of students are at or above benchmark in ELA based on state cut off (Spring 2021	44% of students are at standard met or exceeded in ELA based on state cut	45.2% of students were at standard met or exceeded in ELA based on state cut	47.4% of students were at standard met or exceeded in ELA based on state cut	60% of students are at or above benchmark in ELA based on state cut offs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>screening window data).</p> <p>31% of students are at or above benchmark in Math based on state cut offs (Spring 2021 screening window data).</p>	<p>offs (Winter 2022 screening window data).</p> <p>31% of students are at standard met or exceeded in Math based on state cut offs (Winter 2022 screening window data).</p>	<p>offs (Winter 2023 screening window data).</p> <p>23.8% of students were at standard met or exceeded in math based on state cut offs (Winter 2023 screening window data).</p>	<p>offs (Winter 2024 screening window data).</p> <p>27.2% of students were at standard met or exceeded in math based on state cut offs (Winter 2024 screening window data).</p>	<p>55% of students are at or above benchmark in Math based on state cut offs.</p>
College and Career Readiness (CDE Dashboard)	44.6% of students are considered "prepared" on the CDE college and career indicator (based on 2019 data)	No college and career indicator data has been made available since 2019.	This indicator remains suspended, but CDE is expected to bring it back to the accountability dashboard in 2023.	40.8% of students are considered "prepared" on the CDE college and career indicator based on the 2023 California School Dashboard.	60% of students are considered "prepared" on the CDE college and career indicator.
High School Graduation Rate	<p>Four-year cohort graduation rate in 2019-2020 was 91%.</p> <p>Four-year cohort graduation rate in 2019-2020 for English Learners was 78.6%</p> <p>Four-year cohort graduation rate in 2019-2020 for Foster Youth was 78.6%</p> <p>Four-year cohort graduation rate in 2019-2020 for</p>	<p>Four-year cohort graduation rate in 2020-2021 was 91.5%.</p> <p>Four-year cohort graduation rate in 2020-2021 for English Learners was 77.4%</p> <p>Four-year cohort graduation rate in 2020-2021 for Foster Youth was unavailable due to too few students in the subgroup.</p>	<p>Four-year cohort graduation rate in 2021-2022 was 93.6%</p> <p>Four-year cohort graduation rate in 2021-2022 for English Learners was 86.8%</p> <p>Four-year cohort graduation rate in 2021-2022 for Foster Youth was 70%</p> <p>Four-year cohort graduation rate in</p>	<p>Four-year cohort graduation rate in 2022-2023 was 92.5%</p> <p>Four-year cohort graduation rate in 2022-2023 for English Learners was 83.8%</p> <p>Four-year cohort graduation rate in 2022-2023 for Foster Youth was 62.5%</p> <p>Four-year cohort graduation rate in 2022-2023 for</p>	Four-year cohort overall graduation rate is 95%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Homeless Students was 75.8%</p> <p>Four-year cohort graduation rate in 2019-2020 for Socioeconomically Disadvantaged students was 87.2%</p>	<p>Four-year cohort graduation rate in 2020-2021 for Homeless Students was 78.1%</p> <p>Four-year cohort graduation rate in 2020-2021 for Socioeconomically Disadvantaged students was 88.9%</p> <p>Four-year cohort graduation rate in 2020-2021 for students with disabilities was 78.8%</p>	<p>2021-2022 for Homeless students was 76.7%</p> <p>Four-year cohort graduation rate in 2021-2022 for socioeconomically disadvantaged students was 91.8%</p> <p>Four-year cohort graduation rate in 2021-2022 for students with disabilities was 83.6%.</p>	<p>Homeless students was 83.3%</p> <p>Four-year cohort graduation rate in 2022-2023 for socioeconomically disadvantaged students was 91.3%</p> <p>Four-year cohort graduation rate in 2022-2023 for students with disabilities was 83.5%.</p>	
Statewide assessments (ELA, Math, CST-Science, CAA)	<p>48.11% of students met or exceeded standard in the ELA CAASPP (Spring 2019 data, the last time the CAASPP was administered)</p> <p>34.84% met or exceeded standard on the Math CAASPP (Spring 2019 data, the last time the CAASPP was administered)</p> <p>25.32% met or exceeded on the</p>	CAASPP and CAST have not been administered since the Spring of 2019. No recent data is available.	<p>42.85% of students met or exceeded standard on the ELA CAASPP in the Spring of 2022.</p> <p>27.18% met or exceeded standard on the math CAASPP in the Spring of 2022.</p>	<p>41.9% of students met or exceeded standard on the ELA CAASPP in the Spring of 2023.</p> <p>26.8% met or exceeded standard on the math CAASPP in the Spring of 2023.</p>	<p>65% of students meet or exceed standard on the ELA CAASPP.</p> <p>60% of students meet or exceed standard on the Math CAASPP.</p> <p>45% of students meet or exceed standard on the Science CAST.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAST (Spring 2019 data, the last time the CAASPP was administered)				
% of pupils that have successfully completed A-G requirements	<p>51.6% met A-G requirements overall (2019-2020 data)</p> <p>8.2% of English Learners met A-G requirements (2019-2020 data)</p> <p>41.5% of socioeconomically disadvantaged students met A-G requirements (2019-2020 data)</p> <p>100% of homeless students met A-G requirements (2019-2020 data)</p> <p>66.6% of foster youth met A-G requirements (2019-2020 data)</p>	<p>49.8% met A-G requirements overall (2020-2021 data)</p> <p>10.7% of English Learners (2020-2021 data)</p> <p>51.1% of socioeconomically disadvantaged students (2020-2021 data)</p> <p>71.8% of homeless students (2020-2021 data)</p> <p>There were no 12th graders who were foster youth in 2020-2021.</p>	<p>49.7% met A-G requirements overall (2021-2022 data)</p> <p>15.2% of English Learners (2021-2022 data)</p> <p>35.5% of socioeconomically disadvantaged students (2021-2022 data)</p> <p>34.8% of homeless students (2021-2022 data)</p> <p>28.6% of foster youth (2021-2022 data)</p> <p>12.0% of students with disabilities (2021-2022 data)</p>	<p>44.5% met A-G requirements overall (2022-2023 data)</p> <p>7.7% of English Learners (2022-2023 data)</p> <p>32.1% of socioeconomically disadvantaged students (2022-2023 data)</p> <p>16.3% of homeless students (2022-2023 data)</p> <p>0% of foster youth (2022-2023 data)</p> <p>11.6% of students with disabilities (2022-2023 data)</p>	65% of graduates meet A-G requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of pupils that have successfully completed CTE courses from approved pathways	Out of 1100 students taking CTE courses, 246 (22.4%) completed a pathway that year (2019-2020 data)	Out of 1695 student who took one or more CTE classes in the 2020-2021 school year, 271 (15.9%) completed a pathway that year.	Out of 1169 students who took one or more CTE classes in the 2021-2022 school year, 250 (21.4%) completed a pathway that year.	Out of 1552 students who took one or more CTE classes in the 2022-2023 school year, 347 (22.4%) completed a pathway that year.	Increase CTE course offerings and enrollment so that 1200 students take one or more CTE classes. Maintain 22% of students taking CTE classes completing a pathway
% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	3.9% of graduates met A-G requirements and completed a CTE pathway (2019-2020 data).	5.9% of graduates met A-G requirements and completed a CTE pathway (2020-2021 data)	6.9% of graduates met A-G requirements and completed a CTE pathway (2021-2022 data)	23.0% of graduates met A-G requirements and completed a CTE pathway (2022-2023 data)	10% of graduates meet A-G requirements and complete a CTE pathway.
Middle School and High School Drop Out Numbers	2019-2020: Middle School - 3 students 2019-2020: High School - 45 students	2020-2021 Middle school = 1 student High school = 32 students	2021-2022 Middle school = 1 student High school = 32 students	2022-2023 Middle school = 0 students High school = 32 students	Middle School - 1 students High School - 30 students
Implementation of CCSS	100% of students have access	100% of students have access	100% of students have access	100% of students have access	100% of students have access
% of AP exams passed with a score of 3 or higher	57% of AP exams taken were passed with a score of 3 or higher (2019-2020 data).	56.3% of AP exams taken were passed with a score of 3 or higher (2020-2021 data).	62% of AP exams taken were passed with a score of 3 or higher (2021-2022 data)	62% of AP exams taken were passed with a score of 3 or higher (2022-2023 data)	75% of AP exams passed with a score of 3 or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupils prepared for college by the EAP	57% of students are "ready" or "conditionally ready" for college level coursework in ELA (2018-2019 data) 32% of students are "ready" or "conditionally ready" for college level coursework in Math (2018-2019 data)	No additional data is available since the CAASPP was not administered in the Spring of 2021.	46.24% of 11th graders are "ready" or "conditionally ready" based on ELA. 17.7% of 11th graders are "ready" or "conditionally ready" based on math.	49.41% of 11th graders are "ready" or "conditionally ready" based on ELA. 18.14% of 11th graders are "ready" or "conditionally ready" based on math.	70% are "ready" or "conditionally ready" for college level coursework in ELA 45% are "ready" or "conditionally ready" for college level coursework in Math
Williams Compliance	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	100% 100%

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions.

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

NVUSD did not have significant differences between budgeted expenditures and estimated actual expenditures for Goal #1.

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

NVUSD typically uses a variety of data when making decisions about education programs. To determine progress on LCAP Goal #1, NVUSD reviewed quantitative and qualitative data to validate if key actions and services had an impact.

1.1 Language and Literacy Support

As a result of the actions listed below our students' performance levels on the STAR assessment maintained or improved in most grade levels over the past three years. In English Language Arts, our students meeting or exceeding the standard rose from 42% to 47.4%. An examination of assessment data of students who worked with our elementary intervention teachers showed student growth in reading skills.

The following actions were effective as described.

1.1 Language and Literacy Support

The staffing of a .40 FTE intervention teacher or higher (up to 2.0 FTE at McPherson) at every elementary school site provided literacy support to emergent readers.

Intervention teachers receiving intensive training in the Science of Reading and Benchmark Phonics Intervention implementation

The implementation of a comprehensive Tier 1 intervention program for students including READ 180, System 44, Imagine Language & Literacy, Benchmark Intervention, and SIPPS at the elementary level.

