



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visalia Unified School District

CDS Code: 54-72256-5430269

School Year: 2024-25

LEA contact information:

James Sullivan

Administrator of Business Services

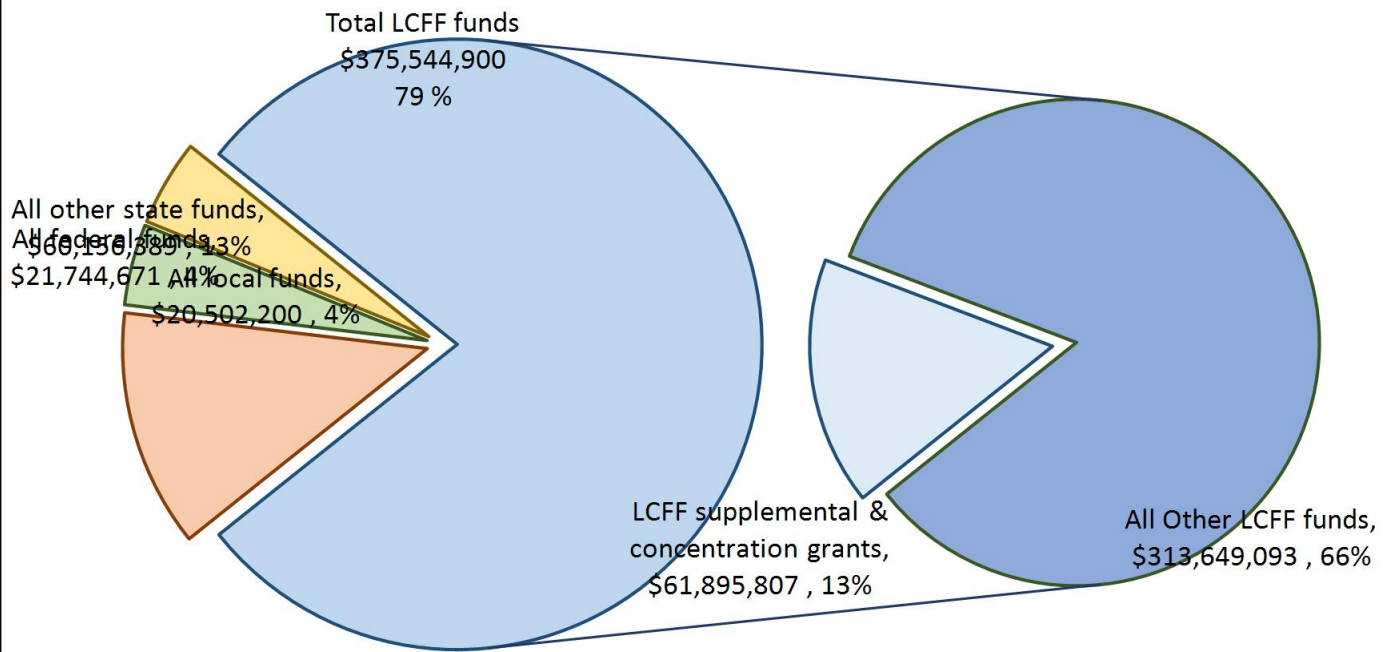
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

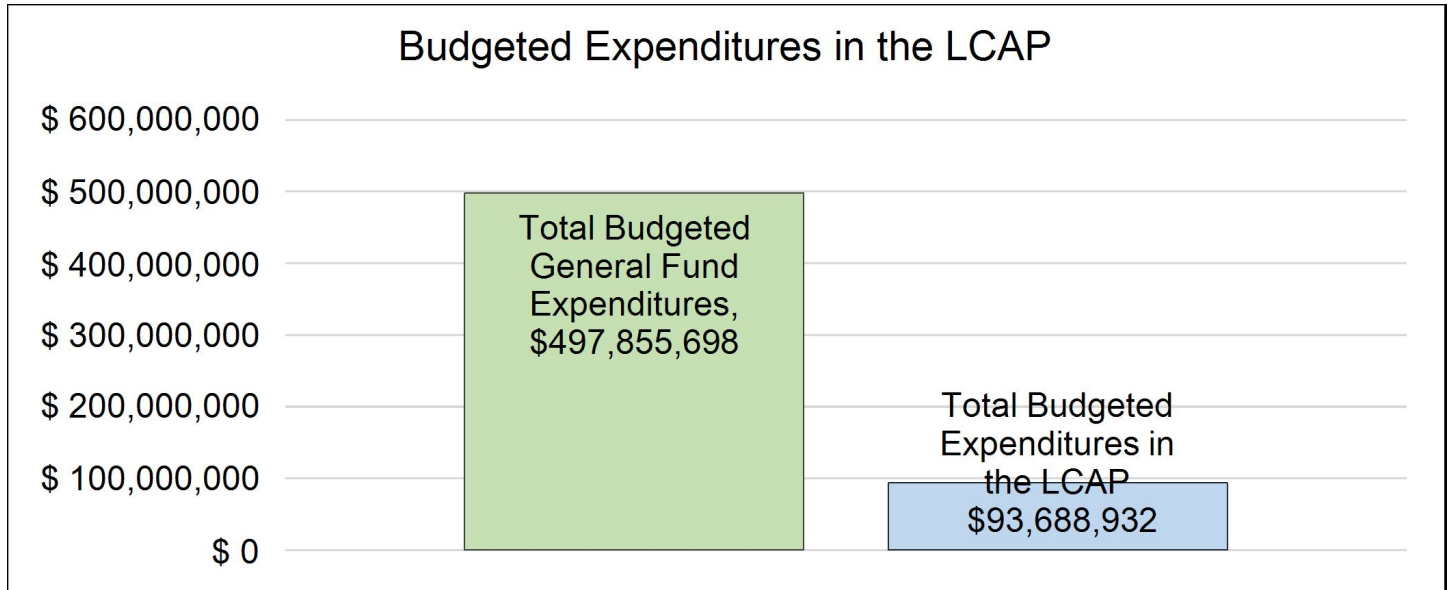


This chart shows the total general purpose revenue Visalia Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visalia Unified School District is \$477,948,160, of which \$375,544,900 is Local Control Funding Formula (LCFF), \$60,156,389 is other state funds, \$20,502,200 is local funds, and \$21,744,671 is federal funds. Of the \$375,544,900 in LCFF Funds, \$61,895,807 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Visalia 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: Visalia Unified School District plans to spend \$497,855,698 for the 2024-25 school year. Of that amount, \$93,688,932 is tied to actions/services in the LCAP and \$404,166,766 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

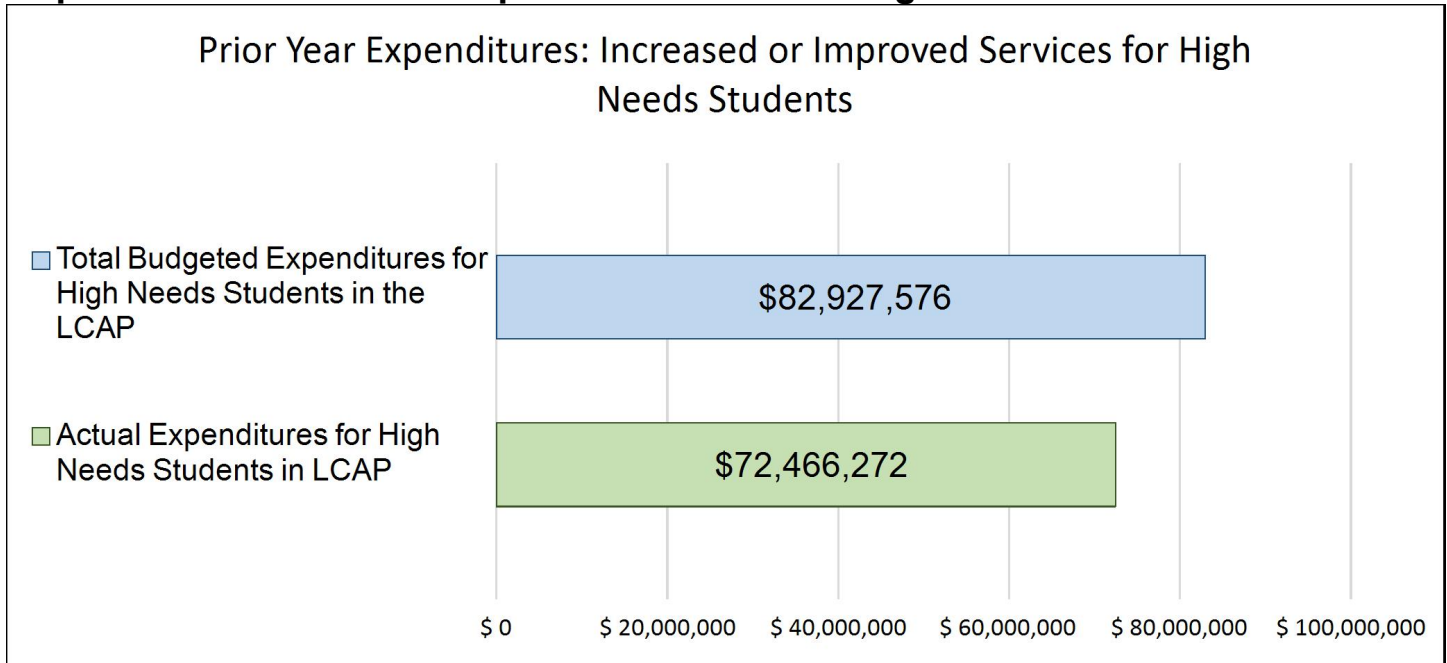
Maintenance and facilities for schools, district library, Family Resource Center, and administrative buildings. Also, teacher salaries, office staff, and other positions are not included in the LCAP. Other expenditures not included are: Many district office staff, site front office staff, home/school transportation, special education costs, and food service costs

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

In 2024-25, Visalia Unified School District is projecting it will receive \$61,895,807 based on the enrollment of foster youth, English learner, and low-income students. Visalia Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Visalia Unified School District plans to spend \$69,198,128 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Visalia 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 Visalia 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, Visalia Unified School District's LCAP budgeted \$82,927,576 for planned actions to increase or improve services for high needs students. Visalia Unified School District actually spent \$72,466,272 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$10,461,304 had the following impact on Visalia Unified School District's ability to increase or improve services for high needs students:

The difference of expenditures had little impact on services to students. The inability to hire staff and the use of one time funds was the main cause of the difference. In addition to difficulty of hiring staff one time funds were used.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Unified School District	James Sullivan Administrator of Business Services	jsullivan@vusd.org 5597307566

Goals and Actions

Goal

Goal #	Description
1	VUSD will increase academic achievement for all students including the following student groups: English Learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and African American and American Indian students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP	2019 Dashboard English Language Arts All students: 3.8 points below standard American Indian: 12 points below standard Students with Disabilities: 94.4 below standard African American: 29.6 below standard English Learner: 39.8 below standard Foster Youth: 55.1 below standard Homeless: 42.6 below standard Socioeconomically Disadvantaged:	2022 Dashboard English Language Arts All students: 23.8 points below standard American Indian: 31 points below standard Students with Disabilities: 110.6 below standard African American: 62.5 below standard English Learner: 65.9 below standard Foster Youth: 76.5 below standard Homeless: 65.7 below standard Socioeconomically Disadvantaged:	2022 Dashboard English Language Arts All students: 23.8 points below standard American Indian: 31 points below standard Students with Disabilities: 110.6 below standard African American: 62.5 below standard English Learner: 65.9 below standard Foster Youth: 76.5 below standard Homeless: 65.7 below standard Socioeconomically Disadvantaged:	2023 Dashboard English Language Arts All students: 25.9 points below standard American Indian: 50 points below standard Students with Disabilities: 111.3 below standard African American: 61.4 below standard English Learner: 66.4 below standard Foster Youth: 84.9 below standard Homeless: 79.5 below standard Socioeconomically Disadvantaged: below 44.5 standard	English Language Arts All students: 5 points above standard American Indian: 2 points below standard Students with Disabilities: 74.4 below standard African American: 5 below standard English Learner: 9.8 below standard Foster Youth: 25.1 below standard Homeless: 15.6 below standard Socioeconomically Disadvantaged: below 3.5 standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>below 21.5 standard</p> <p>Math</p> <p>All students: 44.7 below standard</p> <p>American Indian: 53.3 points below standard</p> <p>Students with Disabilities: 127.3 below standard</p> <p>African American: 83 below standard</p> <p>English Learner: 75.3 below standard</p> <p>Foster Youth: 92.9 below standard</p> <p>Homeless: 75.8 below standard</p> <p>Socioeconomically Disadvantaged: below 61.7 standard</p>	<p>below 43.5 standard</p> <p>Hispanic: 35.5 below standard</p> <p>Math</p> <p>All students: 70.3 below standard</p> <p>American Indian: 71.5 points below standard</p> <p>Students with Disabilities: 139.6 below standard</p> <p>African American: 118 below standard</p> <p>English Learner: 99.8 below standard</p> <p>Foster Youth: 124 below standard</p> <p>Homeless: 108.4 below standard</p> <p>Socioeconomically Disadvantaged: below 88 standard</p> <p>Hispanic: 82.8 below standard</p>	<p>below 43.5 standard</p> <p>Hispanic: 35.5 below standard</p> <p>Math</p> <p>All students: 70.3 below standard</p> <p>American Indian: 71.5 points below standard</p> <p>Students with Disabilities: 139.6 below standard</p> <p>African American: 118 below standard</p> <p>English Learner: 99.8 below standard</p> <p>Foster Youth: 124 below standard</p> <p>Homeless: 108.4 below standard</p> <p>Socioeconomically Disadvantaged: below 88 standard</p> <p>Hispanic: 82.8 below standard</p>	<p>Hispanic: 37.4 below standard</p> <p>Math</p> <p>All students: 67.1 below standard</p> <p>American Indian: 92.5 points below standard</p> <p>Students with Disabilities: 140.3 below standard</p> <p>African American: 108.3 below standard</p> <p>English Learner: 96.8 below standard</p> <p>Foster Youth: 118 below standard</p> <p>Homeless: 105.8 below standard</p> <p>Socioeconomically Disadvantaged: below 84 standard</p> <p>Hispanic: 79.9 below standard</p>	<p>Hispanic: 15.5 below standard</p> <p>Math</p> <p>All students: 24.7 below standard</p> <p>American Indian: 40 points below standard</p> <p>Students with Disabilities: 140.3 below standard</p> <p>African American: 73 below standard</p> <p>English Learner: 9.8 below standard</p> <p>Foster Youth: 72.9 below standard</p> <p>Homeless: 50.8 below standard</p> <p>Socioeconomically Disadvantaged: below 41.5 standard</p> <p>Hispanic: 65.5 below standard</p>
ELPAC	2019 Dashboard English Learner Progress 43.8%	2021 Dashboard English Learner Progress 24.3%	2022 Dashboard 48.3%	2023 Dashboard 44.9%	English Learner Progress 50.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Advanced Placement Scores	In 2019, Of students who have taken the AP assessment, 51% of the students scored a 3 or better.	In 2021, Of students who have taken the AP assessment, 43.2% of the students scored a 3 or better.	In 2022, Of students who have taken the AP assessment, 6.3% of the students scored a 3 or better.	In 2022, Of students who have taken the AP assessment, 57% of the students scored a 3 or better.	57% of the students taking AP tests will score a 3 or better.
Graduation Rates	2019 Dashboard All Students 93.2% English Learners 83.6% Homeless 86.0% Students with Disabilities 65.4% African American 85.7%	2021 Dashboard All Students 88.7% English Learners 74.6% Homeless 69.8% Students with Disabilities 60.1% African American 85.7%	2022 Dashboard All Students 90.9% English Learners 80.2% Foster Youth 66.7% Homeless 75.8% Students with Disabilities 71.8% African American 87.5%	2023 Dashboard All Students 89.6% English Learners 80.5% Foster Youth 79.2% Homeless 71.6% Students with Disabilities 59% African American 82.5%	All Students 95.2% English Learners 88.6% Homeless 90.0% Students with Disabilities 80.4% African American 90.7%
Middle school dropout rate	In 2019 less than 1%	In 2021 less than 1%	2022 less than 1%	2023 less than 1%	less than 1%
College & Career measures (dashboard)	2019 Dashboard All Students: 44.9% of our students are prepared American Indian 43.5% are prepared 30.4% are approaching prepared 26.1% are not prepared English Learners	2020 Dashboard All Students: 46.2% of our students are prepared American Indian 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared English Learners	was not reported on the 2022 dashboard 2020 Dashboard All Students: 46.2% of our students are prepared American Indian 35.7% are prepared 21.4% are approaching prepared	2023 Dashboard All Students: 44.4% of our students are prepared American Indian 37.5% are prepared 25.0% are approaching prepared 37.5% are not prepared English Learners	All Students: 55% of our students are prepared American Indian 50.7% are prepared 21.4% are approaching prepared 27.9% are not prepared English Learners 35.7% are prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>14.4% of prepared 14.9% are approaching prepared 70.7% are not prepared</p> <p>Socio-economic Disadvantaged 38.2% are prepared 22.0% are approaching prepared 39.8% are not prepared</p> <p>Students with Disabilities 5.1% are prepared 21.5% are approaching prepared 73.4% are not prepared</p> <p>Foster Students 15.8% of are prepared 42.1% are approaching prepared 42.1% are not prepared</p> <p>Homeless students 15.7% of are prepared 25.5% are approaching prepared</p>	<p>10% of prepared 10.1% are approaching prepared 79.2% are not prepared</p> <p>Socio-economic Disadvantaged 40.9% are prepared 16.9% are approaching prepared 42.2% are not prepared</p> <p>Students with Disabilities 6.9% are prepared 8.0% are approaching prepared 85.1% are not prepared</p> <p>Foster Students 26.1% of are prepared 13.0% are approaching prepared 60.9% are not prepared</p> <p>Homeless students 25.6% of are prepared 14.0% are approaching prepared</p>	<p>42.9% are not prepared</p> <p>English Learners 10% of prepared 10.1% are approaching prepared 79.2% are not prepared</p> <p>Socio-economic Disadvantaged 40.9% are prepared 16.9% are approaching prepared 42.2% are not prepared</p> <p>Students with Disabilities 6.9% are prepared 8.0% are approaching prepared 85.1% are not prepared</p> <p>Foster Students 26.1% of are prepared 13.0% are approaching prepared 60.9% are not prepared</p> <p>Homeless students</p>	<p>11.4% of prepared 17.7% are approaching prepared 70.9% are not prepared</p> <p>Socio-economic Disadvantaged 36% are prepared 19.3% are approaching prepared 44.6% are not prepared</p> <p>Students with Disabilities 10.2% are prepared 12.7% are approaching prepared 77.1% are not prepared</p> <p>Foster Students 4.5% of are prepared 27.3 % are approaching prepared 68.2% are not prepared</p> <p>Homeless students 21.2% of are prepared 10.6% are approaching prepared</p>	<p>21.4% are approaching prepared 42.9% are not prepared</p> <p>Socio-economic Disadvantaged 40.9% are prepared 16.9% are approaching prepared 42.2% are not prepared</p> <p>Students with Disabilities 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared</p> <p>Foster Students 40.9% of are prepared 16.9% are approaching prepared 42.2% are not prepared</p> <p>Homeless students 40.9% of are prepared 16.9% are approaching prepared</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	58.8% are not prepared	60.5% are not prepared	25.6% of are prepared 14.0% are approaching prepared 60.5% are not prepared	68.2% are not prepared	42.2% are not prepared
High School Dropout rate	In 2019, Drop out rate is 3.5%	In 2021, Drop out rate is 4.3%	2022 Drop out rate is 2.3%	2023 Drop out rate is 7.06%	Drop out rate is 2.5%
iReady Diagnostic #3-ELA	<p>June of 2021 Student scores for 3-8 & 11 grade are as follows: All Students 16% Scored On or Above Grade Level 43% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 3% Scored On or Above Grade Level 67% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 9% Scored On or Above Grade Level</p>	<p>June of 2022 Student scores for 3-8 & 11 grade are as follows: All Students 30% Scored On or Above Grade Level 38% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 11% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 26% Scored On or Above Grade Level</p>	<p>May 2023 Student scores for 3-8 & 11 grade are as follows: All Students 35% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 12% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 22% Scored On or Above Grade Level</p>	<p>May 2024 All Students-32% Scored On or Above Grade Level 38% Scored 2 or more Grades Below Grade Level</p> <p>EL-12% Scored On or Above Grade Level 68% Scored 2 or more Grades Below Grade Level</p> <p>Sped-9% Scored On or Above Grade Level 89% Scored 2 or more Grades Below Grade Level</p>	<p>Student scores for 3-8 & 11 grade are as follows: All Students 41% Scored On or Above Grade Level 28% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 33% Scored On or Above Grade Level 34% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 43% Scored On or Above Grade Level</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>57% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 6% Scored On or Above Grade Level 60% Scored 2 or more Grades Below Grade Level</p> <p>African American 10% Scored On or Above Grade Level 55% Scored 2 or more Grades Below Grade Level</p> <p>American Indian 9% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level</p>	<p>53% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 25% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level</p> <p>African American 19% Scored On or Above Grade Level 48% Scored 2 or more Grades Below Grade Level</p> <p>American Indian 28% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level</p>	<p>60% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 30% Scored On or Above Grade Level 45% Scored 2 or more Grades Below Grade Level</p> <p>African American 31% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level</p> <p>American Indian 30% Scored On or Above Grade Level 46% Scored 2 or more Grades Below Grade Level</p>	<p>SED-27% Scored On or Above Grade Level 43% Scored 2 or more Grades Below Grade Level</p> <p>Foster-18% Scored On or Above Grade Level 62% Scored 2 or more Grades Below Grade Level</p> <p>African American 33% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level</p> <p>American Indian 28% Scored On or Above Grade Level 48% Scored 2 or more Grades Below Grade Level</p>	<p>28% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 40% Scored On or Above Grade Level 30% Scored 2 or more Grades Below Grade Level</p> <p>African American 44% Scored On or Above Grade Level 28% Scored 2 or more Grades Below Grade Level</p> <p>American Indian 41% Scored On or Above Grade Level 29% Scored 2 or more Grades Below Grade Level</p>
iReady Diagnostic #3-Math	<p>June of 2021</p> <p>Student scores for 3-8 & 11 grade are as follows: All Students</p>	<p>June of 2022</p> <p>Student scores for 3-8 & 11 grade are as follows: All Students</p>	<p>May of 2023</p> <p>Student scores for 3-8 & 11 grade are as follows: All Students</p>	<p>May 2024</p> <p>All Students-22% Scored On or Above Grade Level</p>	<p>Student scores for 3-8 & 11 grade are as follows: All Students 50% Scored On or Above Grade Level</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>9% Scored On or Above Grade Level 41% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 2% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 5% Scored On or Above Grade Level 68% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 3% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level</p> <p>African American 4% Scored On or Above Grade Level 59% Scored 2 or more Grades Below Grade Level</p>	<p>23% Scored On or Above Grade Level 35% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 10% Scored On or Above Grade Level 51% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 14% Scored On or Above Grade Level 49% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 18% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level</p> <p>African American 14% Scored On or Above Grade Level 47% Scored 2 or more Grades Below Grade Level</p>	<p>28% Scored On or Above Grade Level 40% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 13% Scored On or Above Grade Level 55% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 13% Scored On or Above Grade Level 58% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 23% Scored On or Above Grade Level 44% Scored 2 or more Grades Below Grade Level</p> <p>African American 20% Scored On or Above Grade Level 53% Scored 2 or more Grades Below Grade Level</p>	<p>38% Scored 2 or more Grades Below Grade Level</p> <p>EL-7% Scored On or Above Grade Level 65% Scored 2 or more Grades Below Grade Level</p> <p>Sped-7% Scored On or Above Grade Level 90% Scored 2 or more Grades Below Grade Level</p> <p>SED-17% Scored On or Above Grade Level 43% Scored 2 or more Grades Below Grade Level</p> <p>Foster-18% Scored On or Above Grade Level 55% Scored 2 or more Grades Below Grade Level</p> <p>African American 20% Scored On or Above Grade Level 50% Scored 2 or more Grades Below Grade Level</p>	<p>28% Scored 2 or more Grades Below Grade Level</p> <p>English Learners 39% Scored On or Above Grade Level 31% Scored 2 or more Grades Below Grade Level</p> <p>Foster Youth 32% Scored On or Above Grade Level 64% Scored 2 or more Grades Below Grade Level</p> <p>Socioeconomically Disadvantaged 41% Scored On or Above Grade Level 29% Scored 2 or more Grades Below Grade Level</p> <p>African American 42% Scored On or Above Grade Level 29% Scored 2 or more Grades Below Grade Level</p> <p>American Indian</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	American Indian 7% Scored On or Above Grade Level 52% Scored 2 or more Grades Below Grade Level	American Indian 15% Scored On or Above Grade Level 41% Scored 2 or more Grades Below Grade Level	American Indian 12% Scored On or Above Grade Level 41% Scored 2 or more Grades Below Grade Level	American Indian 14% Scored On or Above Grade Level 38% Scored 2 or more Grades Below Grade Level	48% Scored On or Above Grade Level 26% Scored 2 or more Grades Below Grade Level
% of students Graduating A-G	2019 Dashboard All Students : 40% of our students American Indian 39% of our students English Learners 11% of our students Socio-economic Disadvantaged 32% of our students Students with Disabilities 8% of our students Foster Students 26% of our students Homeless students 12% of our students	2021 Graduates All Students : 20.8 % of our students American Indian 11.8% of our students English Learners 4.9% of our students Socio-economic Disadvantaged 16.8% of our students Students with Disabilities 2.5% of our students Foster Students 23.5% of our students Homeless students 9.4% of our students	2022 Graduates All Students : 39.9 % of our students American Indian 13.3% of our students English Learners 12.7% of our students Socio-economic Disadvantaged 31% of our students Students with Disabilities 4.4% of our students Foster Students 4.2% of our students Homeless students 12.1% of our students	2023 Graduates All Students : 41.4% American Indian 50% of our students English Learners 12.4% of our students Socio-economic Disadvantaged 32.6% of our students Students with Disabilities 8.6% of our students Foster Students 8.3% of our students Homeless students 20.5% of our students	All Students : 45% of our students American Indian 45% of our students English Learners 20% of our students Socio-economic Disadvantaged 40% of our students Students with Disabilities 30% of our students Foster Students 35% of our students Homeless students 40% of our students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students Graduating as a pathway completer	2019 Dashboard All Students : 26% of our students American Indian 39% of our students English Learners 14% of our students Socio-economic Disadvantaged 24% of our students Students with Disabilities 17% of our students Foster Students 11% of our students Homeless students 18% of our students	2021 Graduates: All Students : 14.3% of our students American Indian 17.6% of our students English Learners 6.6% of our students Socio-economic Disadvantaged 13.5% of our students Students with Disabilities 5% of our students Foster Students 11.8% of our students Homeless students 3.8% of our students	2022 Graduates: All Students : 27.8% of our students American Indian 6.7% of our students English Learners 8.6% of our students Socio-economic Disadvantaged 25.3% of our students Students with Disabilities 13.2% of our students Foster Students 16.7% of our students Homeless students 16.7% of our students	2023 Graduates: All Students : 28.1% of our students American Indian 43.8% of our students English Learners 11.9% of our students Socio-economic Disadvantaged 24.3% of our students Students with Disabilities 11.9% of our students Foster Students 4.2% of our students Homeless students 19.1% of our students	All Students : 30% of our students American Indian 39% of our students English Learners 20% of our students Socio-economic Disadvantaged 30% of our students Students with Disabilities 25% of our students Foster Students 20% of our students Homeless students 23% of our students
English Learner Reclassification Rate	2019 7.0 %	2021 5.7%	2022 9.5%	2023 9.5%	12%
Broad Course of Study including unduplicated students and students with exceptional needs.	June 2021 Grades 1st – 6th All students have access to English, Mathematics, Social	June 2022 Grades 1st – 6th All students have access to English, Mathematics, Social	June 2023 Grades 1st – 6th All students have access to English, Mathematics, Social	June 2023 Grades TK – 6th All students have access to English, Mathematics, Social	Grades 1st – 6th All students have access to English, Mathematics, Social

