Vacaville Unified School District

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
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Plan Summary [2023-24]

General Information

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

The Vacaville Unified School District (VUSD) is one of two school districts serving students in Vacaville, a city located in northern Solano County, midway between San Francisco and Sacramento. Vacaville is a beautiful city known for its rolling hillsides, fruit orchards, and fertile farmland. With a rich history that has transformed it from a small agricultural town into a thriving and progressive city, Vacaville now boasts a diverse population of over 100,000 residents. Despite its rapid growth, Vacaville prides itself on its small-town feel and high level of community involvement.

VUSD operates multiple schools, including eight elementary schools, one elementary charter school, two middle schools, one K-8 school, two comprehensive high schools, one charter high school, and one 7-12 independent learning charter academy with a work readiness pathway. The district also offers preschool programs, Vacaville Early College High School, Spanish Immersion Cultural Education, Alternative Cooperative Education, and adult education. VUSD is committed to graduating all students with the skills necessary for success in college, career, and life.

VUSD educates a diverse group of students with African American, American Indian, Asian, Filipino, Hispanic or Latino, Pacific Islander, and White students, as well as those of two or more races. Nearly half of VUSD students fall into the state-defined category of unduplicated students, meaning they are socioeconomically disadvantaged, English learners, foster youth, or homeless.

In recent years, major events have impacted VUSD, prompting the district to shift its direction in meaningful ways. The pandemic exposed technology gaps in the community, leading the district to ensure that all students have access to technology both at home and at school. Additionally, VUSD has focused on analyzing the pandemic's impact on students' academic and social-emotional health and responding accordingly. The district has also addressed issues of systemic racism through listening sessions with community members and the formation of an Equity Task Force, which developed an Equity Plan approved by our governing board in March 2022.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Prior to the pandemic, the California School Dashboard represented California's accountability system and reported district and school progress on the state priorities. The state priorities define a quality education more broadly than a single test score. For each state indicator, districts, schools, and student groups will receive a color-coded performance level. The five color-coded performance levels are as follows: blue=very high; green=high; yellow=medium; orange=low; and red=very low (except for suspension rates where the color coding is reversed). The dashboard website is: www.caschooldashboard.com. Due to the cancellation of CAASPP testing in the 19-20 and 20-21 school years, most of our California School Dashboard still does not have enough data to present updates on most metrics utilizing their five-color-coded performance levels. Therefore, CA School Dashboard metrics are labeled as very low to very high. Based on our 2021-22 metrics, our graduation rate was rated as very high, increasing by 4.3% districtwide. Our unduplicated student groups also experience positive growth in these areas. English Learners increased their graduation rate by 22.3%, Homeless Youth had a 7.8% increase and our Socioeconomically Disadvantaged students' graduation rate increased by 2.6%.

At the secondary level, our focus on ensuring college and career readiness for graduates has been successful, with an increase of 1.2% in the percentage of graduates who are A-G ready for all students and even more significant increases for specific student groups, such as English Learners (16.2%) and Socioeconomically Disadvantaged (4.3%). Our students taking and passing Advanced Placement exams has also rebounded from last year's historic lows to just a few percentage points below our pre pandemic levels.

The implementation of our Multi-tiered System of Support (MTSS) has been a significant success, but more growth is necessary due to the pandemic's impact. MTSS was implemented to improve school climate, social-emotional support offerings, and decrease performance gaps in academic performance and student engagement metrics like suspension rates. The pandemic posed a unique challenge, but our MTSS team worked diligently to provide virtual and in-person support for students and staff. Mental health clinicians, specialized administrators, school counselors, community partnerships, and professional development have also been utilized to address social-emotional and academic struggles. The positive impact of our MTSS implementation can be seen in the improvement of our dropout rates for all students (decreased by 4.5%) and specific subgroups, such as English Learners (decreased 20.6%), Homeless Youth (decreased by 14.7%), and Socioeconomically Disadvantaged students (decreased by 7.3%).

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following have been identified as areas of greatest need by several groups of district educators and educational partners after analyzing the district dashboard data, as well as relevant local data:

CAASPP and EAP data is available for the 2021-22 school year, which is the first year it has been available since before the pandemic. Compared to pre-pandemic data, student performance is down in both ELA (Low) and Math (Low) for all students and student groups, which was not surprising given the disruption of the pandemic. Also likely a result of the pandemic, we experienced increases in our Chronic Absenteeism rates (Very High), as well as increased behavioral issues leading to increases in our Suspension rates (Medium). As mentioned in our successes above, improving performance in these areas will be a major focus of our robust Multi-tiered System of Support (MTSS) going forward. As will be evident in our upcoming actions, we are increasing our investment in MTSS to address these identified needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP for Vacaville Unified is guided by the three overarching goals that will guide our actions and services over the next three years:

1. While developing future-ready skills, our students will graduate with more than a diploma. All students will be college and career ready with the academic skills that prepare them for an ever-changing, increasingly competitive job market.

2. Using a variety of interventions from our Multi-Tiered System of Supports, we will help students transcend learning barriers (academic, social/emotional, trauma, language) so that they may learn at high levels and achieve their academic and future-ready goals.

3. We will provide all of our students with a safe and welcome learning environment that encourages the development of the necessary social-emotional competencies to ensure they are life-ready upon graduation. Those competencies include a strong work ethic, resilience, critical thinking / problem solving skills, and empathy.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

As we updated our three-year plan after its first year of implementation, we sought feedback from all of our educational partners:

We met and sought feedback from our students via our Student Advisory Committee, which included classroom visits to a wide variety of classes such as Leadership, AVID, and various CTE pathways on the following dates: March 7, March 9, March 13, March 15, March 23

We met and sought feedback from various Parent Advisory groups including our District English Learner Advisory Committee (DELAC) and Foster Parent Advisory Group on the following dates: January 12, February 3, February 6, March 6, and March 15

We met and sought feedback from our local bargaining units and other district staff, including at District Staff Advisory meetings and a variety of other Staff Committees on the following dates: October 3, October 5, October 11, October 19, October 21, October 26, November 2, November 8, November 17, December 7, January 11, February 1, February 15, March 22, and March 29

We surveyed students, staff, parents, and community members via a survey in March and April that received hundreds of responses.

A summary of the feedback provided by specific educational partners.

Summary of Student Feedback: Our students shared many positive developments this year, especially the increased options related to extra curricular activities. This was an area of need identified by students last year. While they were positive about the increase, they still see a need for more options, especially free options for students with limited resources. They continued to note the need for additional mental health supports for students, as well as more career and life readiness courses / activities to prepare students for life after high school.

Summary of Parent Feedback in our DELAC and Foster Parent Advisory: Our parents (especially those in our DELAC) appreciated our work thus far related to college readiness, especially the outreach of our new College Readiness team. They also appreciated our investment in our Student Nutrition department over the last few years. However, they noted that the quality of food was not consistent across the district and they would like to see more options that accommodate students with dietary restrictions, such as gluten allergies, vegetarian options, etc. Our parents in DELAC were concerned with addressing safety issues and life readiness skills. Our parents in our Foster and Homeless Parent Advisory group shared that they appreciated the additional professional development for staff provided in our plan. They noted that they would like to see more collaboration with community resources to support their students' unique needs.

Summary of Staff Feedback: Our staff was positive about the increased amount of professional development opportunities in our plan, as well as the increased support for our intern teachers. In terms of additional professional development, more support was requested in the areas of behavior support, mental health, diversity and cultural relevance, and life readiness skills. They also sought to find additional ways to increase collaboration time for staff, as well as a needs assessment related to mental health supports.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of the feedback we received from our students, we plan to implement the following:
- continued expansion of extracurricular activities to support students with limited resources (3.5)
- more career ready and life ready course / activity options including a restructure of our Freshman Focus course offering (1.3, 3.1)

As a result of the feedback we received from our parents overall and our Foster Parent Advisory and District English Leaner Advisory, we plan to implement the following:
- Utilize our College Readiness Team to provide additional career readiness focus (1.3)
- Focus on student and campus safety including the use of a new emergency preparedness software (3.4)
- Encourage community partnerships to help us meet the unique challenges facing our Foster and Homeless youth (2.2)
- Planning for our new central kitchen to provide more consistency in our Student Nutrition offerings district wide, as well as providing greater variety to accommodate diverse dietary needs (3.7)

As a result of the feedback we received from our staff, we plan to implement the following:
- continued focus on increasing school safety, both physical and emotional (3.4)
- behavioral and mental health supports for students and staff (3.3)
- more professional development particularly focused on increasing collaboration (2.5, 3.3)

Goals and Actions

Goal

Goal #	Description
1	While developing future-ready skills, our students will graduate with more than a diploma. All students will be college and career ready with the academic skills that prepare them for an ever-changing, increasingly competitive job market. State priorities: 1, 2, 4, 7