Two intensive days of professional learning for all instructional staff on MTSS, SEL, Standards-based instruction, and student engagement
Implementing Learning Sprints based on ELA and Math priority standards. TOSA team supported instructional strategies and assessment opportunities via Community of Practice and working directly with school teams)

The elementary TOSA team conducted walk-throughs of K-2 classrooms to support Benchmark Phonics implementation

1.2 Mathematics Program Support

The percentage of students meeting or exceeding the standard on the STAR local assessment increased in Math from 23.8% in 2022 to 27.2% this past year.

We believe the following actions resulted in the improvement:

Providing a comprehensive intervention program for students in math including Bridges Math Intervention, DreamBox Math, Sylvan Tutoring
Ensuring that all elementary intervention teachers have been trained in using Bridges Intervention materials and are using these materials to support math intervention

Ensuring that all elementary site leaders received simultaneous training on how to lead the work to improve mathematical instructional practices so that teachers and leaders were aligned as we implemented the structures and instructional approaches

Providing two days of professional learning for instructional staff on MTSS, SEL, Standards-based instruction, and student engagement

Utilizing the math priority standards for high school math courses in alignment with the newly adopted curriculum to ensure coherence across campuses

Ensuring all secondary math teachers were trained during NVUSD professional development days to use the priority standards and proficiency scales effectively

Relaunching the College Summer Readiness Math Academy at ACHS, NHS, NTHS, and VHS to support students in Math 1 with pre-requisite skills and connections to high school as well as college readiness support
Continuing the implementation of Learning Sprints based on Math priority standards (the TOSA team supports instructional strategies and assessment opportunities via Community of Practice and working directly with school teams)

1.3 Comprehensive Assessment System

As a result of the actions listed below our students' graduation rates have increased from 91% to 92.5%.

The use of Aeries Analytics and Early Warning Indicator System by site MTSS teams

Reinstitute District Writing Assessment in K-5 as a formative assessment

The TOSA team highlighted curriculum-based assessments aligned to priority standards as a means of tracking and reporting student growth
Assessment plans to monitor student learning through: Kinder ESGI, First Grade-Quick Phonics Assessment, Second Grade-STAR Phonics

1.4 Work-based Learning

As a result of the actions listed below the percentage of students who have completed a Career Technical Pathway (CTE) has increased from 15.9% to 21.4%

Added NVUSD Summer Mentor opportunities for pay including in Summer 2023 a pilot program called "Teaching Up Opportunity" to grow interest in educational careers

Partnered with AVID and ELD teams to strategically infuse career exploration within the existing curriculum offering students in these courses the opportunity for self-reflection and career exploration

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 new goal is based on feedback from our educational partners, and an acknowledgment that while we are making progress, we haven't reached our intended outcomes yet, this goal will continue into the 2024-25 school year. There are several changes to the actions and services for the 2024-25 school year that include:

- A focus on rigorous literacy instruction across content areas with the development of an Instructional Framework
- Increased intervention and credit recovery opportunities for secondary students
- Revision of 1.3 to include intervention programs as a core purpose for intervention referrals

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	<p>Students will experience responsive, engaging, and relevant learning experiences.</p> <p>This goal is focused on ensuring all learners experience research-based, high-impact instructional strategies that engage and support student learning through robust ongoing professional learning.</p> <p>State and local priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 1 Basic: assignment of teachers, access to standards-aligned materials, school facilities in good repair • Priority 2 State Standards: implementation of state standards, English learner access to ELD standards • Priority 3 Parental Involvement: Effort to seek parental input in decision making, promotion of parent engagement • Priority 4 Pupil Achievement: statewide assessments UC/CSU entrance requirements, CTE classes, English learner progress on ELPAC, English learner reclassification rate, AP pass rate, EAP preparedness • Priority 5 Pupil Engagement: Attendance rates, dropout rates, graduation rates, chronic absenteeism rates • Priority 6 School Climate: suspension and expulsion rates, sense of safety, and school connectedness • Priority 7 Course Access: broad course of study, programs & services for unduplicated pupils, services for individuals with exceptional needs • Priority 8 Pupil Outcomes: Broad outcomes in a broad course of study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of ELs who progress in English proficiency (ELPAC)	45.3% of students progressed at least one ELPI level 5.8% maintained ELPI level #4 (2018-2019 data)	CDE has not released more recent ELPI level data since the 2018-2019 school year due to the COVID pandemic.	47.5% of students progressed at least one ELPI level and 1.2% of students maintained at ELPI level #4 (2021-2022 data)	46.7% of students progressed at least one ELPI level and 1.4% of students maintained at ELPI level #4 (2022-2023 data)	65% of English Language Learners will progress at least one ELPI level
EL reclassification rate-Fall 2020 ELPAC summative data	7.7% of English Learners were redesignated during	As of April 2022, 9.8% of English Learners were reclassified.	By the end of the 2021-2022 school year, 10.1% of English	By the end of the 2022-2023 school year, 11.9% of English	Redesignate 15% of English Language Learners annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the 2020-2021 school year.		Learners were reclassified.	Learners were reclassified.	
Teachers Fully Credentialed and Appropriately Assigned	100% Fully Credentialed and Appropriately Assigned	As of May 2022, 99.32% of teachers were fully credentialed and 96.62% were appropriately assigned.	As of May 2023, 96% of teachers were fully credentialed and 96% were appropriately assigned.	As of May 2024, 95% of teachers were fully credentialed and 98% were appropriately assigned.	100% Fully Credentialed and Appropriately Assigned

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. In the following section

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.

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures of these actions.

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

NVUSD was able to provide two district-wide professional learning days for all TK-12 teachers and paraprofessionals to focus on supporting the needs of our unduplicated students. Sessions focused on our core instructional framework of:

- *Creating a caring community with high expectations (Ecosystem of Cariño)
- *Using data to drive instructional decisions (Data cycles and professional learning communities)
- *Implementing effective Tier 1 instructional practices (high-quality student interactions/discourse)

The professional learning days were rated by attendees as highly valuable. Participants rated the session with an overall average score of 3.2 out of a 4-point scale.

A Multilingual Learner Master Plan, adopted by the NVUSD school board in August of 2022, outlines the district's plan and process to ensure that multilingual learners succeed academically. The multilingual learner's reclassification rate is a key data point that reflects our growth in this area. NVUSD's reclassification rate went from 7.7% to 11.9% between the 20-21 and 22-23 school years. In addition, the percentage of

students making progress on the ELPAC rose from 45.3% to 46.7%. Educational partners (DELAC) have prioritized this critical effort to ensure appropriate services for multilingual learners at all schools.

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.

A new goal will be based on feedback from our educational partners, and an acknowledgment that while we are making progress, we haven't reached our intended outcomes yet, this goal will continue into the 2024-25 school year. There are several changes to the actions and services for the 2024-25 school year that include:

- Development of a new Instructional Framework
- Professional development focused on rigorous literacy instruction across content areas using the newly developed Instructional Framework

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	<p>Families will experience robust communication, community engagement, and advocacy.</p> <p>This goal is focused on providing proactive two-way, Inclusive, and user-friendly stakeholder engagement.</p> <p>State priorities addressed by this goal:</p> <ul style="list-style-type: none"> Priority 3 Parental Involvement: Effort to seek parental input in decision making, promotion of parent engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	83% of parents feel welcome at their child's school	75.2% of parents feel welcome at their child's school	89% of parents feel welcome at their child's school	86.5% of parents feel welcome at their child's school 86.4% of Multilingual Learner (English Learner) families feel welcome at their child's school	90% of parents feel welcome at their child's school
Annual Parent Survey	76% of parents know what teachers expect of their child	76% of parents know what teachers expect of their child	82% of parents know what teachers expect of their child	78.4% of parents know what teachers expect of their child	85% of parents know what teachers expect of their child
Annual Parent Survey	87% of parents receive school communications in a language they understand	84.8 of parents receive school communications in a language they understand	95.2% of parents receive school communications in a language they understand	95.1% of parents receive school communications in a language they understand	95% of parents receive school communications in a language they understand

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				95.9 of Multilingual Learner (English Learner) families receive school communications in a language they understand	
Annual Parent Survey	89% of all parents feel language is not a barrier to participation in school	80% of all families feel that language is not a barrier 66% of English Learner families feel that language is not a barrier to participation in school	92.7% of all families feel that language is not a barrier 92.1% of Multilingual Learner (English Learner) families feel that language is not a barrier to participation in school	95% of all families feel that language is not a barrier 91.9% of Multilingual Learner (English Learner) families feel that language is not a barrier to participation in school	95% of parents feel language is not a barrier to participation in school

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions.

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

There were no substantive differences between the budgeted expenditures and the estimated actual expenditures of these actions.

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

Our parent liaisons serve as a key element in our engagement with families. Our ongoing effort to expand parent liaison support at our high-need schools is detailed in our increase or improved services section. Our parent survey data reflected that our actions to provide communication in a language our families understand have had the desired results. The survey data reflected the following differences between the results from the 2021-2022 and 2023-2024 school years:

The response to the statement "I know what teachers expect of my child" shifted from 78% affirmative to 78.4%.

The response to the statement "I feel welcome at my child's school" shifted from 75.2% affirmative to 86.5%.

The response to the statement "I feel language is not a barrier when I participate at my child's school." shifted from 80% to 95%

The response to the statement "I receive communication from my child's school in a language I understand." shifted from 84.8% affirmative to 95.1%*

The improvement in the parent survey data reflects the almost 18,000 documented interactions that our parent liaisons had with our families. The interactions focused on identifying resources to support student attendance, academic progress, or parent needs. These personal interactions positively impacted our families' relationship with the district as evidenced by increased participation at school sites and our vibrant DELAC participation. Additionally, our parent learning series sessions were well attended with session topics varying from the dangers of fentanyl to the seal of biliteracy. Lastly, for three consecutive year, we gathered student representatives from each middle and high school to form an NVUSD Student Advisory Council. Students shared their learning experiences in NVUSD and identified key areas of priority as identified in the educational partner section.