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Sciences, Science, VAPA, Health, PE</p> <p>For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts</p> <p>8th Grade has access to Spanish</p> <p>9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education</p>	<p>Sciences, Science, VAPA, Health, PE</p> <p>For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts</p> <p>8th Grade has access to Spanish</p> <p>9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education</p>	<p>Sciences, Science, VAPA, Health, PE</p> <p>For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts</p> <p>8th Grade has access to Spanish</p> <p>9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education</p>	<p>Sciences, Science, VAPA, Health, PE</p> <p>For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts</p> <p>8th Grade has access to Spanish</p> <p>9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education</p>	<p>Sciences, Science, VAPA, Health, PE</p> <p>For Grades 7th – 12th, All students have access to: English, Mathematics, Social Sciences, Science, VAPA, PE, Applied Arts</p> <p>8th Grade has access to Spanish</p> <p>9th-12th have access to Foreign Language, Applied Arts, and Career Technical Education</p>
Implementation of state standards	<p>June 2021</p> <p>English Language Arts – Full Implementation</p> <p>English Language Development – initial Implementation</p> <p>Mathematics – Full Implementation</p> <p>Science – Initial Implementation</p>	<p>June 2022</p> <p>English Language Arts – Full Implementation</p> <p>English Language Development – initial Implementation</p> <p>Mathematics – Full Implementation</p> <p>Science – partial Implementation</p>	<p>June 2023</p> <p>English Language Arts – Full Implementation</p> <p>English Language Development – initial Implementation</p> <p>Mathematics – Full Implementation</p> <p>Science – partial Implementation</p>	<p>June 2024</p> <p>English Language Arts – Full Implementation and Sustainability</p> <p>2. English Language Development – Initial Implementation</p> <p>3. Mathematics – Full Implementation and Sustainability</p>	<p>English Language Arts – Full Implementation & Sustainability</p> <p>English Language Development – Full Implementation & Sustainability</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	History-Social Science – Full Implementation	History-Social Science – Full Implementation	History-Social Science – Full Implementation	4. Science – Initial Implementation 5. History-Social Science – Beginning Development	Mathematics – Full Implementation & Sustainability Science – Full Implementation & Sustainability History-Social Science – Full Implementation & Sustainability
School FIT Reports	June 2021 All Schools received a rating of "good".	2022 19 schools were rated "fair" 17 schools were rated "good"	2023 17 schools were rated "fair" 24 schools were rated "good"	2024 22 schools were rated "good" 29 schools were rated "fair"	All Schools received a rating of "good".
William's Visit Reports	June 2021 All students have standards-aligned instructional materials. (2020-21)	June 2022 All schools met the requirements for the William's Act.	June 2023 All schools met the requirements for the William's Act.	June 2024 All schools met the requirements for the William's Act.	All students have standards-aligned instructional materials
California Model School Library Standards	June 2023: Currently 97% of sites have 36+ hours of open library time weekly, 81% school libraries meet the California Model School Library Standards recommendations for		June 2023: Currently 97% of sites have 36+ hours of open library time weekly, 81% school libraries meet the California Model School Library Standards recommendations for	June 2024 Currently 98% of sites have 36+ hours of open library time weekly, 85% school libraries meet the California Model School Library Standards recommendations for	36 hours min of open library time weekly at each school site; 28:1 ratio for books per child; 2/3 of each library collection is more recent than 15 years old; 1 new book per student in grades K-8 annually, 1 new

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	collections with 2/3 of the collection being more recent than 15 years old, 10% of school library collections have a ratio of 28 books per student.		collections with 2/3 of the collection being more recent than 15 years old, 10% of school library collections have a ratio of 28 books per student.	collections with 2/3 of the collection being more recent than 15 years old, 10% of school library collections have a ratio of 28 books per student.	book per every two students in grades 9-12 annually.
ELA/Math Intervention groups	Baseline will be established in June 2024		Baseline will be established in June 2024	75% of students will advance two or more grade levels within one school year. This includes an Increase in academic achievement for all students including the following student groups: English learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and African American and American Indian students.	80% of students will advance two or more grade levels within one school year. This includes an Increase in academic achievement for all students including the following student groups: English learners, Foster Youth, Socioeconomically Disadvantaged Students, Students with Disabilities, and African American and American Indian students.
AVID site Team plans	All sites developed a plan. The goals will be reported in June of 2024		All sites developed a plan. The goals will be reported in June of 2024.	All sites developed a plan.	All sites will complete 100% of their AVID plan goals.

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

Goal Analysis

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

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

There was little differences regarding implementation of actions for goal #1.

Successes

- 1.1- All library support positions were hired. The position the Director who oversaw libraries was changed to a "District Librarian" positions.
- 1.4 Intervention- with the support of the foster/homeless intervention teacher those students groups grew on iReady at nontitle I sites
- 1.12- EL support. the district served all new comers that wished to attend the high school new comer program.

Challenges

- 1.12-English Learner Progress showed little growth despite the focus on EL strategies

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

The planned expenditures of 1.9,were significantly different than the actual expenditures. The materials were not needed or the additional materials were changed to a different account.

- 1.4, 1.15, & 1.14, 1.16 planned expenditures were significantly different due to over estimation of the cost of salaries.
- 1.11- not all sites accessed the printing or hiring guest teachers to support PLC work.
- 1.12 Planned expenditures were significantly different due to the expansion of services for the duel immersion program.

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

To increase ELA scores the following actions were implemented based on the 2023/2024 LCAP:

- 1.1-Effective- Library Support- on average each student checked out 37 books;
- 1.2-Effective- Additional Library Support-Students were able to check out new award winner books with the purchase of the new books.
- 1.3 -Effective -Supplemental Materials- electronically book usage increased by 13% to 98,250 ytd.

1.4-Effective- Intervention- Over 90% of the students participating in the interventions showed growth.

1.5- Effective-Additional Intervention Support- additional classes were offered. With additional intervention classes over 300 students were able to participate in intervention classes.

1.6 & 1.7 - Effective-Extended Year/ELOP- On average Over 5,000 students attended summer school each day for 8 weeks Summer School students were offered the opportunity for intervention and acceleration and ELOP was offered to all low income students in the district. Parents and staff felt summer school was beneficial for student engagement.

1.8 - Effective-Early Childhood-Over 1,000 students attended preschool

1.9 - Effective-Additional Early Childhood Support- Teachers and materials were purchased to help better meet the needs of young students. According to staff and observations the Professional learning strengthened the instruction in language development and the new materials support language development.

1.10 - Effective- Instructional Technology- supports Districtwide initiative of hiring bilingual staff, provided data for DAC meetings, and support the redesignation process.

1.11 - Effective-Additional Program Support- sites were able to print additional supplemental materials and provided guest teachers so teachers can collaborate around student data, observe other teachers, and plan services for students. Principals reported that the additional subs allowed PLC's to become more effective which helped to better meet the needs of students .

1.12 - Effective-Support of English Learners- TK teachers were trained in EL strategies. According to the Early Learning staff the Professional Learning was implemented in the classrooms and helped build strategies to build language.

The actions were implemented and showed some difference; however based on the CAASPP there was little growth.

The following actions were developed to address disparity in College & Career and Course Access.

1.14- Effective- Course Access

To address Class size in elementary:

Without LCAP funded teachers (25):

with 5,471 K-2 students & 198 K-2 teachers the ratio would have been 27.63 student to teacher ratio

1.13 - Effective-Visual & Performing Arts-All elementary students participated in a music program.

1.16 -Effective- Linked Learning & CTE Courses Grants; sites were able to purchases necessary materials for all CTE classes and have additional support through coaching and monitoring. Staff shared that the grants provided new opportunities for students to use updated equipment to better prepare them for their future.

1.17- Effective- Linked Learning Academies & 1.18 CTE Courses- Data showed there was no growth in C & C ready due to taking a CTE course: SED dropped from 25.35 to 24.3%; EL increased from 8.65 to 11.9%; Foster Youth dropped from 16.7% to 4.2%

1.15- Effective- Additional Course Access- all secondary sites offered AVID and prefirst classes (if needed),

Additional outcomes for these actions showed an increase in students Graduating A-G (EL increased from 12.7% to 44%;SED Increased from 31.0% to 72%)

1.14 In Elementary class sizes With 5,471 K-2 students & 223 K-2 teachers the ratio was 24.53 student to teacher ratio

1.19- Effective- Technology-All 3-12th grade students have chrome book assigned to them. According to parents and staff having a district chrome book allowed access to homework and interventions after school hours.

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.

There are significant changes made in the 2024/2025 LCAP to address the lack of growth in student outcomes in Graduation rates, College and Career Readiness, ELA, math, and EL progress. To align the district LCAP to the district strategic plan Goal 1 was changed and aligns several actions & metrics from goal 1 and goal 3. The district has developed learning community models for each of the feeder groups. This model will align the work and focus to better meet the needs of students.

Actions that have been changed to align the work and better support student outcomes are Professional Learning, site & student supports.

1.1 Library Support now included supplemental materials

1.3 Supplemental Materials- the library supplemental materials were moved to action 1.1 in the 2024/2025 LCAP.

1.4 Intervention was changed to 1.17 in the 2024/2025 LCAP.

1.9 Additional Early Childhood Support to 1.12 Transitional Kindergarten support. The allocation was reduced.

1.10 Instructional Technology- was changed to 1.13 in the 2024/2025 LCAP.

1.12 Support of English Learners-Was changed to Dual Immersion 1.3, and 1.26-Professional Learning in the 2024/2025 LCAP.

1.14 Course Access has been changed to 1.6 focusing on secondary and 1.2 focusing on Elementary in the 2024/2025 LCAP.

1.13 Visual & Performing Arts was changed to 1.20 Elementary Music Program in the 2024/2025 LCAP.

1.17 Linked Learning Academies to 1.15 in the 2024/2025 LCAP and has added a focus on student recruitment of unduplicated students.

1.18 CTE Courses was changed to 1.16 in the 2024/2025 LCAP and has added a focus on student recruitment of unduplicated students.

The following metrics were removed from the 2024/2025 LCAP

AVID Site Plans-This action was removed because site plans are didn't represent the goal of having 2 sections per grade and the action was combined with other course. The action will be measured by C& C readiness.

ELA/Math Intervention groups- will be measured by iReady scores

California Model School Library Standards- Was changed to the number of books checked out.

New Actions will be added in the 2024-25 LCAP to meet new mandated requirements.

Going forward, there have been changes to Metrics to best align with Actions and Goals and utilize best measures of progress."

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	To support student success the district will continue to develop a culture of collaboration for students, staff, parents, and the community.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Families served by the Family and Community Resource Center will have a better understanding of how to support their student by understanding how to access outside resources as measured by family survey.	Baseline will be established during the 2021/2022 school year.	a survey was not administered therefore the following actions were taken, FCRC Facebook information regarding services disseminated to parents and staff.	Based on conversations with families served by the FCRC 90% of families had a better understanding of services provided. In order to share services to other families, a newsletter was sent out three times during the year to share services provided.	Based on conversations with families served by the FCRC 95% of families had a better understanding of services provided. In order to share services to other families, a newsletter was sent out three times during the year to share services provided.	100% Families served by the Family and Community Resource Center will have a better understanding of how to support their student by understanding how to access outside resources as measured by family survey..
Students receiving short-term counseling services will help students connect to school by improving SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, &	Baseline will be established during the 2021/2022 school year.	2021/2022 After completing the short term counseling students answered below: 98% of the students felt the counseling was helpful 100% of the student feel comfortable	2022/2023 After completing the short term counseling students answered below: 99% of the students felt the counseling was helpful 99% of the student feel comfortable	2023/2024 After completing the short term counseling students answered below: 95% of the students felt the counseling was helpful 98.7% of the student feel comfortable	100% of students receiving short-term counseling services will help students connect to school by improving SEL Competencies: Self-Awareness, Self-Management, Social Awareness,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Responsible Decision Making as measured by student survey.		coming back for Social Worker intervention/support.	coming back for Social Worker intervention/support.	coming back for Social Worker intervention/support.	Relationship Skills, & Responsible Decision Making as measured by student survey.
Committee Advisory Survey: example questions: Do committee members feel the committee is useful? Do you feel the recommendations of the committee are taken into consideration?	Baseline will be established during the 2021/2022 school year.	This was not administered during the 2021/2022 school year.	Due to staffing and technical issues, this was not administered during the 2022/2023 school year.	97% of participants on DAC that attended more than 60% of the time felt the committee was useful. 94% of participants will feel the recommendations of the committee were taken into consideration.	95% of participants will find the committees useful. 95% of participants will feel the recommendations of the committee were taken into consideration.
Parent Survey: Do committee members feel the committee is useful? Do you feel the recommendations of the committee are taken into consideration? Parents will have a better understanding of district services to support their child.	Baseline will be established during the 2021/2022 school year.	100% of the parents who completed the survey felt the District Advisory Committee was useful and helped them understand district services.	100% of the parents who completed the survey felt the District Advisory Committee was useful and helped them understand district services.	100% of the parents who completed the survey felt the District Advisory Committee was useful and helped them understand district services.	95% of participants will find the committees useful. 95% of participants will feel the recommendations of the committee were taken into consideration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey to teachers regarding they feel the value of PLC's.	Baseline will be established during the 2021/2022 school year.	This was not administered during the 2021/2022 school year	Due to realigning PLC work and new training, this was not administered during the 2022/2023 school year	Due to realigning PLC work and new training, this was not administered during the 2023/2024 school year	95% of participates will find the committees useful.
District Advisory Council Sign-In Sheets District English Learner Committee Sign-In Sheets Parent input into district decision-making, parental participating including parents of Unduplicated Pupils and those with exceptional needs.	2020-2021 15 sites had a representative at one DAC meeting 10 sites had a representative at one DELAC meeting	2021-2022 21 sites had a representative at one or more District Advisory Counsel (DAC) meetings 12 sites had a representative at one or more of the District English Learner Advisory Committee meetings.	2022-2023 23 sites had a representative at one or more District Advisory Counsel (DAC) meetings 11 sites had a representative at one or more of the District English Learner Advisory Committee meetings.	2023-2024 20 sites had a representative at one or more District Advisory Counsel (DAC) meetings 10 sites had a representative at one or more of the District English Learner Advisory Committee meetings.	All sites have a representative at one DAC meeting All sites have a representative at one DELAC meeting

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.

2.1 Family & Community Resource Center- More services were needed for family support. therefor additional personnel were hired.
 2.2 Building Futures Program- The program met all required metrics for the grant and the grant was renewed for another 3 years.
 2.3 American Indian Program- The program funding is significantly less due to less students qualify for the program. All promised actions were completed
 2.4 Community Outreach- the district received over 15,000 inputs . The challenge is reaching parents of unduplicated students.
 The following actions had no substantive differences or challenges for implementation.

2.5 High School Assistant Principals-was part of 3.2 systems of support
2.6 Kinder paraprofessionals
2.7 Transportation-
2.8 Behavior Team-
2.9 Engagement Team
2.10 Attendance Team

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.

2.1 showed a significant difference in expenditures due to hiring of additional school social workers. .

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

Actions that were contributing actions written in the 23/24 LCAP made a difference in parental support. With over 2,000 people visiting the resource family center and over 75% needing and receiving basic needs the center has made a difference with the families.

2.1 Family & Community Resource Center -Effective over 1,000 people needing food/clothing and other basic needs visited the resource center. 200 were on a person caseload for support/

2.2 Building Futures Program-Effective- 100 preschool families were served 87% of families reported that they learned how to help their child in self regulations. 100% of teenage parents felt the program was helpful.

2.3 American Indian Federal Grant-Effective- American Attendance increased. Over 50 families participated in a cultural night, Graduation Rates A-G and pathway completers increased.

2.4 Community Outreach -Effective- With over 15,000 suggestions in how to make the district better the suggestions were taken into consideration during the LCAP process.

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.

There are significant changes made in the 2024/2025 LCAP goal to align with the district strategic plan. To address alignment the 2023/2024 LCAP's goal 3 has been moved to goal 2. The focus of goal 2 is empowering students to become successful. The metric's for goal 2 is based on empowering students in self regulation, family support, and opportunities for success. The actions that addressed those metrics in 2023/2024 has been moved to goal 2 in the 2024/2025 LCAP.

In the 2023/2024 LCAP:

2.1- Family & Community Resource Center- Has been moved to goal 3 in the 24/25 LCAP.

The District Advisory Committee recommended the actions be removed because these actions are funded and overseen by other parents groups, grant requirements, These actions are not contributing actions and it helped with ease of readability : 2.2,2.3,

The following actions were added from the 23/24 Goal #3 LCAP:

2.1-Social Workers was 3.6 in the 23/24 LCAP

2.2 School Psychologists was 3.8 in the 23/24 LCAP

2.4 Elementary Assistant Principals-was part of 3.2 systems of support

2.5 High School Assistant Principals-was part of 3.2 systems of support

2.6 Kinder paraprofessionals-was part of 3.2 systems of support

2.7 Transportation-was part of 3.7

2.8 Behavior Team-was part of 3.2 systems of support

2.9 Engagement Team-was part of 3.2 systems of support

2.10 Attendance Team-was part of 3.1 systems of support

Metrics:

- Families have a better understanding of how to support their students what eliminated. This metric was reached and the work will continue but not measured
- Committee Advisory Survey, District Advisory Council, & Parent Survey are changed to goal #3 with new focus areas
- Survey to teachers was changed to goal #2

New Actions will be added in the 2024-25 LCAP to meet new mandated requirements. Going forward, there have been changes to Metrics to best align with Actions and Goals and utilize best measures of progress.

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	VUSD will increase student engagement for all students including the following student groups: Foster Youth, Students with Disabilities, and African American and American Indian students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	2019 Dashboard All Students - 6.5% Homeless-10% African American-13% Students w/ Disabilities-10.8% Foster Youth-18.3 % Socioeconomically Disadvantaged-7.7%	2022 Dashboard All Students - 5% Homeless-7.9% African American-10.2% Students w/ Disabilities-7.6% Foster Youth-14.1 % Socioeconomically Disadvantaged-5.8%	2022 Dashboard All Students - 5% Homeless-7.9% African American-10.2% Students w/ Disabilities-7.6% Foster Youth-14.1 % Socioeconomically Disadvantaged-5.8%	2023Dashboard All Students - 5.1% Homeless-8.6% African American-10.1% Students w/ Disabilities-7.7% Foster Youth-14.9 % Socioeconomically Disadvantaged-6%	All Students- 2.5% Homeless- 3.6% African American -3% Students w/ Disabilities-3.6% Foster Youth-8.3% Socioeconomically Disadvantaged-3.7%
Chronic Absenteeism rate	2019 Dashboard All Students-9.2% Homeless-25.6% African American-15.9%	2022 Dashboard All Students-36.8% Homeless-63.1% African American-36.6%	2022 Dashboard All Students-36.8% Homeless-63.1% African American-36.6%	2023 Dashboard All Students-22.8% Homeless-43.3% African American-29.9%	All Students-8.2% Homeless-8.2% African American-8.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/ Disabilities-15.9% Foster Youth-14.4% American Indian-15.9% Socioeconomically Disadvantaged-10.9%	Students w/ Disabilities-48.6% Foster Youth-38.4% American Indian-44.4% Socioeconomically Disadvantaged-42.2%	Students w/ Disabilities-48.6% Foster Youth-38.4% American Indian-44.4% Socioeconomically Disadvantaged-42.2%	Students w/ Disabilities-29.5% Foster Youth-26% American Indian-29.9% Socioeconomically Disadvantaged-26.3%	Students w/ Disabilities-8.2% Foster Youth-8.2% American Indian-8.2% Socioeconomically Disadvantaged-8.2%
Survey results regarding sense of Safety & School connectedness (Pupils sense of school connectedness)	Two or More Races-3.28 White-3.33 African American-3.19 Asian-3.49 Hispanic-3.37 Pacific Islander-3.41 American Indian-3.26	Not administered	2023 Survey Percentages will be used to measure progress see metric below. Two or More Races-88.99% White- 85.94% African American-84.65% Asian- 88.74% Hispanic-86.08% Pacific Islander- 100%	2024 survey- Not all district's survey data was disagrated by student groups. Student group data is not available All students 89% The district will be dispersing the survey using a different survey program to insure being able to report data by student groups.	Two or More Races-92.99% White- 88.94% African American-88.65% Asian- 92.74% Hispanic-90.08% Pacific Islander- 100% American Indian-87.33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			American Indian- 83.33%		
Expulsion Rate	2019-2020 Expulsion rate .12% of all students 0% of all African American students 0% of American Indian students .13 of all Hispanic students .11% of all White students .18% of students not reporting ethnicity	2021-2022 Expulsion rate .2% of all students .02% of all African American students 0% of American Indian students .2% of all Hispanic students .1% of all White students .1% of students not reporting ethnicity	2021-2022 Expulsion rate .2% of all students .02% of all African American students 0% of American Indian students .2% of all Hispanic students .1% of all White students .1% of students not reporting ethnicity	2022-2023 Expulsion rate .3.% of all students .7% of all African American students .8% of American Indian students .3% of all Hispanic students .1% of all White students .0% of students not reporting ethnicity	.9% of all students 0% of all African American students 0% of American Indian students .9 of all Hispanic students .9% of all White students .9% of students not reporting ethnicity
Attendance Rate	2019 Attendance Rate-95.59%	2020-2021 Attendance Rate-93.59%	2021-2022 Attendance Rate-90.28%	2022-2023 Attendance Rate-93.7%	Maintain Attendance Rate
Student survey results regarding sense of school safety & connectedness	Survey completed in the 2021/2022 School year 83.9% of the students completing the survey	Survey completed in the 2021/2022 School year 83.9% of the students completing the survey	Survey completed in Spring of 2023. 83.91 % of the students completing the survey feel their	Survey completed in Spring of 2024. 83.63 % of the students completing the survey feel their	96.25% of the students completing the survey feel they like they belong. 93% of the students completing the survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>feel their teachers care about them</p> <p>58.49% regularly participate in extra-curricular activities</p> <p>80.47% feel they are part of the school</p>	<p>feel their teachers care about them</p> <p>58.49% regularly participate in extra-curricular activities</p> <p>80.47% feel they are part of the school</p>	<p>teachers care about them</p> <p>59.39% regularly participate in extra-curricular activities</p> <p>80.42 % feel they are part of the school</p>	<p>teachers care about them</p> <p>71.69% regularly participate in extra-curricular activities</p> <p>80.21 % feel they are part of the school</p>	<p>feel their teachers care about them.</p> <p>88.42 % feel they are part of the school</p>
Parent Survey results regarding sense of Safety & School connectedness	<p>New metric for 2022/2023</p> <p>The parent Overall Score was 2.15</p>		<p>2023-24</p> <p>The parent Overall Score was 2.15</p>	<p>2024-25</p> <p>The parent Overall Score was 2.35</p>	<p>The parent Overall Score was 3.5</p>
Staff Survey results regarding sense of Safety & School connectedness	<p>New metric for 2022/2023</p> <p>Instructional staff Overall score: 2.79</p> <p>Non instructional staff Overall score: 2.96</p>		<p>2023-24</p> <p>Instructional staff Overall score: 2.79</p> <p>Non instructional staff Overall score: 2.96</p>	<p>2024-2025-Survey</p> <p>Data by subgroup not available</p> <p>Staff Overall score: 3.16</p> <p>The district has addressed the survey and will be reporting the data by groups in the 2025/2026 school year.</p>	<p>Instructional staff Overall score: 3.5</p> <p>Non instructional staff Overall score: 3.5</p>
Caseload Data (school psychologists, School Social	<p>2023 will be the baseline year</p>	<p>New metric for 2022/2023</p>	<p>2023 will be the baseline year</p>	<p>78% of the students' on a caseload of social workers, counselors, and/or</p>	<p>80% of the students' on a caseload attendance and/or</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Workers, Counselors, BIT's)				Behavior Intervention Technition attendance and/or suspension rates decrease.	suspension rates will decrease.

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 in any action.

3.1-Attendance-

3.2 Systems of Supportive-

3.3 Counselors- They continue to work with students and show progress towards monitoring C& C readiness

3.4 TCOE-Learning Communities for School Success Program (LCCSSP)-This grant ended 6/24

3.6 School Social Workers-Effective- The hiring of additional social workers allowed more service to elementary sites than what was originally planned.

3.5 School Climate Transformation Federal Grant -This grant ended 6/24

3.7-Transportation- a success is more drivers were hired

3.8 School Psychologist Support-

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

there were material differences in the following actions:

3.2-Systems of Support- the difference is due to some positions not being filled and an over estimation of cost of salaries

3.5- The amount budgeted was for the five years of the grant. The expenditures represents the expenses for this year and this is the last year of the grant.