An explanation of why the LEA has developed this goal.
The following actions were identified as priorities for our Tier One services to students. These actions will provide additional academic support intended to assist students in being college and career ready upon completion of their high school program of study. These actions were identified as priorities by analyzing district data, state data, information gathered through parent and staff surveys, and consultation with educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A Teachers are appropriately assigned and fully credentialed in subject areas and for the pupils they are teaching	2019-20 100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.	100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.	100% of teachers in the District are appropriately assigned and fully credentialed		100% of teachers in the District are appropriately assigned and fully credentialed in the subject area for the students they are teaching.
Priority 1B Every pupil in the school district has sufficient access to	2019-20 100% of students have access to the standards-aligned	100% of students have access to the standards-aligned	100% of students have access to the standards-aligned		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the standards-aligned instructional materials	instructional materials resources	instructional materials resources	instructional materials resources		
Priority 1C School facilities are maintained in good repair.	2019-20 100% of school facilities are maintained in good repair.	100% of school facilities are maintained in good repair	100% of school facilities are maintained in good repair		100% of school facilities are maintained in good repair
Priority 2A Implementation of CCSS for all students including English Learners Utilizing the self reflection tool, VUSD will be rated "met standards" in providing professional development and instruction that is aligned with the Common Core State Standards for English Language Arts (ELA) and Math, English Language Development (ELD) aligned to ELA Standards, the Next Generation Science Standards (NGSS),	2019-20 Met full implementation of standards for all	Met full implementation of standards for all	Met full implementation of standards for all		Met full implementation of standards for all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the new history-Social Science framework, and EL students accessing CCSS and ELD standards					
Priority 2B All programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	2019-20 100% of English Learners have access to ELD standards for the purposes of gaining academic content knowledge and English language proficiency through district adopted curriculum and placement with bilingual teachers as available	100% of English Learners have access	100% of English Learners have access		100% of English Learners have access
Priority 4A Increase overall CAASPP performance in ELA for all students using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 ELA for all students = Green (52.22% met or exceeded standard)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard for all students: 45.75%		Overall ELA performance level for CAASPP is green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Increase overall CAASPP performance in ELA for all student groups using the metric from the CA School Dashboard by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2018-2019 English Learners = Yellow (8.99%) Foster Youth = Orange (NA) Homeless = Yellow (36.05%) Socioeconomically Disadvantaged = Yellow (39.16%) Students with Exceptional Needs = Orange (12.79%) African American = Yellow (36.99%) Hispanic = Yellow (42.3%)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard English Learners = 6.81% Foster Youth = 26.67% Homeless = 19.04% Socioeconomically Disadvantaged = 34.47% Students with Exceptional Needs = 9.22% African American = 30.30% Hispanic = 36.44%		Overall ELA performance level for CAASPP for all students groups is green or blue
Priority 4A Increase overall CAASPP performance in Math for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2018-2019 Math for all students = Orange (37.06% met or exceeded standard)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard All students: 28.88%		Overall Math performance level for CAASPP is green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A Increase overall CAASPP performance in Math for all student groups using the metric from the CA School Dashboard by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2018-2019 English Learners = Orange (6.59%) Foster Youth = Orange (NA) Homeless = Red (15.73%) Socioeconomically Disadvantaged = Orange (25.03%) Students with Exceptional Needs = Orange (10.86%) African American = Orange (23.14%) Hispanic = Orange (27.73%)	CAASPP data unavailable for 20-21	Color unavailable from the Dashboard % met or exceeded standard English Learners = 5.18% Foster Youth = 14.28% Homeless = 14.64% Socioeconomically Disadvantaged = 20.03% Students with Exceptional Needs = 7.67% African American = 12.71% Hispanic = 19.99%		Overall Math performance level for CAASPP for all students groups is green or blue
Priority 4B: Increase the percentage of all students who complete a CTE pathway (as measured by the CA School Dashboard) by 3 percentage points per year	2019-2020 All students = 8.4%	All students = 26.4%	All students = 27.2%%		Increase to at least 18.4%
Priority 4B: Increase the percentage of student	2018-2019 English Learners = 12%	English Learners = 23.7% Homeless = 19.2%	English Learners = 12.2% Homeless = 13.3%		Increase to at least: English Learners = 24%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups who complete a CTE pathway (as measured by the CA School Dashboard) by 4 percentage points per year	Homeless = 3.7% Socioeconomically Disadvantaged = 11.4% Students with Exceptional Needs = 14.9% African American = 6.3% Hispanic = 10.8%	Socioeconomically Disadvantaged = 23.1% Students with Exceptional Needs = 28.2% African American = 23% Hispanic = 25.9%	Socioeconomically Disadvantaged = 22.9% Students with Exceptional Needs = 19.4% African American = 20.5% Hispanic =24.9%		Homeless = 15.7% Socioeconomically Disadvantaged = 25.4% Students with Exceptional Needs = 26.9% African American = 18.3% Hispanic = 22.8%
Priority 4C Increase the percentage of all students completing courses that satisfy UC and/or CSU entrance requirements (A-G) by 2 percentage points per year	2019-2020 All students = 53%	All students = 55.8%	All students = 54.2%		Increase to at least 59%
Priority 4C Increase the percentage of student groups completing courses that satisfy UC and/or CSU entrance requirements (A-G) by 4 percentage points per year	2019-2020 English Learners = 9.4% Homeless = 27.7% Socioeconomically Disadvantaged = 36.5% Students with Exceptional Needs = 14% African American = 42.6%	English Learners = 5.9% Homeless = No Data available Socioeconomically Disadvantaged = 41.8% Students with Exceptional Needs = 12% African American = 35.7%	English Learners = 25.6% Homeless = 26.1% Socioeconomically Disadvantaged = 40.8% Students with Exceptional Needs = 16.2% African American = 34.1% Hispanic = 42.7%		Increase to at least: English Learners = 21.4% Homeless = 31.7% Socioeconomically Disadvantaged = 48.5% Students with Exceptional Needs = 26% African American = 54.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic = 43.2%	Hispanic = 41%			Hispanic = 55.2%
Priority 4D Increase the percentage of English Learners demonstrating at least one year of progress toward English fluency as measured by the ELPAC by 3 percentage points per year	2018-19 56.7% making progress towards English language proficiency Performance Level = High % EL progressing at least one level = 54.8%	Dashboard data unavailable for 20-21	47.4% making progress towards English language proficiency Performance Level = Medium % EL progressing at least one level = 47.1%		Increase to at least 63.8%
Priority 4E Increase the percentage of English Learners being reclassified by at least 1 percentage point per year	2018-19 17% reclassified	13.5% reclassified	15.4% reclassified		Increase to at least 20% reclassified
Priority 4F Increase the percentage of all students who pass an Advanced Placement (AP) test with a score of 3 or better by 2% points per year	2019-2020 All = 61.7%	49% passed	64% passed		Increase to at least: 67.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4F Increase the percentage of student groups who pass an Advanced Placement (AP) test with a score of 3 or better by at least 2% points per year	2019-2020 Socioeconomically Disadvantaged = 60% African American = 27% Hispanic = 63%	Socioecon. Disadv. = 35% African American = 19% Hispanic = 40%	Socioecon. Disadv. = 53% African American = 37% Hispanic = 63%		Increase to at least: Socioeconomically Disadvantaged = 67.7% African American = 33% Hispanic = 69%
Priority 4F Increase the number of AP tests passed with a score of 3 or better by 2 percentage points per year	2019-2020 662 tests passed	429 tests passed	564 tests passed		Increase to at least: 690 tests passed
Priority 4F Increase the percentage of seniors passing at least one AP test with a score of 3 or better within their high school career by 2 percentage points per year	2019-2020 28% of seniors	23% of seniors	20.5% of seniors		Increase to at least: 34%
Priority 4G: Increase the percentage of all Grade 11 students who demonstrate	2018-2019 ELA for all students = 31.29%	CAASPP data unavailable for 20-21	ELA for all students = 20.29%		Increase to at least 40.29%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college preparedness in ELA on the Early Assessment Program (EAP) by 3 percentage points per year.					
Priority 4G: Increase the percentage of Grade 11 student groups who demonstrate college preparedness in ELA on the Early Assessment Program (EAP) by 4 percentage points per year.	2018-2019 English Learners = 0% Homeless =12.5% Socioeconomically Disadvantaged = 16.08% Students with Exceptional Needs = 4.05% African American = 15.38% Hispanic = 20.17%	CAASPP data unavailable for 20-21	English Learners = 0% Homeless = NA Socioeconomically Disadvantaged = 9.36% Students with Exceptional Needs = 0% African American = 14.29% Hispanic = 11.96%		Increase to at least: English Learners = 12% Homeless =24.5% Socioeconomically Disadvantaged = 28.08% Students with Exceptional Needs = 16.05% African American = 27.38%
Priority 4G: Increase the percentage of all Grade 11 students who demonstrate college preparedness in Math on the Early Assessment Program (EAP) by 3 percentage points per year.	2018-2019 Math for all students = 12.78%	CAASPP data unavailable for 20-21	Math for all students = 6.43%		Increase to at least 24.78%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4G: Increase the percentage of Grade 11 student groups who demonstrate college preparedness in Math on the Early Assessment Program (EAP) by 4 percentage points per year	2018-2019 English Learners = 0% Homeless = 0% Socioeconomically Disadvantaged = 6.35% Students with Exceptional Needs = 2.86% African American = 4% Hispanic = 7.87%	CAASPP data unavailable for 20-21	English Learners = 0% Homeless = NA Socioeconomically Disadvantaged = 3.10% Students with Exceptional Needs = 0% African American = 2.13% Hispanic = 3.64%		Increase to at least: English Learners = 12% Homeless = 12% Socioeconomically Disadvantaged = 18.35% Students with Exceptional Needs = 14.86% African American = 16% Hispanic = 19.87%
Priority 7A: Increase enrollment in CTE courses and/or work-based internships by 2 percentage per year	2019-2020 1,037 semester course enrollments = 28%	1,313 semester course enrollments = 37%	1,152 semester course enrollments = 40%		Increase to at least: 34%
Priority 7B: Increase unduplicated student enrollment in CTE courses and/or work-based internships by 2 percentage per year	2019-2020 338 semester course enrollments = 21%	345 semester course enrollments = 24%	386 semester course enrollments = 23%		Increase to at least: 27%
Priority 7C: Increase students with exceptional needs enrollment in CTE courses and/or work-	2019-2020 95 semester course enrollments = 28%	128 semester course enrollments = 33%	95 semester course enrollments = 24%		Increase to at least: 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based internships by 3 percentage per year					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase Access to STEAM, principally directed towards unduplicated students	a. Vertical articulation in order to plan for possible elective courses by 2023-2024 that would articulate to STEAM courses in Middle and High School. b. Update K-6 materials, especially in schools with high unduplicated populations, such as Padan and Markham c. Review adoption materials for K-5 Science including staff training d. Continue and expand after school robotics instruction and C-STEM e. Continue to fund Science leads at each Elementary school sites, as well as a district coordinator to organize and support f. Focus Super Saturdays on Science at Elementary sites. Support Title I school sites touring the Solano Wetlands as a Super Saturday g. Investigate adding Maker Spaces to Elementary sites (particularly Title I sites) to allow for expanded opportunities with hands-on Science h. Support for community based Science activities ("Citizen Scientist") including walking field trips and grade level based field trips i. Professional development related to the NGSS standards j. Work with educational partners to research, plan, and advise the use of one time and on-going funds dedicated to music and the arts	$5,000.00	No
1.2	Increase academic readiness K-8	a. Utilize district wide assessments in English Language Arts and Mathematics to inform instructional practices. b. MTSS / PLC teams analyze results from assessments to identify learning gaps and provide targeted interventions to close those gaps.	$192,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Investigate the development of district-wide practices to allow for increased collaboration. c. Encourage greater student participation in after school and Saturday enrichment sessions d. Extend instructional time K-8 through small group instruction and intervention in after school and summer programs including the expansion of our ELOP program with intervention support		
1.3	Increase Career Readiness, principally directed towards unduplicated students	a. Increase the % of graduates meeting career readiness standards, with specific focus on addressing the barriers impacting our unduplicated student populations b. Investigate adding additional career pathways, such as a possible Biotechnology, Cosmetology, etc. c. Continue to articulate existing courses/pathways with local community colleges d. Support unduplicated students in CTE courses by using supplemental funds to perform outreach to our unduplicated and underrepresented student populations, lower class sizes, and assist students in meeting CTE completer status e. CTE Career Readiness Coordinator to assist in the development of a wide variety of Work-Based Learning Opportunity (i.e. exposure and opportunity experiences) that will allow more students to demonstrate CTE/career readiness upon graduation. This coordinator will work directly with our unduplicated student populations to ensure their career readiness upon graduation. f. Build partnerships with the community to give students access to more industry professionals g. Investigate hosting an annual CTE Pathway showcase to highlight programs and encourage all student grade levels to attend. Provide bus transportation to 8th graders from feeder schools to participate. h. Host an annual College and Trades School fair in order to introduce post-secondary career training in a variety of trades. i. Utilize College and Career Advisors to provide targeted outreach and support for unduplicated students in the area of Career and	$2,264,209.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technical Education (CTE), including career-focused advising, post-secondary opportunities in the trades, etc.		
1.4	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	a. Increase students who successfully complete "a-g" coursework, principally directed at unduplicated students and students with exceptional needs, as there is a gap between their performance and overall. b. Site focus on academic counseling and course planning so more unduplicated students meet the "a-g" requirement. Counselors provide information to students and families who are often first time college going students. c. Examine courses that have the highest failure rate that prevents "a-g" being met and provide intervention in those courses. Also, implement courses that meet "a-g" criteria with a higher pass rate (American Sign Language, CTE). d. Continue to research a three year math graduation requirement and determine if it is an action to take in the District. Analyze data related to graduates who did not complete three years of math. e. Research adding a CTE math course option to connect with CTE classes. f. Investigate expanded use of Aeries 4-Year Plan as a resource for systematic academic planning. We are also utilizing the new CaliforniaCollege.edu resources, which is the official website of the California Community college system. This resource allows students to explore and plan their education and career goals, including tools for career exploration, college searches, financial aid resources, and more. g. Add a College Readiness Coordinator, as well as two College Advisors, to provide systematic support to help increase the number of students who graduate with "a-g" eligibility and increased college readiness. Coordinator and Advisors will be tasked with ensuring that our unduplicated students are aware of the benefits of meeting the "a-	$1,079,218.00	Yes

Action #	Title	Description	Total Funds	Contributing
		g" graduation requirements and support them in their goal of meeting these requirements upon graduation.		
1.5	Increase College Readiness, principally directed towards unduplicated students	a. Increase enrollment in AP courses, especially for unduplicated students. Adding classes to attract enrollment from unduplicated and underrepresented student groups that are not traditionally signing up for AP courses. The courses include AP Research, AP Seminar, AP Studio Art, AP Government and AP Economics. b. Assist in the payment of AP tests including for all unduplicated students c. Increase credits earned through VECHS. d. Work with Solano Community College to increase dual enrollment opportunities. Begin CCAP agreement with Solano and pay for books for VECHS, and CTE dual enrolled students. e. Work with all schools to increase awareness of college pathway. Intentional and targeted support directed to unduplicated / underserved populations. Work with middle and elementary schools to help students and families understand the process of getting to college f. Fund PD opportunities for AP Teachers g. Work with local community colleges to articulate CTE courses h. Add College Readiness Coordinator & two College Advisors to work directly with our unduplicated students to ensure their career readiness upon graduation.	$819,993.00	Yes
1.6	Expand AVID, principally directed towards unduplicated students	a. Build a district-wide culture that supports college and career readiness (CTE) through the use of AVID strategies and systems, including adopting AVID schoolwide strategies at secondary sites. The primary focus of the AVID program is to make success in college	$1,403,795.00	Yes

Action #	Title	Description	Total Funds	Contributing
		an attainable goal for students in underrepresented groups, such as our unduplicated student populations. b. Continue efforts towards becoming an AVID district, including developing our capacity to provide local AVID training & increase our capacity to serve our unduplicated students. c. Expand AVID with a focus on specifically recruiting unduplicated students into the elective and Excel, guaranteeing them a spot in the program if that is their choice. Develop receptive climate and prepare for AVID implementation at other interested elementary schools including Orchard, Browns Valley, and Fairmont to allow for early exposure. d. Increase recruitment efforts to boost enrollment on those courses e. Systematize the use of AVID tutors throughout the district, including a system of peer-based tutoring, scholar groups, etc. f. Provide PD and materials/supplies, as needed g. Provide funding for College Field Trips to support AVID h. Utilize AVID Excel Support of middle school to support our English Language Learners. i. Allocate additional funds to support unduplicated students in these courses		
1.7	Teacher/ Staff Recruitment	a. Continue actively recruiting through job fairs, collaboration with local colleges and universities, expanded use of social media and online job boards to reach candidates further away. b. Research feasibility of providing in-district training through Adult Education for the following: Substitute Teachers, Paraprofessionals, Bus Drivers c. Investigate including an Equity statement in all job postings to encourage a more diverse candidate pool d. Provide new teacher supports for our intern teachers and staff. e. Investigate the development of partnerships with organizations that could provide access to a more diverse candidate pool f. Investigate providing additional classroom behavior support	$445,830.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimate Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Our actions in Goal 1 have resulted in progress on many student metrics including increases in the a-g completion rate for all students and some unduplicated student groups (All: +1.2%; EL = +16.2%, Low Income = +4.3%) and increases in the Advanced Placement tests passed for all students and many student groups (All: +15%; Low Income = +18%; African American= +18%; Hispanic = +23%) compared to the prior year. Our actions in this area, especially our increased emphasis on the importance of meeting a-g requirements, as well as exposure to Advanced Placement courses, are decreasing the achievement gap between our overall school population and our unduplicated student populations.