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

As we work to maintain the progress made in improving parent communications, we will continue with this goal and actions.

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	<p>Students will thrive socially, emotionally, and academically.</p> <p>This goal is focused on:</p> <ul style="list-style-type: none"> • Providing a safe, welcoming, and respectful learning environment for every member of the school community. • Cultivating an atmosphere where every student feels physically safe, emotionally supported, and academically challenged. • Promoting positive and respectful relationships with students, parents, employees, and other members of the school community. • Providing opportunities for employees to develop meaningful relationships that positively impact their ability to serve students and grow • Ensure the effective, consistent implementation of Multi-Tiered Systems of Support for academic, social-emotional, and behavioral intervention in order to provide differentiated support for all. <p>State priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 1 Basic: assignment of teachers, access to standards-aligned materials, school facilities in good repair • Priority 2 State Standards: implementation of state standards, English learner access to ELD standards • Priority 4 Pupil Achievement: statewide assessments UC/CSU entrance requirements, CTE classes, English learner progress on ELPAC, English learner reclassification rate, AP pass rate, EAP preparedness • Priority 5 Pupil Engagement: Attendance rates, dropout rates, graduation rates, chronic absenteeism rates • Priority 6 School Climate: suspension and expulsion rates, sense of safety, and school connectedness • Priority 7 Course Access: broad course of study, programs & services for unduplicated pupils, services for individuals with exceptional needs • Priority 8 Pupil Outcomes: College and Career Readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Data	32% of students are absent 5% or more of the school year (2019-2020 school year)	As of April 2022, 29.5% of students have missed 10% or more of the school	As of April 2023, 26% of students have missed 10% or more of the school year	As of April 2024, 16.6% of students have missed 10% or more of the school	Reduce to 25% the percentage of students who miss

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		year making them chronically absent based on state criteria. This unusually high number can be explained by increased absences due to COVID symptoms and isolation/quarantine requirements.	making them chronically absent based on state criteria.	year making them chronically absent based on state criteria.	10% or more of the school year.
FITT	All classrooms meet FITT requirements per 2019 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per 2021 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per 2022 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per 2023 Williams Compliance visit conducted by NCOE.	All classrooms meet FITT requirements per Williams Compliance visit conducted by NCOE.
California Healthy Kids Survey	<p>Percent of students reporting feeling connected to school: 5th grade 75% 7th grade 63% 9th grade 58% 11th grade 57%</p> <p>Percent of students having a positive relationship with at least one caring adult: 5th grade 75% 7th grade 63% 9th grade 54% 11th grade 63%</p>	<p>Percent of students reporting feeling connected to school: 5th grade 72% 7th grade 60% 9th grade 63% 11th grade 51%</p> <p>Percent of students having a positive relationship with at least one caring adult: 5th grade 70% 7th grade 66% 9th grade 52% 11th grade 55%</p>	<p>Percent of students reporting feeling connected to school: 5th grade 73% 7th grade 50% 9th grade 54% 11th grade 56%</p> <p>Percent of students having a positive relationship with at least one caring adult: 5th grade 70% 7th grade 54% 9th grade 53% 11th grade 64%</p>	<p>Percent of students reporting feeling connected to school: 5th grade 72% 7th grade 57% 9th grade 54% 11th grade 55%</p> <p>Percent of students having a positive relationship with at least one caring adult: 5th grade 70% 7th grade 59% 9th grade 57% 11th grade 62%</p>	<p>Percent of students reporting feeling connected to school: 5th grade 85% 7th grade 73% 9th grade 68% 11th grade 67%</p> <p>Percent of student having a positive relationship with at least one caring adult: 5th grade 85% 7th grade 73% 9th grade 64% 11th grade 73%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Based on the 2019-20 California Healthy Kids Survey)	(Based on the 2021-22 California Healthy Kids Survey)	(Based on the 2022-23 California Healthy Kids Survey)	(Based on the 2023-24 California Healthy Kids Survey)	
Expulsion Rate	0.15% of students were expelled in 2019-2020	As of May, 2022,.10% of students were expelled.	For the 2021-2022 school year, 0.10% of students were expelled.	For the 2022-2023 school year, 0.1% of students were expelled.	0.10% of students were expelled
Suspension Rate	3% of students were suspended in 2019-2020	As of May 2022, 428 unique students were suspended at least once since the start of the school year equating to a 2.5% suspension rate	For the 2021-2022 school year, 3.7% of students were suspended one or more times.	For the 2022-2023 school year, 3.8% of students were suspended one or more times.	2% of students were suspended in 2019-2020
Access to a broad course of study	100% of students have access	100% of students have access	100% of students have access	100% of students have access	100% of students have access
Attendance Rate	2019-2020 96.4%	As of April 2022, the attendance rate is 91.60%. This unusually low percentage can be explained by increased absences due to COVID symptoms and isolation/quarantine requirements.	By the end of the 2021-2022 school year, the attendance rate was 90.8%	As of April 2024, the attendance rate was 93.29%	97.0%

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. We were able to maintain or initiate the implementation of programs, services, and resources outlined under this goal for our students. The actions under this goal focused on the social and emotional well-being of students.

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.

NVUSD did not have significant differences between budgeted expenditures and estimated actual expenditures for Goal #4.

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

During the 2023-2024 school year, NVUSD worked to create an Ecosystem of Cariño in partnership with Scholar System. Site Leadership teams were trained on the Risk to Promise framework and then trained their staff in six of the 12 modules last year and completing the remaining modules this school year. All sites have received training in MTSS, Aeries Intervention, and Aeries Analytics. Sites have an MTSS Lead or thought partner to support them with the implementation of MTSS. Sites have also received coaching from the Coordinator of Student Wellness and Support. Sites used the FIA to conduct an annual self-evaluation of their MTSS implementation and identify areas of strength and growth. All secondary sites, including our two K-8 schools, have an MTSS Lead, who helped spearhead MTSS work at the school site, kept meticulous records of MTSS meetings and supported students in Aeries, analyzed trends in data, and helped design and refer students to interventions. The MTSS Lead is also responsible for training school staff in the MTSS process, their role within the process, and how to complete pre-referral entries as well as referrals to intervention (which go to the MTSS Team). NVEA Council Special Education committee continued the work in the 23-24 school year. Beginning in the 23-24 school year, students with mild/moderate special education needs will have greater access to placements with their general education peers in social studies and sciences classes. Professional development to support this move began with the March 2023 Professional Development Day. In addition, the special education leadership team facilitated a Camp Sped for General Education in August 2023 (two days of professional development to support inclusive educational opportunities for all students). Our efforts to ensure that our students strive socially, emotionally, and academically show promising results. A review of the results from the California Healthy Kids Survey for 2023 in the two targeted areas of "School Connectedness" and "Caring Relationship" reveals a return to pre-pandemic ratings.

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.

All major actions and services are being continued into the 2024-25 school year due to continued need and preliminary positive results.

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	<p>For the 2023-2024 school year, NVUSD added a goal to focus on our students experiencing homelessness. Our goal was to increase the achievement and engagement of this underperforming student group (Homeless Youth).</p> <p>State priorities addressed by this goal:</p> <ul style="list-style-type: none"> • Priority 1 Basic: assignment of teachers, access to standards-aligned materials, school facilities in good repair • Priority 2 State Standards: implementation of state standards, English learner access to ELD standards • Priority 3 Parental Involvement: Effort to seek parental input in decision making, promotion of parent engagement • Priority 4 Pupil Achievement: statewide assessments UC/CSU entrance requirements, CTE classes, English learner progress on ELPAC, English learner reclassification rate, AP pass rate, EAP preparedness • Priority 5 Pupil Engagement: Attendance rates, dropout rates, graduation rates, chronic absenteeism rates • Priority 6 School Climate: suspension and expulsion rates, sense of safety, and school connectedness • Priority 7 Course Access: broad course of study, programs & services for unduplicated pupils, services for individuals with exceptional needs • Priority 8 Pupil Outcomes: Broad outcomes in a broad course of study

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Homeless Youth CAASPP English Language Arts	80.2 points below standard as of 2021-22	Not applicable	Not applicable	94.5 points below standard	40 points below standard
Homeless Youth CAASPP Math	125 points below standard as of 2021-22	Not applicable	Not applicable	133.8 points below standard	75 points below standard
Homeless Youth Chronic Absenteeism Rate	53.3% as of 2022-2023	Not applicable	Not applicable	32.9%	30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Homeless Youth Suspension Rate	6.2% were suspended at least one day as of 2022-2023	Not applicable	Not applicable	1.9%	2%
Homeless Youth Graduation Rate	78.4% as of 2022-2023	Not applicable	Not applicable	83.3% graduated	85%

Goal Analysis

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

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

There were no substantive differences between the planned actions and the actual implementation of these actions. We were able to maintain or initiate the implementation of programs, services, and resources outlined under this goal for our students. The actions under this goal focused on supporting the needs of students experiencing temporary homelessness.

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.

NVUSD did not have significant differences between budgeted expenditures and estimated actual expenditures for Goal #5. Budgeted expenditures in this goal totaled \$250,000 and the actual estimated expenditures are \$250,000.

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 were successful as evidenced by a reduction of chronic absenteeism however, increased academic progress is still needed. Funds were allocated for a McKinney-Vento/Foster Youth Coordinator to ensure that foster and homeless youth have full access to the same academic resources, services, and extracurricular activities available to all students. The McKinney-Vento/Foster Youth Coordinator provided social-emotional learning interventions, academic/attendance tracking, intensive case management, and referrals for H/F students. Academically, MK/F youth continue to score well below most students. Additional funds will be allocated to provide ongoing academic intervention.

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.

All major actions and services are being continued into the 2024-25 school year due to continued need and preliminary positive results.

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

This past year NVUSD begin serving directly the preschool students who reside within the NVUSD boundaries increasing our students who are identified as having special needs to (13.1% of total enrollment) requiring special education services ranging from related services to more intensive.

Foster/Homeless Students

As of May 2024, NVUSD has 64 students placed in foster homes and 247 students in temporary housing. NVUSD provides a full-time social worker to meet the needs of our students who are experiencing the additional challenges of housing instability.