3.6 School Social Workers- The additional costs was due to under estimation of the cost of salaries and hiring an additional 2 social workers.

3.7-Transportation- The district hasn't been able to hire all proposed bus drivers. Some programs didn't expend all their allocated funds because programs changed plans.

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

To address student engagement (suspensions, graduation, attendance) the following actions were created in the 23/24 LCAP.

3.1-Attendance-Effective- Attendance Rates increased

3.2 Systems of Supportive-Neutral-designed to support suspensions and academics. The district's metrics in suspensions have shown little difference. Sites appreciate the Kinder support in the area of behavior in the classrooms, Assistant Principals created plans for the most needy students to help with student support, High school suspension rates dropped in secondary with the additional support of the campus supervisors.

3.3 Counselors- Effective- C& C increased. Attendance Increased

3.4 TCOE-Learning Communities for School Success Program (LCCSSP)-Effective-Attendance increased, and homeless students received tutoring

3.6 School Social Workers-Effective- attendance increased & students attending groups incidents dropped

3.5 School Climate Transformation Federal Grant -Neutral- completed all grant requirements (such as creating support systems at the district and site level, creating a program for our African American students); however suspension rates didn't drop significantly

3.7-Transportation-Effective-attendance rates increased

3.8 School Psychologist Support-Effective- Suspensions for sped students dropped.

Actions

3.1 & 3.7 are district actions that support attendance and directly impacted the positive difference in student attendance

3.3 & 3.6 impacted student attendance at school site through the Tier II teams

Metrics: were moved to goal two to reflect the changes in the 2024/2025 LCAP

Actions 3.2 3.3,3.6, and 3.8 are designed to support suspensions and academics. The district's metrics in suspensions have shown little difference.

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.

There are significant changes made in the 2024/2025 LCAP goal to align with the district strategic plan. To address alignment the 2023/2024 LCAP's Goal 3 has been moved to goal 2 & in the 24/25 was goal 2 in the 2023/2024 and changed to goal 3 in the 24/25. The wording and metrics have been changed. The focus of goal 3 is empowering families and the community to support student success. The metric's for goal 3 is based on empowering families and community to support students. The actions that addressed those metrics in 2023/2024 has been moved to goal 2 in the 2024/2025 LCAP.

In the 2023/2024 LCAP:

3.1 School Attendance- moved to 2.10

3.2 Systems of Support- several actions were created to address Systems of Support

3.3 Counselors

3.4 TCOE-Learning Communities for School Success Program (LCCSSP) -removed from LCAP because grant ended in 6/24.

3.5 School Climate Transformation Federal Grant) -removed from LCAP -removed from LCAP because grant ended in 6/24.

3.6 School Social Workers-moved to 2.1

3.7 Transportation moved to 2.7

3.8 School Psychologist Support moved to 2.2

New Actions will be added in the 2024-25 LCAP to meet new mandated requirements.

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	Teachers will be provided the opportunity to participate in professional learning in the areas of: content standards, English language development, student engagement, and instructional materials.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
survey completed by induction candidates	<p>2020-2021 10% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 66% identifying support as very helpful regarding working with EL students.</p> <p>8% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 60% identifying support as very helpful regarding working with students with disabilities.</p>	<p>2021-2022 4.3% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with EL students.</p> <p>6.5% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with students with disabilities.</p>	<p>2022-2023 4.1% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with EL students.</p> <p>8.3% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50 % identifying support as "very helpful" regarding working with students with disabilities</p>	<p>2022-2023 3.1% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50% identifying support as "very helpful" regarding working with EL students.</p> <p>6.3% of the teacher induction candidates reported either "not helpful at all or somewhat helpful" with 50 % identifying support as "very helpful" regarding working with students with disabilities</p>	<p>For support new teachers working with EL students, all responses will be either "helpful" or "very helpful" with an increase in "very helpful" moving to 70%</p> <p>Support for new teachers around working with students with disabilities so that all responses will be either "helpful" or "very helpful" with an increase in "very helpful" moving to 70%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Highly Qualified Teachers	2020-2021 93% of teachers w/ Clear/Preliminary credential 7% of teachers w/ emergency credentials	2021-2022 91% of teachers with Clear/Preliminary credential 9% of teachers with emergency credentials	2022-2023 91.7% of teachers held a Clear or Preliminary Credential 8.3% of teachers did not hold Clear or Preliminary Credentials	2023-2024 91.7% of teachers held a Clear or Preliminary Credential 8.3% of teachers did not hold Clear or Preliminary Credentials	95% of teachers w/ Clear/Preliminary credential 5% of teachers w/ emergency credentials
Teachers appropriately assigned	2020/2021 99.28% of teachers teaching classes allowed by their credential	2021-2022 99.24% of teachers teaching classes allowed by their credential	2022-2023 98.7% of teachers teaching classes allowed by their credential	2022-2023 97.5% of teachers teaching classes allowed by their credential	100% of teachers teaching classes allowed by their credential

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 significant differences in implementation.

Success. The teacher induction program serves all new teachers and has partnered with TCOE to increase recruitment.

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 actions with "material differences between Budgeted Expenditures and Estimated Actual Expenditures"

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

4.1 Teacher Induction and Clear Administrative Services Credential Program-Effective- All teacher without a clear credential were provided the necessary support to become highly qualified.

4.2 Professional Learning-Effective-These actions were to increase teacher credentials & teacher understanding of teaching strategies. All TK-3 teachers were trained in a new phonics program and/or ELD strategies. Through walk through observations primary teachers began implementing the new phonics program and ELD strategies. Math teachers were provided training and common assessments were developed. All Math 1 teachers implemented the new common assessments.

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.

Goal 4 was changed to meet the requirement for Sequoia being identified as receiving Equity Multiplier Funds.

Action 4.1 & 4.2 was combined and moved to Goal 1.

Metrics were moved or changed to goal #1 to reflect changes in the 2024/2025 LCAP

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	Effectively manage resources to strengthen our fiscal foundations, maintain prudent reserves, and meet the needs of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Consolidated Application and budgets	2020-2021 All reports are completed and school budgets are allocated appropriately	According to the 2021 Federal Program Monitoring Review all required documents were complete and accurate.	2022-2023 All reports are completed and school budgets are allocated appropriately	2023-2024 All reports are completed and school budgets are allocated appropriately	All reports are completed and school budgets are allocated appropriately
FPM reports	2020-2021 All School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	According to the 2021 Federal Program Monitoring Review all School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	CDE did not monitor the VUSD during the 2022-2023 school year; therefore there were no FPM reports. Based on local review, all School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	CDE did not monitor the VUSD during the 2023-2024 school year; therefore there were no FPM reports. Based on local review, all School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements.	All School Site Councils and English Learner Advisory Committee's meet the necessary meeting requirements

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.

A success for 5.1 was the alignment of the SPSA to the LCAP. Sites reviewed district LCAP data and site data to determine the best support for their sites in LCAP as well as their SPSA.

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.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures

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

All sites received funds and compliance has been met. With the support of funds distributed to sites and district LCAP 14 sites showed an increase in ELA scores 17 in math scores, while all schools declined significantly in chronic absenteeism.

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

This goal was changed to address Creekside being identified to receive Equity Multiplier funds.
5.1 & 5.2 were moved to goal 1.
Metrics were moved or changed to goal #1 to reflect changes in the 2024/2025 LCAP

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
6	VUSD will increase academic achievement and student engagement for all special education students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP	2022 Dashboard ELA Students with Disabilities: 110.6 below standard Math Students with Disabilities: 139.6 below standard	Goal was established to be implemented in the 2023-24 school year.	2022 Dashboard ELA Students with Disabilities: 110.6 below standard Math Students with Disabilities: 139.6 below standard	2023 Dashboard ELA Students with Disabilities: 111.3 below standard Math Students with Disabilities: 140.3 below standard	ELA Students with Disabilities: 74.4 below standard Math Students with Disabilities: 77 below standard
Graduation Rates	2022 Dashboard Students with Disabilities 71.8%	Goal was established to be implemented in the 2023-24 school year	2022 Dashboard Students with Disabilities 71.8%	2022 Dashboard Students with Disabilities 59%	Students with Disabilities 80.4%
College & Career measures (dashboard)	was not reported on the 2022 dashboard The 2019 dashboard Students with Disabilities 5.1%	Goal was established to be implemented in the 2023-24 school year	was not reported on the 2022 dashboard	The 2023 dashboard Students with Disabilities prepared: 10.2%	Students with Disabilities 35.7% are prepared 21.4% are approaching prepared 42.9% are not prepared
iReady Diagnostic	2023 ELA	Goal was established to be implemented in	2023 ELA	2024 ELA	2024 ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8% at or above grade level 78% more than 2 years below grade level. Math 8% at or above grade level 73% more than 2 years below	the 2023-24 school year	8% at or above grade level 78% more than 2 years below grade level. Math 8% at or above grade level 73% more than 2 years below	9% scored-at or above grade level 77% more than 2 years below grade level 7% scored-at or above grade level 76% more than 2 years below	15% at or above grade level 65% more than 2 years below grade level. Math 15% at or above grade level 67% more than 2 years below
Chronic Absenteeism rate	2022 Dashboard Students w/ Disabilities-48.5%	Goal was established to be implemented in the 2023-24 school year	2022 Dashboard Students w/ Disabilities-48.5%	2023 Dashboard Students w/ Disabilities-29.5%	Students w/ Disabilities-8.2%
Suspension Rates	2022 Dashboard Students w/ Disabilities-7.6%	Goal was established to be implemented in the 2023-24 school year.	2022 Dashboard Students w/ Disabilities-7.6%	2023 Dashboard Students w/ Disabilities-7.7%	Socioeconomically Disadvantaged-3.7%
"Percentage of Students w/Disabilities Graduating A-G" and "Percentage of Students w/Disabilities	Students with Disabilities 4.4% of our students	Goal was established to be implemented in the 2023-24 school year	2022 Dashboard Students with Disabilities 4.4% of our students	2023 Dashboard Students with Disabilities 8.6% of our students	Students with Disabilities 30% of our students
Graduating as a Pathway Completer"	Students with Disabilities 13.2% of our students	Goal was established to be implemented in the 2023-24 school year	2022 Dashboard Students with Disabilities 13.2% of our students	2023 Dashboard Students with Disabilities 11.9% of our students	Students with Disabilities 25% of our students

Goal Analysis

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

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

All actions were implemented with little differences than planned. The sped staff were trained and continued to focus on inclusion in PK-12 Grades. The new curriculum was purchased.

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.

No significant differences in expenditures.

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

6.2, 6.1, & 6.5 actions as a were effective. Special Education chronic absenteeism rates declined due to the the actions of inclusivity and curriculum that met the needs of individual students.

6.1- Staff received professional learning that allowed the implementation of more inclusive schedules in middle school and for 9th grade students.

6.4-The district was able to provide preschool to all students based on their IEP.

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

This Goal was in the LCAP per a requirement to address SPED student performance. This type of Goal is no longer a requirement for the 2024-25 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Visalia Unified School District	James Sullivan Administrator of Business Services	jsullivan@vusd.org 5597307566

Plan Summary [2024-25]

General Information

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

Nestled close to the majestic Sierra Nevada mountains in the heart of California's San Joaquin Valley, the Visalia Unified School District is committed to providing students young and old with the tools and skills necessary to succeed in life. Established in 1885, VUSD is the oldest school district in Tulare County. Our services span 214 square miles with a population base of over 135,000. This mission of VUSD is "to connect every VUSD student to meaningful activities and build impactful relationships.

We govern 26 elementary schools, five middle schools, four comprehensive high schools, a continuation high school, an adult school, a 7-12 charter independent study program, a K-8 charter home school program, a 9-12 technical early college program, and a k-8 elementary charter school.

Our outstanding workforce is comprised of over 2,900 certificated and classified staff. They make our district the jewel of the Central Valley. Our guiding principals are:

- Every VUSD student will be connected to meaningful activity (arts, sports, internships, mentorships).
- Every VUSD student will be known by name and have a connection with a trusted adult.

- District and community commit to providing meaningful interactions for all students

Demographics: Most of the district's students reside in the city of Visalia, but a significant number live in surrounding unincorporated areas that typify the county's rural roots. Students attend preschool/elementary schools in their community and then move into middle schools and high schools located in Visalia. Student population data depicts:

- 68% of the K-12th grade students qualify as socially economically disadvantaged
- Total number of Transitional Kindergarten-12 students: 28,893
- African American-395
- American Indian or Alaska Native-123
- Asian-1,157
- Filipino-213
- Hispanic/Latino-20,671
- Pacific Islander-48
- White-4,728
- Two or More Races-754
- Not Reported-804
- English Learner/Reclassified English Learners- 7,941

The following schools have been identified as eligible for receiving "Equity Multiplier Funds": Sequoia Continuation High School and Creekside Community Day School.

Reflections: Annual Performance

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

The district made progress in the area of "Chronic Absenteeism" . All student groups absenteeism rate dropped significantly with "All Students" declining by 14% to 22.8% with only 2 student groups identified in orange: American Indian (declined by 14.6% to 29.9%) and Pacific Islander (Declined by 6.9% to 23.1%). In all other areas (Academic Performance, Academic Engagement, and Conditions and Climate) the district showed little change. To address the district's progress the district has created and began to implement systems and structures that support tier I for all schools. The district has created learning opportunities for schools and staff to develop their systems to better support students academically and socially. Throughout the LCAP you will notice changes in systems and structures in Tier I as well as Tier II & III. To support student groups identified as red in any area the district reevaluated processes to student supports. Some examples of changes are:

- Family and Community Services Department is providing additional support by insuring students identified as homeless and foster will be placed on the School Social Workers, counselor, and/or Assistant Principal's caseload. These positions will meet with students on a regular bases to help prevent student incidents and help students to be more successful academically. In addition to additional support during the school day, Family and Community Services is focusing on parents of students identified as American Indian, homeless and foster to help with suspensions. These programs will provide opportunities for parents to better understand

how to support their children both academically and socially emotionally. Parents will have opportunities for family support groups that focus on behavioral concerns to address suspension rates.

- To better align student support the district office reorganized. The reorganization provides better opportunities for staff to collaborate and focus on areas of need.
- Leadership and Learning, Special Education, and Equity and Student Services focus is on tier I.
- o Special Education is creating more opportunities for students with disabilities by changing their service delivery model.
- o Equity and Student Services focus will be providing training in behavior support
- o Leadership and Learning will focus on lesson plan designing.

Below identifies each school and student groups identified as red on the 2024 Dashboard:

School Student Group Indicator

Annie R. Mitchell/Suspension-ALL, Asian, EL, SED, SWD

Conyer Elementary/ELPI-English Learners,

Conyer Elementary/ELA, Math-Students With Disabilities,

Creekside Community Day/Suspension-ALL, Hispanic, SED,

Crestwood Elementary/Suspension-White

Crowley Elementary/Suspension-ALL, EL, Hispanic, SED

Crowley Elementary/ELPI-English Learners

Denton Elementary/ELA, Math-Students With Disabilities

District/Suspension- American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth

District/ELA-Foster Youth, Homeless Youth, Students With Disabilities

District/CCI-Foster Youth

District/Math, Graduation Rate-Students With Disabilities

Divisadero Middle ALL Suspension

Divisadero Middle English Learners ELA, ELPI

Divisadero Middle Hispanic, Multiple Race, SED,SWD Suspension

Divisadero Middle Students With Disabilities ELA

EI Diamante High Black/African American Suspension

EI Diamante High English Learners ELA, Math

EI Diamante High Students With Disabilities ELA, Math

Four Creeks Elementary English Learners ELA, ELPI

Four Creeks Elementary Students With Disabilities Math

Golden Oak Elementary Multiple Races Suspension

Golden Oak Elementary Students With Disabilities ELA, Math

Golden West High ALL MATH

Golden West High English Learners Suspension, ELPI

Golden West High Hispanic Math, Suspension

Golden West High Socioeconomically Disadvantaged Math, Suspension

Golden West High Students With Disabilities ELA, Math, Suspension, Graduation Rate
Golden West High White MATH
Goshen Elementary ALL, Asian, SED Suspension
Goshen Elementary Students With Disabilities ELA
Green Acres Middle ALL, Hispanic, Multiple Races, SED, SWD Suspension
Green Acres Middle English Learners ELA, Math
Green Acres Middle Students With Disabilities ELA, Math, Suspension
Highland Elementary ALL, EL, SED, SWD ELA
Highland Elementary English Learners, SWD, Math
Highland Elementary English Learners, Hispanic, SWD Suspension
Hurley Elementary Asian, White Chronic Absenteeism
Hurley Elementary Students With Disabilities MATH
Ivanhoe Elementary Students With Disabilities ELA, Math, Suspension
La Joya Middle English Learners ELA, Suspension
La Joya Middle Hispanic Math, Suspension
La Joya Middle Socioeconomically Disadvantaged Suspension
La Joya Middle Students With Disabilities Suspension
Linwood Elementary Students With Disabilities ELA, Suspensions
Manuel F. Hernandez Students With Disabilities Suspension
Mt. Whitney High English Learner CCI, Graduation Rate
Mt. Whitney High Students With Disabilities Graduation Rate
Mt. Whitney High SWD CCI
Pinkham Elementary English Learners Math, Suspension
Pinkham Elementary Socioeconomically Disadvantaged Suspension
Pinkham Elementary Students With Disabilities ELA, Math
Pinkham Elementary White Suspension
Redwood High English Learners ELPI
Ridgeview Middle ALL, EL, Hispanic, SED, SWD Suspension
Ridgeview Middle English Learners ELA
Ridgeview Middle Students With Disabilities ELA, Math,
Riverway Elementary Students With Disabilities ELA, Math
Royal Oaks Elementary English Learners Chronic Absenteeism
Royal Oaks Elementary Students With Disabilities ELA, Math
Sequoia High ALL, EL, Hispanic, Homeless, SED, SWD, White CCI
Sequoia High English Learners ELPI
Valley Oak Middle ALL, EL, Hispanic, SED MATH
Valley Oak Middle English Learners, SWD, ELA
Valley Oak Middle English Learners ELPI
Veva Blunt Elementary English Learners ELA, ELPI

Veva Blunt Elementary Students With Disabilities ELA, Math
Washington Elementary ALL ELA, Math
Washington Elementary English Learners ELA, ELPI
Washington Elementary Hispanic ELA, Math
Washington Elementary Socioeconomically Disadvantaged ELA, Math
Washington Elementary Chronic Absenteeism, Suspension, Students with Disabilities
Willow Glen Students with Disabilities, ELA & Math

The following three schools have been identified as meeting the eligibility for Comprehensive Support and Improvement: Sequoia Continuation High School, Creekside Community Day School, and Washington Elementary.

Reflections: Technical Assistance

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

Visalia Unified has been identified as eligible for Differentiated Assistance based on the results from the 2022 and 2023 Dashboard in the areas of:

Students with Disabilities: Academics & Suspensions
Foster Youth: English Language Arts & Suspensions
Homeless: English Language Arts & Suspensions

Each Program (Special Education, Family and Community Engagement Services (McKenny Vento, Foster Youth) and Student Services analyzed student dashboard data and current processes. During their evaluation each team developed a plan on student/staff support. After the teams created a plan, the teams then shared their plans with the district's leadership team. This meeting allowed teams to discover overlapping support systems. The team evaluated and changed current processes and procedures. Based on the root cause analysis some of the following focus areas were developed by the leadership team:

- Secondary Special Education Delivery Model will be a co-plan/coteach model.
- Family & Community Services support model for Foster and Homeless students will include tutoring, transportation, referrals and basic needs
- Professional learning will be planned in areas of Trauma Informed Practices, Restorative Practices

To create opportunities for collaboration between divisions and programs the district is transitioning to a Learning Community Model (LCM). Through alignment of district staff and resources, the LCM promotes interdependence between district departments and school sites, ensuring coordinated support systems that effectively operationalize the district's Mission/Vision, Strategic Plan, and Initiatives. The LCM structure will be four teams assigned to feeder schools with each team made up of an Area Administrator, Special Education Program Consultant, Content Specialist, and Behavioral technician. This team will support sites in creating systems and structures to increase

academics and support for behavior interventions.

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.

The following school are identified as eligible for Comprehensive Support and Improvement:

- Washington Elementary for academics
- Creekside Community Day School for suspensions
- Sequoia Continuation High School for graduation rate

Support for Identified Schools

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

1. Describe educational partner groups that were included and how the LEA used their feedback to develop the CSI plan

The district met each school to support their process in developing their plan for student success. The district had required each school to have completed a school level needs assessment. The needs assessment was co-created with each of the schools following teams:

- School Site Councils, English Learner Advisory Committees, Students, Site Administration, Teachers from the sites, District Departments

Once identified each school updated any new data that was available, reviewed their current plan, and updated as necessary. In addition the district completed an evaluation of staff credentials, site FIT report, and budgets with no findings.

2. Describe the LEA's needs assessment, including the type(s) of data and information that were examined and how these data informed development of the CSI plan.

The Educational Service team (Equity and Student Services, Family Community Services, Special Education Services), administrator from Assessment (new position), the sites' area administrator, and each school leadership team reviewed different data points. The data consisted of student outcome data (suspensions, grades, local scores, graduation rates), interviews (conducted by the Family and Community Service team), teacher/admin perception data.

3. Include a brief description of how evidence-based interventions were identified and selected, including a discussion of the LEA's Washington:

The data informed the plan for Washington by helping staff to be creative. Their current interventions are working but to many students are needing the interventions and staff realized that the school should continue to focus on Tier I. The staff will be reviewing systems and

structures in Tier I. Staff is also developing a plan to support school climate.

Creekside:

The data informed the plan for Creekside in creating opportunities for reteaching and acceleration. After further analysis and staff and student feedback, alternative ways to motivate students is being explored. Staff is working with students and other programs in providing creative ways to motivate students to participate in their learning.

Sequoia:

The data informed the plan for Sequoia in planning alternative ways to motivate students, provide additional career development programs, and support to help students return to their home school.

4. Describe the way(s) in which the LEA identified resource inequities and how resource inequities are being addressed through implementation of the CSI plan.

The district reviewed staffing, funding, and other resources. For findings:

Washington has no inequities regarding staff and funding.

The district will continue to support Creekside & Sequoia in the area of staffing. As new staffing is hired, the district will take into consideration credentials, years of service, and student/teacher ratios. For both sites the teacher:student ratio is significantly higher than other sites. In addition the administrative support, student support, and classified staff ratio to students is significantly higher as well.

5. A description of the supports, resources, and services the LEA is using to build school and educational partner capacity for continuous improvement.

The district provides support in the area of curriculum coaching, funds for Professional Learning, and time for PLC work to improve learning.

Monitoring and Evaluating Effectiveness

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

1. Describe the types of data and information the LEA is collecting and analyzing to inform ongoing decision making.

Data to be collected will be student grades, suspension/absenteeism, student evaluation plans. The data will be reviewed every 6-8 weeks.

2. Include in the descriptions how the LEA is partnering with educational partners to monitor and evaluate implementation and effectiveness of the CSI plan.

During the 2023/2024 school year each site will meet with the district leadership team. The district leadership team will meet with the schools' leadership team every six/eight weeks to review the schools' process. During the review, the team will review local data using a data review process. The sites leadership team will review the data with all staff, parent groups, and their School Site Council. In additions sites reviewed data and determined the following patterns will be part of the plan: Parent workshop services, student groups, and staff meeting agendas

3.A description of the supports, resources, and services the LEA is using to build school and educational partner capacity for continuous improvement.

As systems and processes are developed, the systems and processes will be monitored and added to the schools' district and schools leadership teams agendas. As new resources prove to work, the district will evaluate funding to continue the services.

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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
Visalia Teachers Union	Met with their leadership team on 4/25. Discussed required changes to LCAP. Shared presentation with student outcomes and current programs to support outcomes. Left them to provide input on a document to return by 5/3. Offered to meet with other union members. One of the input ideas was concerns regarding class size when adding specialized classes.
CSEA	Met with their leadership team on 4/25. Discussed required changes to LCAP. Shared presentation with student outcomes and current programs to support outcomes. The leadership team provided input in programs. Discussion on the importance of many classified positions.
Superintendents Student Advisory Committee	Meet w/ students k3-12 grade students on 3/19. Discussed services funded by LCAP and asked for input from students.
District Advisory Committee (DAC) (Parents , staff, teachers)	The district advisory committee met 9/25/2023,10/30/2023,12/4/2023,1/29/2024,3/18,2024.4/29/2024,5/20/2024. The committee reviewed goals/actions, and budgets. They helped developed new goals and suggested actions, and reviewed the 2024/2025 LCAP
District English Learner Advisory Committee (DLAC)	Met with the DLAC on a 4/8/2024. During the meetings student/program data was shared and programs that support the data was shared. Discussion on how to support families from the Resource Center and how to inform parents on the importance of the ELPAC and reclassification of English Learners.

Parents	During community parent meetings (fall & winter), Based on input using Thought Exchange with over 2,000 participants. Thought exchange was distributed through emails, during meetings, and through social media.
The superintendent met with staff and parents.	During community events (fall and winter) and school staff meetings (winter & fall) the Superintendent met with staff and parents. These meetings included survey data, student data. Participants then discussed and shared ideas and suggestions. Participants were encouraged to use Thought Exchange as well.
Principals/Administrators	Met on January 10, 2024. Site admin decided on site goals and discussed LCAP actions that support their site regarding student outcomes.
School Site Council (Creekside & Sequoia)	In February/March, the District met with the schools' staff & SSC to discuss goals and supports for students. During the meeting school data was shared. Staff & SSC provided feedback on desired support to the school to meet the needs of students. Each SSC developed goals for the school that have been written into the LCAP.