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.

While we continue to see growth in our Career and Technical Education (CTE) programs, all of our Educational Partnership groups expressed an interest in continuing to expand in this area. Therefore, we are adding additional resources to our overall CTE program, including counseling stipends for our school counselors who support our CTE programs, as well as expanded CTE duties for our new College Advisors.

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	Using a variety of interventions from our Multi-Tiered System of Supports, we will help students transcend learning barriers (academic, social/emotional, trauma, language) so that they may learn at high levels and achieve their academic and future-ready goals. State Priorities: 5, 8

An explanation of why the LEA has developed this goal.

The following actions were identified as priorities related to our efforts to eliminate learning barriers for our students. These actions will provide additional support intended to assist students, specifically students in need of additional academic intervention, in successfully mastering the academic standards and progressing through school. These actions will support all students, but especially our unduplicated students, students with exceptional needs, and students with a higher likelihood of dropping out.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Other Pupil Outcomes Increase the percentage of K-6th grade students meeting standard in ELA on the Star Assessment System by 5 percentage points, when comparing first trimester to third trimester data	2020-2021 K = 73% to 67% = -6% 1st = 37% to 45.4% = +8.4% 2nd = 45% to 61.2% = +16.2% 3rd = 62% to 61% = -1% 4th = 57% to 60% = +3% 5th = 50% to 58% = +8%	2021-2022 K = Not tested 1st = Not tested 2nd = 61% to 70% = +9% 3rd = 60% to 67% = +7% 4th = 60% to 66% = +7% 5th = 57% to 56% = -1% 6th = 55% to 57% = +2%	2022-2023 K = Not tested 1st = Not Tested 2nd = Not Tested 3rd = 57% to 78% = +21% 4th = 59% to 60% = +1% 5th = 52% to 59% = +7% 6th = 46% to 58% = +12%		Increase by: 5 percentage points when comparing first trimester to third trimester data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th =47% to 55% = +8%				
Priority 8: Other Pupil Outcomes Increase the percentage of 2nd-6th students meeting standard in Math on the Star Assessment System by 5 percentage points, when comparing first trimester to third trimester data	2020-2021 2nd = 45% to 61% = +16% 3rd = 69% to 64% = -5% 4th = 63% to 56% = -7% 5th = 59% to 58% = -1% 6th = 54% to 54% = 0%	2021-2022 K= Not tested 1 = Not tested 2 = 55% to 68% = +13% 3 = 67% to 72% = + 5% 4 = 58% to 67% = + 9% 5 = 61% to 62% = + 1% 6 = 51% to 60% = +9%	2022-2023 K= Not tested 1st = Not tested 2nd = Not tested 3rd = Not tested 4th = 66%to 64% = +0% 5th = 61% to 56% = -5% 6th = 53% to 59% = +6%		Increase by: 5 percentage points when comparing first trimester to third trimester data
Priority 5A Increase school attendance rates by 0.2 percentage points annually (comparing P1 from prior to P1 of current year, and the same for P2)	2019-2020 P1 = 95.8% P2 = 95.9%	2021-22 P1: 91.62% P2: 90.29%	2022-23 P1: 92.2% P2: 91.4%		Increase to at least: P1: 96.4% P2: 96.5%
Priority 5B Decrease the percentage of all students who are chronically absent (more than 10% absentee rate) using	2018-2019 Green	No Data published on Dashboard for 20-21	2021-2022 32% chronic absence* * note - Covid quarantine rules impacted chronic absence data		Chronic absenteeism rate for all students is in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the metric from the CA School Dashboard by moving to performance level of green or blue by 2024					
Priority 5B Decrease the percentage of student groups who are chronically absent (more than 10% absentee rate) by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2018-2019 English Learners: Orange Homeless Youth: Orange Socioeconomically disadvantaged: Yellow Students with Exceptional Needs: Yellow African American: Orange Hispanic: Green	No Data published on Dashboard for 20-21	2021-2022 English Learners: 35.8% Homeless Youth: 62.9% Socioeconomically disadvantaged: 39.5% Students with exceptional needs: 41.8% African American: 43.1% Hispanic:36.7%		Chronic absentee rate for all student groups are in the green or blue
Priority 5C Cohort middle school dropout data will decrease for all students by at least two students per year	2019-20 9 students	6 students	5 students		Decrease to 3 students or less
Priority 5D Cohort high school dropout data will decrease for all students by 1	2019-20 All Students: 6.6%	All Students: 3.1%	All Students: 2.1%		Decrease to at least 3.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage point per year					
Priority 5D Cohort dropout data (for both middle and high school) will decrease for student groups by at least 2 percentage point per year for English Learners and Homeless Youth and by at least 1 percent for all other student groups	2019-20 English Learners: 25.5% Socioeconomically disadvantaged: 10.5% Students with Exceptional Needs: 18.3% Homeless Youth: 25% African American: 6.3% Hispanic: 8.2%	English Learners: 13.3% Socioeconomically disadvantaged: 4.6% Students with Exceptional Needs: 10.7% Homeless Youth: 7.7% African American: 1.7% Hispanic: 4.7%	English Learners: 4.9% Socioeconomically disadvantaged: 3.2% Students with Exceptional Needs: 3.4% Homeless Youth: 10.3% African American: 4.5% Hispanic: 1.2%		Decrease to at least: English Learners: 19.5% Socioeconomically disadvantaged: 7.5% Students with Exceptional Needs: 15.3% Homeless Youth: 19% African American: 3.3% Hispanic: 5.2%
Priority 5E Improve graduation rate for the district by at least 1 percentage point per year	2019-20 All Students: 92	All Students: 94.6%	All Students: 96.3%		Increase to at least: All: 95.1%
Priority 5E Improve graduation rate for student groups by at least 2 percentage point per year for English Learners and Homeless Youth and by at least 1 percent	English Learner: 72.3%. Homeless: 72.2% Socioeconomically Disadvantaged: 91.8% Students with Exceptional Needs: 75%	English Learner: 76.3% Homeless: 88.5% Socioeconomically Disadvantaged: 92% Students with Exceptional Needs: 75.5%	English Learner: 95.1% Homeless: 80% Socioeconomically Disadvantaged: 94.4% Students with Exceptional Needs: 80.6%		Increase to at least: English Learner: 78.3%. Homeless: 78.2% Socioeconomically Disadvantaged: 94.8%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for all other student groups	African American: 92.2% Hispanic: 90.4%	African American: 98.4% Hispanic: 92.8%	African American: 93.2% Hispanic: 97.7%		Students with Exceptional Needs: 78% African American: 95.2% Hispanic: 93.4%
Priority 8: Other Pupil Outcomes Increase the percentage of 8th grade students who meet a set criteria that predict they are highly likely to graduate from high school on time by 2 percentage points per year. Indicators: in 8th grade, students have a GPA of 2.0 or higher, 90% attendance or better, and D's/F's in English or Math, and no more than one suspension in 8th grade.	2019-20 Jepson: 60% Vaca Pena: 56%	Jepson: 58% Vaca Pena: 60%	Jepson: 65% Vaca Pena: 64%		Increase to at least: Jepson: 66% Vaca Pena: 62%
Priority 8: Other Pupil Outcomes Increase the percentage of 9th	2019-20 82% met this metric	2020-21 73% met this metric	2021-22 85% met this metric		Increase to at least: 88% meeting this metric

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
grade students completing 50 or more credits in their first year of high school by at least 2 percentage point per year.					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide a System of Support for English Learners	a. English learner supports will be organized to provide focused support with an emphasis on: Continue to develop our English Learner Advisory Committees (ELACs) utilizing highly engaging strategies to encourage participation including live or remote participation options Increased Reclassification rates, Support for annual testing of English proficiency, Response to Instruction and Intervention (RTI) process for English Learner achievement Effective instructional practices to support English Learners b. Provide additional PD to support Integrated ELD practices in all content areas: • Provide, refine, and monitor English Learner course placement and pathways, K-12. • Ensure well-articulated EL programs that include access to advanced courses and learning opportunities that lead to college and career readiness. • Ensure a coherent, sequential course of study from elementary to secondary for biliteracy, dual language, • Elementary sites provide dedicated instruction for English Language Development as well as ELD instruction that is integrated and expands and extends academic language development across the school day.	$2,001,183.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Align the district's secondary ELD curriculum to the CA ELD Standards and the CA ELA/ELD Framework Identify and provide standards-aligned instructional materials and resources, including materials and resources for biliteracy and dual language programs. c. Training and support will be provided to support K-12 teachers and staff to increase the achievement of English Learners through by implementing the California English Language Development Standards • Support for leveled ELD instruction to target proficiency levels • Targeted support for special education teachers, ELD teachers, and support staff on EL proficiency levels, alternative and ELPAC assessments • Follow-up support for EL teachers and coordinators on implications of language and learning disabilities and training for EL teachers/ coordinators on coaching and support of EL instructional strategies • Provide specific professional development opportunities to encourage collaboration d. Continue to support English Learners and Low Income students by providing additional support, including intervention support, professional learning, parent education nights, support teachers, conferences for staff, and access to technology. e. Continue to support supplemental programs for English Learner pupils to make progress toward English proficiency by providing targeted support such as: • ELD Teachers FTE, EL Coordinators, and clerical support • ELD Teachers and coordinators support site and district staff with data analysis to monitor EL progress, recommend appropriate placement, interventions, and provide support for targeted ELD instruction. Continue to provide training and professional learning for EL specialists in coaching and support of EL instructional strategies		

Action #	Title	Description	Total Funds	Contributing
		f. Utilize data management platform specifically designed for English learners will be purchased and utilized to quickly identify students' needs and monitor academic growth.		
2.2	Provide a System of Support for Homeless and Foster Students	a. Provide support for homeless students including review data to understand individual student barriers, review progress, and provide after school group to assist students with academic/social-emotional support. Allocate funds for "stores" for homeless students to receive necessary supplies, clothes, and other materials, as needed b. Continue to fund Foster & Homeless Youth Liaison who provides the following services/supports: • Work with district staff, SCOE, families and surrounding districts to ensure district compliance with all foster related and McKinney-Vento state and federal laws • Serve as confidential resource to parents and staff regarding district's Foster and Homeless Program and its services and supports, and work to assist families in accessing these programs and resources • Facilitate communications with staff and families and assist in addressing and resolving parent concerns. • Facilitate as a liaison with organizations that support McKinney-Vento, foster, and economically disadvantaged students. • Provide additional supports to help foster and homeless students meet or exceed academic and attendance goals and monitor academic progress towards college readiness (A-G) or CTE goals through one-on-one interventions • Work with district college advisors on high school campuses to support foster and homeless students with supports and understand of new laws that assist them.	$225,201.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Attend, participate and act as district voice regarding foster and homeless youth issues at city and county meetings. • Provide direct services to foster and McKinney-Vento students and families. c. Continue to fund Community Resource and Outreach Liaison Position who provides the following services/supports: • Serve as district liaison to the community promoting awareness of district programs and cultivating positive and communicative relationships with VUSD families, with a focus on meeting district LCAP goals and improving student outcomes • Maintain a focus on targeted subgroup populations in an effort to support the district's LCAP program. • Maintain updated information on the district website homepage, Events Calendar and Community Bulletin Board. • Assist with emergency communications and response during as SRP action. • Assist with the logistics of VUSD's Joint Information Center (JIC) as part of VUSD's Incident Command System (ICS), reporting directly to the designated Public Information Officer within Incident Command. • Assist with acquiring photography and video for use in district communications. • Promote positive and engaging relationships with families, community, media and businesses through direct contact and responsive, reliable, and accurate communications and interactions. • Coordinate participation in local community events and educational presentations pertaining to youth, such as: • Vacaville KidFest • Vacaville Cultural Diversity Fair • Parent Education Events • CSEC Prevention • Internet Safety • Community Conference • Drug and Gang Awareness		