Instructional Focus

NVUSD has a long commitment to project and inquiry-based learning where innovation and technology enhance teaching and learning. While remaining committed to inquiry-based learning, we also recognize the need to ensure "best, first Instruction." We are dedicating additional resources to professional development and materials to strengthen standards-aligned instruction and research-based, tiered interventions for students who need them. The 2024-2025 LCAP strives to address the ongoing needs of students due the lingering affects of the pandemic.

Reflections: Annual Performance

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

Chronic Absenteeism

A review of our attendance data and the California State Dashboard indicates a need to address chronic absenteeism at multiple schools and for multiple subgroups. All student subgroups scored in the very high or high range in the Chronic Absenteeism category. To address chronic absenteeism, NVUSD utilizes wrap-around services provided by a variety of staff including teachers, site administrators, parent liaisons, counselors, social workers, and nurses to address student needs. NVUSD will partner with an outside agency to improve our response to attendance and chronic absenteeism.

Academic Performance Data

Our students' performance on the state assessment (CAASPP) in math was an area of concern pre and post-pandemic overall and for multiple subgroups. We have taken several steps to address this critical area of need. When the most recent CAASPP data (2022) is compared to the pre-pandemic test results from 2019, an area of need is clearly evident. Our students' performance on the state assessment (CAASPP) in math was an area of concern prior to the pandemic, post-pandemic, math stands out as a critical area of focus overall and for multiple subgroups. We have taken several steps to address this critical area of need. Tactics identified in Goal #1 and Goal #2 address this area of focus.

CAASPP English Language Arts (ELA)

2022: 42.85% of students met or exceeded the standard

2023: 41.91% of students met or exceeded the standard

CAASPP Math

2022: 27.18% of students met or exceeded the standard

2023: 26.84% of students met or exceeded the standard

During the 2022-2023 school year, the Covid-19 pandemic continued to have an impact on our student's academic and behavioral success. Over the course of this year, we worked hard to mitigate that impact. Based on a review of performance on the state indicators and local performance indicators included in the California State Dashboard, progress toward LCAP goals, local self-assessment tools, and input from educational partners, NVUSD is proud of the progress we have made in the following areas:

Increase in the graduation rate from:

91.5% to 93.6% All students

77.4% to 86.8% Multilingual Learners (MLLs)

88.9% to 91.8% Socioeconomically Disadvantaged students/Free and reduced lunch eligible

Increase in students scoring a 3 or higher on Advanced Placement tests from 57% to 62%

Increase in multilingual learners meeting A-G requirements from 8.2% to 15.2%

Increase in English Language Progress Indicator (ELPI) representing multilingual learners making progress on English proficiency from 45.3% to 47.5%

Increase in the Multilingual Learner Reclassification Rate from 7.7% to 10.1%

Reduction in chronic absenteeism rate from 32% to 26%

Family Engagement

Improvement in removing language as a barrier for families of multilingual learners based on the parent survey 2023-24 Local Control and Accountability Plan for Napa Valley Unified School District Page 9 of 103 Our efforts to support multilingual learners, as identified in Goal #2, have shown promising results. Specifically, the implementation of our Multilingual Learner Master Plan provided the framework to advance the academic achievement of our students. The ongoing professional development to ensure English Language Development (ELD) occurs throughout the day resulted in academic gains for our multilingual learners. Additionally, our focus on creating an Ecosystem of Cariño (a learning environment of high care and high expectations) contributed to the support for our multilingual learners.

Specific Student Group Progress

The following California State Dashboard indicators scored in the lowest category at these specific school sites.

Chronic Absenteeism: Donaldson Way, Napa Junction, Phillips Elementary, Silverado Middle

College and Career Readiness: Napa Valley Independent Studies, Valley Oak High School

ELA Academic Performance (CAASPP): McPherson, Shearer, Silverado Middle, Valley Oak High School

Math Academic Performance (CAASPP): Napa Valley Independent Studies, Shearer, Silverado Middle, Valley Oak High School

English Learner Progress (Browns Valley, McPherson, Napa High, Napa Valley Language Academy, Unidos Middle School, Valley Oak High School, West Park, Willow

Graduation Rate: Valley Oak High School

The following student groups district-wide scored in the lowest category on the California State Dashboard indicators.

English Learners (Multilingual Learners): Math, ELA, CCR
Foster Youth: Math, ELA, Graduation rate, Suspension rate, CCR
Homeless Youth: ELA, Math
African American: Chronic Absenteeism, Math
Students with Disabilities: Math, ELA
Hispanic: Math

The following student groups at these specific school sites scored in the lowest category on the California State Dashboard indicators.

American Canyon High School: Homeless (suspension); SWD (ELA/Math), African American (Math), Hispanic (Math), Filipino (CCR)
American Canyon Middle: African American (Chronic Absenteeism, Math), Asian (Chronic Absenteeism,), EL (math), Hispanic: Math), SED (math), SWD (ELA/Math)
Bel Aire Park: EL (ELA), SWD (ELA)
Browns Valley: EL (ELPI), Hispanic (Suspension), SED (suspension)
Canyon Oaks: African American, Asian, and White (chronic absenteeism)
Donaldson Way: Students with disabilities, EL, Filipino, Hispanic, and White (chronic absenteeism)
McPherson: EL (ELA, ELPI), Hispanic and SED (ELA), SWD Math)
Napa High: EL (CCR and ELPI), Hispanic (Math), SWD (CR, ELA, math, suspension)
Napa Junction: SWD, Hispanic, EL, and White students (chronic absenteeism)
NVIS: Hispanic (Math), SED (ELA and Math)
NVLA: EL (ELPI)
Northwood: SWD (ELA)
Phillips: EL (ELA), Hispanic, SED, and EL (Chronic Absenteeism)
Redwood: EL (ELA), Hispanic and SED (Math), SWD (ELA, math, suspension)
Shearer: SWD (ELA/Math/suspension); White (ELA, math, suspension), EL, Hispanic, and SED (ELA, math)
Silverado: EL (ELA, math, suspension), Hispanic, SED, and SWD (Chronic Absenteeism, ELA, math, and suspension), white (Chronic Absenteeism)
Snow: EL and Hispanic (ELA), SWD (Chronic Absenteeism and ELA)
Unidos: EL (Chronic absenteeism, math, ELPI), SED (Math), SWD (ELA/Math)
Valley Oak: EL (ELPI, suspension), Hispanic (CCR), SED (CCR, ELA/Math) White (CCR)
Vintage: EL and SWD (CCR), Hispanic (Math)
West Park: EL (ELA, ELPI), Hispanic (ELA, suspension), SED (ELA), SWD (ELA/Math)
Willow: EL (Chronic absenteeism, ELPI)

Reflections: Technical Assistance

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

NVUSD is receiving technical assistance from the Napa County Office of Education as we qualified for Differentiated Assistance. The technical assistance sessions with NCOE staff have been spent reviewing the data of identified student groups and completing a system and initiative audit.

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.

Valley Oak High School; Silverado Middle School

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 Napa Valley Unified School District supports its schools using a layered approach, with district office personnel teaming up to ensure site administrators have the thought partners they need to develop thriving schools. Using cycles of continuous improvement, schools must align their site goals with the board-adopted Strategic Plan to ensure cohesion and equity across the system. Both Silverado Middle School and Valley Oak High School were assisted in the development of their Comprehensive Support and Improvement (CSI) plans by Napa Valley Unified School District (NVUSD) Instructional Support Services (ISS) staff as well as Napa County Office of Education staff. Both sites conducted comprehensive needs assessments in the spring of 2024, including indicators related to attendance, engagement, grades, and universal screener data with their stakeholder teams, including leadership, site council, and English Learner Advisory Council (ELAC), and worked with district staff to align their goals with the NVUSD Strategic Plan. Working with ISS staff to review budgets, each site identified resource inequities in professional development and evidence-based instructional practices that could be addressed through the implementation of the CSI plan. Each site then selected evidence-based strategies based on the needs assessment and stakeholder input, including hiring interventionists and parent liaisons, increasing teacher collaboration time, and selecting consultants to work with staff. These strategies were selected to address specific needs within each school site:

Both of the NVUSD schools that meet the criteria for CSI are currently Community Schools (CCSPP-funded), and, as part of that framework and corresponding grant requirements, they already engage in several planning processes and continuous improvement cycles beyond LCAP and SPSA. These include a comprehensive Annual Needs and Assets Assessment, Community Schools Implementation Plan, and Annual Performance Report. Both schools are part of the Napa Valley Community Schools Network and have Community Schools Program Administrators to help engage the whole school community (students, families, staff, and community members) in improvement planning through robust stakeholder input structures including committees, focus groups, surveys, and community nights.

- Silverado Middle School has a high English Learner population as well as a high socio-economically disadvantaged population and their data indicate a majority of their students need intensive interventions and supports in order to meet grade level proficiency in math and reading. Silverado Middle School's CSI plan includes instructional coaching support, classroom personnel support, and designated intervention classes.
- Valley Oak High School is an alternative educational option for 16- to 18-year-old students who need an alternative setting or an alternative pathway to complete their graduation requirements. VOHS teachers and administrators are committed to helping students achieve academic and social/emotional growth through the three R's - Relationships, Relevance, and Rigor – in a safe and welcoming culture that emphasizes Compassion, Respect, Safety, and Responsibility. Valley Oak was allotted a partial counselor

and partial social worker based on their size, and plan to use CSI funding to expand on these services, bolstering the support with contracted behavioral support services, a restorative practices coach, and a youth outreach worker (wellness coach). Given the needs assessment and stakeholder input regarding an increased need for behavioral and social-emotional support coming out of the pandemic, these supports will address needs related to chronic absenteeism, suspension rates, and the large percentage of Valley Oak students scoring "Very High" on the Total Difficulties portion of the Strengths and Difficulties Questionnaire, NVUSD's universal wellness screener. These strategies were selected to specifically support those needs.

The site will use CSI funding for the program, professional development, and follow-up coaching.

- Both sites also need increased professional learning time, which includes funding for substitutes, registration costs, and extra work requests outside of contract time through their needs assessments. Due to budget constraints at the district level, supplemental funding and other resources that have traditionally supported professional learning have been reduced, redistributed, or cut entirely. The CSI funding enables both sites to include research-based professional learning specific to their site needs.