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

Student's shared the importance of counselors and school social workers (middle school students). They shared how much the social workers and counselors support them. In addition of school social workers students shared their frustration with facilities particularly bathrooms. VUTA shared concerns regarding class sizes and how larger class sizes affects Tier I First Instruction. CSEA shared their concerns regarding funding in the future and how important behavior specialists are for student support. Administrators worked with their school site councils to determine how best to meet the needs of their students identified in red at their sites using the allocated funds allocated through the district's LCAP. Interventions for schools with student groups identified in red were based on administrator input. Parents requested more social workers and different ideas specific for their schools (addressed in each schools' SPSA). Goals and actions were developed for the schools receiving Equity Multiplier funds using the suggestions from the SSC's for Creekside & Sequoia.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. Based on district data, there has been little or no progress in most academic areas; therefore this goal has been a high priority for parents, staff, and administration.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Dashboard	2023 Dashboard All Students: 25.9 below standard African American: 61.4 below standard American Indian: 50 below standard Asian: 4.4 Filipino: 48.2 Hispanic: 37.4 below standard Pacific Islander:			English Language Arts All students: 5 points above standard American Indian: 2 points below standard Students with Disabilities: 74.4 below standard	

		41 below standard White: 13.2 above standard Two or More Races: 7.1 below standard English Learners: 66.4 below standard Socioeconomically Disadvantaged: 44.5 below standard Students with Disabilities: 111.3 below standard Foster Students: 84.9 below standard Homeless Students: 79.5 below standard			African American: 5 below standard English Learner: 9.8 below standard Foster Youth: 25.1 below standard Homeless: 15.6 below standard Socioeconomically Disadvantaged: below 3.5 standard Hispanic: 15.5 below standard	
1.2	CAASPP Math Dashboard	2023 Dashboard All Students: 67.1 below standard African American: 108.3 below standard American Indian: 92.5 below standard Asian: 24.7 below standard Filipino: 0.3 below standard Hispanic: 79.9 below standard Pacific Islander: 75.5 below standard White: 26.7 below standard Two or More Races: 48.1 below standard English Learners: 96.8 below standard			Math All students: 24.7 below standard American Indian: 40 points below standard Students with Disabilities: 140.3 below standard African American: 73 below standard English Learner: 9.8 below standard Foster Youth: 72.9 below standard Homeless: 50.8 below standard Socioeconomically Disadvantaged: below 41.5 standard	

		Socioeconomically Disadvantaged: 84 below standard Students with Disabilities: 140.3 below standard Foster Students: 118 below standard Homeless Students: 105.8 below standard			Hispanic: 65.5 below standard	
1.3	CAASPP Science Dashboard	Not provided until 2025			No provided until 2025	
1.4	Percentage of Students graduating College & Career Prepared	2023 Dashboard All Students: 44.4% African American:25% American Indian:37.5% Asian:54.1% Filipino:47.1% Hispanic:39.4% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 60.2% Two or More Races: 53.7% English Learners: 11.4% Socioeconomically Disadvantaged:36.0% Students with Disabilities:10.2% Foster Students:4.5% Homeless Students:21.2%			All Students: 54% of our students are prepared African American:36% American Indian 50.7% Asian:65% Filipino:57.1% Hispanic:50.4% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 70.2% Two or More Races: 65.7% English Learners 35.7% are prepared Socio-economic Disadvantaged 50.9% are prepared	

					Students with Disabilities 25.7% are prepared Foster Students 40.9% of are Homeless students 40.9%	
1.5	Percentage of students graduating having completed CTE pathways and A-G courses	2023 Dashboard All Students:34.1% African American:30.0% American Indian:83.3% Asian:37.5% Filipino:37.5% Hispanic:30.6% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White:39.5% Two or More Races:37.9% English Learners: 16.0% Socioeconomically Disadvantaged:30.35 Students with Disabilities:14.35 Foster Students:0.0% Homeless Students:22.2%			2023 Dashboard All Students:44.1% African American:44.10% American Indian:83.3% Asian:44.5% Filipino:47.5% Hispanic:44.1% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White:46.1% Two or More Races:46.0% English Learners: 36.0% Socioeconomically Disadvantaged:44.35 Students with Disabilities:34.35 Foster Students:20.0% Homeless Students:42.2%	

1.6	Percentage of students graduating having completed a CTE pathway	<p>2023 Dashboard</p> <p>All Students: 28.1%</p> <p>African American: 17.5%</p> <p>American Indian: 43.8%</p> <p>Asian: 26.3%</p> <p>Filipino: 29.4%</p> <p>Hispanic: 26.8%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 33%</p> <p>Two or More Races: 27.8%</p> <p>English Learners: 11.9%</p> <p>Socioeconomically Disadvantaged: 24.3%</p> <p>Students with Disabilities: 11.9%</p> <p>Foster Students: 4.2%</p> <p>Homeless Students: 9.1%</p>			<p>All Students: 38.1%</p> <p>African American: 38.1%</p> <p>American Indian: 45.8%</p> <p>Asian: 38.1%</p> <p>Filipino: 38.1%</p> <p>Hispanic: 38.1%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 38.1%</p> <p>Two or More Races: 38.1%</p> <p>English Learners: 31.9%</p> <p>Socioeconomically Disadvantaged: 24.3%</p> <p>Students with Disabilities: 31.9%</p> <p>Foster Students: 24.2%</p> <p>Homeless Students: 20.1%</p>	
1.7	Percentage of students graduating meeting UC/CSU requirements	<p>2023 Dashboard</p> <p>All Students: 41.4%</p> <p>African American: 32.5%</p> <p>American Indian: 50%</p> <p>Asian: 55.3%</p> <p>Filipino: 64.7%</p> <p>Hispanic: 35.7%</p> <p>Pacific Islander: Data suppressed to protect</p>			<p>All Students: 51.4%</p> <p>African American: 45.5%</p> <p>American Indian: 55%</p> <p>Asian: 57.3%</p> <p>Filipino: 69.7%</p> <p>Hispanic: 47.7%</p>	

		<p>student privacy - less than 11 students</p> <p>White: 56.4%</p> <p>Two or More Races: 48.1%</p> <p>English Learners: 12.4%</p> <p>Socioeconomically Disadvantaged: 32.6%</p> <p>Students with Disabilities: 8.6%</p> <p>Foster Students: 8.3%</p> <p>Homeless Students: 20.5%</p>			<p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 63.4%</p> <p>Two or More Races: 56.1%</p> <p>English Learners: 25.4%</p> <p>Socioeconomically Disadvantaged: 51.6%</p> <p>Students with Disabilities: 26.6%</p> <p>Foster Students: 8.3%</p> <p>Homeless Students: 40.5%</p>	
1.8	Percentage of students graduating prepared for college by the Early Assessment Program (EAP)	<p>2023 Dashboard ELA</p> <p>All Students: 60.31%</p> <p>African American: 41.38%</p> <p>American Indian: 58.34%</p> <p>Asian: 71.95%</p> <p>Filipino: 88.24%</p> <p>Hispanic: 57.19%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 69.79%</p> <p>Two or More Races: 58.82%</p> <p>English Learners: 12.76%</p>			<p>ELA All Students: 69.16%</p> <p>African American: 55.67%</p> <p>American Indian: 69.75%</p> <p>Asian: 49.13%</p> <p>Filipino: 70.59%</p> <p>Hispanic: 65.48%</p> <p>Pacific Islander: N/A</p> <p>White: 73.51%</p> <p>Two or More Races: 69.84%</p> <p>English Learners: 35.00%</p>	

		<p>Socioeconomically Disadvantaged: 53.16%</p> <p>Students with Disabilities: 13.89%</p> <p>Foster Students: 25%</p> <p>Homeless Students: 42.31%</p> <p>Math</p> <p>All Students: 17.09%</p> <p>African American: 11.54%</p> <p>American Indian: 8.33%</p> <p>Asian: 28.57%</p> <p>Filipino: 35.29%</p> <p>Hispanic: 13.08%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 28.5%</p> <p>Two or More Races: 18.45%</p> <p>English Learners: 1.04%</p> <p>Socioeconomically Disadvantaged: 11.27%</p> <p>Students with Disabilities: 1.8%</p> <p>Foster Students: 0.00%</p> <p>Homeless Students: 15.38%</p> <p>H</p>			<p>Socioeconomically Disadvantaged: 61.50%</p> <p>Students with Disabilities: 36.06%</p> <p>Foster Students: Data suppressed to protect student privacy - less than 11 students</p> <p>Homeless Students: 55.98%</p> <p>Math</p> <p>All Students: 37.09%</p> <p>African American: 31.54%</p> <p>American Indian: 30.33%</p> <p>Asian: 48.57%</p> <p>Filipino: 42.29%</p> <p>Hispanic: 29.58%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 38.5%</p> <p>Two or More Races: 38.45%</p> <p>English Learners: 26.04%</p> <p>Socioeconomically Disadvantaged: 35.27%</p> <p>Students with Disabilities: 36.8%</p>	
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					Foster Students: N/A Homeless Students:37.38%	
1.10	Percentage of students scoring Early, mid, or above Grade level iReady Math	All Students-22% EL-7% Sped-7% SED-17% Homeless-12% Foster-9%			All Students-33% EL-20% Sped-20% SED-26% Homeless-24% Foster-21%	
1.11	ELPAC English Learner Progress	2023 Dashboard 44.9%			English Learner Progress 50%	
1.12	Percentage of students scoring Early, mid, or above Grade level iReady ELA	2023/2024 School Year 2nd Administration All Students-32% EL-12% Sped-9% SED-27% Homeless-20% Foster-18%			All Students All Students-41% English Learners - 33% Sped-25% Socioeconomically Disadvantaged- 40% Homeless-35% Foster Youth -43%	
1.13	English Learner Reclassification Rate	2023/2024 School Year 10.24%			16.24%	
1.14	Percentage passing AP exam with a score of 3 or higher	2023 Dashboard All Students: 15.7% African American: 10.0% American Indian: 0.0% Asian:18.6% Filipino: 25%			67% of the students taking AP tests will score a 3 or better.	

		<p>Hispanic: 13.3%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White:18.5%</p> <p>Two or More Races: 31.0%</p> <p>English Learners: 4.0%</p> <p>Socioeconomically Disadvantaged: 10%</p> <p>Students with Disabilities: 4.8%</p> <p>Foster Students: 0.00%</p> <p>Homeless Students:16.7%</p>				
1.15	Implementation of academic content and performance standards for all students, including how English Learners will access the CCSS and ELD standards.	<p>2023/2024 School Year</p> <p>1. English Language Arts – Full Implementation and Sustainability</p> <p>2. English Language Development – Initial Implementation</p> <p>3. Mathematics – Full Implementation and Sustainability</p> <p>4. Science – Initial Implementation</p> <p>5. History-Social Science – Beginning Development</p>			Full implementation of all academic standards	
1.16	Instructional Materials: Every student has standards-aligned materials	<p>2023/2024 School Year</p> <p>100% of the students have standards-aligned materials</p>			100% of the students have standards-aligned materials	

1.17	Teachers: Fully Credentialed & appropriately assigned	<p>2022/2023 School Year 2.5% of the teachers were considered teaching out of field.</p> <p>2022/2023 School Year 85% of the teachers held a clear or preliminary credential</p>			<p>1.5% of the teachers were considered teaching out of field.</p> <p>2022/2023 School Year 89% of the teachers held a clear or preliminary credential</p>	
1.18	Percentage of High School Students passing w/ C or better	<p>2023/2024 1st semester</p> <p>English EL-60% Foster-52% SPED-70% SED -72% All-77%</p> <p>Math EL-46% Foster-48% SPED-62% SED -63% All-70%</p> <p>Science EL-51% Foster-54% SPED-64% SED -71% All-77%</p> <p>Social Science EL-57%</p>			<p>English EL-80% Foster-75% SPED-85% SED -85% All-85%</p> <p>Math EL-75% Foster-75% SPED-85% SED -85% All-85%</p> <p>Science EL-75% Foster-75% SPED-80% SED -85% All-85%</p> <p>Social Science EL-75% Foster-75% SPED-80% SED -85%</p>	

		<p>Foster-48% SPED-65% SED -68% All-73%</p> <p>Health EL-62% Foster-40% SPED-65% SED -72% All-77%</p> <p>PE EL-69% Foster-53% SPED-76% SED -78% All-83%</p> <p>VAPA EL-80% Foster-83% SPED-82% SED -89% All-92%</p> <p>CTE EL-70% Foster-86% SPED-75% SED -83% All-87%</p> <p>World Languages EL-73% Foster-69% SPED-69% SED-80% All-84%</p>			<p>All-85%</p> <p>Health EL-85% Foster-85% SPED-80% SED -85% All-90%</p> <p>PE EL-85% Foster-85% SPED-80% SED -85% All-90%</p> <p>VAPA EL-99% Foster-99% SPED-99% SED -99% All-99%</p> <p>CTE EL-99% Foster-99% SPED-99% SED -99% All-99%</p> <p>World Languages EL-99% Foster-99% SPED-99% SED -99% All-99%</p> <p>ELD EL-99%</p>	
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		ELD EL-78% Foster-80% SPED-63% SED -78% All-78%			Foster-90% SPED-99% SED -99%	
1.19	CAASPP-ELA Schools & Student Groups identified in Red	2023 Dashboard Schools & Student Groups identified in Red in ELA Conyer-Elementary Students With Disabilities-122.9 below standard Denton Elementary Students With Disabilities-77.30 below standard Divisadero Middle English Learners-82.90 below standard Students With Disabilities-149.2 below standard El Diamante High English Learners-52.80 below standard Students With Disabilities-102 below standard Four Creeks Elementary			Conyer- Elementary Students With Disabilities- 110.61 Below Standard Denton Elementary Students With Disabilities- 69.57 Below Standard Divisadero Middle English Learners- 74.61 Below Standard Students With Disabilities- 134.28 Below Standard El Diamante High English Learners- 47.52 Below Standard Students With Disabilities- 91.80 Below Standard Four Creeks Elementary	

		<p>English Learners-92.00 below standard</p> <p>Golden Oak Elementary Students With Disabilities-127.80 below standard</p> <p>Golden West High Students With Disabilities-176.1 below standard</p> <p>Goshen Elementary Students With Disabilities-47.40 below standard</p> <p>Green Acres Middle English Learners-93.9 below standard Students With Disabilities-136.20 below standard</p> <p>Highland Elementary ALL-76.70 below standard English Learners-88.4 below standard Socioeconomically Disadvantaged -77.5 Students With Disabilities-143.00 below standard</p> <p>Ivanhoe Elementary</p>			<p>English Learners-82.80 Below Standard</p> <p>Golden Oak Elementary Students With Disabilities- 115.02 Below Standard</p> <p>Golden West High Students With Disabilities- 158.49 Below Standard</p> <p>Goshen Elementary Students With Disabilities- 42.66 Below Standard</p> <p>Green Acres Middle English Learners-84.51 Below Standard Students With Disabilities- 122.58 Below Standard</p> <p>Highland Elementary ALL- 69.03 Below Standard English Learners-79.56 Below Standard Socioeconomically Disadvantaged-</p>	
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		<p>Students With Disabilities-136.20 below standard</p> <p>La Joya Middle English Learners-87.1 below standard</p> <p>Linwood Elementary Students With Disabilities-99.40 below standard</p> <p>Pinkham Elementary Students With Disabilities-84.70 below standard</p> <p>Ridgeview Middle English Learners-70.6 below standard</p> <p>Ridgeview Middle Students With Disabilities-111.40 below standard</p> <p>Riverway Elementary Students With Disabilities-148.1 below standard</p> <p>Royal Oaks Elementary Students With Disabilities -114.40 below standard</p> <p>Valley Oak Middle</p>			<p>69.75 Below Standard Students With Disabilities- 128.70 Below Standard</p> <p>Ivanhoe Elementary Students With Disabilities- 122.58 Below Standard</p> <p>La Joya Middle English Learners- 78.39 Below Standard</p> <p>Linwood Elementary Students With Disabilities- 89.46 Below Standard</p> <p>Pinkham Elementary Students With Disabilities- 76.23 Below Standard</p> <p>Ridgeview Middle English Learners- 63.54 Below Standard</p> <p>Ridgeview Middle Students With Disabilities- 100.26 Below Standard</p>	
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		<p>English Learners-95.1 below standard</p> <p>Valley Oak Middle Students With Disabilities-160.40 below standard</p> <p>Veva Blunt Elementary English Learners-83.5 below standard</p> <p>Veva Blunt Elementary Students With Disabilities 106.70 below standard</p> <p>Washington Elementary ALL -86.4 below standard English Learners-73.40 below standard</p> <p>Washington Elementary Hispanic 89.30 below standard Socioeconomically Disadvantaged -84.2 below standard</p> <p>Willow Glen Elementary Students With Disabilities 168.2 below standard</p>			<p>Riverway Elementary Students With Disabilities- 133.29 Below Standard</p> <p>Royal Oaks Elementary Students With Disabilities - 102.96 Below Standard</p> <p>Valley Oak Middle English Learners- 85.59 Below Standard</p> <p>Valley Oak Middle Students With Disabilities- 144.36 Below Standard</p> <p>Veva Blunt Elementary English Learners- 75.15 Below Standard</p> <p>Veva Blunt Elementary Students With Disabilities- 96.03 Below Standard</p> <p>Washington Elementary ALL- 77.76 Below Standard</p>	
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					<p>English Learners- 66.06 Below Standard</p> <p>Washington Elementary Hispanic 80.37 Below Standard Socioeconomically Disadvantaged- 75.78 Below Standard</p> <p>Willow Glen Elementary Students With Disabilities- 151.38 Below Standard</p>	
1.20	CAASPP-Math Schools & Student Groups identified in Red	<p>2023 Dashboard Conyer Elementary Students With Disabilities-144.8 below standard</p> <p>Denton Elementary Students With Disabilities-105.5 below standard</p> <p>El Diamante High English Learners 159 Students With Disabilities-198.9 below standard</p> <p>Four Creeks Elementary</p>			<p>Conyer Elementary Students With Disabilities- 130.32 below standard</p> <p>Denton Elementary Students With Disabilities- 94.95 below standard</p> <p>El Diamante High English Learners 143.10 below standard Students With Disabilities- 179.01 below standard</p>	

		<p>Students With Disabilities-119.7 below standard</p> <p>Golden Oak Elementary Students With Disabilities-152 below standard</p> <p>Golden West High ALL -140.8 below standard Hispanic-150.1 below standard Socioeconomically Disadvantaged-153.2 below standard Students With Disabilities-280.2 below standard White-116.8 below standard</p> <p>Green Acres Middle English Learners-140 below standard Students With Disabilities-167.9 below standard</p> <p>Highland Elementary English Learners-97.9 below standard Students With Disabilities-157.1 below standard</p> <p>Hurley Elementary</p>			<p>Four Creeks Elementary Students With Disabilities- 107.73 below standard</p> <p>Golden Oak Elementary Students With Disabilities- 136.80 below standard</p> <p>Golden West High ALL 126.72 below standard Hispanic- 135.09 below standard Socioeconomically Disadvantaged- 137.88 below standard Students With Disabilities- 252.18 below standard White- 105.12 below standard</p> <p>Green Acres Middle English Learners- 126.00 below standard Students With Disabilities- 151.11 below standard</p> <p>Highland Elementary</p>	
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		<p>Students With Disabilities-114.1 below standard</p> <p>Ivanhoe Elementary Students With Disabilities-144.9 below standard</p> <p>La Joya Middle Hispanic-112.9 below standard</p> <p>Pinkham Elementary English Learners-100.5 below standard Students With Disabilities-119.2 below standard</p> <p>Ridgeview Middle Students With Disabilities-140 below standard</p> <p>Riverway Elementary Students With Disabilities-155.4 below standard</p> <p>Royal Oaks Elementary Students With Disabilities-118.6 below standard</p> <p>Valley Oak Middle ALL-122.2 below standard English Learners 41.5</p>			<p>English Learners-88.11 below standard Students With Disabilities- 141.39 below standard</p> <p>Hurley Elementary Students With Disabilities- 102.69 below standard</p> <p>Ivanhoe Elementary Students With Disabilities- 130.41 below standard</p> <p>La Joya Middle Hispanic- 101.61 below standard</p> <p>Pinkham Elementary English Learners-90.45 below standard Students With Disabilities- 107.28 below standard</p> <p>Ridgeview Middle Students With Disabilities- 126.00 below standard</p> <p>Riverway Elementary</p>	
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		<p>Hispanic-130.9 below standard Socioeconomically Disadvantaged -135 below standard</p> <p>Veva Blunt Elementary Students With Disabilities-129.3 below standard</p> <p>Washington Elementary ALL-109.4 below standard Hispanic-111.7 below standard Socioeconomically Disadvantaged -108.5 below standard</p> <p>Willow Glen Elementary Students With Disabilities -172.1 below standard</p>			<p>Students With Disabilities- 139.86 below standard</p> <p>Royal Oaks Elementary Students With Disabilities- 106.74 below standard</p> <p>Valley Oak Middle ALL- 109.98 below standard English Learners 37.35 below standard Hispanic- 117.81 below standard Socioeconomically Disadvantaged 121.50 below standard</p> <p>Veva Blunt Elementary Students With Disabilities- 116.37 below standard</p> <p>Washington Elementary ALL- 98.46 below standard Hispanic- 100.53 below standard Socioeconomically Disadvantaged- 97.65 below standard</p>	
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					Willow Glen Elementary Students With Disabilities - 154.89 below standard	
1.21	College and Career Ready Schools & Student Groups identified in Red	<p>2023 Dashboard</p> <p>Mt. Whitney High Students With Disabilities 7.90% English Learners 9.40%</p> <p>Sequoia High English Learners 0.00% Hispanic-1.00% Socioeconomically Disadvantaged-1.20% Students With Disabilities-0.00%</p>			<p>Mt. Whitney High Students With Disabilities 17.90% English Learners 19.40%</p> <p>Sequoia High English Learners 10.00% Hispanic-11.00% Socioeconomically Disadvantaged-11.20% Students With Disabilities-10.00%</p>	
1.22	English Learner Progress Schools & Student Groups identified in Red	<p>2023 Dashboard</p> <p>Conyer Elementary 28.60%</p> <p>Crowley Elementary 60.30%</p> <p>Divisadero Middle 55.30%</p> <p>Four Creeks Elementary-34.50%</p>			<p>Conyer Elementary 31.46%</p> <p>Crowley Elementary 66.33%</p> <p>Divisadero Middle 60.83%</p> <p>Four Creeks Elementary-37.95%</p>	

		Golden West High 34.20% Redwood High-21.00% Sequoia High-16.70% Valley Oak Middle- 44.50% Veva Blunt Elementary -36.00% Washington-Elementary 32.50%			Golden West High 37.62% Redwood High- 23.10% Sequoia High- 18.37% Valley Oak Middle- 48.95% Veva Blunt Elementary - 39.60% Washington- Elementary 35.75%	
1.23	Graduation Rate Schools & Student Groups identified in Red	2023 Dashboard Golden West Students with Disabilities-57.9%			Golden West Students with Disabilities-77.9%	
1.24	K-2 class size	2023/2024 School Year With LCAP support: 24.53 student to teacher ratio Without LCAP support 27.63 student to teacher ratio			Maintain current class size average	
1.25	School FIT Reports	June 2024 22 schools were rated "good"			All Schools received a rating of "good".	