Action #	Title	Description	Total Funds	Contributing
		- Act as member of district Suicide Prevention Committee - Continue work with Vacaville Police and Fire Departments on newly developed Perfect Attendance Incentive Programs - College and Trade School Fair d. Provide targeted professional development for staff related to best practices for supporting Foster and Homeless students and their families. e. Liaise with local community resources to provide additional professional development opportunities		
2.3	Provide a System of Support for Students with Exceptional Needs	a. Special Education Staff Professional Development provide, especially targeting new/probationary teachers, on the topics of: - Compliance - Curriculum/Instruction b. Continue to provide parent nights: quarterly meetings to provide information to parents and provide a forum for communication between the parents and district staff. c. Continue implementation of Co-teaching training for administrators and co-teaching partners. Training will be ongoing for our teams. d. Training and support will be provided to support K-12 special education teachers and staff to increase the achievement of English Learners with IEPs by: - Training on establishing clear baseline data and writing linguistically appropriate goals - Targeted support for special education teachers and support staff on EL proficiency levels, alternative and ELPAC assessments - Training of IEP teams to better articulate the needs of ELs in the IEP process to best support the dual identified students. Training on District adopted IEP paperwork that reflect EL needs include the following: Information and eligibility,	$2,160,687.00	No

Action #	Title	Description	Total Funds	Contributing
		Present levels, Special factors, Statewide assessments, and linguistically appropriate goals e. Establish clear procedures for identification and assessment of English learners for special education f. Continued monitoring of the continuum of services offered to ensure that it meets the needs of the population as a whole g. Ensure that relevant staff members are informed of professional development opportunities provided by the Solano County SELPA h. Curriculum training in areas of reading and mathematics with board adopted specially designed curriculum. i. CPI: Non-Violent Crisis Intervention training provided by District staff for staff. j. District participation in the established Evidence-Based Network partnership with Solano County SELPA that facilitate and train staff in current practices to support student need. Participants may include: School Psychologists, Behavior Analysts/Specialists, Teachers, Mental Health Clinicians, Paraeducators, Administrators. k. Expansion of inclusionary practices across K-12 to include expanded course offerings and educational setting percentages defined in the IEP and laid out in the District approved Special Education Plan (SEP). l. Administration training in the IEP process and implantation of IEP provisions. m. Governing Board presentations to include: District Special Education programs and legal/programmatic updates. n. Investigate providing additional classroom options for students struggling with behaviors		
2.4	Provide a System of Support for Unduplicated Students with Exceptional Needs	a. Continue to expand the role of the Special Needs Parent Liaison for unduplicated parent and community outreach. Work with parents of unduplicated students, administrators and staff to share understanding of each role in the process. Assist parents in working through issues. Work with state and local officials regarding support of Special Education students.	$183,442.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	a. Increase preschool offerings to expand access for unduplicated students and other student groups who have been traditionally underserved and would not have access to preschool otherwise. b. Explore feasibility of offering after school programs at all Elementary schools with first priority going to unduplicated students b. Intervention and after school supports: funds will be allocated to support after school tutoring and/or intervention programs during the school day at all schools. Intervention time during the school day, Saturday school intervention and after school tutoring will be made available. Elementary and secondary schools include intervention during the school day. RTI coordinators focus on learning gaps of unduplicated students. c. After school activities funds allocated to Elementary school site with targeted outreach planned to ensure enrollment of our unduplicated students d. MTSS / CTE Career Readiness Coordinator (see Goal 1 & 3) and College Readiness Coordinator (see Goal 1) will work directly with unduplicated and underserved populations in a variety of ways, including the development of a cohort for support and one-on-one intervention meetings. f. Site administrators, RTI staff, ELD teachers, classroom teachers, Professional Learning Communities (PLCs), analyze data and discuss student progress routinely and use data to: monitor the progress of English Learners including long-term English Learners (LTELs) and reclassified students determine the short- and longer-term needs of English Learners (ELs) determine specific actions designed to accelerate language acquisition and learning for ELs. g. Hire additional dean administrator to support our largest Elementary school site, Edwin Markham Elementary, which also has the highest concentration of unduplicated students at 72% of the school population. h. Investigating more effective intervention monitoring systems	$2,793,059.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Increase technology access of all students	a. Increase technology access by upgrading technology at schools and provide additional technology for students at home. b. Digital education coordinators support technology integration via support for staff, students, and families c. Provide targeted outreach to those families including learning opportunities related to the use of that technology	$1,905,556.00	No
2.7	Provide Professional Development for staff to address learning barriers, principally directed towards unduplicated students	a. Develop and implement a plan for professional development that specifically targets the learning barriers of our students, with a particular focus on our addressing the needs of our unduplicated students. Such trainings could include: • Integrated ELD training to support our English Language Learners • Culturally Relevant Teaching Practices • Universal Design for Learning Practices • Inclusive Practices • Restorative Practices • Bias Recognition • AVID Equity Pathway b. Research developing a teacher mentorship network in order to foster best practices including effective, standards-aligned instruction, pupil engagement, Social-Emotional Learning (SEL) / Multi-Tier System of Support (MTSS), strategies in early childhood education, etc.	$364,687.00	Yes
2.8	Increase reading support for K-3	a. Targeted collaboration with teachers weekly, one case study per week b. Pre-K assessment early and provide materials to next years' students and then follow-up meetings with parents (Early Outreach),	$800,000.00	No

Action #	Title	Description	Total Funds	Contributing
		sign up for an appointment at registration c. Summer programs (Jump Start/Pre-K Academy): 2-4 weeks Pre-K Kinder Camps in April/May for parents and students – with bilingual aides Small group (3-5 students) guided reading for K students needing intensive intervention. Extended day for these students d. Possible intervention programs that will be considered: • Leveled Literacy Intervention (LLI) • Systemic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) • Okapi Educational Publishing • Read Naturally • Lexia e. Provide additional training for paraprofessionals to support program f. Continuing support for K-3 reading intervention needs via RTI staff and review deployment of the RTI staff based on demographic needs g. Develop a 6-week course for teachers on reading instruction (2 hours at a time) h. Provide additional classroom inclusive reading materials (in Spanish and English for SPICE), in both print and online i. Provide opportunity for voluntary Reading Certificate Training from a selected University for selected staff and support for DRA testing j. Research and adopt a rigorous K-2 ELA program k. K-12: Integrated ELD Training (academic language development across all disciplines) l. ELD program materials and training		
2.9	Improve student achievement in Math	Elementary: a. Admin determine master schedule changes for math time and intervention system. b. Dedicated collaborative time one time per month for grade level teams to analyze student math data and make improvements in intervention and instruction. c. Development of Tier 1 math supports d. Professional Development for Administrators and RTI coordinators	$82,132.00	No

Action #	Title	Description	Total Funds	Contributing
		e Use of technology to support student learning (Computer technicians/digital education specialists) f. Adopt curriculum for math intervention g. Work closely with UC Davis Math Project (UCDMP) to improve math instruction and learning h. Performance tasks for math assessments i. Investigate adopting a district-wide assessment system to centralize data to encourage analysis and inform invention. Analyze subgroup performance to determine areas of need/extra support. j. Adopt Go Formative program to provide the data needed to identify learning loss in individual students and assist educators in planning interventions k. Provide additional PD to support Integrated ELD practices in all content areas. l. Research possible math intervention programs m. Continue to provide PD related to math specific strategies, such as Number Talks, performance tasks, multiple strategies to solve the same problem, etc. Secondary: a. Performance tasks as formative assessments included in a yearly calendar of assessments b. Data driven instruction and intervention related to math support of our students. Answering the PLC 4 key questions: What do our students know?, How do we know it? What do we do if they don't? What do we do if they already know it? c. Identify best instructional practices and share with colleagues on grade-level teams d. Use of technology to support student learning (Computer technicians/digital education specialists and school city) e. Investigate adopting a district-wide assessment system to centralize data to encourage analysis and inform invention. Analyze subgroup performance to determine areas of need/extra support.		

Action #	Title	Description	Total Funds	Contributing
2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	a. Develop a system starting in middle school to identify and support students who struggle to attain credits. Within this system, unduplicated students will be a primary focus and interventions within this system will be developed with these students in mind. A new element to this plan is the addition of a MTSS Coordinator/administrator who will provide targeted outreach to our unduplicated students and their families including support to educate students/parents about credits and their role in high school graduation. b. Develop systems within the school to encourage a positive school culture, including professional development, mentorship programs, etc. c. Middle school Deans work to identify and eliminate barriers to school attendance with a particular focus in addressing the barriers of our unduplicated students and families. d. Develop school wide restorative practices that encourage and reward positive behavior e. District MTSS coordinator works with Middle School staff and students to develop positive school relationships including targeted supports for Middle School Deans. Investigate the development of a High School Readiness program that targets 8th grade students who meet the early warning system metrics for a student likely to be at risk of dropping out. g. Develop a system to provide parent support and education in the areas of academic systems that lead to career and college readiness, social-emotional needs, and essential life skills. There will be targeted outreach for our unduplicated families. Outreach could include topic specific parent academy / workshops.	$473,915.00	Yes
2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	a. Offer In-school and expanded school day academic support and intervention including in-school intervention programs, after school tutoring, and Saturday school intervention classes in order to improve graduation outcomes, with an explicit focus on our unduplicated students. A new, part-time MTSS Coordinator has been hired to focus	$943,484.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on our struggling learners in this area, particularly our unduplicated students. b. Refine and utilize the early identification data to provide specific supports for students at-risk of dropping out c. Utilize new District CTE Career Readiness coordinator to support students, especially our unduplicated students, in this program by connecting students to appropriate career pathways via education, job shadows, internships, industry certifications and provide mentorship opportunities. d. Ensure awareness related to alternative graduation requirements for Foster, Homeless, & Incarcerated youth and newly arrived immigrant students e. Multi-year plan to support struggling students and address credit recovery including 1.4 FTE dedicated to credit recovery including the development of additional academic interventions		
2.12	Develop dropout prevention practices, principally directed towards unduplicated At Promise Students	a. Redesign existing program to encourage increased school engagement and reintegration back into general school program and/or attaining a high school diploma b. Utilize District Intervention coordinator to support students in this program by working with school staff to address barriers to student success and provide mentorship opportunities, with a specific focus on our unduplicated student populations. c. Utilize District CTE Career Readiness coordinator to support students, especially our unduplicated students, in this program by connecting students to appropriate career pathways via education, job shadows, internships, industry certifications and provide mentorship opportunities. d. Utilize District Science coordinator to introduce hands-on C-STEM activities, as well as activities that will enhance the interpersonal relationships between staff and students. h. Investigating more effective intervention monitoring systems including increased admin support.	$334,156.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

We have achieved remarkable success in Goal 2, particularly with regards to reducing our high school dropout and increasing graduation rates. By implementing the six recommended strategies from the Institute of Education Sciences, we have witnessed improvements in graduation and dropout rates for all students, with even greater success among our unduplicated student populations. Our graduation rates have improved as follows: overall student population (+4%), English learners (+23%), low-income students (+3%), and foster/homeless students (+8%). Our dropout rates have decreased as follows: overall student population (-4%), English learners (-20%), low-income students (-7%), and foster/homeless students (-15%). These metrics illustrate that our efforts are closing the achievement gap between our overall student population and our unduplicated student populations. While we are confident that all six recommendations will lead to long-term success, we have found that two recommendations had the most immediate and positive impact. Firstly, providing academic support and enrichment to improve academic performance, which we achieved by reducing class sizes and utilizing additional intervention programs. Secondly, assigning adult advocates to students at risk of dropping out, which we accomplished by creating liaison and coordinator positions specifically designed to provide targeted support for our unduplicated student populations and their families.

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.

We are still seeing high levels of chronic absenteeism even after the retirement of the strict COVID-19 quarantining rules from the 21-22 school year. As a result, we have increased both our focus and resources related to our MTSS goal, including increase our new MTSS Coordinator position from part-time to a full-time position to help combat this trend.

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	We will provide all of our students with a safe and welcoming learning environment that encourages the development of the necessary social-emotional competencies to ensure they are life-ready upon graduation. Those competencies include a strong work ethic, resilience, critical thinking / problem solving skills, and empathy. State Priorities: 3, 6

An explanation of why the LEA has developed this goal.