Monitoring and Evaluating Effectiveness

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

Napa Valley Unified School District (NVUSD) will work with each site to monitor and evaluate the effectiveness of the selected evidence-based strategies to improve student outcomes. NVUSD Instructional Support Services staff, including the Assistant Superintendent of Instructional Services, Director of Curriculum, Instruction, and English Learner Services for Secondary, Director of Prevention and Intervention, and Director of Student Services, will be providing ongoing support to both sites throughout their implementation of the CSI plan. In addition, both sites will be supported by the Business Services department with ongoing fiscal reports as well as assistance from the Department of Assessment and Data Services team. NVUSD has a comprehensive assessment system, including universal screening, and summative and formative measures, from which data will be reviewed and analyzed with each site on a quarterly basis. In addition, district Teachers on Special Assignment will provide on-going coaching and professional learning support to sites. The types of data and information NVUSD is collecting and analyzing to inform ongoing decision-making include attendance and engagement data from Student Welfare and Attendance (SWA), the Star Assessment Suite from Renaissance, the English Language Proficiency Assessments for California (ELPAC), a universal wellness screener (Strength and Difficulties Questionnaire), curriculum embedded measures, and parent surveys.

Lastly, beyond the actions listed above and the SPSA monitoring processes, both schools will also use the CCSPP (Community Schools) Annual Performance Report and evaluation processes to monitor the effectiveness of CSI-funded programming.

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
NVUSD Strategic Visioning Guiding Coalition (Parents, teachers, administrator, community members)	October 6-7, 2023, December 8-9, 2023, February 9-10, 2024 Through a year-long highly collaborative process, NVUSD engaged in 50+ community meetings with students, staff, parents, and community members that yielded over 70,000+ pieces of data and feedback.
Napa Valley Educators Association	April 29, 2024 Site Representative Meeting - Input was gathered from site representatives on ; MTSS Survey; Professional Learning Survey
Student LCAP Advisory (Representatives from students from all middle and high schools)	November 15, 2023, December 7, 2023, January 23, 2024, February 13, 2024, March 19, 2024, April 16, 2024, May 14, 2024 Over the course of monthly meetings, students reviewed data, identified key areas of need, and created a plan of action to address the challenges. Educational partners from our equity multiplier school (Valley Oak) served as members of the LCAP Student Advisory.
District English Learner Advisory Committee	October 11, 2023, January 31, 2024, May 22, 2024 Data presentation with discussion and follow-up
District Advisory Committee	November 29, 2023, February 28, 2024, May 29, 2024 Data presentation with discussion and follow-up
California State Employees Association	April 30, 2024 Data presentation with discussion and follow-up
LCAP Family Survey	April 9, 2024 - May 3, 2024

Educational Partner(s)	Process for Engagement
	Almost 500 responses to the LCAP Family Survey asking parents to rate our progress on LCAP goals and identify areas of growth
Special Education Parent Advisory (Parent representatives from schools)	October 23, 2023, November 27, 2023, March 4, 2024 Data presentation with discussion and follow-up
Valley Oak High School (Equity Multiplier School) Community	As a California Community Schools Partnership Program School, Valley Oak engaged the whole school community (students, families, staff, and community members) in improvement planning through robust stakeholder input structures such as committees, focus groups, surveys, and community nights.

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

Once input sessions were completed, the feedback received was incorporated into the revisions for the 2024-2025 LCAP. These revisions were shared with the DELAC and DAC parent groups to provide an opportunity for feedback prior to the Public Hearing on June 6, 2024. Notification of the Public Hearing was posted on the NVUSD webpage. The Board of Education held a Public Hearing to review the Local Control Accountability Plan (LCAP) on June 6, 2024. The presentation of the plan for approval is scheduled for the Board of Education meeting on June 20, 2024. The revisions to our LCAP incorporate the input expressed by students, parents, teachers, administrators, staff, and community members.

The Educational Partner section highlights the major recommendations that emerged across various groups. The impact of educational partner engagement on the 2024-2025 LCAP has been substantial, with input playing a major role in clarifying goals and identifying key performance metrics. Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities stated in our strategic plan.

The overarching themes that emerged in the educational partner engagement process included the critical need to:

- Continue to improve access to information and assistance for parents
- Parent groups shared that many families have difficulty accessing electronic communication through ParentSquare (our main communication tool). As a result, this impacted parents' ability to stay informed and engaged with the school. This feedback came specifically from our DELAC members.
- Begin College and Career Readiness preparation before high school. The importance of adequately preparing all students for life beyond high school was indicated throughout the various stakeholder groups. Family and community stakeholders particularly discussed the need for additional academic support within the classroom as well as after school. The importance of preventing the need for academic intervention at higher grade levels by developing a strong foundation in the early grades was also discussed. Parents express a desire for more vocational classes to prepare students who will not attend college for future careers. They also call for increased challenges and support for advanced learners, as well as, the revival of programs for gifted and talented students.

Increase mental health support at all levels

The ongoing need for increased mental health support and services was consistently shared across multiple stakeholder groups. Parents have emphasized the need for more awareness, regular check-ins, monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, and the development of courses/curricula to provide students with direct access to education about their own mental health. Parents have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic support to be provided and fully engage in the process of learning.

Continue to effectively implement a Multi-Tiered System of Support (MTSS) while concurrently improving classroom instruction.

A leading theme that echoed across educational partners' input was the importance of implementing and sustaining an effective Multi-Tiered System of Support (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified needs (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

Increase before, during, and after school academic and enrichment opportunities and support

During our educational partner sessions, parents stressed the ongoing need for students to "make up" for the lost learning time. Parents stated a need to increase learning experiences for Newcomer students (especially at the secondary level) and advanced learners.

Ensure inclusion of students with special needs as appropriate

Our families of students with special needs shared the need to ensure more opportunities for inclusion and belonging.

STAFF FEEDBACK THEMES (focus groups and survey data):

Overall, the feedback highlights concerns regarding support and intervention for students, challenges related to middle school changes, discipline and behavior management issues, communication and decision-making processes, the need for additional staff and resources, and the impact of facilities and maintenance on the learning environment.

STUDENT FEEDBACK THEMES (NVUSD's Student Advisory Council)

Overall, the feedback from students highlighted the need to support students with visioning their futures, increase collaboration among students in classrooms, provide opportunities and support for relationship development among peers, assist students transitioning between 8th and 9th grade, and hire and retain more diverse staff.

FAMILY FEEDBACK THEMES (focus groups and survey data):

Overall, the feedback highlights the need for schools to address the needs of both struggling and advanced students, improve communication with parents, create inclusive and engaging curricula, enhance safety measures, and provide support for special needs students.

The following summarizes actions or priorities that were influenced by specific educational partner input, categorized by NVUSD's LCAP Goals:

GOAL #1: Students will graduate future-ready.

Our educational partners (families, staff, students, and community members) indicated a desire to improve the support for students so they can graduate fully prepared for life after high school. They expressed the importance of college AND career readiness as a key to postsecondary success. NVUSD's LCAP provides students with opportunities to pursue Career and Technical Education (CTE) and dual enrollment as part of their studies and technical program/trades as postsecondary options. Additional funding was allocated to support college and career readiness at the middle and high school levels in response to the feedback.

GOAL #2: Students will experience responsive, engaging, and relevant learning. Multilingual Learners (MLLs) need targeted and strategic support to accelerate their language acquisition. Learning experiences need to be highly engaging with a focus on responding to the unique needs of our unduplicated students. Our focus on professional learning related to creating an Ecosystem of Cariño is a direct result of student input. Students on our LCAP Student Advisory Council were multilingual learners and expressed the need to have clarity in expectations and opportunities to collaborate. Our professional learning is focused on increasing student talk during lessons using academic discourse. This focus reflects the feedback received from students.

GOAL #3: Families will experience robust communication and engagement.

During the pandemic, the need to stay connected with NVUSD families was amplified. Families expressed some frustration that we rely heavily on ParentSquare as the main tool for communication with families. The need to expand the methods used is a key component in our LCAP plan for 2023-2024. Our plan builds on the success of our bilingual parent liaisons as a way to continue engaging and supporting families.

GOAL #4: Students will thrive socially, emotionally, and academically.

Goal 4 was specifically created to address the need families shared regarding the importance of supporting students emotionally as well as academically. Families and students stated repeatedly the value of providing Social Emotional Learning (SEL) and mental health services during the school day. As a result, additional funds have been allocated to mental health services to support our wellness centers at the secondary level. We have also added social workers to support our elementary school sites. The identified actions in the plan that support providing a well-rounded learning experience through Visual and Performing Arts (VAPA), athletics, and extra-curricular and enrichment activities are a direct result of input provided by various partners.

GOAL #5: Students experiencing temporary homelessness will thrive socially, emotionally, and academically.

No specific parent input was provided.

GOAL #6: Students attending Valley Oak High School will thrive socially, emotionally, and academically.