		29 schools were rated "fair"				
1.26	Elementary Class Size	2023/2024 24.53 student to teacher ratio			Maintain 24.53 student to teacher ratio	
1.27	% of students needing a chrome book	0% of students need a chrome book			0% of students need a chrome book	
1.28	Students graduating A-G w/ music credits.	Baseline established in 2024/2025 school year			Baseline established in 2024/2025 school year	
1.29	Students suspension rate enrolled in music classes .	Baseline established in 2024/2025 school year			Baseline established in 2024/2025 school year	
1.30	% of students enrolled in a CTE course	2023/2024 Female-40.54% Male-59.05 English Learners-6.10% SPED-9.84% SED-13.05%			Female-50.0% Male-50.0% English Learners-6.10% SPED-19.84% SED-25.05%	
1.31	DRDP in the area of language development	17% of preschool students scored as Integrating Earlier 35% scored Building Later			25% of preschool students scored as Integrating Earlier 30% scored Building Later	

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	Library Media Support	To increase reading scores and provide low income and English learners access to high interest books, the district will continue to fund a full time district librarian position and 8 hour library technicians at all school sites.	\$2,222,140.00	Yes
1.2	Elementary Teachers	The district provides an additional teacher to decrease class size at all elementary sites.	\$5,357,009.00	Yes
1.3	Dual Immersion-42030	Dual Immersion- the district has 2 dual immersion programs at Mountain View and at Willow Glen. Both programs will be expanding up to the next grade level this upcoming year. This is a district-wide program that has an open registration for all entering TK/K students. The district provides two	\$1,986,538.00	Yes

		additional bilingual teachers and additional paraprofessionals. This action is written to address English Language Learners. Classroom teachers- Title III-aides & support teachers		
1.4	Professional Learning 07267/30100-5855/40350	In order to meet the needs of students who are struggling (SED, Foster, English Learners, and homeless) the district has identified professional learning for teachers, administrators, and other staff members. Training will include a focus on differentiation for Tier I and the implementation of PLCs. For Tier II & Tier III strategies the district has begun focusing on both behavior & academic services. Based on input from administrators, counselors, social workers, and district office staff Professional learning would help create, implement, and design systems and structures to support Tier II & Tier III services. Other Professional Learning is support for AVID, proper use of funds, and SEL support. 40350-Content specialist-\$538,783 30100-Content specialist-\$1,002,798	\$4,963,831.00	Yes
1.5	Technology	The district provides students with a chrome book; so students can complete assignments at home and access on line tutoring. To provide support for the district has hired an additional 5 tech support Technician.	\$3,819,680.00	Yes
1.6	Course Access 07268	The district will continue to provide additional classes/sections in the middle/high schools. The district provides additional interventions in the area of intervention for secondary students. 07268	\$3,713,477.00	Yes
1.7	Targeted Secondary Special Education Support	The district has hired additional special education teachers to create a service delivery model of co-plan/coteach. The model will be implemented in 7-9 grades . The model will address the data of special educations students being identified as red in ELA, math, C& C readiness, and	\$710,000.00	No

		<p>graduation rate for our special education secondary students. This action will allow students to have easier access to grade level standards and flexibility with schedules to be able to enroll in electives that address C & C readiness and graduation requirements. 4 Ed specialist at middle school level & 1 content specialist.</p> <p>The action address schools identified in red: District -ELA, Math, Graduation Rate Divisadero Middle-ELA El Diamante High- ELA, Math Golden West High- ELA, Math, Graduation Rate Green Acres Middle-ELA, Math Mt. Whitney High-Graduation Rate, College and Career Ready Ridgeview Middle-ELA, Math Valley Oak Middle-ELA</p>		
1.8	Counseling Team 07283 41270	<p>The district has hired a director of student services and a coordinator of counseling to support, train and implement ASCA for the 26 High School Counselors. The School Counselors meet with parents and students. They provide Academic, Social Emotional, and College and Career supports. They support staff in the area of professional learning in regard to students supports and classroom accommodations. School Counselors connect with community partners to provide access to outside programs and services to their students. Students are assigned to individual school counselors who function as their case manager to support in the areas of academic, behavior, social emotional, and college and career readiness. The district will pay for 1 AP test for every student in their VUSD career.</p>	\$5,043,958.00	Yes
1.9	Assessment and Instructional Technology 07212	<p>The District continues to provide district and site-level support in the area of assessment and instructional technology. Assessment data are used to strengthen instructional planning, MTSS implementation, accountability, and systems of support. Instructional technology is used to enhance instruction through increased engagement, real-world application, student-centered learning opportunities, and improved communication with students and families. The district provides additional services for ELPAC testing and assessment staff.</p>	\$1,712,198.00	Yes

1.11	School Support 07290 07200	<p>In order to help schools meet the needs of low income, English learners, foster youth students, all qualified schools receive state supplemental and concentration funds as well as Federal Title I funds. Supplemental and Concentration funds are distributed based on unduplicated counts while Federal funds are distributed on Free and Reduced lunch counts. Coordinator & Administrator, Budget Analysis are hired to support this action.</p> <p>The amount received for state funds for each unduplicated student is as follows and distributed based on the number of unduplicated students. Elementary-\$163.48 Middle schools-\$172.74 High Schools-\$74.79</p> <p>The following high impact elementary schools sites receive and additional \$30 per unduplicated student: Crowley, Four Creeks, Goshen, Highland, Houston, Ivanhoe, Washington</p> <p>The following high impact high schools sites receive and additional \$326 per unduplicated student: Sequoia</p> <p>For Federal Title I funds, \$197.24 is received for each student qualifying for Free & Reduced lunch. High Schools receive \$175 for each student qualifying for Free & Reduced lunch. The expenditure of these funds are addressed in each schools' Single Plan for Student Achievement. The funds are to address the needs (based on school data) of each school's unduplicated and underperforming student group. The expenditures/activities are monitored by the school's School Site Council as well as the districts State & Federal Projects department.</p> <p>According to Education Code section 64001 "LCAPs must be consistent with school plans". "The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans." Every school plan as at a minimum one action to address each of their student groups identified in Red. 07290-Site Funds</p>	\$12,741,134.00	Yes

		<ul style="list-style-type: none"> District support 07200 <p>Additional support the district provides for implementation of site interventions & Professional Learning Communities (PLC) \$275,000 for sub release \$400,000 for printing \$850,000 for SCICON</p> <p>To support students who have been expelled the district allocates additional funds for the Creekside \$85,000-Supplemental/Concentration Funds \$40,000-Title I</p>		
1.12	Early Childhood Support	<p>After analyzing the Desired Results Developmental Profile data there was evidence that unduplicated students are entering transitional kindergarten less prepared. At the end of the year data demonstrated that the sites where high concentrations of unduplicated students attended showed less kindergarten readiness. In order to prepare unduplicated children for kindergarten the district is funding additional services for preschool age students who are in a full day transitional kindergarten program.</p> <p>The specific sites are those which have an 80 percent or higher concentration of socially economically disadvantaged and English Learner students. The services include: full-time preschool teachers teaching side by side transitional kindergarten teachers supporting the roll out of the Desired Results Developmental Profile (DRDP), the Learning Foundations for Early Education, understanding learning through play and reconfiguring the class to follow the Early Childhood Environmental Scale.</p> <p>The classrooms are required to provide distinct interest areas inside of the classroom and in outdoor learning spaces. The spaces are required to be different from traditional tk or kindergarten spaces. They also include substantial materials which are required to be shared and are required to be switched out often to keep student interest and are aligned to curriculum. Sobrato Early Academic Language (SEAL) professional learning opportunities will continue. Twenty-six teachers need training to effectively deliver the instruction with fidelity. SEAL is research based and proven to develop the academic language in children via social studies and</p>	\$287,250.00	Yes

		<p>science content. This will benefit 16 of the 28 elementary schools. This curriculum requires all materials be hands-on.</p> <p>Purchases are made in alignment with 4 particular units of study. The focus of the blended preschool sites are to align current practices to prepare students equitably for kindergarten. Blended Early Childhood classrooms described above are housed at 15 sites. With the support of supplemental and concentration funds, the early childhood education program is able to serve over 700 students.</p>		
1.13	Instructional Technology 07200, 30100	<p>With district ELA scores showing significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. Their ELA scores are 66.4 points below standard.</p> <p>The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard.</p> <p>The District continues to provide district and site-level support in the area of instructional technology. Instructional technology is used to enhance instruction through increased engagement, real-world application, student-centered learning opportunities, and improved communication with students and families. Instructional technology support takes many forms, including but not limited to:</p> <p>Set-up and Management - Set-up and management of instructional technology systems and applications so that they are available and appropriately configured for teachers, administrators, and all students.</p>	\$1,364,561.00	Yes

		<p>Training and Support - Working collaboratively with other lead teams to train and support staff in understanding and effectively using instructional technology to strengthen learning opportunities for all students. Develop systems for initial and ongoing training to support teachers and staff at all levels of experience.</p> <p>Analysis and Action - Analyze instructional technology implementation and academic outcome data to track progress for all students and student groups, and to provide targeted systems of support.</p> <p>Data and Reporting - Provide accurate and useful instructional technology data for LCAP reporting.</p> <p>* Address SED (homeless), Foster, EL</p> <p>* Address parent feedback 07200-\$166,170-Schoology 30100-Qualtrics, iReady Director</p>		
1.14	ELD Pathway for Newcomers and Long-Term English Learners:	To support ELs, Visalia Unified has enhanced an English Language Development (ELD) Pathway for both Newcomers and Long-Term English Learners (LTEs). VUSD has created a comprehensive framework that outlines clear processes, sets expectations, and ensures alignment across all levels of instruction. With feedback from principals, assistant principals, registrars, counselors, parents, and students, we have created a clear ELD Pathway that delineates the clear identification of ELs, placement into appropriate ELD programs, and opportunities for reclassification. We have aligned curriculum, instructional practices, assessment tools, and support services to provide a cohesive experience for ELs. To support EL students, dual immersion, and creating systems and structures for AVID the district has also hired a director.	\$195,000.00	Yes
1.15	Support for CTE pathway graduation	In order to support students graduating with a CTE pathway and provide multiple pathways to address student interests and market needs of our	\$3,027,047.00	Yes

	07284 07285	community the district hires an additional 40 CTE credentialed teachers. To provide opportunities for students to access work base experiences the district has hired 2 work based learning coordinators, director & coordinator. 07284-596,222 07286-1,417,150																		
1.16	Targeted Secondary Math Support 40350	The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model. The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson. The following schools have student groups identified in red: <table><tr><td>School</td><td>Student Group</td></tr><tr><td>Green Acres Middle</td><td>English Learners,</td></tr><tr><td>La Joya Middle</td><td>Hispanic</td></tr><tr><td>Valley Oak Middle</td><td>ALL, English Learners, Hispanic,</td></tr><tr><td>Socioeconomically Disadvantaged</td><td></td></tr><tr><td>Golden West</td><td>All, Hispanic, Socioeconomically</td></tr><tr><td>Disadvantaged, white</td><td></td></tr><tr><td>El Diamante</td><td>English Learners</td></tr></table>	School	Student Group	Green Acres Middle	English Learners,	La Joya Middle	Hispanic	Valley Oak Middle	ALL, English Learners, Hispanic,	Socioeconomically Disadvantaged		Golden West	All, Hispanic, Socioeconomically	Disadvantaged, white		El Diamante	English Learners	\$335,000.00	No
School	Student Group																			
Green Acres Middle	English Learners,																			
La Joya Middle	Hispanic																			
Valley Oak Middle	ALL, English Learners, Hispanic,																			
Socioeconomically Disadvantaged																				
Golden West	All, Hispanic, Socioeconomically																			
Disadvantaged, white																				
El Diamante	English Learners																			
1.17	Intervention Support 30100 07216	Analyzing data provided through iReady and CAASPP assessments, we recognize a need to address student success in reading and math. The data show that our socioeconomically disadvantaged (homeless), English Learners, and foster students are showing proficiency at a lower rate than their peers. To address this need, Student Success Teachers have been placed at schools that indicate the highest need for student support in the areas of reading and math. The primary focus of Student Success Teachers will center on reading intervention in grades K-2 and math fluency and instructional strategies for students in grades 3-6. Student Success Teachers are assigned based on student requirements. The following schools have been identified to receive additional support from a reading intervention teacher based on ELA CAASPP data: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak,	\$1,335,942.00	Yes																

		<p>ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanhoe, Royal Oaks, Conyer, Homeless student.</p> <p>Math Student Success Teachers are assigned based on student needs. The following schools have been identified to receive additional support from a math intervention teacher due to scoring red in : Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oak. Analyzing our student math outcomes, our unduplicated students are performing below district averages, but making progress at our sites with an SST. In addition to servicing 3rd through 6th grade students at sites, SSTs also began to push into classrooms on Wednesdays to help support their students with Tier 1 acceleration.</p> <p>For secondary students: The district provides a Learning Liaison that meets regularly with teenage parents to support their understanding of child development.</p>		
1.18	Learning Community Model Curriculum Content Specialists	<p>The district has hired 12 content specialists focusing on implementing Tier 1 support at school sites. Content Specialist in the areas of math, literacy, science, social science, world languages, and ELD will support engagement among students, educators, and broader stakeholders, facilitating knowledge-sharing, collaborative projects, and mutual support in the learning process. By emphasizing collective efforts, the LCM seeks to create enriched learning experiences and maximize student success. Under the LCM framework, team members will be deployed to school sites for up to three days a week to support site administrators, instructional coaches, and teachers directly. Furthermore, up to two days a week will be dedicated to professional learning and development sessions with department administrators, ensuring continuous growth and alignment with evolving educational practices.</p> <p>Transitioning to a community model within our district organization reflects a strategic shift towards enhancing the support structures for schools. The district office aims to establish conducive conditions for educational teams at school sites to cultivate engaging, rigorous, and successful learning environments for all students. Through alignment of district staff and resources, the LCM promotes interdependence between district</p>	\$1,167,100.00	No

		departments and school sites, ensuring coordinated support systems that effectively operationalize the district's Mission/Vision, Strategic Plan, and Initiatives.		
1.19	Curriculum Staff	<p>The presence of dedicated Curriculum Coordinators & Administrator of Leaders and Learning overseeing STEM (Science, Technology, Engineering, and Mathematics) and literacy programs within Visalia Unified School District is instrumental in advancing student achievement and educational outcomes.</p> <p>These Coordinators of Curriculum focus on promoting academic development across all content areas, with a particular emphasis on reading, writing, and communication skills. Their role is pivotal in aligning curriculum standards, instructional practices, and assessment strategies across grade levels and schools. They are committed to ensuring that all students, especially those from socioeconomically disadvantaged backgrounds, foster youth, homeless, and English learners, have access to the necessary support to succeed in their classes. Additionally, Coordinators of Curriculum play a crucial role in successfully implementing intervention programs, such as Student Success Teachers, at designated sites to address the needs of our unduplicated students.</p> <p>The responsibilities of the Coordinators of Curriculum encompass a diverse array of leadership activities. They lead the design and implementation of rigorous and relevant curricula that meet state standards and incorporate best practices in education. Furthermore, they provide ongoing support and professional learning opportunities for teachers to enhance their instructional skills. Collaborating with district stakeholders, they secure resources to enrich classroom experiences and promote student success. These Coordinators also offer coaching and professional development to teachers, helping them integrate research-based strategies into diverse subject areas. They utilize assessment data to identify strengths and areas for improvement, implementing targeted interventions to support struggling students and ensure equitable learning outcomes for all.</p>	\$1,319,838.00	Yes

1.20	Music Program	VUSD music support includes 4-6 music teachers, theater staff, and administrators. In additions funds are allocated for music programs to provide opportunities to purchase sheet music, instruments, and performance fees without fundraising.	\$5,240,944.00	Yes								
1.21	Targeted Elementary Math Support	<p>The schools identified in red will be provided Professional Learning targeting the implementation of the balanced math instructional model. The implementation will be measured by LCM observations to insure vocabulary and language development is embedded into lesson. The following schools have student groups identified in red:</p> <table><tr><td>School</td><td>Student Group</td></tr><tr><td>Highland</td><td>English Learners</td></tr><tr><td>Pinkham Elementary</td><td>English Learners</td></tr><tr><td>Washington Elementary</td><td>ALL, Hispanic, Socioeconomically Disadvantaged</td></tr></table>	School	Student Group	Highland	English Learners	Pinkham Elementary	English Learners	Washington Elementary	ALL, Hispanic, Socioeconomically Disadvantaged	\$106,100.00	No
School	Student Group											
Highland	English Learners											
Pinkham Elementary	English Learners											
Washington Elementary	ALL, Hispanic, Socioeconomically Disadvantaged											
1.23	Target Designated ELD Support	<p>The district will provide additional support for the identified schools to monitor efficacy of designated ELD. Support will include additional observational visits and training. Substitutes are available for support.</p> <p>The following schools have been identified in red for EL progress: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.</p>	\$743,550.00	Yes								
1.24	Target ELA support	Using the LCM model, the district will continue to refine the implementation of READERSHIP in secondary sites. The focus of the implementation will be on conferring, goal setting, and increasing reading volume. For	\$20,000.00	No								

		<p>elementary sites the focus will be to continue to work on K-2nd Milestone (Elementary sites) -Continue Implementation Support with Foundations; training for new teachers and teachers who would benefit from further professional learning using the Plan, Do, Study, Act (PDSA) cycle.</p> <p>The following schools have student groups identified in red: District Foster Youth, Homeless Youth Divisadero Middle English Learners El Diamante High English Learners Four Creeks Elementary English Learners Green Acres Middle English Learners Highland Elementary ALL, English Learners, Socioeconomically Disadvantaged La Joya Middle English Learners Ridgeview Middle English Learners Valley Oak Middle English Learners Veva Blunt Elementary English Learners Washington Elementary ALL, English Learners, Hispanic, Socioeconomically Disadvantaged</p>		
1.25	Targeted Homeless/Foster Youth Support 30100	The district provides a Student Welfare Attendance Technicians to each program and a reading intervention teacher. This support is targeted for those two student groups district wide. In addition the district reviews data attendance data monthly, calls families needing additional support to help eliminate barriers for students to attend school.	\$580,000.00	Yes
1.26	Targeted Elementary Special Education Support	The district has hired a Program Consultant and Instructional Coach whose primary focus is on inclusion and supporting elementary site's development of their Learning Centers to provide more individualized services. Keeping students in the GE as much as possible (especially TK-3rd grade) to reduce the achievement gap that's happening because they're missing out on grade level curriculum. The following sites will be the first to receive training and will be part of the improvement cycles for implementation purposes.	\$420,000.00	No

		<p>The following schools have student groups identified in red:</p> <p>Conyer Elementary ELA, Math District-ELA, Math Four Creeks Elementary-Math Golden Oak- ELA, Math Goshen Elementary-ELA Ivahnoe-ELA, Math Linwood-ELA Riverway-ELA, Math Royal Oaks-ELA, Math Will Glen, ELA, Math Denton-ELA, Math Highland Elementary-ELA, Math Hurley-Math Pinkham Elementary-ELA, Math Veva Blunt Elementary-ELA, Math Willow Glen-ELA, Math</p>		
1.27	Targeted Graduation and CCI support	<p>Counselors will meet with the following student groups on a regular bases to monitor grades, suspensions and to support the students to better enable them to graduate and graduate College and Career. In addition for Foster Youth the Foster Youth liaison will meet with all foster youth to discuss supports needed for success. This address:</p> <p>The Differentiated Assistance to address Foster Youth suspensions and the red state dashboard indictor for these student groups.</p> <p>District wide: Foster Youth Mt. Whitney: English Learners, SWD ELs - Grad Rate and CCI SWD - Grad Rate and CCI</p>	\$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. Their input shared that cultural and climate should be a focus for the district. In addition to the input district data shows that little progress has been made in the areas of suspensions and our chronic absenteeism rate remains significantly higher than our 2019 dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Cumulative District Total of Actual Attendance	2023 93.17%			95.00%	
2.2	Chronic Absenteeism rates	2023 Dashboard All Students: 22.8% African American: 29.9% American Indian: 29.9% Asian: 14% Filipino: 10.2% Hispanic: 24.3% Pacific Islander: 23.1%			All Students: 12.8% African American: 17.9% American Indian: 17.9% Asian: 12% Filipino: 10.2% Hispanic: 12.8%	

		<p>White: 18.9%</p> <p>Two or More Races: 21%</p> <p>English Learners: 20.7%</p> <p>Socioeconomically Disadvantaged: 26.3%</p> <p>Students with Disabilities: 29.5%</p> <p>Foster Students: 26%</p> <p>Homeless Students: 43.3%</p>			<p>Pacific Islander: 13%</p> <p>White: 12.8%</p> <p>Two or More Races: 12.8%</p> <p>English Learners: 12.8%</p> <p>Socioeconomically Disadvantaged: 12.8%</p> <p>Students with Disabilities: 15.5%</p> <p>Foster Students: 13%</p> <p>Homeless Students: 23.3%</p>	
2.3	Teacher Attendance Rate	Average number of days absent: 4.48			Average number of days absent: 3.48	
2.4	Graduation Rate	<p>2023 Dashboard-5 year graduation rate</p> <p>All Students: 89.6%</p> <p>African American: 82.5%</p> <p>American Indian: 87.5%</p> <p>Asian: 93.4%</p> <p>Filipino: 88.2%</p> <p>Hispanic: 88.7%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 93.3%</p> <p>Two or More Races: 87%</p> <p>English Learners: 80.5%</p>			<p>Dashboard-5 year graduation rate</p> <p>All Students: 93.6%</p> <p>African American: 93.6%</p> <p>American Indian: 93.6%</p> <p>Asian: 95.4%</p> <p>Filipino: 93.6%</p> <p>Hispanic: 93.6%</p> <p>Pacific Islander: Data suppressed to protect student privacy - less than 11 students</p> <p>White: 93.6%</p> <p>Two or More Races: 93.6%</p>	

		Socioeconomically Disadvantaged: 87.7% Students with Disabilities: 59% Foster Students: 79.2% Homeless Students: 71.6%			English Learners: 90.5% Socioeconomically Disadvantaged: 93.6% Students with Disabilities: 89% Foster Students: 93.6% Homeless Students: 91.6%	
2.5	High School Drop Out Rate	Class of 2023 All Students: 7% African American: 13% American Indian: 10% Asian: 4% Filipino: 6% Hispanic: 8% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 5% Two or More Races: 9% English Learners: 16.5% Socioeconomically Disadvantaged: 8.1% Students with Disabilities: 22.4% Foster Students: 13.6% Homeless: 20% Homeless Students:			All Students: 5% African American: 5% American Indian: 5% Asian: 2% Filipino: 2% Hispanic: 5% Pacific Islander: Data suppressed to protect student privacy - less than 11 students White: 5% Two or More Races: 5% English Learners: 7% Socioeconomically Disadvantaged: 5% Students with Disabilities: 9% Foster Students: 6% Homeless: 9%	

2.6	Middle School Drop Out Rate	2023 Less than 1 percent			Less than 1 percent	
2.7	Suspension Rate Percentage of students suspended at least one day	2023 Dashboard All Students: 5.1 % African American: 10.1% American Indian: 12.4% Asian: 3.3% Filipino: 1.4% Hispanic: 5.4% Pacific Islander: .19% White: 3.8% Two or More Races: 5.2% English Learners: 5.3% Socioeconomically Disadvantaged: 6% Students with Disabilities: 7.7% Foster Students: 14.9% Homeless Students: 8.6%			All Students: 4.1 % African American: 5.1% American Indian: 6.4% Asian: 3.3% Filipino: 1.4% Hispanic: 4.1% Pacific Islander: .19% White: 3.8% Two or More Races: 4.1% English Learners: 4.1 % Socioeconomically Disadvantaged: 4.1 % Students with Disabilities: 4.1 % Foster Students: 7.9% Homeless Students: 5.6%	
2.8	Expulsion Rate	2022/2023 School Year All Students: .2% African American: .7% American Indian: .8% Asian: .08% Filipino: 0% Hispanic: .3% Pacific Islander: 0% White: .08% Two or More Races: .1%			All Students: .2% African American: .2% American Indian: .2% Asian: .08% Filipino: 0% Hispanic: .2% Pacific Islander: 0% White: .08%	

		English Learners: .4% Socioeconomically Disadvantaged: .28% Students with Disabilities: .7% Foster Students: 2% Homeless Students: .3%			Two or More Races: .1% English Learners: .2% Socioeconomically Disadvantaged: .1% Students with Disabilities: .2% Foster Students: .2%	
2.9	Parent Survey	2023/2024 The parent over all satisfaction score was 3.5 out of 4			The parent over all satisfaction score will be 3.9 out of 4	
2.10	Staff Survey	2023/2024 The staff over all satisfaction score was 3.16 out of 4			The staff over all satisfaction score will be 3.8 out of 4	
2.11	Student Survey	2023/2024 83.63% of the students completing the survey feel their teacher cares about them 71.69% regularly participate in extra-curricular activities 80.21% feel they are part of the school.			90% of the students completing the survey feel their teacher cares about them 82% regularly participate in extra-curricular activities 90% feel they are part of the school.	
2.13	Students have access and are enrolled in a broad course of study (i.e. social science,	Dashboard: Met			Dashboard: Met	

	science, health, PE, VAPA, and world language)					
2.14	Schools/Student Groups Identified in Red in Chronic Absenteeism	<p>2023 Dashboard. Hurley Elementary Asian 34.00% White 23.80%</p> <p>Royal Oaks Elementary English Learners 29.20%</p> <p>Washington Elementary Students With Disabilities 50.00%</p>			<p>Hurley Elementary Asian 24.00% White 18.80%</p> <p>Royal Oaks Elementary English Learners 18.20%</p> <p>Washington Elementary Students With Disabilities 30.00%</p>	
2.15	Suspension Rate- Schools/Student Groups Identified in Red	<p>2023 Dashboard Ivanhoe Elementary Students With Disabilities 11.70%</p> <p>La Joya Middle English Learners 4.60% Hispanic 3.20% Socioeconomically Disadvantaged 3.50% Students With Disabilities 9.20%</p> <p>Linwood Elementary Students With Disabilities 6.60%</p> <p>Manuel F. Hernandez Students With Disabilities 6.60%</p> <p>Pinkham Elementary</p>			<p>Ivanhoe Elementary Students With Disabilities 8%</p> <p>La Joya Middle English Learners 4% Hispanic 3% Socioeconomically Disadvantaged 3% Students With Disabilities 7%</p> <p>Linwood Elementary Students With Disabilities 5%</p> <p>Manuel F. Hernandez</p>	

		<p>English Learners 6.00% Socioeconomically Disadvantaged 4.00% White 8.00%</p> <p>Ridgeview Middle ALL 11.70% English Learners 14.60% Hispanic 13.80% Socioeconomically Disadvantaged 14.50% Students With Disabilities 26.20%</p> <p>Riverway Elementary White 6.90%</p> <p>Washington Elementary Students With Disabilities 7.00%</p> <p>Creekside Community Day All 38.00%</p>			<p>Students With Disabilities 5%</p> <p>Pinkham Elementary English Learners 5% Socioeconomically Disadvantaged 3% White 6%</p> <p>Ridgeview Middle ALL 9% English Learners 14.60% Hispanic 11% Socioeconomically Disadvantaged 11% Students With Disabilities 21%</p> <p>Riverway Elementary White 5%</p> <p>Washington Elementary Students With Disabilities 6%</p> <p>Creekside Community Day All 30%</p>	
2.16	Recidivism rates of On Campus Intervention (OCI)	Baseline established in 2024/2025 school year			Baseline established in	

					2024/2025 school year	
2.17	Number of translations provided by the communication and FCRC team	Baseline established in 2024/2025 school year			Baseline established in 2024/2025 school year	
2.18	Attendance for students on FCRC staff caseload	Baseline established in 2024/2025 school year			Baseline established in 2024/2025 school year	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Social Workers	The district has hired 28 School Social Workers with 1 lead. Social Workers are assigned schools based on student needs. The Social	\$5,037,031.00	Yes

		<p>Workers meet with parents, provides Social Emotional Groups, supports staff in the area of professional learning and works with community partners to provide support for schools. Students are assigned to the Social Worker caseload based on attendance, behavioral support, or family needs.</p> <p>\$4,456,892 is allocated using additional concentration funds.</p>		
2.2	School Psychologists	<p>To increase the number of School Psychologists the district funds 45% of their salaries. This allows them to focus on multitiered systems of support including social skills, behavioral skills, increased engagement in the learning environment by creating opportunities for socialization and connection, and academic intervention groups.</p> <p>\$865,070 is allocated using additional concentration funds.</p>	\$8,718,838.00	Yes
2.3	Targeted Suspension Support Special Education-	<p>Based on suspension rates for school identified in red for special education, training will be provided in functional assessment and development of behavioral plans. In addition the district is reviewing the MTSS process and requires training in the following areas: discipline alternatives for discipline writing effective behavioral plan. The following schools will receive the training to address their special education students in the area of suspensions:</p> <p>The following schools have student groups identified in red:</p> <p>Annie R. Mitchell Conyer Elementary Divisadero Middle Golden West High Green Acres Middle Highland Elementary Ivanhoe Elementary La Joya Middle Linwood Elementary Manuel F. Hernandez Ridgeview Middle Washington Elementary</p>	\$500,000.00	No