Through a review of data and feedback from educational partners, the following actions and services were determined to be a priority for our district in the area of social-emotional and life skill readiness. These actions will provide social-emotional support for students. They will provide professional development for staff to encourage a safe and welcoming school climate. They will encourage student participation in extracurricular activities, which have been shown to be both highly motivating for students and highly supported by school personnel. These supports establish and improve the school culture and behavioral/emotional supports needed for all children to achieve both social and academic success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 Yellow	3.4% - Down from 3.8% in 2018-2019	4.3%		Suspension rate for all students is in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A Improve the suspension rate of student groups by moving up a performance color every year until they reach green, with the ultimate goal to reach green or blue by 2024	2018-2019 English Learners: Orange Foster Youth: Orange Socioeconomically disadvantaged: Orange Students with Exceptional Needs: Yellow Homeless Youth: Orange African American: Orange Hispanic: Yellow	English Learners: 3.7% - up from 2.8% Foster: 11.1% - up from 8.8% Socioeconomically disadvantaged: 4.1% - down from 5.75 Students with exceptional needs: 8.5% - up from 7.4% Homeless: 18.2% - up from 9.9% African American: 12.4% - up from 9.4% Hispanic: 3.35 - Down from 4.2%	English Learners: 4.5% Foster: 12.5% Socioeconomically disadvantaged: 5.9% Students with exceptional needs: 8.7% Homeless: 13.8% African American: 10.5% Hispanic: 4.4%		Suspension rates for all student groups are in the green or blue
Priority 6A Improve the suspension rate for all students at all schools using the metric from the CA School Dashboard by moving to performance level of green or blue by 2024	2018-2019 Alamo: Blue Browns Valley: Orange Cooper: Blue Edwin Markham: Orange Eugene Padan: Blue Hemlock: Green Jean Callison: Blue Orchard: Orange Sierra Vista K-8: Green Vaca Pena Middle: Orange Vacaville High: Green	Alamo: 0.3% - down from 0.5% Browns Valley: 0.9% - down 1.5% Cooper: 0.7% - up from 0.2% Edwin Markham: 1.3% - same as 1.3% Eugene Padan: 1.7% - up from 1.0% Hemlock: 1.0% - down from 1.6% Jean Callison: 2.1% - up from .8% Orchard: 1.6% - up from 1.1%	Alamo: 0.3% Browns Valley: 0.9% Cooper: 0.5% Edwin Markham: 2.7% Eugene Padan: 3.5% Hemlock: 2.4% Jean Callison: 3.8% Orchard: 1.2% Sierra Vista K-8: 2.1% Vaca Pena: 9.4% Vacaville High: 4.5% Will C. Wood High: 7.3% Willis Jepson: 8.1%		Suspension rates for all school are in the green or blue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Will C. Wood High: Yellow Willis Jepson Middle: Orange	Sierra Vista K-8: 2.3% - same as 2.3% Vaca Pena: 9.5% - down from 9.8% Vacaville High: 4.2% - down from 4.2% Will C. Wood High:5.8% - down from 6.3% Willis Jepson: 6.8% - down from 7.9%			
Priority 6B Maintain the current rate of expulsions	2019-2020 0.008%	Maintained at less than 1%	Maintained at less than 1%		Maintain at less than 1%
Priority 6C Increase the percentage of students in Grades 5, 7, 9 and 11 reporting school connectedness on the bi-annual California Healthy Kids Survey (CHKS) by 3 percentage point per year	2019-2020 5th grade: 73% 7th grade: 59% 9th grade: 57% 11th grade: 49%	5th grade: 73% 7th grade: 52% 9th grade: 53% 11th grade: 45%	2022-23 Local measure equivalent: 5th grade: 78% 7th grade: 67% 9th grade: 61% 11th grade: 74%		Increase to at least: 5th grade: 85% 7th grade: 71% 9th grade: 69% 11th grade: 61%
Priority 6C Increase the percentage of students in Grades 5, 7, 9 and 11 reporting	2019-2020 5th grade: 76% 7th grade: 59% 9th grade: 57% 11th grade: 55%	5th grade: 80% 7th grade: 49% 9th grade: 52% 11th grade: 48%	2022-23 Local measure equivalent: 5th grade: 81% 7th grade: 62%		Increase to at least: 5th grade: 88% 7th grade: 71% 9th grade: 69% 11th grade: 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
school as being safe or very safe on thebi-annual California Healthy Kids Survey (CHKS) by 3 percentage point per year			9th grade: 71% 11th grade: 65%		
Priority 3: Parental Involvement VUSD will administer at least two measures (or surveys) to parents to gather perception data and assist in site and district planning and direction. The surveys will provide additional input (beyond meeting times) in order to assist the district in making decisions. Exceptional effort will be made to obtain valid and reliable information from parents of unduplicated students and students with exceptional needs.	2019-2020 At least two events per year per school	Maintained current rate	Maintained current rate		Maintain or improve current rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3B VUSD will meet with the families of unduplicated students to gain their feedback	2019-2020 DELAC meets multiple times per year Foster Parent Advisory Committee meets at least annually	Maintained current rate	Maintained current rate		Maintain or improve current rate
Priority 3C VUSD will meet with the families of students with exceptional needs to gain their feedback	2019-2020 Special Needs Parent Liaison meets quarterly with parents of students with exceptional needs	Maintained current rate	Maintained current rate		Maintain or improve current rate

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase access to Life Skills instruction to ensure students graduate with a strong work ethic, critical thinking / problem solving skills, resilience, and empathy.	Increase access to Life Skills instruction to ensure students graduate with a strong work ethic, critical thinking / problem solving skills, resilience, empathy, a. Explore additional enrichment opportunities at Elementary site b. Add more opportunity for life skill development in middle school with specifically designed electives c. Reimagine our Freshman Focus class. This course contains instruction in a variety of areas including time management/organization, study skills, 4- year plans, interpersonal	$340,913.00	No

Action #	Title	Description	Total Funds	Contributing
		skills, computer literacy, financial literacy/budgeting, mental health skills development, civic engagement, etc. Course restructure will include feedback from all interested educational partners. d. Investigate project based learning activities and opportunities in the classroom and during Super Saturdays. e. Each school site will determine if an additional Portrait of a Graduate characteristic is necessary at their site. f. Support school sites in ensuring students gain these characteristics appropriately throughout their school careers.		
3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	a. District and site leaders meet with Equity Task Force monthly b. Conduct information gathering through listening sessions, data review, surveys, etc. c. Conduct root cause analysis and review of equity gaps with a particular focus on our unduplicated student populations. d. Continue to implement board-adopted Equity Plan. e. Continue to work with district Equity liaison to provide professional development support for the Equity Task Force Team	$64,144.00	Yes
3.3	Increase social-emotional support via multi-tier system of support, principally directed towards unduplicated students	a. Continue dual funding mental health clinicians so they can provide more easily accessible mental health support to the unduplicated and underserved students populations in addition to providing special education services. Our MTSS/mental health team is committed to providing prompt and accessible support to our unduplicated students and their families. We prioritize the availability of assistance right on our campus, ensuring that our students can readily access the necessary help to overcome any obstacles they may encounter and thrive academically. b. Dual fund behavior specialists to provide support/training/consultation regarding general education behavior	$747,988.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needs. c. Add a coordinator position to focus on MTSS and provide additional support to our unduplicated student populations. d. Provide training and professional development to staff: • Trauma Informed Teaching with an equity lens • Social Emotional Learning (SEL) e. Continue MTSS framework and training for sites implementing Tier 1 f. Increase Training for Tier 2 implementation g. Brief Intervention Training (admin, counselors). h. Counselor training (anxiety, depression, crisis situations, etc.) i. Continue training on suicide prevention j. Add a curriculum coach to support our equity focus k. Investigate offering monthly mental health and wellness opportunities specifically tailored to staff l. Investigate conducting a needs assessment related to our mental health offerings / services		
3.4	Continue to develop and refine systems of safety	Cyber Safety a. Expand Go Guardian b. Cyber Safety and Technology Use Instructional Matrix c. Continue instructional practices first implemented in 2017-18 d. Digital citizenship and safety for students and parents Physical safety and security of students and staff e. Safety team assessment f. Standard Response Protocol Training (SRP) g. Expansion of the text tip line communication system h. Created a new Safety coordinator/consultant position to ensure our safety systems are most effective and responsive to the changing threats that face our school communities. This coordinator will provide training for all staff, students, and parents.	$918,444.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Encourage student participation in extracurricular activities to support student social-emotional and academic well-being, principally directed towards unduplicated students	a. Site committees, working with student government, to develop a process to determine the need for additional extracurricular activities and adjust processes for student leadership participation to guarantee more diverse involvement. b. Train activities and athletic directors and coaches in practices and systems that encouraged and allowed more students to participate, including targeting unduplicated students who have not had access to these activities. c. In addition to our partnerships with Boys and Girls Club (ASES Grant) and the T.G.I.F. program with the City of Vacaville, we are expanding our after school offerings through a new initiative: "Beyond the Bell." This new program is a robust offering of art, drama, dance, hip hop, fitness and sports for students after school. d. With the aid of a new After School Program Coordinator, we will expand our after school intervention and enrichment offerings to include providing additional K-3 reading intervention support and expanding our use of Computers, Science Technology, Engineering and Math (C-STEM).	$576,673.00	No
3.6	Encourage parent participation	a. Involving parents in safety and security (cyber and physical) b. Engage parents in focus on student math skills and other curricular activities c. Site communication to parents concerning events, activities and ways for parent to participate and use of tools to communicate (Blackboard, S.Loop & Naviance) d. Active websites and social media presence by schools and District e. Adopt universal learning platforms across the district (Seesaw for early elementary (K-2); Google Classroom for grades 3-12) to make it easier for parents to understand what is occurring in their students' classrooms	$359,829.00	No

Action #	Title	Description	Total Funds	Contributing
		f. Create opportunities for family learning (PK-12), such as understanding learning platforms, using technology, communication with schools, etc. g. Conduct linguistically and culturally appropriate outreach to families h. Translation and interpretation Services: provide translation and interpretation services to facilitate effective communication, engagement, and participation, especially for our unduplicated families. i. Encourage parent and community engagement through the expanded use of video messaging, in addition to our written communications j. Encourage parent and community engagement in our schools through student-made projects such as videos, graphic designs, etc. k. Investigate adding community events to promote our school programs and a better understanding of our school system l. Continue to provide and expand parent information nights (via site admin and district support personnel) to engage parents and provide them with practical strategies for supporting their student's learning at home. Events could include: Preparing for College and Career Readiness, Digital Citizenship and Internet Safety, Understanding Social-Emotional Learning, Supporting Literacy Development at Home, etc.		
3.7	Increase student access to relevant health, fitness and nutrition	a. Review and revise PE curriculum and offerings that focus on lifelong fitness skills b. Evaluate elementary independent PE c. Elementary PE teachers focused on health and fitness c. Child nutrition changes food offerings and support of healthy choices. d. Build a central kitchen to provide better quality meals consistently across all school sites and to accommodate diverse dietary needs, including expanded options such as vegetarian, gluten-free, etc.	$1,578,864.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Despite investing in additional mental health supports, the metrics associated with Goal 3 have not shown as much improvement as we hoped. We had hoped that, after a return to full in-person learning, our students would not still be struggling with social-emotional issues and feeling connected to school to this extent. Our 7th (-5%), 9th (-3%), and 11th (-11%) graders have continued to report a decline in their sense of school connectedness, although improved compared to the prior year. Therefore, we are continuing to enhance our social-emotional support systems by hiring more mental health professionals and adult liaison/coordinator positions, including increasing our part-time MTSS coordinator to a full-time position. Research has shown that students' academic and personal needs can be met through meaningful and ongoing relationships with trained and trusted adults. This focus on building relationships is particularly crucial as we work to recover from the disengagement caused by prolonged school shutdowns.

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

As noted in goal 2, we are still experiencing high levels of disengagement from school, which we began to experience post pandemic. Our survey data continues to reflect this trend, despite our return to full in-person learning and the removal of strict quarantining rules. Hence, we have increased our efforts related to our MTSS goals to continue to combat this trend. In particular, our staff recommended we conduct a needs assessment related to our mental health offerings and services to determine any changes that may need to be made to address the negative trends we are experiencing.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
10,573,252	0

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
8.83%	0.00%	$0.00	8.83%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions and services associated with Goal 1 below are principally directed toward supporting the advancement and achievement of our English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students. These unduplicated student groups were considered first when creating these actions to support their growth and performance.