The Equity Multiplier Goal was developed in partnership with Valley Oak High School students, staff and families. The school leadership team, English Learner Advisory Committee (ELAC), and School Site Council (SSC) provided feedback on the goals and actions. Student feedback was generated through focus groups. Through this process, educational partners identified the need for academic support. As a result, funds have been allocated to provide tiered intervention in English and math through the addition of interventionists and instructional aides.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Students will graduate future ready.</p> <p>This LCAP goal aims to: Establish college and career readiness for every student through high-quality instruction of core, standards-aligned content. Increase the number of high school internship programs that address the core components of Work-Based Learning. Accelerate growth for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, English Learners, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated. These groups have the lowest scores on the California State Dashboard in the academic achievement metrics listed below (for example, CAASPP, College and Career Readiness Indicator).</p>	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 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This LCAP section reflects Goal #1 of NVUSD’s 2019-2024 Strategic Plan and was developed to ensure that all students are provided the access, opportunity, and support to graduate with an array of postsecondary options. To access and succeed in postsecondary opportunities, students must demonstrate sufficient academic progress during their TK-12 journey. Inequities continue to be exacerbated during the pandemic, as a result, NVUSD must focus on learning acceleration, particularly for unduplicated pupils. Our A-G graduation requirement data and graduation rate are key data points for this goal. Feedback from educational partners and data analysis indicated a need to maintain this goal from the prior LCAP with some modifications.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	STAR Renaissance Local Assessment Data	<p>47.4% of students were at standard met or exceeded in ELA based on state performance levels (Winter 2024 screening window data).</p> <p>27.2% of students were at standard met or exceeded in math based on state performance levels (Winter 2024 screening window data).</p>			<p>57.4% of students will score at the standard met or exceeded in ELA based on state performance levels</p> <p>45% of students will score at the standard met or exceeded in math based on state performance levels</p>	
1.2	College and Career Readiness (CDE Dashboard)	40.8% of students are considered "prepared" on the CDE college and career indicator based on the 2023 California School Dashboard.			50.8% of students are considered "prepared" on the CDE college and career indicator based on the California School Dashboard.	
1.3	High School Graduation Rate	<p>Four-year cohort graduation rate in 2022-2023 was 92.5%</p> <p>Four-year cohort graduation rate in 2022-2023 for English Learners was 83.8%</p>			<p>Four-year cohort graduation rate of 95%</p> <p>Four-year cohort graduation rate for English Learners of 95%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Four-year cohort graduation rate in 2022-2023 for Foster Youth was 62.5%</p> <p>Four-year cohort graduation rate in 2022-2023 for Homeless students was 83.3%</p> <p>Four-year cohort graduation rate in 2022-2023 for socioeconomically disadvantaged students was 91.3%</p> <p>Four-year cohort graduation rate in 2022-2023 for students with disabilities was 83.5%.</p>			<p>Four-year cohort graduation rate for Foster Youth of 95%</p> <p>Four-year cohort graduation rate for Homeless students of 95%</p> <p>Four-year cohort graduation rate for socioeconomically disadvantaged students of 95%</p> <p>Four-year cohort graduation rate for students with disabilities of 95%.</p>	
1.4	Statewide assessments (ELA, Math, CST-Science, CAA)	<p>41.9% of students met or exceeded standard on the ELA CAASPP in the Spring of 2023.</p> <p>26.8% met or exceeded standard on the math CAASPP in the Spring of 2023.</p>			<p>60% of students met or exceeded the standard on the ELA CAASPP</p> <p>60% met or exceeded the standard on the math CAASPP</p>	
1.5	% of pupils that have successfully completed A-G requirements	44.5% met A-G requirements overall (2022-2023 data)			54.5% met A-G requirements overall	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>7.7% of English Learners (2022-2023 data)</p> <p>32.1% of socioeconomically disadvantaged students (2022-2023 data)</p> <p>16.3% of homeless students (2022-2023 data)</p> <p>0% of foster youth (2022-2023 data)</p> <p>11.6% of students with disabilities (2022-2023 data)</p>			<p>54.5% of English Learners</p> <p>54.5% of socioeconomically disadvantaged students</p> <p>54.5% of homeless students</p> <p>54.5% of foster youth</p> <p>54.5% of students with disabilities</p>	
1.6	% of pupils that have successfully completed CTE courses from approved pathways	Out of 1552 students who took one or more CTE classes in the 2022-2023 school year, 347 (22.4%) completed a pathway that year.			32.4% of students who took one or more CTE classes completed a pathway that year.	
1.7	% of pupils that have successfully completed A-G requirements AND that have successfully completed CTE courses from approved pathways	23.0% of graduates met A-G requirements and completed a CTE pathway (2022-2023 data)			33.0% of graduates met A-G requirements and completed a CTE pathway	
1.8	Middle School and High School Drop Out Numbers	2022-2023 Middle school = 0 students			Middle school = 0 students High school = 0 students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High school = 32 students				
1.9	Implementation of CCSS	100% of students have access			100% of students have access	
1.10	% of AP exams passed with a score of 3 or higher	62% of AP exams taken were passed with a score of 3 or higher (2022-2023 data)			72% of AP exams taken were passed with a score of 3 or higher	
1.11	Pupils prepared for college by the EAP	49.41% of 11th graders are "ready" or "conditionally ready" based on ELA. 18.14% of 11th graders are "ready" or "conditionally ready" based on math.			59.41% of 11th graders are "ready" or "conditionally ready" based on ELA. 28.14% of 11th graders are "ready" or "conditionally ready" based on math.	
1.12	Williams Compliance	100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach			100% sufficiency of instructional materials 100% of teachers are in assignments for which they are authorized to teach	

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	Language and Literacy Support	<p>ELA CAASPP The following actions and services focus on the implementation of a comprehensive literacy initiative that ensures that all students TK-12 read, write, and communicate proficiently at grade level to align with the needs of all students but targeted in the identified areas at the following school sites: College and Career Readiness: Napa Valley Independent Studies, Valley Oak High School ELA Academic Performance (CAASPP): McPherson, Shearer, Silverado Middle, Valley Oak High Graduation Rate: Valley Oak (all students)</p> <p>STAFFING Retain highly qualified staff to maintain class size and meet grade span adjustment ratio to better serve English Learners, Foster Youth, and students from low-income families through competitive compensation.</p>	\$6,884,203.07	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Utilize an equity-based staffing formula at the secondary level to increase FTE based on unduplicated student count at each school site.</p> <p>Retain highly qualified staff to maintain class size and meet grade span adjustment ratio to better serve English Learners, Foster Youth, and students from low-income families through competitive compensation.</p> <p>Assign Intervention teachers to every elementary site to provide Tier 2 and Tier 3 intervention principally directed to support the academic growth of students in our unduplicated and at-risk populations. Utilize Academic Specialist (TOSA) to create TK-12 alignment of instructional practices and grade level priority standards.</p> <p>PROFESSIONAL DEVELOPMENT</p> <p>Added professional development days to the teacher calendar; provided classified staff the opportunity to attend additional professional development.</p> <p>Offer a Literacy-focused Community of Practice for teachers and instructional staff.</p> <p>Provide training to secondary History/Social Science teachers around key framework initiatives with a focus on inquiry, historical thinking skills, and literacy.</p> <p>Provide curriculum and supplies to support and celebrate the Seal of Biliteracy and the Seal of Civic Engagement.</p> <p>Provide site leaders with ongoing professional learning and coaching focused on site-level leadership of the literacy initiative and related NVUSD curriculum and assessments.</p> <p>PROGRAM/CURRICULUM</p> <p>Implement effective, research-based Early Literacy program from TK-2 using ESGI (Kinder) and Key Phonics Screener (1-3rd grade) assessments to provide specific data for differentiated instruction. Develop and implement Tier 2 and Tier 3 intervention programs and supports at the elementary and secondary levels. To improve College and Career Readiness, partner with Napa Valley College to increase students who are dually enrolled and earn both high school and college credits for courses taken during the school day.</p> <p>Support strong implementation of Advancement Via Individual Determination (AVID), a program that provides a student-centered</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>approach to college and career readiness, at schools of varying levels (elementary, middle, and high) by providing funding for membership fees. Continue to offer the author series to inspire and encourage students to read and write.</p> <p>Provide tutoring and/or other extended learning opportunities that augment the core academic program.</p> <p>Maintain extension of library hours on all campuses.</p> <p>Implement an Orton Gillingham (dyslexia) based intervention model to support struggling readers and writers at the Tier 3 level.</p> <p>Offer credit recovery during the school year and in the summer.</p> <p>Offer the Youth Cinema Project during the summer to middle school students and at one elementary school during the school year. The Youth Cinema Project is a project-based academic program that develops creativity, collaboration, critical thinking, and communication skills.</p> <p>Provide curriculum and library materials to support the literacy success of all students.</p> <p>Provide technology and other learning tools to unduplicated students to support access to learning.</p> <p>Targeted support will be provided to address ELA academic progress for the identified student groups at the following school sites.</p> <p>Napa High - Students with Disabilities</p> <p>Valley Oak High - All Students/Socioeconomically Disadvantaged</p> <p>Silverado Middle - All Students/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/ English Learners</p> <p>Snow Elementary - Students with Disabilities/English Learner/Hispanic</p> <p>American Canyon High - Students with Disabilities</p> <p>American Canyon Middle - Students with Disabilities</p> <p>Bel Aire Park Elementary - English Learner/Students with Disabilities</p> <p>McPherson Elementary - All Students/English Learner/Hispanic/Socioeconomically Disadvantaged</p> <p>Napa Valley Independent Studies - Socioeconomically Disadvantaged</p> <p>Northwood Elementary - Students with Disabilities</p> <p>Phillips Elementary - English Learner</p> <p>Redwood Middle - English Learner and students with disabilities</p> <p>Shearer Elementary - All Students/English Learner/Hispanic/Socioeconomically Disadvantaged/ Students with Disabilities/White students</p>		

Action #	Title	Description	Total Funds	Contributing
		Unidos Middle - Students with Disabilities West Park Elementary - English Learner/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities		
1.2	Mathematics Program Support	<p>The following actions and services focus on the consistent, effective implementation of state standards in math to ensure that all students can fluently and accurately calculate mathematical problems, apply mathematical reasoning, and explain their thinking at grade level but targeted in the identified areas at the following school sites:</p> <p>College and Career Readiness: Napa Valley Independent Studies, Valley Oak High School Math Academic Performance (CAASPP): Napa Valley Independent Studies, Shearer, Silverado Middle, Valley Oak High School</p> <p>STAFFING Retain highly qualified staff to maintain class size and meet grade span adjustment ratio to better serve English Learners, Foster Youth, and students from low-income families through competitive compensation. Utilize an equity-based staffing formula at the secondary level to increase FTE based on unduplicated student count at each school site.</p> <p>PROFESSIONAL DEVELOPMENT Provide professional development to staff to support the academic and socio-emotional needs of students Contract professional learning services with the Math Learning Center to support the continued implementation of the Bridges math curriculum at the elementary level. Provide instructional coaching and opportunities to articulate the TK12 math program, specifically focused on 6th and 9th-grade transition points. To increase collaboration and alignment, provide professional learning through Communities of Practice for elementary and secondary math teachers. Provide site leaders with ongoing professional learning and coaching focused on site-level leadership of the math initiative and related NVUSD curriculum and assessments.</p>	\$5,027,889.60	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>PROGRAM/CURRICULUM Provide research-based, targeted, and tiered academic interventions to accelerate student learning, particularly for unduplicated pupils. Provide math interventions, tutoring, and enrichments to extend learning opportunities for students to augment the core academic program. Utilize universal screening for math to monitor student progress and assess the need for early intervention. Provide curriculum and instructional materials to implement intervention programs. Offer credit recovery during the school year and in the summer</p> <p>Targeted support will be provided to address Math academic progress for the identified student groups at the following school sites.</p> <p>Napa High - Students with Disabilities/Hispanics Silverado Middle - Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/English Learners/All students Redwood Middle - Students with Disabilities/Hispanic/Socioeconomically Disadvantaged Valley Oak High - Socioeconomically Disadvantaged/All Students Shearer Elementary - Students with Disabilities/All Students/English Learner/Hispanic/ Socioeconomically Disadvantaged/White students Unidos Middle - Students with Disabilities/Socioeconomically Disadvantaged/English Learner West Park Elementary - Students with Disabilities American Canyon High - Students with Disabilities/Black/African American/Hispanic American Canyon Middle - Black/African American/English Learner/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities McPherson Elementary - Students with Disabilities Napa Valley Independent Studies - Hispanic/Socioeconomically Disadvantaged/All Students Vintage High - Hispanic</p>		