2.4	Elementary Assistant Principals 07220	The Elementary Assistant Principals coordinate and facilitate the school sites' Tier II meetings. The foci of Tier II meetings are providing services to identified students in the areas of academics and social emotional needs as well as monitoring all English Learner Progress. In addition AP's coordinate and facilitate preschool transition meetings focusing on student behavior and academic needs.	\$5,245,781.00	Yes
2.5	High School Assistant Principals 07220	The Secondary Assistant Principals coordinate and facilitate the school sites' Tier II & Tier III meetings. The foci of Tier II meetings are providing services to identified students in the areas of academics and social emotional needs as well as monitoring all English Learner Progress. In addition AP's coordinate and facilitate middle school transition meetings to high school focusing on student behavior and academic needs. They also provide support in transitioning expelled students back to a traditional high school as well as credit recovery students returning back from the continuation high school.	\$1,199,833.00	Yes
2.6	Kinder Paraprofessionals 07215	The district has assigned a paraprofessional to support kindergarten. The support is allocated by the number of kinder classes and the need of students. The role of the paraprofessional will be to support students in the area of ELA with small group support.	\$789,913.00	Yes
2.7	Transportation	To enable better recruitment and consistency with bus drivers, the district has created full time bus driver position to continue support transportation for chronic absenteeism. Transportation also includes VAPA & Sports transportation & officials.	\$3,598,099.00	Yes
2.8	Behavior Intervention Team 07220 07291	The district has hired a director of student services to train, monitor, support administrators and all site staff on behavioral prevention which includes: 37 Behavior Intervention Technicians with 4 leads and an OCI team that consist of a 1 Social worker, 1 BCBA, 4 Behavior intervention Specialist, 4 OCI teachers, and 8 paraprofessionals.	\$2,456,263.00	Yes

		<p>Each school site is assigned 1 Behavior Intervention Technician. At the site the BIT is assigned students based on data from the Tier 2 meeting. They provide Social Emotional Groups, and Behavioral Interventions to students 1:1 and in groups. They meet with parents to support progress monitoring with behavior interventions. Each Middle School and High School Site is equipped with campus supervisors (some who specialize in students impacted by gangs) that support student behavior during unstructured time to prevent suspensions and expulsions.</p> <p>BIT-07220 07291-OCI-\$10,610 & 1,102,546 07291-Paraprofessionals 07291-Campus Supervisor-\$823,007</p>		
2.9	Engagement Team 07220-	<p>The district has hired two coordinators, and two periods of the high school activity advisors that will specifically identify and work with specific student groups to increase student engagement and prevent suspensions/expulsions and increase attendance through gang awareness, high school activities, community involvement, summer and afterschool connections and mentorship programs. In addition, the district has contracted with outside agencies in order to work with specific students on preventative and conduct strategies. The district offers gang prevention, drug counseling as a prevention.</p> <p>campus supervisors salary is : \$775, 690 is allocated using additional concentration funds.</p>	\$1,694,650.00	Yes
2.10	Attendance Team 07252	The district has hired Coordinator, 7 Student Welfare and Attendance Technicians (SWAT) and 5 district liaisons to support students, schools, and families with attendance.	\$1,952,489.00	Yes
2.11	Targeted Attendance Support	The district has allocated a District Liaison to support sites in red to address Chronically Absenteeism. These Liaisons will be meeting with sites on a regular bases during Tier II meetings to insure student	\$215,477.00	No

		<p>attendance is a focus. They will be conducting home visits to the students who have been identified as chronically absent.</p> <p>Schools identified in red with additional support: Hurley Elementary-Asian, White Royal Oaks Elementary-English Learners Washington Elementary-Students With Disabilities</p>																										
2.12	Targeted Suspension Support 30100	<p>To meet the needs of students who are suspended, the Tier II teams will participate in Professional Learning with a district and support at their meetings. The Professional Learning will include Alternative means of correction and on-campus intervention before considering a suspension. Tier II teams will meet to collaborate in creating systems and structures to provide interventions before suspensions and will document and utilize the PowerSchool Tier Intervention data and Matching tool to assist all students. The following schools will participate in the Professional Learning to address specific student groups:</p> <p>The following schools have student groups identified in red:</p> <table><thead><tr><th>School</th><th>Student Group</th></tr></thead><tbody><tr><td>Annie R. Mitchell</td><td>ALL, Asian ,English Learners, Socioeconomically Disadvantaged</td></tr><tr><td>Creekside Community Day</td><td>ALL, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Crestwood Elementary</td><td>White</td></tr><tr><td>Crowley Elementary</td><td>ALL, English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>District</td><td>American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth</td></tr><tr><td>Divisadero Middle</td><td>ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged</td></tr><tr><td>El Diamante High</td><td>Black/African American</td></tr><tr><td>Golden Oak Elementary</td><td>Multiple Races</td></tr><tr><td>Golden West High</td><td>English Learners, Hispanic, Socioeconomically Disadvantaged</td></tr><tr><td>Goshen Elementary</td><td>ALL, Asian, Socioeconomically Disadvantaged</td></tr><tr><td>Green Acres Middle</td><td>ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged</td></tr></tbody></table>	School	Student Group	Annie R. Mitchell	ALL, Asian ,English Learners, Socioeconomically Disadvantaged	Creekside Community Day	ALL, Hispanic, Socioeconomically Disadvantaged	Crestwood Elementary	White	Crowley Elementary	ALL, English Learners, Hispanic, Socioeconomically Disadvantaged	District	American Indian or Alaska Native, Black/African American, Foster Youth, Homeless Youth	Divisadero Middle	ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged	El Diamante High	Black/African American	Golden Oak Elementary	Multiple Races	Golden West High	English Learners, Hispanic, Socioeconomically Disadvantaged	Goshen Elementary	ALL, Asian, Socioeconomically Disadvantaged	Green Acres Middle	ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged	\$150,000.00	No
School	Student Group																											
Annie R. Mitchell	ALL, Asian ,English Learners, Socioeconomically Disadvantaged																											
Creekside Community Day	ALL, Hispanic, Socioeconomically Disadvantaged																											
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Goshen Elementary	ALL, Asian, Socioeconomically Disadvantaged																											
Green Acres Middle	ALL, Hispanic, Multiple Races, Socioeconomically Disadvantaged																											

		<p>Highland Elementary English Learners, Hispanic</p> <p>La Joya Middle English Learners, Hispanic, Socioeconomically Disadvantaged</p> <p>Pinkham Elementary English Learners, Socioeconomically Disadvantaged, White</p> <p>Ridgeview Middle ALL, English Learners, Hispanic, Socioeconomically Disadvantaged</p> <p>Riverway Elementary White</p> <p>To address districtwide black/African American student suspension a district wide student advisory group has been established. Funds have been allocated to support activities for the group</p>		
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Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was rewritten to align with the district's Strategic Plan and was based on input from the District Advisory Committee, district staff, union partners, and community partner surveys. The district recognizes community partner input and family involvement provides support for students academic and social growth. This goal supports the input from parents and staff that in order to better support students behavior (suspension rates) the district needs staff, parents, and students to feel comfortable to participate in the students" educational meetings and school activities. .

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Survey from families participating in activities at the Family Community Resource Center	Will be established in 2024/2025 school year			Will be established in 2024/2025 school year	
3.2	Survey from community partners	Will be established in 2024/2025 school year			Will be established in 2024/2025 school year	
3.3	Parent & Family Engagement Survey	Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful			All areas will be identified as "Full Implementation"	

		<p>relationships with families - Initial Implementation</p> <p>Creating welcoming environments for all families in the community - Full Implementation</p> <p>Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - Initial Implementation</p> <p>Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators - Initial Implementation</p> <p>Professional learning and support to teachers and principals to improve a school's capacity to partner with families - Initial Implementation</p> <p>Providing families with information and resources to support student learning - Initial Implementation</p>				
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		<p>Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support student outcomes - Initial Implementation</p> <p>Supporting families to understand their legal rights and advocate for their own students and all students - Initial Implementation</p> <p>Build the capacity of principals and staff to engage families in advisory groups - Initial Implementation Build the capacity of family members to engage in advisory groups and decision-making - Initial Implementation</p> <p>Opportunities to have families and staff work together to plan, design, implement and evaluate family engagement activities at school and district levels - Initial Implementation</p>				
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		Provide families with opportunities to provide input on policies and programs, and implementing strategies to seek input from underrepresented groups - Initial Implementation				
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Outreach 07200	The district has hired an Outreach and Community Administrator and a Digital Media & Content Specialist. The goal of this team is to build	\$670,202.00	Yes

	30100	<p>collaboration between community, school, and the district. Collaboration allows schools and the district to better serve our students/families that have a difficult time accessing both academic/social emotional resources. This team will be responsible for disseminating school and district events through local media and social media. The team will be responsible for ensuring data and community input is shared received as part of building a community input system. The district funds two translators for parent and community outreach.</p> <p>30100-Family & Student Engagement Specialists</p>		
3.2	<p>Family and Community Resource Center (FCRC)</p> <p>07200</p> <p>30100</p>	<p>The district will continue to support the Family and Community Resource Center (FCRC). The Mission of the resource center is "Building Family, Community, and School Partnerships" The goals of the Resource Center's Goals are as follows:</p> <p>Build: In order to increase services the FCRC will build partnerships with parents/guardians, schools and community partners. Empower: In order to empower parents the FCRC will provide opportunities for parents/guardians to better understand laws, decision making processes, and knowledge to support their children's learning, growth, and development</p> <p>In order to link families to services the FCRC will provide case management (coordinate, provide, and refer services) and wrap around services .</p> <p>The following programs are housed in the resource center: American Indian Program, Attendance Support Building Futures Program (First 5 granted funded), Families in Transition Support (Homeless), Foster Youth Program, Family Support Services (District Liaisons & School Social Workers) Migrant Education Program, and Parent University.</p> <p>The FCRC is expanding district support for enrollment. The goal of the enrollment supports to allow easier access for families to enroll and provide opportunities for the district to share various resources to families upon enrollment. With one department monitoring enrollment will provide consistency with data input into our student information system.</p> <p>Staff: Director, Special Projects Tech, district liaisons, clerical,</p>	\$1,237,434.00	Yes

		<p>Staffing included: Special Projects Technician, Family Engagement Specialists, Homeless/Foster Youth Student Welfare and, Attendance Technician Director and two Coordinators.</p> <p>Some of the following activities are funded through the FCRC:</p> <p>To support foster & homeless students the district has hired a Student Welfare & Attendance Technician (SWAT) to each program. The SWAT works with families for enrollment, basic need support, and foster family support to address suspensions.</p> <p>Finger printing-2,500 Parent Engagement Printing FCRC funds for community outreach/office-\$50,000 30100 Outside agency contracts \$110,000 Enrollment support-07200-\$50,000 Homeless/Foster Youth-30100 Translation Services-30100</p> <p>This resource is located at the District's Family Community Resource Center and is available to all district families that are in need to services and In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils that action is implemented district wide.</p>		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Sequoia Continuation High School will increase graduation rates and English Learning Progress as measured by the 2025 dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Sequoia was identified as qualifying for Equity Multiplier Funds(78.9% non-stability and Over 80% SED)and with the input of the school's school site council, the district advisory council, and district input, this goal was developed to address Sequoia's graduation rates for all students and English Learner Progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	2024 Dashboard All Students-71% English Learners-79.6% Socioeconomically Disadvantaged-71.8% Hispanic-70%			2024 Dashboard All Students-81% English Learners-85% Socioeconomically Disadvantaged-81% Hispanic-81%	
4.2	CAASP	2024 Dashboard ELA All Students-218 points below standard			ELA All Students-150points below	

		<p>Hispanic-206.4 points below standard Socioeconomically Disadvantaged-211.6 points below standard English Learner-188.9 points below standard</p> <p>Math All Students-274 points below standard Hispanic-264.6 points below standard Socioeconomically Disadvantaged-266.5 points below standard English Learner-250.2 points below standard</p>			<p>Hispanic-146.4 points below standard Socioeconomically Disadvantaged-150 points below standard English Learner-150.2 points below standard</p> <p>Math All Students-180 points below standard Hispanic-190 points below standard Socioeconomically Disadvantaged-195.5 points below standard English Learner-150.2 points below standard</p>	
4.3	English Learner Progress	2024 Dashboard 16.7%			Dashboard 26.7%	
4.4	Suspension Rate	<p>2024 Dashboard All Students-13% English Learners-10.7% Students with Disabilities-21.1% White-17.5% Hispanic-11.4% Socioeconomically Disadvantaged-12.9%</p>			<p>All Students-7% English Learners-4% Students with Disabilities-10% White-8.5% Hispanic-6% Socioeconomically Disadvantaged-6%</p>	

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	Graduation Support	Two additional Counselors and an additional Assistant Principal will be hired. The goal of the support is prevention and support for students to return to their home school. After reviewing data the team will support students to reach their goal of returning to their home school, graduating C& C ready, and preparing for after graduation. The following groups are identified in red on the state dashboard for the College and Career Indicator: All students English Learners Hispanic Homeless SED Students with Disabilities	\$450,000.00	No

		White		
4.2	Attendance Support	Based on data, In Quarter 3, 123 students in with attendance of 69.99% to 0%. Data indicates that when students attend school 100%-80% of the time, they are more likely to meet the graduation requirements. A District liaison will be hired to support family involvement and attendance.	\$120,000.00	No
4.3	Sequoia English Learner Progress	Based on Sequoia's increasing EL population (21%) and being identified in red on English Learner Progress, the site will partner with the Multilingual department in analyzing ELPAC data to inform needs for professional learning for teachers. This professional learning model will consist of specific strategies chosen in collaboration with site leadership. Additionally, Sequoia will revise their intake form and attach an EL goal-setting sheet so students and teacher may track their progress,	\$9,986.00	No
4.4	Transportation	Provide school to home transportation to support students attending school.	\$140,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Creekside Community Day School will lower its suspension rate while focusing as indicated on the 2025 dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Both Socioeconomically Disadvantaged and Hispanic student groups were identified as red on the state dashboard. Creekside Community Day School was identified as qualifying for Equity Multiplier Funds (88.7% non-stability and Over 80% SED) and CSI with the input of the school's school site council, the district advisory council, and district input, this goal was developed to address Creekside Community Day School's suspension rates (red on dashboard) and academic performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	2023 Dashboard All students 38% Suspension Rate Hispanic 40.6% Socioeconomically Disadvantaged-36.7%			All students 18% Suspension Rate Hispanic 20% Socioeconomically Disadvantaged- 16%	
5.2	CAASPP	All students ELA-No performance color All students Math-348 points below standard Hispanic-348 points below standard			All students ELA- No performance color All students Math- 248 points below	

					Hispanic-248 points below	
5.3	Chronic Absenteeism Rate	All students Chronic Absenteeism Rate: 60% SED-66.7%			All students Chronic Absenteeism Rate: 40% SED-42.77%	

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	Suspension Support	The district provides additional paraprofessionals to support students.	\$958,904.00	No

5.2	Community Support	To support students and families the district has provided a district liaison. The liaison supports families to help with attendance, basic needs, and linkage to outside agencies.	\$91,735.00	No
5.3	Engagement Support	The district will provide additional opportunities for students to participate in ways to connect to the school. Transportation Parent meetings, "Community Store", motivational speakers.	\$40,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$61,895,807	\$5313776

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.227%	1.727%	\$5,057,390.35	22.954%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: Library Media Support Need: To increase reading scores and provide low-income and English learners access to high-interest books, the district will continue to fund a full-time district librarian position and 8-hour	During the three-year LCAP cycle, initiated actions positioned libraries to be more accessible to and equitable for the learning community with a focus on the collection development and support for English Learners. Hours of operation were expanded at all library sites, allowing for the addition of a well-utilized after-school makerspace program at elementary sites and space for	1.12 Reading iReady Student Groups: Homeless Foster Socio Economic Disadvantage English Learners

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	<p>library technicians at all school sites, and the implementation of the following of the district library program: continued annual review of school library collections (analyses of gaps in diversity, bilingual books, multilingual collections), purchase of additional high-interest library books in print and digital formats to support increased access, new onboarding program for new library staff, mentoring and support of all site library technicians with a focus on collection development and high-interest book access for English learner and low-income students, and increased communication to staff and outreach to families regarding increased book/library access.</p> <p>Scores that support this action are:</p> <ul style="list-style-type: none"> i Ready 2023/2024 School Year 2nd Administration All Students-32% EL-12% SED-27% Homeless-20% Foster-18% <p>Scope: LEA-wide</p>	<p>collaborative small group work and individual study at secondary sites. School library collections, more closely aligned with California State Model School Library Standards, are positioned to meet the diverse learning needs and varied interests of students. Identified gaps in diversity, bilingual, and multilingual collections were addressed with the expansion of both print and digital collections. Additionally, the relevance and currency of district library collections have led to an increase in the circulation of materials. Ongoing training for library technicians and new library staff led to generifed fiction collections, targeted print and electronic acquisitions, and increased engagement with students, teachers, and families. These actions are being done LEA-Wide to provide equitable access to all students but focus outreach on unduplicated students.</p>	
1.2	<p>Action: Elementary Teachers</p> <p>Need: The district's CAASPP ELA scores shows significant disparities in rates among different</p>	<p>To address the parent's and teacher's feedback the class sizes have been reduced by 3 students per class across all elementary schools in grades TK-2. Since all teachers have English Learners, students identified as SED or Foster Youth, teachers were add to all elementary sites. Fewer</p>	<p>1.12 Reading iReady 1.24 Class size 1.1 & 1.2 ELA/Math CAASP 2.7 Suspensions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups. The average ELA scores for all students is 25.9 points below standard. The the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. English Learner scores are 66.4 points below standard.</p> <p>The district's CAASPP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. The average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard.</p> <p>In the area of suspensions, there is a difference between "All students" vs. SED students. 5.1% of student are likely to be suspended while 7.7% of SED students are likely to be suspended.</p> <p>Parent and teachers feedback revealed that they wish to have lower class sizes in the primary grades.</p> <p>Scope: LEA-wide</p>	<p>students allows for more individualized attention for teachers to build relationships to prevent suspensions, address behavior issues, allows more interaction for language development and increased engagement which affects English Learners as well as SED students.</p>	<p>Student Groups: Homeless Foster Socio Economic Disadvantage English Learners</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Professional Learning 07267/30100-5855/40350</p> <p>Need: With district ELA scores shows significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. Their ELA scores are 66.4 points below standard.</p> <p>The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard.</p> <p>The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate</p>	As the support systems will be developed, Professional learning will address each sites needs in their plans in developing stronger services. Professional learning may include: reading instruction, services that address SEL and behavior, English Learner strategies, engagement strategies, etc.. The professional learning address the district's need to increase English Learner scores in ELA & Math. Training will provide trauma informed practices that affect our homeless & foster youth students. It is district wide due to the fact that all teachers and staff work with English Learners, homeless students, and foster youth students. Since all teachers have identified SED, Homeless, Foster Youth, and/or homeless students all teachers will be provided professional learning.	<p>Unduplicated student scores in:</p> <p>1.10 & 1.12 iReady-Mth & ELA</p> <p>Attendance</p> <p>2.7 Suspensions</p> <p>1.8 Grades</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%.</p> <p>Based on staff observation, input, and student outcomes professional learning would help create, implement, and design systems and structures to support Tier II & Tier III services. In addition unduplicated students consistently underperform our "all student groups" ;therefore, to address those students are identified for Tier II & Tier III systems.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Technology</p> <p>Need: Teachers require students use computers on a daily bases and based on parent and staff input not all students have access to chrome books at home. Students from economically</p>	<p>Providing Chromebooks and hotspots to students can significantly help close the digital divide. This action provides equal access to technology for families who can't afford computers. The action insures students have access to digital interventions anytime after school.</p>	<p>1.27 Percentage of students having access to a chrome book 1.1 & 1.2 ELA/Math Dashboard scores for unduplicated students</p>

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	<p>disadvantaged backgrounds are less likely to have personal computers or reliable internet access at home, which limits their ability to fully participate in learning opportunities and in all subjects unduplicated students based on grades score lower than all students.</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Course Access 07268</p> <p>Need: 44.4% of our students graduate C& C Ready while 11.4% of our EL students,4.5% our Foster Youth, and 36% of our Socioeconomically Disadvantaged graduate C & C Ready. When students fail a course the additional FTE allows for students to retake the course.</p> <p>Scope: LEA-wide</p>	<p>The district has reviewed ELD classes and is requiring more students to be scheduled in ELD courses which causes an increase of FTE's for secondary. also based on staff input, the sites offer more C&C courses then necessary to provide flexibility in scheduling to allow more students who are struggling (based on data, SED, homeless, foster youth, English Learners) to enroll in C & C courses. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>2.4 Graduation Rates 1.4 College and Career Ready Student Groups English Learner, Foster Youth, & SED</p>
1.8	<p>Action: Counseling Team 07283 41270</p> <p>Need:</p>	<p>Site staff and district staff has expressed the need to have an increase in our student graduation rate and college and career readiness graduation rates. School counselors are focusing on supporting students in being successful in their academic classes, understanding and accessing college and career pathways, and outside higher education institutions for dual/current enrollment.</p>	<p>2.4 Graduation Rates, 1.4 College and Career Readiness, 1.18 Grades 2.7 suspension rates</p>

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	<p>At the high school level, overall graduation rate is 89.6% and all four and College and Career readiness is at 44.4% At all High schools unduplicated students have a lower college and career readiness rate than the district average and their site average.</p> <p>Golden West: All Students: 36.7% of the students are graduating with college and career readiness. SED students: 11.1% Homeless students (SED): 31% English Learners:13.2% Foster Youth: data not displayed for privacy.</p> <p>El Diamante High School: All Students:58.2% of the students are graduating with college and career readiness. SED students: 51.3% Homeless students (SED): 35.7% English Learners:17.1% Foster Youth: data not displayed for privacy.</p> <p>Mt. Whitney: All Students: 36.2% of the students are graduating with college and career readiness. SED students: 32.2% Homeless students (SED): 27.8% English Learners:9.4% Foster: data not displayed for privacy.</p> <p>Redwood: All Students: 65.8% of the students are graduating with college and career readiness. SED students: 54.5% English Learners 23.5% Homeless: data not displayed for privacy.</p>	<p>Counselors run target groups and lessons for unduplicated students to support them in being academically successful in their classes and accessing high educational opportunities. This includes building target groups and lessons with social emotional skills for unduplicated students who are not currently on track for graduation or college and career readiness. Counselors support our unduplicated students in accessing high education through facilitating college visits with various college representatives based on unduplicated career and educational interests. This information is gathered through 1:1 meeting with counselors (ILP).</p> <p>Site staff and district staff has expressed the need to have direct proactive discipline interventions for students. School counselors are using school behavior as one indicator to run counseling groups and specific targeted classroom lessons. Counselors run target groups and lessons for unduplicated students identified in Tier II meetings and while also serving other students. This includes building target groups and lessons to build the social emotional skills of unduplicated students.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	

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	<p>Foster Youth: data not displayed for privacy.</p> <p>At the high school level, all four high schools suspension rates are higher than the district average. In addition at all high schools unduplicated students have a greater chance of being suspended.</p> <p>El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28%</p> <p>Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8%</p> <p>Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3%</p> <p>Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6%</p>		

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	<p>Foster Youth: 15%</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Assessment and Instructional Technology 07212</p> <p>Need: A review of District-wide and school-level data reveal significant performance gaps between identified subgroups and other student groups. In addition, these student groups have shown regression since the pandemic.</p> <p>In ELA, Special Education, Foster, and Homeless students are in the Red (CA Dashboard), falling short of both growth and performance goals. All identified subgroups (African American, American Indian, English Learner, Foster, Hispanic, Homeless, Special Education, and Socioeconomically Disadvantaged) are performing below the average of All Students in points below standard, with All Students posting a -25.9 Distance From Standard (DFS) score.</p> <p>In Math, only Special Education students are in the Red (CA Dashboard). However, almost all identified subgroups (American Indian,</p>	<p>Based on a review of data and practices, assessment and instructional technology are critical to supporting the following actions designed to address the student needs outlined above. These actions will directly support the academic needs of Unduplicated pupils who, on average, are performing both below standard and below the District average in ELA. In Math, these students are also performing below standard, with just one group performing above the District average.</p> <ul style="list-style-type: none"> • Core Instruction - Assessment and instructional technology supports the teacher's ability to plan for and provide effective core instruction. • Intervention - Assessment and instructional technology provides adaptive, personalized independent practice to students in ELA and Math, while also creating more opportunities for teachers to identify student needs for small group instruction, allowing for more targeted, individualized instruction. • Primary Language Support - Many of the instructional technology programs used by the District allow users to toggle between languages (e.g., primary and 	<p>Dashboard results for English Learners, Homeless, SED, and Foster Youth</p> <p>2.7 suspensions</p> <p>2.2 chronically absenteeism</p> <p>1.1 & 1.2 ELA, and math.</p> <p>1.12 iReady Scores</p> <p>1.1 & 1.2 CAASP ELA & Math</p>

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	<p>English Learner, Foster, Hispanic, Homeless, Special Education, and Socioeconomically Disadvantaged) are performing below the average of All Students in points below standard. Only the African American identified subgroup is performing better than All Students (-67.1 DFS).</p> <p>Scope: LEA-wide</p>	<p>target language), and even receive live support in several languages.</p> <ul style="list-style-type: none"> English Language Development (ELD) Strategies for All - Instructional technology allows teachers to strengthen instruction with more authentic pictures, engaging videos, interactive displays, and real-world applications. These strategies support increased understanding for English Learners and have been proven effective for all student groups. Culturally Relevant Pedagogy - Instructional technology provides tools for the teacher to engage in instruction that is culturally relevant, connecting with student experiences and honoring students' histories. Family Engagement - Instructional technology can be leveraged to increase family connection for our students with the highest needs. Furthermore, several of these tools allow for translation, removing the barrier for teachers to speak with families in their preferred language. <p>The following actions, specific to assessment and instructional technology, provide critical management and support to ensure the previous actions can be realized:</p> <ul style="list-style-type: none"> Set-up and Management - Set-up and management of assessment and instructional technology systems and applications so that they are available and appropriately configured for teachers, administrators, and all students. 	