Goal 1 - College and Career Readiness Actions
We examined the graduation outcomes of our unduplicated student groups as part of our assessment of their unique needs, circumstances, and conditions. Our analysis of this data revealed that these groups are still falling behind our overall student population.

To close the achievement gap between our overall student population and unduplicated student groups in terms of career readiness metrics such as CTE Pathway completion rates, we plan to continue Action 1.3 (Increase Career Awareness). Using this data as a guide, we are continuing with our previous actions to increase career awareness, which included the appointment of a new position for 20-21, the CTE Career Readiness Coordinator. To strengthen our program, this coordinator supports our administrators and counselors in recruiting students to take part in these very valuable classes. There is a growing body of research that suggests that providing Career and Technical Education (CTE) classes in secondary schools can be effective in improving the academic achievement of English Learners, Foster or Homeless Youth, and Socio-Economically disadvantaged youth. CTE classes are designed to provide students with the skills and knowledge they need to

succeed in a wide range of careers, including those that require technical or vocational skills.

There are numerous studies that have been conducted that prove the effectiveness of Career and Technical Education (CTE) program participation in increasing the academic achievement of unduplicated students. The National Research Center for Career and Technical Education conducted a study that proves the overall effectiveness of these programs in improving achievement, including increasing the likelihood of high school graduation, college enrollment, and ultimate employment in high-skill, high-wage jobs than their peers who did not participate in CTE programs (Hughes & Karp, 2004). This study further claimed that Career and Technical Education (CTE) programs were highly effective especially for our low-income students. Another study, focused on English Learners, concluded that English Learners participation in CTE programs led to higher GPAs, attendance rates, and increased likelihood of graduating from high school (Belfield, Kim, & Ross, 2016). Finally, for our Foster and Homeless Youth, a Fordham Institute study concluded that Career and Technical Education (CTE) programs are particularly effective in improving their academic achievement, leading to higher GPAs, graduation rates, and increased likelihood to enroll in college than their peers who did not participate in CTE programs (Domina, McEachin, & Penner, 2016).

We are also continuing Action 1.4 (Increase graduates meeting a-g requirements), Action 1.5 (Increase college awareness), and Action 1.6 (Expand AVID) because we are seeing positive academic growth from the strategies we have implemented. For Action 1.4, our overall "a-g" completion went up 1.2% districtwide. Additionally, most of our unduplicated student populations continue to perform higher than the overall student population: English Learners increased by 16.2% and Socioeconomically Disadvantaged students increased by 4.3%, demonstrating that our existing planned actions are effective for those groups. Our Homeless Youth, however, declined by 1.6%. Therefore, our outreach efforts from our administrators, counselors, and College and Career Readiness Coordinators in 2023-24 will focus more closely on our Homeless Youth.

We continue to implement our plan to increase the number of graduates meeting a-g requirements by providing a wide variety of a-g eligible courses to ensure our students are able to meet this important post-secondary requirement. Research shows that providing a wide variety of a-g eligible classes in high school can have a positive impact especially upon the academic achievement of English Learners, Foster or Homeless Youth, and Socio-Economically disadvantaged youth. One study claimed that taking a rigorous high school curriculum, including advanced courses that meet the a-g eligibility requirements, significantly increased the likelihood of college enrollment and completion for low-income and minority students (Adelman, 2006). Another study argued that access to advanced coursework, such as Advanced Placement (AP) classes, was associated with higher academic achievement and increased likelihood of college enrollment for underrepresented students (National Center for Educational Statistics, 2017). Additionally, providing a wide variety of a-g eligible classes can help to address the opportunity gap that exists between disadvantaged students and their more affluent peers. According to a report by the Education Trust, low-income students and students of color are less likely to have access to rigorous coursework, including advanced courses that meet the a-g eligibility requirements (Education Trust, 2018). By providing a wide variety of these courses, we seek to level the playing field and provide all students with equal opportunities to succeed academically.

Furthermore, we continue to invest in expanding our Advanced Placement (AP) program and promoting dual enrollment in college courses because research clearly demonstrates that these programs are effective predictors of post-secondary success. Studies have consistently confirmed that students who participate in Advanced Placement (AP) or dual enrollment programs are more likely to succeed in college: a study by Adelman (1999) found that students who participate in dual enrollment programs are more likely to attend college, earn higher

grades, and graduate within four years. Similarly, a study by ACT (2018) cited that students who take AP courses are more likely to enroll in and graduate from college than those who do not.

Participating in AP and dual enrollment programs also provides students with exposure to college-level coursework, which better prepares them for success in higher education. A study by Roderick and Camburn (1999) argued that taking challenging courses, such as AP courses, is associated with higher levels of academic achievement and higher rates of college enrollment. Additionally, students who score a 3 or higher on an AP exam may be granted college credit or be exempted from taking introductory courses, according to the College Board (2021). Passing a local community college course can also result in college credit and long-term cost savings on post-secondary education. Given the benefits of AP and dual enrollment programs, we are committed to expanding our offerings and encouraging students to participate. By providing students with exposure to college-level coursework, we are better preparing them for success in higher education and beyond.

To better promote these highly effective programs, we introduced a new position for the 22-23 school year: our College Readiness Coordinator. In addition to our school counselors, this coordinator's role offers targeted outreach and support for our unduplicated students. By providing personalized mentoring/outreach to these students and their families, we can better meet their needs and help them succeed. For English Learners, a study by Karcher and Kuperminc (2018) affirmed that mentoring programs had a positive effect on academic achievement, English language proficiency, and school engagement. Another study by Grossman and Rhodes (2002) cited that mentoring that provided academic and social-emotional support led to higher academic achievement for English Learners. For Foster or Homeless Youth, a study by Ahrens, Dubois, Garrison, Spencer, and Richardson (2011) found that targeted mentoring was associated with positive academic outcomes, including higher grades and test scores. Similarly, a study by Herrera, Sipe, McClanahan, and Arbreton (2000) claimed that mentoring had a positive effect on academic achievement, self-esteem, and school attendance for Foster Youth. For Socio-Economically disadvantaged youth, a meta-analysis by DuBois, Holloway, Valentine, and Cooper (2002) contended that student mentoring that focused on academic and career-related goals had the strongest effect on academic achievement.

We are increasing our efforts to provide all unduplicated students with access to the academic and social-emotional support needed to help them achieve college readiness by graduation. A key action in this area is improving our AVID (Advancement Via Individual Determination) Program by guaranteeing all unduplicated pupils a spot in this beneficial program. We are increasing this action because the AVID program has proven to be an educational initiative that is highly effective in supporting students who are traditionally underrepresented in higher education, including English Learners, Foster or Homeless Youth, and Socio-Economically disadvantaged youth. The program provides a framework of support to help these students develop the academic and social skills needed to succeed in college and beyond.

The AVID program's effectiveness in improving academic achievement has been proven by a number of studies. A study by the American Institutes for Research affirmed that AVID participation led to higher grades, enrollment in advanced coursework, and completion of both high school and college compared to their peers who did not participate in the AVID program (Barnes, Zinth, & Murphy, 2014). Similarly, AVID students were more likely to enroll in and persist through college than their peers, per a study by the National Student Clearinghouse Research Center(Karp, Hughes, & O'Gara, 2013).

One of the key components of the AVID program is its focus on developing students' academic skills, including note-taking, organization,

time-management, and critical thinking. AVID also provides students with opportunities to participate in college preparatory activities, such as visits to colleges and universities, and helps students navigate the college application and financial aid processes. Additionally, AVID promotes a positive school culture and aids in the development of the social skills needed to succeed in college and beyond. Overall, the research suggests that the AVID program is effective in improving the academic achievement of English Learners, Foster or Homeless Youth, and Socio-Economically disadvantaged youth, and can help increase access to higher education for traditionally underrepresented students.

We have taken further steps to strengthen our focus on STEAM education at the elementary level as a key priority (Action 1.1 - Increase access to STEAM). This action has been sustained because research has consistently shown that incorporating STEAM (Science, Technology, Engineering, Arts, and Mathematics) instruction throughout all grade levels is critical for students to succeed in their post-secondary pursuits. A study conducted by the University of California, Berkeley found that STEAM education can provide English learners with an opportunity to engage with academic content in a way that is relevant to their lives and experiences. This approach can help build language proficiency and conceptual understanding in STEM subjects (Barrera & Gomez, 2016). Another study conducted by the University of Chicago found that STEAM education can help foster and homeless youth develop critical thinking skills and a sense of purpose. These skills can be essential in overcoming the challenges associated with homelessness and preparing for future success (McGill-Franzen, L., & Allred, K. J., 2019). Research conducted by the National Science Foundation found that STEAM education can be particularly effective in closing the achievement gap for socio-economically disadvantaged youth because STEAM education can provide students with the opportunity to engage in hands-on, experiential learning that is relevant to their lives and can help build confidence and academic skills (Weiss, B., Banilower, E., McMahon, K., & Smith, P. S., 2011).

Goals 2 & 3
The actions and services associated with Goal 2 and 3 are principally directed toward supporting the advancement and achievement of our English Learners, Foster and Homeless Youth, and Socio-economically Disadvantaged students. These unduplicated student groups were considered first when creating these actions to support their growth and performance.

Interventions Actions, Dropout Prevention, and Social Emotional Support
Upon examining the needs, conditions, and circumstances of our unduplicated student groups, we identified a persistent achievement gap in graduation and dropout rates. Despite a decreasing trend, there is still a disparity between our unduplicated student groups and the overall student population. The district's graduation rate increased by 4.3% and the dropout rate decreased by 4.5% from 2020 to 2022. Notably, English Learners saw an increase in their graduation rate by 22.3% and a decrease in their dropout rate by 20.6%, while Homeless Youth had a 7.8% increase in their graduation rate and a 14.7% decrease in their dropout rate during the same period. Additionally, Low Income students' graduation rate increased by 2.6%, and their dropout rate decreased by 7.3%. These positive developments suggest that our planned actions are effective; however, we must continue to plan and implement further strategies to close the remaining achievement gap.

According to educational research, graduation and dropout rates can be impacted by various factors, such as socioeconomic status, language barriers, and unstable living situations. A study by Adelman (2006) found that students from low-income families and those who are English Learners or homeless have a higher likelihood of dropping out of high school than their peers. Additionally, The Institute of Education

Sciences (IES) and the What Works Clearinghouse published a guide for school systems called "Preventing Dropouts in Secondary Schools," which included six evidence-based practices proven to lower dropout rates. We have taken these recommendations into account when planning our actions in this area and have incorporated them into our plan:

(1) Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out.
(2) Provide academic support and enrichment to improve academic performance.
(3) Personalize the learning environment and instructional process
(4) Assign adult advocates to students at risk of dropping out.
(5) Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school
(6) Implement programs to improve students' classroom behavior and social skills.

Our district is committed to addressing the achievement gap that exists between our unduplicated student groups and our overall student populations by increasing offerings of academic supports and interventions, principally directed at unduplicated and/or underserved populations (Action 2.5- Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations). We recognize the need to meet the needs of our most vulnerable learners with an all-encompassing approach to teaching and learning that includes first good instruction for all students, as well as timely, deliberate, and urgent interventions for those who begin to fall behind. To help support those interventions, we continue to utilize Response to Intervention (RTI) coordinators, paraprofessionals, and Learning Support Coordinators.

To support our English Learner population (Action 2.1 - Provide a System of Support for English Learners), we have implemented targeted professional development for staff, intentional parent and community outreach, and employ a wide variety of personnel devoted specifically to their success. We are increasing support in this area with the outreach provided by our bilingual College Readiness Coordinator. This coordinator works directly with our English Learners and their parents in a variety of ways, including acting as a bridge between the parent and the school, organizing parent workshops, etc. For our Foster and Homeless population (Action 2.2 - Provide a System of Support for Homeless and Foster Students), we continue to build our system of support, including deploying our Liaison, in order to ensure they have access to both our district and wider community resources.

We use data systems to support a realistic diagnosis of struggling students and all staff meet and collaborate as Professional Learning Communities (PLC) to analyze data, discuss student progress, and refer struggling students, especially our unduplicated students, to interventions. We allocate funds to support in-school and after-school tutoring and intervention programs, as well as Response to Intervention (RTI) coordinators. RTI is the practice of providing quality instruction and intervention and using student learning in response to that instruction to make instructional and important educational decisions (Fuchs & Fuchs, 2005).

Our "Beyond the Bell" program provides robust offerings of art, drama, dance, hip hop fitness, and sports for elementary students, with unduplicated student groups given first priority for these after-school offerings. Our After School Program Coordinator is responsible for expanding our after-school intervention and enrichment offerings. This expanded after-hours instructional programming will provide additional opportunities to engage students in school, as well as improve student behavior and social skills.