Action #	Title	Description	Total Funds	Contributing
1.3	Assessment and Intervention	<p>The following actions and services focus on assessing student learning through a robust, balanced assessment system that will inform teaching and accelerate student progress by more than one year's growth in one year's time:</p> <p>STAFFING Fund site leadership positions to support teachers in instruction, assessment, and monitoring the progress of unduplicated and at-risk students.</p> <p>PROFESSIONAL DEVELOPMENT Train School Leadership Teams (SLT) to review school-wide student performance data to monitor school progress, guide practices, and make decisions regarding instruction and resource allocation. Provide professional development on STAR Renaissance reports and tools.</p> <p>PROGRAM/CURRICULUM Continue to utilize the STAR Renaissance Assessment platform to inform instructional practice. Utilize universal screeners for ELA, math, and Behavior/SEL to monitor student progress and assess the need for early intervention. Provide students with the technology tools and support needed to access modern technology. Continue to provide no-cost PSAT and SAT exams to ensure that students, principally those from low-income backgrounds, can meet college requirements.</p> <p>The desired outcomes are an increase in the graduation rate, academic progress (CAASPP and Star data), and the completion of A-G requirements.</p>	\$1,800,000.00	Yes
1.4	Career Readiness Programming	<p>The following actions and services focus on ensuring that students will have multiple opportunities to prepare for life after high school and fulfill a California State Dashboard indicator for College/Career Readiness to align</p>	\$569,568.95	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with the needs of all students but particularly at Napa Valley Independent Studies, Valley Oak High School</p> <p>STAFFING Provide funding for a college and career readiness coordinator.</p> <p>PROFESSIONAL DEVELOPMENT Provide the necessary training to counselors to support students in completing at least one college and career readiness indicator.</p> <p>PROGRAM/CURRICULUM Allocate resources for work-based learning activities. Expand internship programs to all high schools. Offer Career Technical Education (CTE) at all high schools with support from the Napa County Office of Education. Host career days at all middle schools for students to have the opportunity to learn about multiple careers. Offer a career planning program for secondary students to assist them in understanding themselves, exploring careers, and applying to jobs/colleges.</p> <p>Targeted support will be provided to address college and career readiness for the identified student groups at the following school sites. American Canyon - Filipino students Napa High - English Learner/Students with Disabilities Napa Valley Independent Studies - All Students Valley Oak High - All Students/Hispanic/Socioeconomically Disadvantaged/White Vintage High - English Learners/Students with Disabilities</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Student learning will be responsive, engaging, and relevant.</p> <p>This goal is focused on: Ensuring all learners experience research-based, high-impact instructional strategies that engage and support student learning through robust ongoing professional learning specifically targeting the needs of multilingual learners. Accelerate growth for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, English Learners, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated. These groups have the lowest scores on the California State Dashboard in the academic achievement metrics listed below (for example, CAASPP, College and Career Readiness Indicator).</p>	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

The professional development of teachers, administrators, and other certificated and classified staff is central to NVUSD’s core mission. We are committed to recruiting, retaining, and training the highest quality staff. We believe the best way to ensure continuous improvement and improved outcomes for students is to invest in our staff. Feedback from educational partners and data analysis indicated a need to maintain this goal. There was an identified need to increase services and support for Newcomer and Long Term English Learners.

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 ELs who progress in English proficiency (ELPAC)	46.7% of students progressed at least one ELPI level and 1.4% of students maintained at			65% of English Language Learners will progress at least one ELPI level	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELPI level #4 (2022-2023 data)				
2.2	EL reclassification rate-Fall 2020 ELPAC summative data	By the end of the 2022-2023 school year, 11.9% of English Learners were reclassified.			Redesignate 15% of English Language Learners annually.	
2.3	Teachers Fully Credentialed and Appropriately Assigned	As of May 2024, 95% of teachers were fully credentialed and 98% were appropriately assigned.			100% Fully Credentialed and Appropriately Assigned	

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	High Impact Instructional strategies	<p>The following actions and services focus on ensuring the use of high impact instructional strategies so that students will make more than one year's growth in one year's time:</p> <p>PROFESSIONAL DEVELOPMENT Provide ongoing year-long coaching and support to teaching teams on high-impact instructional strategies through synchronous and asynchronous professional learning opportunities. Provide two District Wide Professional learning days for all TK-12 teachers and paraprofessionals to focus on supporting the needs of our unduplicated students and other at-risk youth through practices such as UDL, social-emotional learning, cultural responsiveness, equity practices, building relationships with students, project-based learning, technology, etc. Utilize District Teachers on Special Assignment (TOSA) to support teachers with the implementation of standards-aligned curriculum, along with Designated and integrated ELD training Provide onboarding training for new instructional staff.</p> <p>PROGRAM/CURRICULUM Fund staffing, supplies, materials, and consulting services as defined by each school's School Plan for Student Achievement (SPSA) in alignment with NVUSD's LCAP goals. Provide before or after school tutoring to unduplicated students</p>	\$2,872,987.00	Yes
2.2	Ensure English Language Development All Day	<p>The following actions and services focus on ensuring that English Learners are provided integrated and designated ELD throughout the day to accelerate language acquisition and increase the rate of English Learner re-designation to align with the need for English Learner Progress (Browns Valley, McPherson, Napa High, Napa Valley Language Academy, Unidos Middle School, Valley Oak High School, West Park, Willow)</p> <p>STAFFING</p>	\$811,840.84	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide bilingual Instructional assistants to support EL students in the classroom.</p> <p>PROFESSIONAL DEVELOPMENT Implement the professional development specified in the Multilingual Learner Master Plan. Create an ELD teacher Community of Practice to support student data chats, modeling of instructional strategies for integrated and designated ELD, administer EL-specific assessments (ELPAC and Reclassification data analysis), monitor EL and RFEP student progress, and ensure student completion of supplemental curriculum. Provide ELA/ELD training for TK-12 teachers focused on support for English Learners during both Integrated and Designated ELD Time.</p> <p>PROGRAM/CURRICULUM Establish extended learning time in English Language Arts and Mathematics provided by classroom teachers to multilingual learner students who are not meeting ELA and Math standards (i.e., “Not Met” or “Nearly Met”).</p>		
2.3	School site support for Newcomer students	<p>The following actions and services focus on ensuring that newcomer English Learners are provided academic support to accelerate language acquisition and increase the rate of English Learner redesignation:</p> <p>STAFFING Decrease ELD class sizes to accelerate language development. Provide an ELD lead at all secondary school sites to monitor and support Multilingual Learners' academic progress.</p> <p>PROGRAM/CURRICULUM Provide additional ELD supplemental materials specifically for newcomer students.</p>	\$2,219,707.41	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Supporting Long Term English Learners (LTEL)	<p>The following actions and services focus on ensuring that long-term English Learners are provided academic support to accelerate language acquisition and increase the rate of English Learner redesignation:</p> <ul style="list-style-type: none"> • Additional language acquisition support and monitoring for MLL • Ongoing professional development for educators 	\$450,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Families will experience robust communication, community engagement, and advocacy. This goal is focused on providing proactive two-way, Inclusive, and user-friendly stakeholder engagement.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The families of low-income students, English Learners, and foster youth often experience difficulty in accessing information and assistance, particularly when language is a barrier. Parent participation in school decision-making processes and programs is critical to support student achievement, especially among the families of unduplicated pupils. In a previous parent survey, only 86.4% of families who responded felt welcome at the child's school. Moreover, only 78.4% of parents reported knowing what teachers expect of their children. This goal addresses the need to create more welcoming school campuses and clarity for parents regarding teacher expectations of students. Additionally, we have significantly reduced the percentage of our English Learner parents who felt that language remains a barrier to their participation in school from 34% to 8.1%. We would like to maintain this progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Family Survey	The LCAP Family Survey conducted in April and May 2024 demonstrated that 83% of parents feel welcome at their child's school.			90% of parents feel welcome at their child's school	
3.2	Annual Family Survey	The LCAP Family Survey conducted in April and May 2024 demonstrated that 76% of parents know what			85% of parents know what teachers expect of their child	