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		<ul style="list-style-type: none"> • Training and Support - Working collaboratively with other lead teams to train and support staff in understanding and effectively using assessment and instructional technology to strengthen learning opportunities for all students. Develop systems for initial and ongoing training to support teachers and staff at all levels of experience. • Analysis and Action - Analyze assessment and instructional technology implementation and academic outcome data to track progress for all students and student groups, and to provide targeted systems of support. • Data and Reporting - Provide accurate and useful assessment and instructional technology data for LCAP and other reporting needs, as well as to inform continuous improvement processes. <p>While these actions focus on the needs of identified subgroups, research and practice show that they are beneficial to all students to be college and career-ready and thus will be provided on an LEA-wide basis.</p>	
1.11	<p>Action: School Support 07290 07200</p> <p>Need: The District English Learner Advisory Committee, the District Advisory Committee, staff, and parents all expressed the need to</p>	<p>Funds are distributed to sites based on the number of unduplicated students and each site has a large number of unduplicated students enrolled and their site. Each School Plan address unduplicated student needs with the input of their school site council.</p> <p>Actions might be: Additional academic support through additional teachers, aides, and supplemental materials.</p>	<p>Dashboard results for English Learners, Homeless, SED, and Foster Youth 2.7 suspensions 2.2 chronically absenteeism 1.1 & 1.2 ELA, and math. 1.12 iReady Scores</p>

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	<p>allocate additional funding to schools in order for them to meet the needs of unduplicated students. Schools were required to focus on unduplicated students needing additional services. Each service is determined based on student data. Funding for the services are Title I and Supplemental/Concentration funds.</p> <p>Scope: LEA-wide</p>	<p>Additional SEL support through Behavior Technicians, supplemental materials, rewards based on each students behavior plan.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	1.1 & 1.2 CAASP ELA & Math
1.12	<p>Action: Early Childhood Support</p> <p>Need: At our highest needs schools over 40% of the students are English Learners and the sites have a high concentration of of socially economically disadvantaged students. In several cases double digit increases on specific standards. 71% of last year's transitional kindergarten students came from our highest needy sites. Research identifies that students living in low socio-economic households are less likely to have strong language as compared to high economic households. and with 16% of our kinder students identified as English Learners and the sites have a high concentration of of socially economically disadvantaged students, the district provides support TK to enhance language development. .</p> <p>Scope:</p>	<p>The district will provide SEAL training to all teachers to support English Learners as a supplemental curriculum that is aligned with the California EL Roadmap and is research based and proven to develop academic language. A focus on language provides support for English Leaners and SED students leads to higher reading scores. Teachers use the strategies while teaching whole group to meet the needs of English Learners therefore it is necessary to implement the action district wide.</p>	1.31 DRDP in the area of language development

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	LEA-wide		
1.13	<p>Action: Instructional Technology 07200, 30100</p> <p>Need: With the District ELA scores showing significant disparities in rates among different student groups. The average ELA scores for all students is 25.9 points below standard. For Socioeconomically Disadvantaged students the the average homeless scores is is 79.5 below standard while foster youth is 84.9 points below and all Socioeconomically Disadvantaged students scored 44.5 points below standard. Their ELA scores are 66.4 points below standard.</p> <p>The district's CAASP Math scores shows significant disparities in rates among different student groups. The average Math scores for all students is 67.1 points below standard. For all Socioeconomically Disadvantaged students the average homeless scores is is 105.8 below standard while foster youth is 118 points below and all Socioeconomically Disadvantaged students scored 84 points below standard. Our English Learner score significantly lower as well. Their math scores are 96.8 points below standard.</p> <p>A review of District-wide and school-level data reveal significant performance gaps between identified subgroup and the needs for unduplicated student groups include:</p>	<p>The provision and quality utilization of instructional technology aims to address these identified needs of unduplicated in the following ways:</p> <p>Primary Language Support - Many of the instructional technology programs used by the District allow users to toggle between languages (e.g., primary and target language), and even receive live support in several languages.</p> <p>Personalized Instruction - The District has contracted with a vendor to provide interactive, adaptive independent practice opportunities for students through a digital learning program in Math and ELA (grades K-8).</p> <p>English Language Development (ELD) Strategies for All - Instructional technology allows teachers to strengthen instruction with more authentic pictures, engaging videos, interactive displays, and real-world applications. These strategies support increased understanding for English Learners and have been proven effective for all student groups.</p> <p>Communication with Families - Teachers have multiple tools at their disposal to increase and strengthen communication with families, which has a positive effect on student learning. Furthermore, several of these tools allow for translation, removing the barrier for teachers to speak with families in their preferred language.</p> <p>In order to most effectively and efficiently implement this action to address the need of</p>	<p>Dashboard results for English Learners, Homeless, SED, and Foster Youth</p> <p>2.7 suspensions</p> <p>2.2 chronically absenteeism</p> <p>1.1 & 1.2 ELA, and math.</p> <p>1.12 iReady Scores</p> <p>1.1 & 1.2 CAASP ELA & Math</p>

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	<p>Core Instruction - Instructional technology supports the teacher's ability to provide effective core instruction to meet the students needs during the first instruction.</p> <p>Intervention - Instructional technology provides adaptive, personalized independent practice to students in ELA and Math, while also creating more opportunities for small group instruction by the teacher, allowing for more targeted, individualized instruction.</p> <p>Culturally Relevant Pedagogy - Instructional technology provides tools for the teacher to engage in instruction that is culturally relevant, connecting with student experiences and honoring students' histories.</p> <p>Family Engagement - Instructional technology can be leveraged to increase family connection for our students with the highest needs.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.15	<p>Action: Support for CTE pathway graduation 07284 07285</p> <p>Need:</p>	<p>Hiring additional Career and Technical Education (CTE) teachers to support unduplicated students improves educational equity by offering more flexibility in scheduling and expanding opportunities for unduplicated students to enroll in CTE courses that can have a significant positive impact on student outcomes.</p>	<p>1.30 -The percentage of unduplicated students participating in CTE pathway 1.6 The percentage of unduplicated students graduating in CTE pathways.</p>

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	<p>The lowest percentage of CTE Pathway completers for the district are English learners (16 percent of CTE Completers) and Students With Disabilities (14 percent of CTE Completers), and 24% of SED while the district average is @ 8%.</p> <p>Scope: LEA-wide</p>	<p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.17	<p>Action: Intervention Support 30100 07216</p> <p>Need: Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, English learners, and students from socioeconomically disadvantaged backgrounds demonstrate markedly lower performance levels compared to the district-wide average.</p> <p>In the areas of reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of socioeconomically disadvantaged (homeless) students, 22% of foster youth, and 12% of English Learners. The Smarter Balanced ELA assessment, 41.73% of district students meet or exceed standards, compared to 34.42% of socioeconomically disadvantaged students, 19.39% of foster youth, and 12.74% of English Learners.</p>	<p>A review of data and practices shows that student success teachers and coordinators of curriculum are crucial for implementing actions to meet the student needs described above. These measures will specifically address the academic needs of unduplicated pupils, who on average are performing below both the standard and the District average in ELA. In Math, these students are also performing below standard, with only one group exceeding the District average.</p> <p>To address the needs of our unduplicated students, Student Success Teachers will prioritize critical math and reading concepts necessary for student success and mastering content standards. This will involve Student Success Teachers focusing on both Tier 2 acceleration and Tier 1 support, emphasizing core instruction to address foundational student needs and reduce the necessity for further interventions.</p> <p>Coordinators of Curriculum in the areas of Literacy and STEM will play a critical role with the success of intervention students and Student Success Teachers. Curriculum coordinators will collaborate with site principals, instructional coaches, and</p>	<p>1.12 iReady Diagnostic: SED, Homeless, Foster, EL</p> <p>1.1 CAASPP: K-6 SED, 3-6 Homeless, 3-6 Foster, 3-6 EL</p>

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	<p>Math indicates similar patterns as ELA and reading using iReady and Smarter Balanced assessments. iReady math diagnostics indicate that 28% of district students are at or above grade level, while only 23% of socioeconomically disadvantaged (homeless) students 13% of foster youth, and 13% of English Learners meet this standard. The Smarter Balanced Math assessment, 26.51% of district students meet or exceed standards, with 20.48% of socioeconomically disadvantaged (homeless) students, 12.24% of foster youth, and 9.72% of English learners meeting the standard. These findings underscore the urgent need for targeted interventions to address these achievement gaps.</p> <p>Empathy interviews were conducted with our unduplicated students to better understand their needs in mathematics. Findings revealed that students enrolled in Tier 2 math intervention programs are not performing as well as their peers. Additionally, needs assessments were conducted with our math intervention teachers to pinpoint areas where students could benefit from Student Success Team (SST) interventions. These interviews highlighted a pressing need for Tier 1 support in classrooms, aimed at enabling students to effectively engage with grade-level math standards while addressing and closing learning gaps.</p>	<p>SSTs to implement PDSA cycles for continuous improvement based on data analysis. Since all sites have a significantly large group of unduplicated students and all teachers have unduplicated students in their class, support is provided district wide and In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	

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	Scope: LEA-wide		
1.19	<p>Action: Curriculum Staff</p> <p>Need: The identified needs of unduplicated students, including socioeconomically disadvantaged students, foster youth, homeless students, and English learners, require focused attention and targeted strategies within our school district to ensure equitable educational opportunities and support.</p> <p>Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, English learners, and students from socioeconomically disadvantaged backgrounds demonstrate markedly lower performance levels compared to the district-wide average.</p> <p>In the areas of reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of socioeconomically disadvantaged (homeless) students, 22% of foster youth, and 12% of English Learners. The Smarter Balanced ELA assessment, 41.73% of district students meet or exceed standards, compared to 34.42% of socioeconomically disadvantaged students, 19.39% of foster youth, and 12.74% of English Learners.</p> <p>Math indicates similar patterns as ELA and reading using iReady and Smarter Balanced</p>	<p>The Coordinators of Curriculum role will impact unduplicated student groups by supporting school sites to meet student's unique and diverse needs. The coordinators will benefit each unduplicated group by the following:</p> <p>English Learners: Curriculum Coordinators will address the needs of English learners by integrating language development support within academic content areas. They will collaborate with teachers to implement differentiated instructional strategies that accommodate diverse language proficiency levels in core subjects such as English Language Arts, Mathematics, Science, and Social Studies. This includes providing scaffolded materials, language-rich activities, and targeted language support to ensure English learners can access and engage with academic content effectively.</p> <p>Foster Youth: Curriculum Coordinators will focus on providing academic support and enrichment programs within core academic content areas to benefit foster youth. These initiatives aim to address educational gaps, enhance academic skills, and provide stability through consistent academic support within key content areas like English Language Arts, Mathematics, Science, and Social Studies.</p> <p>Socioeconomically Disadvantaged Students: Curriculum Coordinators will promote academic equity and excellence by enriching core academic</p>	<p>1.1 & 1.2 CAASPP: EL, Homeless, Foster, SED</p> <p>1.10 & 1.12 iReady: EL, Homeless, Foster, SED</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>assessments. iReady math diagnostics indicate that 28% of district students are at or above grade level, while only 23% of socioeconomically disadvantaged (homeless) students 13% of foster youth, and 13% of English Learners meet this standard. The Smarter Balanced Math assessment, 26.51% of district students meet or exceed standards, with 20.48% of socioeconomically disadvantaged (homeless) students, 12.24% of foster youth, and 9.72% of English learners meeting the standard. These findings underscore the urgent need for targeted interventions to address these achievement gaps.</p> <p>Scope: LEA-wide</p>	<p>content areas for socioeconomically disadvantaged students. Coordinators will lead the work in implementing academic enrichment programs, providing access to advanced coursework, and integrating real-world applications into subjects like English Language Arts, Mathematics, Science, and Social Studies.</p> <p>Academic Achievement and Intervention Support: Based on input from teachers, unduplicated students often face academic challenges due to various factors such as language barriers, economic hardships, or disruptions in their living situations. The Curriculum Coordinators will lead the work in implementing research-based instructional strategies and interventions tailored to meet the unique needs of these students. This includes providing additional academic support, personalized learning plans, and access to resources like intervention programs to improve their academic outcomes.</p> <p>Language Development and Support for English Learners: English learners require specialized language development support to achieve proficiency in English and academic success. The Curriculum Coordinators collaborate with educators to design and implement effective English Language Development (ELD) programs. These programs focus on enhancing language skills, promoting language acquisition, and ensuring equitable access to core curriculum content for English learners across grade levels.</p> <p>Access to Rigorous and Relevant Curriculum: Unduplicated students require access to rigorous and relevant curricula that meet state standards</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>and incorporate research based teaching practices. The Curriculum Coordinators lead efforts to align curriculum standards, instructional practices, and assessment strategies to ensure that all students receive a quality education that prepares them for college, career, and beyond. They advocate for inclusive instructional materials and resources that reflect diverse perspectives and backgrounds.</p> <p>Professional Development for Educators: Effective teaching and support for unduplicated students require ongoing professional development for educators. The Curriculum Coordinators organize targeted training sessions, workshops, and coaching opportunities to enhance educators' cultural competence, instructional strategies, and understanding of trauma-informed practices. This professional development empowers teachers to better meet the diverse needs of unduplicated students in their classrooms.</p> <p>Since all sites have a significantly large group of unduplicated students and all teachers have unduplicated students and the training is supporting the student in their class, support is provided district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.20	Action: Music Program	Based on parent input their students would not have had any musical experience without VUSD supporting the 4-6 music program. Part of the	1.28 Students graduating A-G w/ music credits.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: VUSD's music program provides course access to a opportunities that create a well rounded program that most SED students do not have access to unless the district provides choir and instrumental music. Based on community input of the high cost of private music classes and the inability for low income students to have access to community classes the 4-6 music classes is instrumental in creating a strong secondary program and their parents perception is their child would not have the interest in learning an instrument in high school or middle school. he secondary program provides a place for students to engage in school activities. In addition Many theories have been proposed to explain why music and songs might support second language learning: neural, cognitive, mnemonic, phonological, and emotional/ motivational (Schön et al. 2008; Spicher & Sweeney 2007; Fomina, 2000; Medina 1990).</p> <p>Scope: LEA-wide</p>	<p>district's strategic plan is for all students be engaged in a extra curricular activity. Providing the opportunity for students who could not afford music lessons allows those students to be more likely to participate in music and play programs when in middle and high school.</p> <p>Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.29 Suspension rates of students who participate in music and musical theater classes in high schools vs. not music and musical theater students. Percentage of unduplicated students participating in music programs.</p>
2.1	<p>Action: School Social Workers</p> <p>Need: The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate</p>	<p>We allocate social worker resources based on each school's need. The social worker's focus of support are unduplicated students and provides groups to help with coping skills, reaches out to families and student who are struggling with attendance and behavior, and links families to community partners' resources. We expect the additional services will provide the support to families and students before students are suspended and before students are identified as</p>	<p>2.2 Chronically Absenteeism Rate: SED, Homeless, Foster</p> <p>2.7 Suspension Rate: SED, Homeless, Foster</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%.</p> <p>Parent and staff feedback revealed that they wish to have the additional support provided by the school social worker: so their child can learn how to self monitor their behavior, have the additional family support when in crisis and attendance becomes an issue.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>chronically absent. This activity will decrease attendance & suspension rates.</p> <p>Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
2.2	<p>Action: School Psychologists</p> <p>Need: The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically</p>	<p>This action allows for an increased of school allocation of days to support unduplicated students at sites. This activity will decrease suspension rates and increase student engagement and attendance. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-</p>	<p>2.7- Suspension Rate: Unduplicated Students 2.2 Attendance: Unduplicated Students : and Students w/ Disabilities</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The absenteeism rate for Special Education is 29.5%, and the suspension rate is 7.7%.</p> <p>Staff feedback revealed that they wish to have the additional support provided by the school psychologist to help prevent suspension and provide strategies for student success in behavior and academic support with proactive measures. With over 70% of students identified as Socially Economically Disadvantaged being referred to Tier II support and Tier III individualized support,</p> <p>Scope: LEA-wide Schoolwide</p>	<p>wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
2.4	<p>Action: Elementary Assistant Principals 07220</p> <p>Need: Tier II & U Tier III services address absenteeism rate, suspension rates, and academic achievement. With the district's chronically absenteeism rate and suspension rate showing significant disparities in rates among different student groups. The average suspension rate for all students is 5.1%. For</p>	<p>In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator to support students identified as needing Tier II & Tier III services. This activity of implementing Tier II & Tier III services will increase attendance and decrease suspension rates while increasing academic scores. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is</p>	<p>Unduplicated students data for 2.2Chronically absenteeism 2.7 Suspension 1.10 & 1.12 iReady Math & ELA 1.11 ELPAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%,</p> <p>The district's average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%.</p> <p>The district's academic scores reflect the same disparity as absenteeism and suspensions.</p> <p>The district's English Learner progress shown little change.</p> <p>The assistant principal will lead the implementation of Tier II & Tier III services.</p> <p>Scope: LEA-wide</p>	being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
2.5	<p>Action: High School Assistant Principals 07220</p> <p>Need:</p>	In order to address the disparity between all student scores and SED, EL and Foster all sites are needing a facilitator and monitor to support students with Tier II needs. The Assistant principals will target and schedule necessary services for unduplicated students first in Tier II meetings. This activity will will increase attendance	<p>2.7 Suspension Rates for Redwood, El Diamante, Golden West, and Mt. Whitney</p> <p>All Students: SED students:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Tier II & Tier III services address absenteeism rate, suspension rates, and academic achievement. At the high school level, all four high schools suspension rates are higher than the district average. In addition at all High schools unduplicated students have a greater chance of being suspended.</p> <p>El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28%</p> <p>Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8%</p> <p>Mt. Whitney: All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3%</p> <p>Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15%</p>	<p>and decrease suspension rates while increasing academic scores. and Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>English Learners Homeless: Foster Youth:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Site staff and district staff has expressed the need to have additional administrators to monitor student progress and support the implementations of Tier II efforts. The Assistant principals will target unduplicated students first in Tier II meetings and while also serving all students.</p> <p>Scope: LEA-wide Schoolwide</p>		
2.6	<p>Action: Kinder Paraprofessionals 07215</p> <p>Need: Based on this years 2nd administration of iReady 53% of kindergarten scored "Early on Grade Level or Mid or Above Grade Level" while 41% of English Learners, 49% SED, 37% of homeless, and 33% of Foster Youth scored "Early on Grade Level or Mid or Above Grade Level". In addition teachers, unions, and administrators feel the need to provide additional support in kinder classes.</p> <p>Scope: LEA-wide</p>	<p>In order to address the disparity between all student scores and SED, EL and Foster. The Kinder para will provide interventions at all sites to target unduplicated students. Interventions may include additional language support, 1:1 support, and small group support. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	1.10 & 1.12 Kinder iReady ELA & Math
2.7	<p>Action: Transportation</p>	<p>To continue to provide bussing within the board adopt range the district provides funding to support bus driver salaries and other transportation costs.</p>	2.2 Chronically Absenteeism Rate for unduplicated students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different student groups. The district's average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26% . Parents share the difficulty of transportation due to not having reliable transportation or are not able to transport students to school because of their work schedule.</p> <p>Based on District Advisory Committee is was stated that transportation is a vital district support to enable students to attend school and participate in sports, and before/after school programs.</p> <p>Scope: LEA-wide</p>	<p>The district provides transportation for foster youth students to insure they are able to attend their school of origin. The action provides transportation while parents are working and/or don't have transportation for their family. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
2.8	<p>Action: Behavior Intervention Team 07220 07291</p> <p>Need: The district's suspension rate has significant disparities in rates among unduplicated</p>	<p>Behavior Intervention Team will work with students on proactive behavior interventions to support students in improving their behavior prior to suspension or expulsions. At the site the BIT is assigned students who are unduplicated students based on data from the Tier 2 meeting. They provide Social Emotional Groups, and Behavioral Interventions to students 1:1 and in groups to unduplicated students. They meet with parents to</p>	<p>2.7Suspension Rates 2.8 Expulsion Rates 2.16 Recidivism rates of OCI</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6%. The suspension rate for foster students is at 14.9%</p> <p>The average expulsion rate for all students is .2. For expelled students 67.5% are identified as SED. Out of all expulsions 4% are Homeless and 7% are Foster. 20% of students expelled are EL students.</p> <p>Scope: LEA-wide Schoolwide</p>	<p>support progress monitoring with behavior interventions. The district BIT leads will be supporting and training site BITs with providing services to unduplicated students at their respective sites. The district BCBA will work with sites to support unduplicated Tier 2 and Tier 3 students to observe behaviors and consider on campus intervention placement. The goal of OCI is early intervention to prevent expulsions and prepare and teach students on self-regulation strategies in order for them to better access Tier 1 instruction. Each Middle School and High School Site is equipped with campus supervisors to support unduplicated students impacted by gangs. They also promote appropriate behavior during unstructured time to prevent suspensions and expulsions. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
2.9	<p>Action: Engagement Team 07220-</p> <p>Need: The district's chronically absenteeism rate and suspension rate has significant disparities in rates among unduplicated student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically</p>	<p>The coordinators will target unduplicated students first in Tier II meetings. The team's goal is to create a school environment in which our unduplicated students can fill connected and engage in activities at their school site. Students who are engaged at school are more likely to have a higher attendance rate and graduation rate.</p> <p>In order to address the disparity these coordinators will identify staff to train and support</p>	<p>2.2 Chronically Absenteeism Rate: SED, Homeless, Foster</p> <p>2.7 Suspension Rate: SED, Homeless, Foster</p> <p>2.8 Expulsion Rate: SED, Homeless, Foster</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%.</p> <p>At the high school level, all four high schools suspension rates are higher than the district average. In addition at all High schools unduplicated students have a greater chance of being suspended. While the state average is 3.5% suspended at least one day.</p> <p>El Diamante: All Students: 6.1% of the students are suspended SED students: 8.3% Homeless students (SED): 19.4% Foster Youth: 28%</p> <p>Golden West: All Students: 9.2% of the students are suspended SED students: 11.10% Homeless students (SED): 22.2j% English Learners 12.5% Foster Youth: 20.8%</p> <p>Mt. Whitney:</p>	<p>with Tier II and Tier 3 unduplicated students. This activity will decrease attendance, suspension & expulsion rates while increasing student engagement. Since all sites have a significantly large group of unduplicated students and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students: 6.2% of the students are suspended SED students: 7.4% English Learners 6.7% Foster6.3%</p> <p>Redwood: All Students: 5.2% of the students are suspended SED students: 6.8% English Learners 7.6% Homeless: 10.6% Foster Youth: 15%</p> <p>Site staff and district staff has expressed the need to have additional district support for Tier 2 and Tier 3 in implementing services for unduplicated students and over 60% of our expulsion rates being unduplicated students who have been impacted by gangs, these positions were created to engage these specific student groups.</p> <p>Scope: LEA-wide</p>		
2.10	<p>Action: Attendance Team 07252</p> <p>Need: The district's chronically absenteeism rate has significant disparities in rates among unduplicated student groups. The district's</p>	<p>The Attendance Team meets with schools to review and support attendance procedures and organizes SARB hearings. The team supports sites and parents to address barriers that affect student attendance. This allows barriers to be removed so that our unduplicated students can attend school regularly. To educate the community videos and announcements that are shared throughout the</p>	<p>2.2 Chronically Absenteeism: Homeless Foster Socially Economically Disadvantaged English Learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%.</p> <p>The district has surveyed our homeless & SED families and they have identified the following services that help support their children to attend school:</p> <ul style="list-style-type: none"> • access to food pantry • clothing available for emergency purposes • access to school supplies • transportation (homeless) • support with enrollment for ease. <p>Scope: LEA-wide</p>	<p>community on the importance of attending school every day.</p> <p>the Following services are provided at the Family Resource Center:</p> <ul style="list-style-type: none"> • access to food pantry • clothing available for emergency purposes • access to school supplies • transportation (homeless) • support with enrollment for ease. • access to outside agencies for support • support for our TK families funded • support to our American Indian Families <p>Since all sites have a significantly large group of unduplicated students and the resources are housed at one location and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
3.1	<p>Action: Community Outreach 07200 30100</p> <p>Need: With over 5,000 students identified as English Learner and with over 90% of them speaking Spanish the district has hired 2 district translators.</p>	<p>Translation at community meetings and parent meetings will remove one of the barriers for parents to share their thoughts and ideas. Additionally, providing access to all educational partners in Spanish and English will support stronger engagement in students and parents which has been shown to foster higher success rates in academic outcomes. These actions are focused on English learner families. The services are offered LEA-wide to promote equity and access across a broad range of services that may</p>	2.17 Number of translations

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	not otherwise be available or supported with out the addition of formal translation support.	
3.2	Action: Family and Community Resource Center (FCRC) 07200 30100 Need: The district's chronically absenteeism rate and suspension rate has significant disparities in rates among different unduplicated student groups. The average suspension rate for all students is 5.1%. For all Socioeconomically Disadvantaged students the suspension rate is 6.0% and for Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%, The district's average rate of chronically absenteeism for all students is 22.8%. While the Socioeconomically Disadvantaged group is a higher rate of 26.3%. While the 1,000 homeless students' rate is 43.3% and foster youth students' rate is 26%. Homeless & Foster Parents have shared the inconsistencies with enrollment at many school sites. The additional enrollment support will provide one place for Parents' of New Comers, Families experiencing	The FCRC supports unduplicated students and families of unduplicated students by providing a place for families to receive food, clothing, toiletries, family support, and family group support. In addition, the staff organizes and participates in community events to help identify homeless families and families needing additional support so that they are able to support their child's education. The FCR supports school sites with the enrollment of students and the Attendance Team works directly supports unduplicated students and families of unduplicated students by working to remove the barriers that is keeping them from attending school on a regular basis. The FCRC provides unduplicated students and families of unduplicated students by running social emotional groups to give them the skills they need to support students being successful in and outside of school. Since all sites have a significantly large group of unduplicated students and the FCRC is located in one building and to provide the program for unduplicated students it is necessary to provide the service district wide and in order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	2.2 Attendance for students on FCRC staff caseload

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>homelessness, and foster parents to receive support.</p> <p>The district funds a homebase liaison (title I) to support teenage parents and the homeless shelter.</p> <p>Scope: LEA-wide</p>		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Dual Immersion-42030</p> <p>Need: To address the district's long term English Learners percentage of 38% while the state average is 28% and scores in ELA of 66.4 below standard and 96.8 below standard in math the district has created a program to accelerate English Development and increase academic scores. In addition the district educational partners has expressed the need</p>	Providing a Dual Immersion Program will help increase the district's redesignation rate, address the community need, and increases academic growth for English Learners.	<p>1.13 English Learner Reclassification Rate</p> <p>1.12 & 1.10 ELA & Math iReady for English Learners</p> <p>1.1 & 1.2 ELA & Math Dashboard for English Learners</p> <p>Student Groups: Students in Dual Immersion</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>for a program that teachers both English and Spanish.</p> <p>Other scores this program address are: iReady ELA "all students" scoring Early, mid, or above Grade level are 32% with 12% of our English Learners scoring Early, mid, or above Grade level and in math 22% of all students are scoring Early, mid, or above Grade level while and only 7% of our English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.14	<p>Action: ELD Pathway for Newcomers and Long-Term English Learners:</p> <p>Need: Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level.</p> <p>In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards compared to 12.74% of English learners met or exceeded standards. In the Math portion of</p>	<p>Actions that VUSD will take to Address the Needs of all English Learners are:</p> <ol style="list-style-type: none"> 1. Creating clarity of ELD Support in grades 9-12: Implementing the ELD Pathway for Newcomers and Long-Term English Learners (LTELs) to establish a transparent framework for students, parents, and staff members. 2. Differentiation in Support: Each Newcomer and Long-Term English Learner will be placed into the pathway strand tailored with course outlines and supports. 3. Consistency in Resources: We will be consistent in the use of materials for each course, including a structured course outline, district-approved curriculum, and ELD Signature Strategies. 	<p>We will monitor effectiveness through:</p> <ul style="list-style-type: none"> 1.11 ELPAC (percentage of students growing one level or more) 1.1 & 1.2 ELA & Math CAASPP 1.3. Reclassification (percentage of students reclassified) 1.2. IReady