We are continuing to implement a variety of measures to provide academic support and enrichment, particularly to our unduplicated student population. Providing targeted professional development for our staff (Action 2.7 - Provide PD for staff to address learning barriers) is an essential method to provide that support. To cater to the learning needs of our unduplicated populations, we have created a professional development plan that focuses on addressing their unique learning barriers. In addition to the plan, we offer Integrated ELD strategies professional development to support our English Language Learners. The professional development for our staff includes various topics such as Culturally Relevant Teaching Practices, Universal Design for Learning, Integrated ELD, Inclusive Practices, Restorative Practices, Bias Recognition, effective standards-aligned instruction, pupil engagement, Social-Emotional Learning (SEL)/Multi-Tiered Systems of Support (MTSS), and effective strategies for early childhood education.

The primary aim of this professional development is to build the professional capacity of our teachers so that they can provide better academic support to struggling students, particularly our unduplicated student groups. By improving instructional strategies, we can have the most significant impact on unduplicated students who have scored below their peers on CAASPP and other summative metrics and have higher dropout rates. According to a study by the National Center for Education Evaluation and Regional Assistance, teachers who received professional development on strategies to support English Learners showed significant improvements in their instructional practices and student outcomes. Students of those teachers showed greater growth in English proficiency and academic achievement than those in classrooms where teachers did not receive such professional development (Gersten et al., 2010). Similarly, a study by the Education Trust found that providing high-quality professional development opportunities to teachers serving low-income students can improve student achievement: when teachers received professional development focused on improving their instructional practices, their students showed significant gains in math and reading achievement (The Education Trust, 2011). Furthermore, a study by the National Center for Homeless Education stated that providing professional development opportunities to teachers on the specific needs of students experiencing homelessness can improve academic achievement and school engagement for these students. Teachers who received this type of professional development reported feeling better equipped to meet the needs of their homeless students and were more likely to use effective strategies to support their academic success (National Center for Homeless Education, 2019).

We are continuing our efforts to prevent drop-outs (Actions 2.10, 2.11, and 2.12) by breaking our dropout prevention action into three distinct actions: one for middle school students, one for high school students, and one for At-Promise students (Actions 2.10 - 2.12 - Dropout Prevention). According to Prajapati, Ravindra, et al., a systemic approach and process for ongoing and continuous improvement specifically tailored to students' grade levels is crucial for an effective dropout prevention program (2017, pp. 3-4). At the middle school level, we focus on promoting positive school climate and addressing chronic absenteeism and student behavior via our Multi-tiered Systems of Support, with a primary focus on unduplicated students. At the high school level, we continue this focus, while also targeting credit recovery and career readiness for unduplicated student populations. At the secondary level overall, adult mentors, such as our Deans, school counselors, and Student Reengagement Specialists, support students in this area. We have also continued to expand our support for unduplicated student populations through our Parent Liaison program (Action 2.4 - Provide a system of support for unduplicated students and unduplicated students with exceptional needs). The Parent Liaison was previously focused on working with the parents of unduplicated students with exceptional needs, but now supports all unduplicated students and their families. This liaison position has been shown to be effective in developing positive relationships between schools and families, leading to statistically significant improvements in students' academic ability, GPA, and standardized test scores (Jeynes, W. H., 2005, pp 237-269.), regardless of gender, race, or socioeconomic status. We continue to

provide specific support for students with exceptional needs by ensuring their Individualized Education Plans (IEPs) are properly implemented and offering staff training on co-teaching, compliance, curriculum, instruction, and other topics. Our Evidence-Based Network partnership with Solano County SELPA provides further training and support to staff, including School Psychologists, Behavior Analysts/Specialists, Teachers, Mental Health Clinicians, Paraeducators, and Administrators (Prajapati et al., 2017, pp. 3-4).

Now more than ever we see an increased need to support the socio-emotional needs of our students. According to the California Healthy Kids survey taken by our students in the 2021-22 school year, we experienced a drop in feeling safe at school in most surveyed grade levels: while Grade 5 increased by 4% points, Grade 7, Grade 9, and Grade 11 dropped 7%, 4%, and 4% respectively. The lack of student engagement in school is a significant contributor to decreased academic achievement and increased dropout rates. In Goal 3, we prioritize actions that aim to address the underlying causes of this issue, which is especially crucial as we work towards recovery from the impact of the COVID-19 pandemic. Key among those actions targeted to improving outcomes for our unduplicated student populations are the expansions of our Multi-Tiered Systems of Support, emphasis on Social-Emotional Learning (Action 3.3 - Increase social-emotional support via multi-tiered system of support), and expanded extracurricular activities (Action 3.5 - Encourage student participation in extracurricular activities). Based on this data and other academic indicators, we have also increased our MTSS coordinator position from a part-time to a full-time position in order to support unduplicated students and provide MTSS-focused professional development to aid in the development of best practices for positive climate and culture, student engagement, intervention systems, and behavior supports.

Multi-tiered systems of support (MTSS) and social-emotional learning (SEL) are two educational approaches that have been shown to effectively improve the academic achievement of English learners, foster or homeless youth, and socio-economically disadvantaged youth. MTSS is a comprehensive framework that provides targeted supports to students at their various levels of need. This MTSS approach utilizes evidence-based interventions/strategies to meet the individual academic, behavioral, and social-emotional needs of our students. Research has shown that MTSS can be particularly effective for our unduplicated student population, as evinced by this study that promotes the use of targeted language and literacy interventions that are tailored to their specific needs (Klingner, Artiles, & Barletta, 2006). Another study affirmed that when MTSS practices resulted in significant improvements in reading and math achievement, as well as reductions in the achievement gap between English learners and their non-English learner peers (Daly, Haager, & Kent, 2005).

In addition to MTSS, Social-Emotional learning (SEL) has been proven to improve academic achievement for our unduplicated student populations such as our socio-economically disadvantaged students. Social-Emotional Learning (SEL), which involves the explicit teaching of both social and emotional skills, emphasizes social awareness, self-awareness and self-management, relational skills, responsible decision-making, etc. For students who have received explicit instruction in SEL, studies have proven that they have improved academic achievement, behavior, and emotional/behavior regulation (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). An additional study concluded that significantly higher scores on academic achievement tests resulted when students received SEL instruction compared to those who did not (Taylor, Oberle, Durlak, & Weissberg, 2017).

Further, our mental health and school counseling teams continue to play a critical role in creating a supportive and inclusive environment as we continue to learn about Trauma-Informed Care, the importance of mental health, social-emotional learning, and resilience. To achieve this level of service, we utilized Title 1 funds and mental health grants, which improved services for unduplicated students. However, these funds are not included in the total amount of supplemental funding for increased or improved services. While mental health support benefits all

students, our unduplicated student population, particularly those in foster care or experiencing homelessness, as well as Low-Income students, benefit greatly from having access to on-campus services provided by clinicians, behaviorists, and the MTSS coordinator, as well as support from our Community / Parent Liaison for Homeless and Foster Youth (Action 2.2). These students not only benefit from direct services but also from capacity building for teachers, administrators, and staff, which will make all district staff more proficient in working with and supporting students' mental health needs.

Expanding extracurricular offerings is another key strategy in our continued efforts to foster student engagement and connection to school beyond the classroom. Likely due to the disrupted learning in previous years due to the pandemic, we are seeing much higher numbers of students reporting lower levels of connectedness to school. According to the California Healthy Kids survey taken by our students in the 2021-22 school year, we show a drop in feeling connected to school in most surveyed grade levels: while Grade 5 remained the same, Grade 7, Grade 9, and Grade 11 dropped 10%, 5%, and 7% respectively.

Action 3.2 (part of our Equity Task Force initiative) aims to continue supporting the efforts of our district's Equity Task Force in developing and expanding our districtwide Equity Plan. This plan is crucial for addressing the existing inequities within our educational system. We recognize the significance of addressing educational inequity, especially for our unduplicated student population, as we understand that education serves as the key to success and upward mobility. Research demonstrates that individuals with college degrees earn 85% more over their lifetime compared to those with only high school diplomas and 93% more than those who didn't graduate high school. Our Equity Task Force comprises a diverse range of educational partners, who have been diligently working on developing a District Equity Plan. The plan was completed and approved by the Board during the 2021-22 school year and will shape our future district goals and actions in this area. This represents just the initial step towards addressing equity concerns. While the Task Force considers the needs of all students in our district, it gives particular attention to uncovering the needs of our unduplicated students, prioritizing their inclusion in the plan's development. As the plan evolves, our actions will adapt accordingly to reflect these changes.

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A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following actions are principally directed towards our unduplicated student populations to support increased or improved services by at least 8.83%:

1.3 - Increase career readiness
We provide targeted outreach to our unduplicated student population from a variety of staff, including our school counselors, administrators, and CTE Career Readiness Coordinator, with the goal of increasing awareness of our diverse CTE course options and potential career opportunities, especially related to internships, job shadows, etc. To encourage their participation, we have made strategic decisions such as expanding our CTE course offerings and scheduling them in a way that does not conflict with important English Language Development (ELD) courses for our English Learners. Our goal is to make CTE pathways more accessible for all students. Additionally, we offer internships, job shadows, and other related opportunities to help students gain practical experience in their field of interest.

1.4 - Increase graduates meeting a-g requirements
To ensure that our unduplicated students are aware of the benefits of meeting the "a-g" graduation requirements, we provide targeted outreach through our counselors, College Readiness Coordinator and team, and other administrative staff. Our goal is to provide student support in the development of a plan to meet these requirements and achieve their academic goals after high school. In addition, we identify the a-g eligible courses with the highest rates of failure that prevent "a-g" from being met, and implement interventions specifically for our unduplicated students. This targeted approach allows us to provide additional support to those students most in need of it thereby ensuring that all students have an equal opportunity to succeed in their post-secondary endeavors.

1.5 - Increase college awareness
To help our unduplicated students and families navigate the college admissions process, our staff - including counselors and college and career readiness personnel - provide outreach on topics such as college entrance requirements, Advanced Placement (AP) course options, college dual enrollment opportunities, how to apply to colleges, and how to apply for financial aid. Furthermore, we provide financial support

to help our unduplicated students gain actual college experience. This includes covering the costs of AP exams and/or textbooks used in dual enrollment courses. Our goal is to eliminate financial barriers and ensure that all students have equal access to these valuable learning opportunities.

1.6 - Expand AVID
We offer targeted support through the AVID program to improve college readiness for our unduplicated student population. We ensure that all unduplicated and first-generation students have the opportunity to participate in AVID by guaranteeing them a spot in the program. Moreover, we allocate funds specifically to support our unduplicated students in this program. Our goal is to eliminate any financial barriers and ensure that all students have access to the resources and support they need to succeed in college and beyond.

2.1 - Provide a system of support for English Learners
To help our English Learners succeed academically and achieve a college-bound trajectory, we take a whole-systems approach that involves all educational partners. Our goal is to ensure timely reclassification for ELs, which can open up new academic opportunities. To achieve this goal, we provide dedicated positions focused on supporting ELs, offer specially designed staff professional development to help educators better support ELs in the classroom, and engage in robust parent and community outreach to ensure that all educational partners are invested in the success of our ELs. Furthermore, we allocate funds for supplies and materials that can support ELs' learning and success. Our approach is designed to eliminate any barriers to success and to provide a supportive, inclusive learning environment for all students, including those who are learning English as a second language.

2.2 - Provide a system of support for homeless and foster students
To ensure that our homeless and foster youth receive the support they need to succeed academically and personally, our Foster & Homeless Youth Liaison collaborates closely with our staff to find and implement relevant supports. This liaison provides guidance to help staff better understand the supports available to these students and ensure that they are accessing them. Additionally, our Foster & Homeless Youth Liaison works closely with our unduplicated students and families by providing access to all possible district and community resources. This support includes connecting them with local community organizations, relevant government agencies, and other resources that can help them succeed in school and beyond. Our goal is to provide supports that ensures all of our students, regardless of their housing situation, have the support they need to thrive inside and outside of school.

2.4 - Provide a system of support for unduplicated students with exceptional needs
Our Special Needs Parent Liaison contributes to our targeted outreach efforts directed towards our families of unduplicated students as a means of supplementing the existing outreach efforts of our administration and other support staff. The purpose of this outreach is to ensure all involved in the Individualized Education Program (IEP) process understand their role in that process. Through targeted training such as the writing of appropriate goals and identifying targeted support related to English Language (EL) proficiency levels, we seek to help our staff better support students with special needs, including those who are learning English as a second language.

2.5 - Increase offerings of academic supports and interventions for unduplicated and/or underserved populations
Our RTI coordinators, paraprofessionals, and Learning Support coordinators have a primary focus on identifying and addressing the learning gaps of our unduplicated student populations. At our elementary Title I schools, we utilize site categorical funds to provide after-school

activities in addition to the funds allocated to each site. This helps to create opportunities for our unduplicated students to engage in additional learning experiences and receive additional support outside of regular school hours.