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	Proactive Family Engagement and Communication	<p>The following actions and services focus on ensuring proactive family engagement, communication, and advocacy so that families have the knowledge, resources, and support to fully assist with their child's learning:</p> <p>STAFFING Continue to provide school-based bilingual parent liaisons at each school. Continue to provide a Family and Community Engagement Coordinator to oversee NVUSD's family engagement initiatives. Continue to provide staffing for a robust communications team.</p> <p>PROGRAMS/SERVICES Continue to promote student voice, advocacy, and action through NVUSD's Student Advisory Council. Continue to partner with On The Move to support staffing and services at the Family Resource Centers located on five campuses (Phillips, McPherson, Napa Junction, Shearer, Snow). Continue to offer a robust Parent Learning Series in partnership with community organizations with topics specifically geared towards unduplicated student/parent needs. Continue to support robust parent advisory groups to support engagement and partnership with all families. Continue to utilize communication tools (Parent Square/District website) to keep families informed. Continue to provide information to parents in their home languages through translation and Interpretation services. Continue to provide funding for NVUSD's Communications Team to ensure prompt, clear, and proactive messaging to families. Continue to provide childcare at district-sponsored meetings. Provide robust family orientations, particularly at the transition points between 5th and 6th grade and 8th and 9th grade.</p>	\$2,057,433.00	Yes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5th grade: 77% 7th grade: 49% 9th grade: 56% 11th grade: 62%			Percent of students reporting feeling very safe or safe: 5th grade: 87% 7th grade: 59% 9th grade: 66% 11th grade: 72%	
4.4	Expulsion Rate	For the 2022-2023 school year, 0.1% of students were expelled.			0.05% of students were expelled	
4.5	Suspension Rate	For the 2022-2023 school year, 3.8% of students were suspended one or more times.			2% of students	
4.6	Access to a broad course of study	100% of students have access			100% of students have access	
4.7	Attendance Rate	As of April 2024, the attendance rate was 93.29%			An attendance rate of 95.29%	

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	Student Wellness and Support Programs	<p>The following actions and services focus on providing prevention and intervention programs that support student health, wellness, and positive personal and social development so that students can fully access learning:</p> <p>STAFFING Maintain Wellness Centers and staffing (counselors, social workers, nurses, support staff) on middle and high school campuses. Enhance mental health support at elementary schools through increased social workers and/or community-based mental health organizations. Provide individualized support to students with disabilities (support staff). Provide direct health services through certificated school nurses and licensed vocational nurses. Maintain expansion of counseling support and other services related to social-emotional learning (SEL) and mental health. The counseling support targets high-need sites first. Outreach efforts will be primarily geared toward underrepresented students, including SED students, English Learners, and F/H youth.</p> <p>PROFESSIONAL DEVELOPMENT Provide social-emotional learning (SEL) training to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. Teachers and administrators will develop a working knowledge of SEL practices and develop a continuum of integrated levels of support through our MTSS and Student Success Team process.</p> <p>PROGRAM/SERVICES/CURRICULUM</p>	\$8,830,600.27	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program.</p> <p>Address Chronic Absenteeism through direct support to sites with attendance tracking and Student Attendance and Review Board (SARB) process.</p> <p>Provide a range of integrated supports to students and families through a site-based Family Resource Center (McPherson, Shearer, Napa Junction, Phillips, and Snow).</p> <p>Provide access and offerings for Visual and Performing Arts (VAPA) and athletic programs to ensure a well-rounded educational experience.</p> <p>Provide secondary school sites with funding for accelerated learner programs such as Academic Decathlon or Odyssey of the Mind.</p> <p>Enhance the elementary music and PE programs districtwide to create a foundation for broader courses of study in middle school and beyond.</p> <p>Fund Care Solace to supplement coordination of mental health care supports and referrals for all students and families.</p> <p>Implement the Toolbox Project at the elementary level to increase students' SEL skills.</p> <p>Provide training on Restorative Practices, Trauma-Informed Practices, and Mental health and wellness (suicide prevention).</p> <p>Targeted support through student wellness and support programming will be provided to address chronic absenteeism for the identified student groups at the following school sites.</p> <p>American Canyon Middle - Black/African American/Asian Browns Valley Elementary - Students with Disabilities Canyon Oaks Elementary - Black/African American/Asian/White Donaldson Way Elementary - All Students/English Learner/Filipino/Hispanic/Students with Disabilities/White Napa Junction Elementary - All Students/English Learner/Hispanic/Students with Disabilities/White Phillips Elementary - All Students/Hispanic/Socioeconomically Disadvantaged/English Learners Pueblo Vista Elementary - English Learner Silverado Middle - All Students/Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/White</p>		

Action #	Title	Description	Total Funds	Contributing
		Snow Elementary - Students with Disabilities Unidos Middle - English Learner Willow Elementary - English Learner		
4.2	Fully implement the Multi-tiered System of Support.	<p>The following actions and services focus on ensuring the effective, consistent implementation of Multi-Tiered Systems of Support (MTSS) for academic, social-emotional, and behavioral intervention in order to provide differentiated support for all students:</p> <p>STAFFING Allocate funding for a Student Wellness and Support Coordinator to oversee mental health services and to ensure the full implementation of MTSS. This position will coordinate services for students in collaboration with school staff and work closely with counselors, and social workers. other support staff and community partners across the district. Allocate funding for school counselors (FTE) at all school sites. Allocate funding for social worker (FTE) positions at all secondary sites and priority for elementary sites with the highest need based on a universal screener.</p> <p>PROFESSIONAL DEVELOPMENT Provide funding for trainers, modules, and materials for professional learning opportunities that are in alignment with the District's Professional Learning Plan to ensure the social-emotional and healthy well-being of all students including topics such as restorative practices, SEL, bullying prevention, trauma-informed practices, culturally responsive practices, PBIS, Social-emotional learning.</p> <p>PROGRAMS/SERVICES/CURRICULUM Provide all school sites with three years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Support (MTSS). Continued implementation of Positive Behavioral Intervention and Support (PBIS) to promote a positive school and classroom culture. Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices.</p>	\$2,276,983.86	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Utilize the Strengths and Difficulties Questionnaire Universal Screener to assess the level of student need.</p> <p>Targeted support through MTSS will be provided to address the suspension rate for the identified student groups at the following school sites:</p> <p>Valley Oak High - English Learner Napa High - Students with Disabilities Silverado Middle - Hispanic/Socioeconomically Disadvantaged/Students with Disabilities/English Learner Shearer Elementary - Students with Disabilities and white students Redwood Middle - Students with Disabilities West Park Elementary - Hispanic American Canyon High - Homeless Youth Browns Valley Elementary - Hispanic/Socioeconomically Disadvantaged Shearer Elementary - White</p>		
4.3	Diversity, Equity, Inclusion and Belonging (DEIB)	<p>The following actions and services focus on ensuring the implementation of NVUSD’s board-adopted Diversity, Equity, and Inclusion plan to create warm and welcoming spaces for all community members:</p> <p>PROFESSIONAL DEVELOPMENT Provide DEI training for all staff to promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities.</p> <p>PROGRAMS/SERVICES/CURRICULUM Continue the LCAP Student Advisory Council to capture student voice in decisions related to student’s classroom experience, school experience, and the district curriculum. Continue Special Education Parent Advisory group Recruit and retain a diverse highly qualified workforce that reflects our students and community. Refine our internal practices and engage an external partner to provide training and expertise.</p>	\$356,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Integration of students with special needs in general education settings to be with typically developing peers when appropriate Support ongoing professional learning to increase the skills and knowledge of general education teachers in teaching students with special needs.		
4.4	Safe, Clean and Secure School Campus	<p>The following actions and services focus on ensuring safe, clean, and secure campuses:</p> <p>STAFFING Provide effective supervision of students. Fund additional Assistant Principal, Counselor, Campus Safety, and other positions.</p> <p>PROGRAM Improve and maintain school facilities to support increased student and staff safety. Provide opportunities for Student and Campus Safety Specialists (SCSS) to receive professional learning throughout the school year.</p>	\$18,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Students experiencing temporary homelessness will thrive socially, emotionally, and academically.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

According to the 2022 California School Dashboard, NVUSD's Homeless Youth (Temporarily Unhoused) were persistently very low in the indicators of English Language Arts and Mathematics (Academic Achievement). Homeless students were persistently high in Chronic Absenteeism (Student Engagement) and Suspension (School Climate) as well as being persistently low in Graduation Rate (Academic Engagement). Although actions to address the needs of our Homeless students are reflected in Goals 1-4, Goal 5 focuses solely on the needs of our Homeless students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Homeless Youth CAASPP ELA	For the 2022-2023 school year, homeless students scored at 94.5 scaled score points below standard on the ELA CAASPP.			Score an average of 45.5 scaled score points below standard on the ELA CAASPP.	
5.2	Homeless Youth CAASPP Math	For the 2022-2023 school year, homeless students scored at 133.8 scaled score points below standard on the math CAASPP.			Score at 60.8 scaled score points below standard on the math CAASPP.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Homeless Youth Chronic Absenteeism Rate	For the 2022-2023 school year, 46.6% of homeless students were chronically absent.			23.6% of homeless students chronically absent	
5.4	Homeless Youth Suspension Rate	For the 2022-2023 school year, 6.4% of homeless students were suspended at least one day.			1.4% of homeless students suspended at least one day	
5.5	Homeless Youth Graduation Rate	For the 2022-2023 school year, 83.3% of homeless students graduated with a high school diploma.			95% of homeless students graduate with a high school diploma.	

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	Support for students who are temporarily unhoused (McKinney-Vento eligible)	<p>The following actions and services focus on ensuring support for students who are temporarily unhoused:</p> <p>STAFFING Allocate funding for a McKinney-Vento/Foster Youth Coordinator to ensure that foster and homeless youth have full access to the same academic resources, services, and extracurricular activities available to all students.</p> <p>PROGRAM Provide social-emotional learning interventions, academic/ attendance tracking, intensive case management, and referrals for H/F students. Provide needed services for McKinney-Vento eligible students</p>	\$300,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Students attending Valley Oak High School will thrive socially, emotionally, and academically. On the California State Dashboard, all students will move from red to orange in both ELA and math. The graduation rate for all students will move from red to orange on the California State Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to address the state indicators for Valley Oak High School with an overall performance level in the red or orange (College & Career Readiness, English Language Arts, Math, English Learner Progress, Graduation Rate, and Suspension Rate).
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	CAASPP Score Math	For the 2022-2023 school year, all students scored at 226.2 points below standard on the Math CAASPP.			15% increase in average points	
6.2	CAASPP Score ELA	For the 2022-2023 school year, all students scored at 152.8 points below standard on the ELA CAASPP.			15% increase in average points	
6.3	College and Career Readiness Indicator	For the 2022-2023 school year, 0% of students were considered "prepared" based on the College			40% prepared	