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>4. Clarity in Reclassification Process: Implementing a systematic approach to clarify the reclassification process for ELs including informative presentations, goal-setting, and documentation for students and parents to help understand the importance of reclassification</p> <p>5. Multiple Reclassification Opportunities: Increasing the frequency of reclassification opportunities for ELs throughout the school year.</p>	
1.23	<p>Action: Target Designated ELD Support</p> <p>Need: Our data analysis has brought to light significant disparities in English Language Arts (ELA) achievement of EL students. English Learners consistently exhibit lower proficiency rates in ELA when compared with their counterparts.</p> <p>Current academic assessment data shows significantly lower achievement scores with English learners. Even though 35% of students across the district are on or above grade level in the iReady reading diagnostic, 12% of English Learners are on or above grade level. While 28% of students across the district are on or above grade level in the iReady math diagnostic, 13% of English Learners, are on or above grade level.</p> <p>In the ELA portion of the Smarter Balanced Summative Assessment, 41.73% of students across the district met or exceeded standards</p>	<p>To ensure that Designated ELD is consistently being implemented, we will capitalize on the Learning Community (LCM) Model that consists of district and site administrators, content specialists, and instructional coaches. The LCM will meet to discuss baseline data, develop systems of support, and track progress in English Language Learners.</p> <p>Based on data, the team will decide on-site professional opportunities in the area of ELD based on their needs. We will co-develop the PL plan so that school sites have autonomy and are invested in the process.</p> <p>Professional Learning will include the following learning opportunities:</p> <ol style="list-style-type: none"> 1. Review of ELD standards 2. Backwards mapping with ELPAC Performance Tasks 3. Best Practices for English Learners 4. Co-teaching of VUSD ELD Signature Strategies 5. Teacher Clarity in ELD and Language Objective 	<p>We will monitor effectiveness through:</p> <ol style="list-style-type: none"> 1. Daily schedule will include Designated ELD 2. ELPAC (percentage of students growing one level or more) 3. CAASPP (percentage of students getting closer to distance from 3) 4. Reclassification (percentage of students reclassified) 5. IReady (percentage of students increasing in their diagnostic) 6.. Diagnostic Data from core curriculum (Read 180 and English 3D)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>compared to 12.74% of English learners met or exceeded standards. In the Math portion of the Smarter Balanced Summative Assessment, 26.51% of students across the district met or exceeded standards compared to 9.72% of English learners met or exceeded standards.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This action will support to address the needs of ELs because it is based on data.</p>	
1.25	<p>Action: Targeted Homeless/Foster Youth Support 30100</p> <p>Need: This action is to address the District's reason for being identified needing Differentiated Assistance for Foster Youth and homelessness in ELA and suspension.</p> <p>Academic assessment data highlights substantial achievement gaps among different student groups. Foster youth, and students from socioeconomically disadvantaged (homeless) backgrounds demonstrate markedly lower performance levels compared to the district-wide average.</p> <p>In the areas of reading and ELA, iReady data indicate 35% of district students are at or above grade level, versus 30% of socioeconomically disadvantaged (homeless) students, 22% of foster youth.</p>	<p>The technicians support families by providing case management (outside agency referrals, monitoring attendance, providing basic needs). To address suspension rates all foster youth and homeless are assigned to a school social worker caseload. Secondary students are offered Why Try the curriculum is designed for foster youth students.</p> <p>The teacher has assigned a reading intervention teacher to address low reading scores.</p>	<p>2.7 Suspension 1.1 ELA</p> <p>Student Groups: Foster Youth Homeless</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>In addition the average suspension rate for all students is 5.1%. For Socioeconomically Disadvantaged (Homeless) the suspension rate is 8.6% and average compared to the average for all students. Foster Students: The suspension rate for foster students is at 14.9%.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

N/A

Additional Concentration Grant Funding

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

All schools in the Visalia Unified School District have Unduplicated student concentrations of greater than 55 percent (exception of the following schools: Denton, Hurley, Redwood, Shannon Ranch, Oak Grove). The additional Concentration Grant Add-on funds will be used to increase FTE that will provide direct services to students at all schools with over 55% unduplicated. The actions that are funded in using the additional concentration funds are: 2.1-School Social Workers, 2.2 School Psychologists, and 2.9 Engagement Team

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary (Denton, Hurley, Oak Grove & Shannon Ranch): The average staff to student ratio is 1:40. All middle schools have a concentration more than 55%. At the high school level Redwood is the school with a concentration of less than 55%. Their average staff to student ratio is 1:250	For all elementary schools with a concentration of greater than 55% the average staff to student ratio 1:35. All middle schools have a concentration of more than 55%. The average staff to student ratio is 1:41 1. At the high school level all schools with a concentration of greater than 55% the average staff to student ratio 1:116
Staff-to-student ratio of certificated staff providing direct services to students	Elementary (Denton, Hurley, Oak Grove & Shannon Ranch): The average staff to student ratio is 1:22.0 All middle schools have a concentration more than 55%. At the high school level Redwood is the school with a concentration of less than 55%. Their average staff to student ratio is 1:21.76 .	For all elementary schools with a concentration of greater than 55% the average staff to student ratio 1:17.8 All middle schools have a concentration more than 55%. The average staff to student ratio is 1:23.38 At the high school level all schools with a concentration of greater than 55% the average staff to student ratio is 1:21.3

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	291,584,915	61,895,807	21.227%	1.727%	22.954%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$69,198,128.00	\$10,080,376.00	\$0.00	\$14,410,428.00	\$93,688,932.00	\$62,632,621.00	\$31,056,311.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Library Media Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,686,640.00	\$535,500.00	\$1,744,690.00			\$477,450.00	\$2,222,140.00
1	1.2	Elementary Teachers	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary	ongoing	\$5,357,009.00	\$0.00	\$5,357,009.00				\$5,357,009.00
1	1.3	Dual Immersion-42030	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Willow Glen & Mt. View	ongoing	\$1,986,538.00	\$0.00	\$1,250,000.00			\$736,538.00	\$1,986,538.00
1	1.4	Professional Learning 07267/30100-5855/40350	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,541,581.00	\$3,422,250.00	\$2,822,250.00			\$2,141,581.00	\$4,963,831.00
1	1.5	Technology	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$974,680.00	\$2,845,000.00	\$3,819,680.00				\$3,819,680.00
1	1.6	Course Access 07268	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	ongoing	\$3,713,477.00	\$0.00	\$2,364,287.00			\$1,349,190.00	\$3,713,477.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.7	Targeted Secondary Special Education Support	Students with Disabilities		No			Specific Schools: Divisadero Middle El Diamante High Golden West High Green Acres Middle Mt. Whitney High Ridgeview Middle Valley Oak Middle-	2024 School Year	\$710,000.00	\$0.00		\$560,000.00		\$150,000.00	\$710,000.00
1	1.8	Counseling Team 07283 41270	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	ongoing	\$4,927,858.00	\$116,100.00	\$4,962,996.00			\$80,962.00	\$5,043,958.00
1	1.9	Assessment and Instructional Technology 07212	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,194,748.00	\$517,450.00	\$1,712,198.00				\$1,712,198.00
1	1.11	School Support 07290 07200	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$686,660.00	\$12,054,474.00	\$5,676,344.00	\$3,192,970.00		\$3,871,820.00	\$12,741,134.00
1	1.12	Early Childhood Support	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$287,250.00	\$287,250.00				\$287,250.00
1	1.13	Instructional Technology 07200, 30100	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$446,000.00	\$918,561.00	\$446,000.00			\$918,561.00	\$1,364,561.00
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	\$195,000.00	\$0.00	\$195,000.00				\$195,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
						s)										
1	1.15	Support for CTE pathway graduation 07284 07285	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	ongoing	\$2,830,372.00	\$196,675.00	\$3,027,047.00				\$3,027,047.00
1	1.16	Targeted Secondary Math Support 40350	Student identified	groups in red All	No			Specific Schools: Secondary Schools	2024 School Year	\$235,000.00	\$100,000.00				\$335,000.00	\$335,000.00
1	1.17	Intervention Support 30100 07216	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oak K-2 Reading	ongoing	\$1,125,942.00	\$210,000.00	\$210,000.00			\$1,125,942.00	\$1,335,942.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
								& 3-6 Math								
1	1.18	Learning Community Model Curriculum Content Specialists	All		No			All Schools	ongoing	\$1,167,100.00	\$0.00		\$1,167,100.00			\$1,167,100.00
1	1.19	Curriculum Staff	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$924,838.00	\$395,000.00	\$1,319,838.00				\$1,319,838.00
1	1.20	Music Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary 4-6 grades.	ongoing	\$4,223,179.00	\$1,017,765.00	\$5,240,944.00				\$5,240,944.00
1	1.21	Targeted Elementary Math Support	All		No			All Schools Specific Schools: Highland, Pinkham, Washington,	2024 School Year	\$0.00	\$106,100.00				\$106,100.00	\$106,100.00
1	1.23	Target Designated ELD Support	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.	2024 School Year	\$0.00	\$743,550.00	\$743,550.00				\$743,550.00
1	1.24	Target ELA support	All		No			All Schools Specific Schools: Divisadero	2024 School Year	\$0.00	\$20,000.00				\$20,000.00	\$20,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Middle,El Diamante High,Fou r Creeks Elementary, Green Acres, Highland, La Joya, Ridgevie w, Valley Oak, Veva Blunt, Washing on, ,								
1	1.25	Targeted Homeless/Foster Youth Support 30100	Foster Low Youth Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	ongoing	\$360,000.00	\$220,000.00	\$360,000.00			\$220,000.00	\$580,000.00
1	1.26	Targeted Elementary Special Education Support	Students with Disabilities	No			All Schools Specific Schools: Conyer, Four Creeks,Golden Oak, Goshen, Ivanhoe, Linwood, Riverway , Royal Oaks, Willow Glen, Denton, Highland, Hurley, Pinkham, Veva Blunt,	2024 School Year	\$420,000.00	\$0.00				\$420,000.00	\$420,000.00
1	1.27	Targeted Graduation and CCI support	English Learners All	No			All Schools Specific Schools: Mt. Whitney	2024 School Year	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	School Social Workers	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income	All Schools	ongoing	\$4,973,031 .00	\$64,000.00	\$5,037,031.00				\$5,037,031.00
2	2.2	School Psychologists	Foster Low	Youth Income	Yes	LEA-wide Scho olwide	Foster Youth Low Income	All Schools	ongoing	\$8,718,838 .00	\$0.00	\$4,853,253.00	\$3,865,585.00			\$8,718,838.00
2	2.3	Targeted Suspension Support Special Education-	Students Disabilities	with	No			Specific Schools: Annie Mitchell, Conyer, Divisadero, Golden West, GreenAcres, Highland, Ivanhoe, La Joya, Linwood, Manuel Hernandez, Ridgeview, Washington	2024 School Year	\$500,000.00	\$0.00		\$500,000.00			\$500,000.00
2	2.4	Elementary Assistant Principals 07220	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	ongoing	\$5,245,781 .00	\$0.00	\$5,245,781.00				\$5,245,781.00
2	2.5	High School Assistant Principals 07220	English Foster Low	Learners Youth Income	Yes	LEA-wide Scho olwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood , El Diamante , Golden West, and Mt. Whitney	ongoing	\$1,199,833 .00	\$0.00	\$1,199,833.00				\$1,199,833.00
2	2.6	Kinder Paraprofessionals 07215	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth	All Schools Specific Schools:	ongoing	\$0.00	\$789,913.00	\$789,913.00				\$789,913.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Low Income	Elementary								
2	2.7	Transportation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$0.00	\$3,598,099.00	\$3,598,099.00				\$3,598,099.00
2	2.8	Behavior Intervention Team 07220-07291	English Foster Low	Learners Youth Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary, Shannon Ranch and Linwood	ongoing	\$2,445,553.00	\$10,710.00	\$2,456,263.00				\$2,456,263.00
2	2.9	Engagement Team 07220-	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$495,295.00	\$1,199,355.00	\$1,455,925.00			\$238,725.00	\$1,694,650.00
2	2.10	Attendance Team 07252	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$1,894,439.00	\$58,050.00	\$1,952,489.00				\$1,952,489.00
2	2.11	Targeted Attendance Support	Hurley Asian Elementary Chronic Absenteeism Hurley White Elementary Chronic Absenteeism Royal Oaks Elementary English Learners Chronic Absenteeism Washington Elementary Students With Disabilities Chronic Absenteeism All		No			Specific Schools: Hurley, Royal Oaks, Washington	2024 School Year	\$215,477.00	\$0.00				\$215,477.00	\$215,477.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Targeted Suspension Support 30100	All		No			Specific Schools: Annie Mitchell, Creekside, Crestwood, Crowley, Divisadero, El Diamante, Golden Oak, Golden West, Goshen, Green Acres, Highland, La Joya, Pinkham, Ridgeview, Riverway	2024 School Year	\$0.00	\$150,000.00				\$150,000.00	\$150,000.00
3	3.1	Community Outreach 07200 30100	English Learners		Yes	LEA-wide	English Learners	All Schools	ongoing	\$384,202.00	\$286,000.00	\$482,285.00			\$187,917.00	\$670,202.00
3	3.2	Family and Community Resource Center (FCRC) 07200 30100	English Learners Foster Low Income		Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	\$837,646.00	\$399,788.00	\$588,173.00			\$649,261.00	\$1,237,434.00
4	4.1	Graduation Support	All		No			Specific Schools: Sequoia	ongoing	\$0.00	\$450,000.00		\$450,000.00			\$450,000.00
4	4.2	Attendance Support	Students Struggling with Attendance	All	No			Specific Schools: Sequoia	ongoing	\$0.00	\$120,000.00		\$120,000.00			\$120,000.00
4	4.3	Sequoia English Learner Progress	English Learners All		No			Specific Schools:	ongoing	\$0.00	\$9,986.00		\$9,986.00			\$9,986.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							Sequoia								
4	4.4	Transportation	All	No			Specific Schools: Sequoia	ongoing	\$0.00	\$140,000.00		\$140,000.00			\$140,000.00
5	5.1	Suspension Support	Creekside All	No			Specific Schools: Creekside	ongoing	\$928,904.00	\$30,000.00		\$30,000.00		\$928,904.00	\$958,904.00
5	5.2	Community Support	All	No			Specific Schools: Creekside	ongoing	\$67,000.00	\$24,735.00		\$24,735.00		\$67,000.00	\$91,735.00
5	5.3	Engagement Support	Creekside All	No			Specific Schools: Creekside	ongoing	\$20,000.00	\$20,000.00		\$20,000.00		\$20,000.00	\$40,000.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
291,584,915	61,895,807	21.227%	1.727%	22.954%	\$69,198,128.00	0.000%	23.732 %	Total:	\$69,198,128.00
								LEA-wide Total:	\$66,649,578.00
								Limited Total:	\$2,548,550.00
								Schoolwide Total:	\$13,546,380.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Library Media Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,744,690.00	
1	1.2	Elementary Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary	\$5,357,009.00	
1	1.3	Dual Immersion-42030	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: Willow Glen & Mt. View	\$1,250,000.00	
1	1.4	Professional Learning 07267/30100-5855/40350	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,822,250.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,819,680.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Course Access 07268	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	\$2,364,287.00	
1	1.7	Targeted Secondary Special Education Support				Specific Schools: Divisadero Middle El Diamante High Golden West High Green Acres Middle Mt. Whitney High Ridgeview Middle Valley Oak Middle-		
1	1.8	Counseling Team 07283 41270	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All high Schools 9-12	\$4,962,996.00	
1	1.9	Assessment and Instructional Technology 07212	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,712,198.00	
1	1.11	School Support 07290 07200	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,676,344.00	
1	1.12	Early Childhood Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$287,250.00	
1	1.13	Instructional Technology 07200, 30100	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$446,000.00	
1	1.14	ELD Pathway for Newcomers and Long-Term English Learners:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$195,000.00	
1	1.15	Support for CTE pathway graduation 07284 07285	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High Schools	\$3,027,047.00	
1	1.16	Targeted Secondary Math Support 40350				Specific Schools: Secondary Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.17	Intervention Support 30100 07216	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Crowley, Highland, Willow Glen, Pinkham, Four Creeks, Crestwood, Golden Oak, ARM, Washington, Riverway, Houston, Veva Blunt, Mineral King, Ivanoe, Royal Oaks, Conyer, Homeless students; 3-6 Math: Houston, Highland, Pinkham, Willow Glen, Washington, Four Creeks, and Golden Oa K-2 Reading & 3-6 Math	\$210,000.00	
1	1.18	Learning Community Model Curriculum Content Specialists				All Schools		
1	1.19	Curriculum Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,319,838.00	
1	1.20	Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary 4-6 grades.	\$5,240,944.00	
1	1.21	Targeted Elementary Math Support				All Schools Specific Schools: Highland, Pinkham, Washington,		
1	1.23	Target Designated ELD Support	Yes	Limited to Unduplicated	English Learners	All Schools Specific Schools:	\$743,550.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)		Conyer, Crowley, Divisadero, Valley Oak, Redwood, Golden West, Sequoia, Four Creeks, Veva Blunt, and Washington.		
1	1.24	Target ELA support				All Schools Specific Schools: Divisadero Middle, El Diamante High, Four Creeks Elementary, Green Acres, Highland, La Joya, Ridgeview, Valley Oak, Veva Blunt, Washington, ,		
1	1.25	Targeted Homeless/Foster Youth Support 30100	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$360,000.00	
1	1.26	Targeted Elementary Special Education Support				All Schools Specific Schools: Conyer, Four Creeks, Golden Oak, Goshen, Ivanhoe, Linwood, Riverway, Royal Oaks, Willow Glen, Denton, Highland, Hurley, Pinkham, Veva Blunt,		
1	1.27	Targeted Graduation and CCI support				All Schools Specific Schools: Mt. Whitney	\$0.00	
2	2.1	School Social Workers	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools	\$5,037,031.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	School Psychologists	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools	\$4,853,253.00	
2	2.3	Targeted Suspension Support Special Education-				Specific Schools: Annie Mitchell, Conyer, Divisadero, Golden West, GreenAcres, Highland, Ivanhoe, La Joya, Linwood, Manuel Hernandez, Ridgeview, Washington		
2	2.4	Elementary Assistant Principals 07220	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	\$5,245,781.00	
2	2.5	High School Assistant Principals 07220	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Redwood, El Diamante, Golden West, and Mt. Whitney	\$1,199,833.00	
2	2.6	Kinder Paraprofessionals 07215	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary	\$789,913.00	
2	2.7	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,598,099.00	
2	2.8	Behavior Intervention Team 07220 07291	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: OCI Elementary Classrooms at Royal Oaks, Washington Elementary,	\$2,456,263.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Shannon Ranch and Linwood		
2	2.9	Engagement Team 07220-	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,455,925.00	
2	2.10	Attendance Team 07252	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,952,489.00	
2	2.11	Targeted Attendance Support				Specific Schools: Hurley, Royal Oaks, Washington		
2	2.12	Targeted Suspension Support 30100				Specific Schools: Annie Mitchell, Creekside, Crestwood, Crowley, Divisadero, El Diamante, Golden Oak, Golden West, Goshen, Green Acres, Highland, La Joya, Pinkham, Ridgeview ,Riverway		
3	3.1	Community Outreach 07200 30100	Yes	LEA-wide	English Learners	All Schools	\$482,285.00	
3	3.2	Family and Community Resource Center (FCRC) 07200 30100	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$588,173.00	
4	4.1	Graduation Support				Specific Schools: Sequoia		
4	4.2	Attendance Support				Specific Schools: Sequoia		
4	4.3	Sequoia English Learner Progress				Specific Schools: Sequoia		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Transportation				Specific Schools: Sequoia		
5	5.1	Suspension Support				Specific Schools: Creekside		
5	5.2	Community Support				Specific Schools: Creekside		
5	5.3	Engagement Support				Specific Schools: Creekside		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$112,421,222.00	\$96,942,049.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Library Support	Yes	\$3,484,241.00	3,817,389
1	1.2	1.2 Additional Library Support	No	\$750,000.00	771,377
1	1.3	1.3 Supplemental Materials	Yes	\$2,900,000.00	3,565,650
1	1.4	1.4 Intervention	Yes	\$6,199,193.00	3,888,475
1	1.5	1.5- Additional Intervention Support	No	\$1,829,978.00	1,564,127
1	1.6	1.6 Extended Year	No	\$550,000.00	443,417
1	1.7	1.7 Expanded Learning Opportunity Program	No	\$829,713.00	\$829,713.00
1	1.8	1.8 Early Childhood	No	\$3,669,080.00	\$3,869,150.00
1	1.9	1.9 Additional Early Childhood Support	Yes	\$1,540,000.00	182,189

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	1.10 Instructional Technology	Yes	\$1,081,882.00	954,224
1	1.11	1.11 Additional Program Support	Yes	\$1,586,200.00	1,152,697
1	1.12	1.12 Support of English Learners	Yes	\$805,321.00	622,114
1	1.13	1.13 Visual & Performing Arts	Yes	\$7,312,133.00	6,744,819
1	1.14	1.14 Course Access	Yes	\$10,517,810.00	7,241,584
1	1.15	1.15 Additional Course Access	No	\$3,817,672.00	2,941,831
1	1.16	1.16 Linked Learning & CTE Courses Grants	No	\$2,587,598.00	1,848,949
1	1.17	1.17 Linked Learning Academies	Yes	\$1,112,713.00	927,666
1	1.18	1.18 CTE Courses	Yes	\$2,263,441.00	2,029,033
1	1.19	1.19 Technology	Yes	\$2,585,365.00	2,603,250
1	1.22				
2	2.1	2.1 Family & Community Resource Center	Yes	\$699,276.00	551,790
2	2.2	2.2 Building Futures Program	No	\$173,068	181,671
2	2.3	American Indian Federal Grant	No	\$179,130	108,160

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	2.4 Community Outreach	No	\$1,379,662.00	1,399,265
3	3.1	3.1 School Attendance	Yes	\$1,283,670.00	1,255,448
3	3.2	3.2 Systems of Support	Yes	\$13,274,374.00	9,467,298
3	3.3	3.3 Counselors	Yes	\$6,656,913.00	6,250,988
3	3.4	3.4 TCOE-Learning Communities for School Success Program (LCCSSP)	No	\$372,333.00	372,333
3	3.5	3.5 School Climate Transformation Federal Grant	No	\$2,250,000.00	811,252
3	3.6	3.6 School Social Workers	Yes	\$3,153,317.00	4,377,686
3	3.7	3.7 Transportation	Yes	\$3,976,610.00	2,911,653
3	3.8	3.8 School Psychologist Support	Yes	\$5,074,442.00	5,225,455
4	4.1	4.1 Teacher Induction and Clear Administrative Services Credential Program	Yes	\$251,489.00	298,562
4	4.2	4.2 Professional Learning	Yes	\$5,325,903.00	4,956,968
5	5.1	5.1 Site Funds	Yes	\$6,726,799.00	6,048,094

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	5.2 District Support	Yes	\$3,871,896.00	4,386,217
6	6.1	Professional Development	No	\$200,000.00	\$179,000
6	6.2	6.2 Inclusive Service Delivery Model	No	\$650,000.00	\$666,000
6	6.4	6.4 Special Education Preschool	No	\$1,200,000.00	\$1,198,555
6	6.5	6.5 Curriculum	No	\$300,000.00	\$298,000
6	6.6	6.6 Educational Consultant Review	No	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
63,584,746	\$82,927,576.00	\$72,466,272.00	\$10,461,304.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Library Support	Yes	\$3,484,241.00	3,817,389		
1	1.3	1.3 Supplemental Materials	Yes	\$1,200,000.00	1,061,164		
1	1.4	1.4 Intervention	Yes	\$6,199,193.00	3,888,475		
1	1.9	1.9 Additional Early Childhood Support	Yes	\$1,540,000.00	182,189		
1	1.10	1.10 Instructional Technology	Yes	\$1,081,882.00	954,224		
1	1.11	1.11 Additional Program Support	Yes	\$1,586,200.00	1,152,697		
1	1.12	1.12 Support of English Learners	Yes	\$346,333.00	622,114		
1	1.13	1.13 Visual & Performing Arts	Yes	\$7,312,133.00	6,744,819		
1	1.14	1.14 Course Access	Yes	\$10,517,810.00	7,241,584		
1	1.17	1.17 Linked Learning Academies	Yes	\$1,112,713.00	927,666		
1	1.18	1.18 CTE Courses	Yes	\$2,263,441.00	2,029,033		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.19	1.19 Technology	Yes	\$2,585,365.00	2,603,250		
2	2.1	2.1 Family & Community Resource Center	Yes	\$699,276.00	551,790		
3	3.1	3.1 School Attendance	Yes	\$1,283,670.00	1,255,448		
3	3.2	3.2 Systems of Support	Yes	\$12,321,077.00	9,467,298		
3	3.3	3.3 Counselors	Yes	\$6,656,913.00	4,182,841		
3	3.6	3.6 School Social Workers	Yes	\$3,153,317.00	4,377,686		
3	3.7	3.7 Transportation	Yes	\$3,976,610.00	2,911,653		
3	3.8	3.8 School Psychologist Support	Yes	\$5,074,442.00	5,225,455		
4	4.1	4.1 Teacher Induction and Clear Administrative Services Credential Program	Yes	\$251,489.00	5,920		
4	4.2	4.2 Professional Learning	Yes	\$3,285,007.00	2,829,266		
5	5.1	5.1 Site Funds	Yes	\$3,124,568.00	6,048,094		
5	5.2	5.2 District Support	Yes	\$3,871,896.00	4,386,217		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
292834377	63,584,746	4.76%	26.474%	\$72,466,272.00	0.000%	24.747%	\$5,057,390.35	1.727%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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