To further support our unduplicated and underserved populations, our newly full-time MTSS Coordinator, as well as a College and Career Readiness Coordinator who work directly with these students. Our MTSS teams regularly analyze achievement data to identify learning gaps and implement targeted interventions that specifically address the needs of our unduplicated students. By taking these focused and intentional approaches, we strive to ensure that all students, regardless of their backgrounds, receive the support and resources they need to achieve their academic and personal goals.

2.7 - Offer Professional Development to Address Learning Barriers

We have carefully selected professional development opportunities that specifically address the learning barriers faced by our unduplicated and underserved populations. For example, we are currently providing professional development on Integrated ELD strategies to enhance support for our English Language Learners. In addition to this, we are also offering training on a variety of other topics, including Culturally Relevant Teaching Practices, Universal Design for Learning Practices, Inclusive Practices, Restorative Practices, Bias Recognition, effective, standards-aligned instruction, pupil engagement, Social-Emotional Learning (SEL)/Multi-Tiered Systems of Support (MTSS), and effective strategies for early childhood education. Our goal is to provide our staff with the tools and knowledge they need to effectively support all students, regardless of their backgrounds or learning needs. By offering targeted professional development, we can ensure that our educators are well-equipped to create an inclusive and supportive learning environment for all students.

2.10 - 2.12 - Dropout Prevention Practices

In order to prevent dropout and overcome any unique barriers to success faced by our unduplicated students, our newly full-time MTSS coordinator collaborates with our Middle and High School Deans and Student Reengagement Specialists to provide targeted support to students and families. This support encompasses addressing issues such as chronic absenteeism, student disengagement, and academic struggles. Furthermore, our College and Career Readiness coordinator works closely with unduplicated students to enhance their engagement in career opportunities such as job shadows, internships, and industry certifications. By fostering increased participation in these valuable opportunities, we aim to promote long-term success for our unduplicated students and help them achieve their academic and career goals.

3.2 - Continue to support the work of our district Equity Task Force in developing an Equity Plan

With the creation of our districtwide Equity Plan, designed to have a significant impact on our unduplicated and underrepresented student populations, our team engages in various information gathering methods to ensure the ultimate success of that plan. These methods include conducting listening sessions, reviewing data, administering surveys, and performing needs assessments. The primary objective of these efforts is to identify existing inequities. Throughout this process, we place continued emphasis on our unduplicated student population, ensuring their experiences are central to the data gathering process and our examination of root causes and equity gaps.

3.3 - Increase social-emotional support via Multi-Tiered System of Support (MTSS)

Our MTSS/mental health team has grown to meet the growing social-emotional needs of our students. This team includes mental health clinicians, behaviorists, school counselors, and an MTSS coordinator, who work together to provide social-emotional support to our unduplicated and underserved student populations. Their primary objective is to identify barriers to learning and provide targeted support,

with a special emphasis on our unduplicated students. Our MTSS/mental health team is dedicated to ensuring that support is readily available to our unduplicated students and their families. This support is easily accessible on school sites, ensuring that our students receive the help they need to overcome any challenges they may face and achieve academic success.

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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,992,704.00	$5,761,151.00		$1,310,547.00	$23,064,402.00	$18,553,158.00	$4,511,244.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase Access to STEAM, principally directed towards unduplicated students	All				$5,000.00	$5,000.00
1	1.2	Increase academic readiness K-8	All	$17,000.00	$175,000.00			$192,000.00
1	1.3	Increase Career Readiness, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$1,606,098.00	$598,111.00		$60,000.00	$2,264,209.00
1	1.4	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$1,079,218.00				$1,079,218.00
1	1.5	Increase College Readiness, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$642,662.00	$177,331.00			$819,993.00
1	1.6	Expand AVID, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$1,141,492.00	$45,838.00		$216,465.00	$1,403,795.00
1	1.7	Teacher/ Staff Recruitment	All	$352,800.00	$93,030.00			$445,830.00
2	2.1	Provide a System of Support for English Learners	English Learners	$1,808,966.00	$24,200.00		$168,017.00	$2,001,183.00
2	2.2	Provide a System of Support for Homeless and Foster Students	Foster Youth	$205,350.00	$18,651.00		$1,200.00	$225,201.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Provide a System of Support for Students with Exceptional Needs	All	$583,200.00	$1,368,731.00		$208,756.00	$2,160,687.00
2	2.4	Provide a System of Support for Unduplicated Students with Exceptional Needs	English Learners Foster Youth Low Income	$183,442.00				$183,442.00
2	2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	Low Income	$1,808,959.00	$793,000.00		$191,100.00	$2,793,059.00
2	2.6	Increase technology access of all students	All	$895,556.00	$1,010,000.00			$1,905,556.00
2	2.7	Provide Professional Development for staff to address learning barriers, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$117,333.00	$205,354.00		$42,000.00	$364,687.00
2	2.8	Increase reading support for K-3	All		$800,000.00			$800,000.00
2	2.9	Improve student achievement in Math	All				$82,132.00	$82,132.00
2	2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$346,705.00	$127,210.00			$473,915.00
2	2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$732,800.00	$210,684.00			$943,484.00
2	2.12	Develop dropout prevention practices,	English Learners Foster Youth	$334,156.00				$334,156.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		principally directed towards unduplicated At Promise Students	Low Income					
3	3.1	Increase access to Life Skills instruction to ensure students graduate with a strong work ethic, critical thinking / problem solving skills, resilience, and empathy.	All	$340,913.00				$340,913.00
3	3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	English Learners Foster Youth Low Income	$64,144.00				$64,144.00
3	3.3	Increase social-emotional support via multi-tier system of support, principally directed towards unduplicated students	English Learners Foster Youth Low Income	$654,465.00			$93,523.00	$747,988.00
3	3.4	Continue to develop and refine systems of safety	All	$746,933.00	$114,011.00		$57,500.00	$918,444.00
3	3.5	Encourage student participation in extracurricular activities to support student social-emotional and academic well-being, principally directed towards unduplicated students	All	$576,673.00				$576,673.00
3	3.6	Encourage parent participation	All	$174,975.00			$184,854.00	$359,829.00
3	3.7	Increase student access to relevant health, fitness and nutrition	All	$1,578,864.00				$1,578,864.00

2023-24 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
119715254	10,573,252	8.83%	0.00%	8.83%	$10,725,790.00	0.00%	8.96 %	**Total:**	$10,725,790.00
								LEA-wide Total:	$4,303,991.00
								Limited Total:	$2,014,316.00
								Schoolwide Total:	$4,407,483.00

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	1.3	Increase Career Readiness, principally directed towards unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	8-12	$1,606,098.00	
1	1.4	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$1,079,218.00	
1	1.5	Increase College Readiness, principally directed towards unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$642,662.00	
1	1.6	Expand AVID, principally directed towards unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,141,492.00	
2	2.1	Provide a System of Support for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,808,966.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Provide a System of Support for Homeless and Foster Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$205,350.00	
2	2.4	Provide a System of Support for Unduplicated Students with Exceptional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$183,442.00	
2	2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	Yes	LEA-wide	Low Income	All Schools	$1,808,959.00	
2	2.7	Provide Professional Development for staff to address learning barriers, principally directed towards unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,333.00	
2	2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	7-8	$346,705.00	
2	2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income	9-12	$732,800.00	
2	2.12	Develop dropout prevention practices, principally directed towards unduplicated At Promise Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$334,156.00	
3	3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,144.00	
3	3.3	Increase social-emotional support via multi-tier system of support, principally	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$654,465.00	

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 (%)
		directed towards unduplicated students						

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$20,716,000.00	$22,494,207.67

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**	Increase Access to STEAM, principally directed towards unduplicated students	Yes	$150,000.00	$135,675
1	**1.2**	Increase academic readiness K-8	No	$880,000.00	720,480.00
1	**1.3**	Increase Career Readiness, principally directed towards unduplicated students	Yes	$1,675,000.00	$2,012,218
1	**1.4**	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	Yes	$879,000.00	$946,251.49
1	**1.5**	Increase College Readiness, principally directed towards unduplicated students	Yes	$634,000.00	$770,775.84
1	**1.6**	Expand AVID, principally directed towards unduplicated students	Yes	$757,000.00	$1,052,829.53
1	**1.7**	Teacher/ Staff Recruitment	No	$364,000.00	$421,963
2	**2.1**	Provide a System of Support for English Learners	Yes	$1,185,000.00	$1,563,617
2	**2.2**	Provide a System of Support for Homeless and Foster Students	Yes	$230,000.00	$302,189
2	**2.3**	Provide a System of Support for Students with Exceptional Needs	No	$1,272,000.00	$1,198,968

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	Provide a System of Support for Unduplicated Students with Exceptional Needs	Yes	$155,000.00	$174,972
2	2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	Yes	$2,333,000.00	$2,778,857
2	2.6	Increase technology access of all students	No	$1,337,000.00	$1,599,399
2	2.7	Provide Professional Development for staff to address learning barriers, principally directed towards unduplicated students	Yes	$739,000.00	$704,009
2	2.8	Increase reading support for K-3	No	$1,000,000.00	$800,000
2	2.9	Improve student achievement in Math	No	$677,000.00	$167,437
2	2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	Yes	$523,000.00	$469,370
2	2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	Yes	$761,000.00	$794,649.81
2	2.12	Develop dropout prevention practices, principally directed towards unduplicated At Promise Students	Yes	$300,000.00	$374,484
3	3.1	Increase access to Life Skills instruction to ensure students graduate with a strong work ethic, critical thinking / problem solving skills, resilience, and empathy.	No	$213,000.00	$316,928

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	Yes	$75,000.00	$61,797
3	3.3	Increase social-emotional support via multi-tier system of support, principally directed towards unduplicated students	Yes	$1,843,000.00	1622620
3	3.4	Continue to develop and refine systems of safety	No	$730,000.00	$825,920
3	3.5	Encourage student participation in extracurricular activities to support student social-emotional and academic well-being, principally directed towards unduplicated students	Yes	$555,000.00	$827,245
3	3.6	Encourage parent participation	No	$299,000.00	$377,630
3	3.7	Increase student access to relevant health, fitness and nutrition	No	$1,150,000.00	$1,473,923

2022-23 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)
$9,982,335.00	$8,916,000.00	$10,502,068.00	($1,586,068.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase Access to STEAM, principally directed towards unduplicated students	Yes	$5,000.00	$134,675		
1	1.3	Increase Career Readiness, principally directed towards unduplicated students	Yes	$990,000.00	$1,385,407		
1	1.4	Increase Graduates Meeting "a-g" Requirements, principally directed towards unduplicated students	Yes	$700,000.00	$741,665		
1	1.5	Increase College Readiness, principally directed towards unduplicated students	Yes	$427,000.00	$410,151		
1	1.6	Expand AVID, principally directed towards unduplicated students	Yes	$757,000.00	$944,549		
2	2.1	Provide a System of Support for English Learners	Yes	$1,098,000.00	$1,442,634		
2	2.2	Provide a System of Support for Homeless and Foster Students	Yes	$150,000.00	$183,700		
2	2.4	Provide a System of Support for Unduplicated Students with Exceptional Needs	Yes	$155,000.00	$174,972		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Increase offerings of academic support and interventions, with a particular focus on unduplicated / underserved populations.	Yes	$1,378,000.00	$1,576,079		
2	2.7	Provide Professional Development for staff to address learning barriers, principally directed towards unduplicated students	Yes	$417,000.00	$461,461		
2	2.10	Develop dropout prevention practices - Middle Schools, principally directed towards unduplicated students	Yes	$338,000.00	$316,895		
2	2.11	Develop dropout prevention practices - High Schools, principally directed towards unduplicated students	Yes	$531,000.00	$578,159		
2	2.12	Develop dropout prevention practices, principally directed towards unduplicated At Promise Students	Yes	$285,000.00	$359,484		
3	3.2	Continue to support the work of our district Equity Task Force in developing an equity plan	Yes	$63,000.00	$57,668		
3	3.3	Increase social-emotional support via multi-tier system of support, principally directed towards unduplicated students	Yes	$1,347,000.00	$1,276,249		
3	3.5	Encourage student participation in extracurricular activities to support student social-emotional and academic well-being, principally directed towards unduplicated students	Yes	$275,000.00	$458,320		

2022-23 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)
113,075,834	$9,982,335.00	0.00%	8.83%	$10,502,068.00	0.00%	9.29%	$0.00	0.00%

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 (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 aspects of the LCAP template 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, 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]).

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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 the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

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

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

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

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

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

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

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