LCFF Budget Overview for Parents

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

CDS Code: 48-70573

School Year: 2026-27

LEA contact information:

Sasha Begell

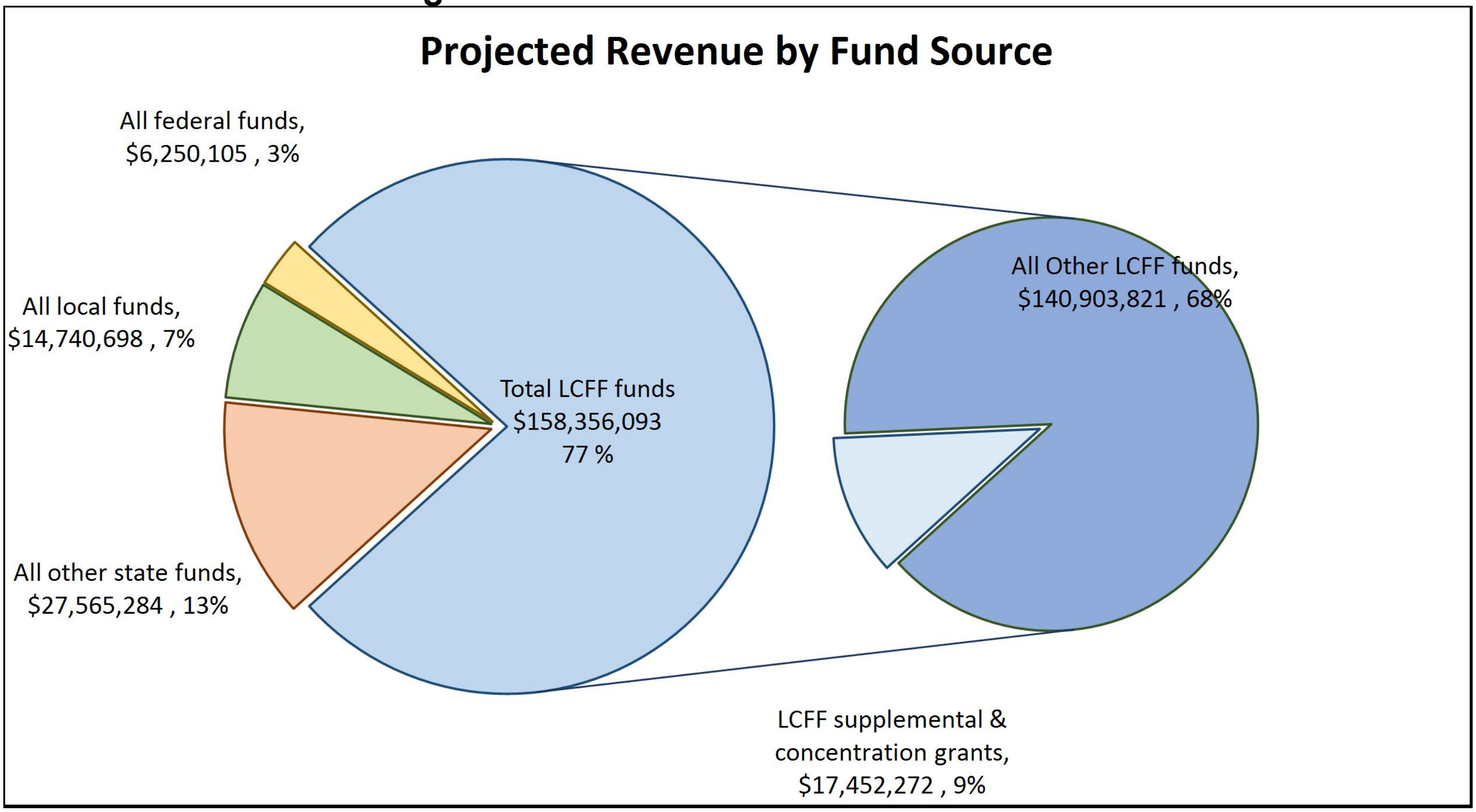
Associate Superintendent

sashab@vacavilleusd.org

707-453-6110

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

Budget Overview for the 2026-27 School Year

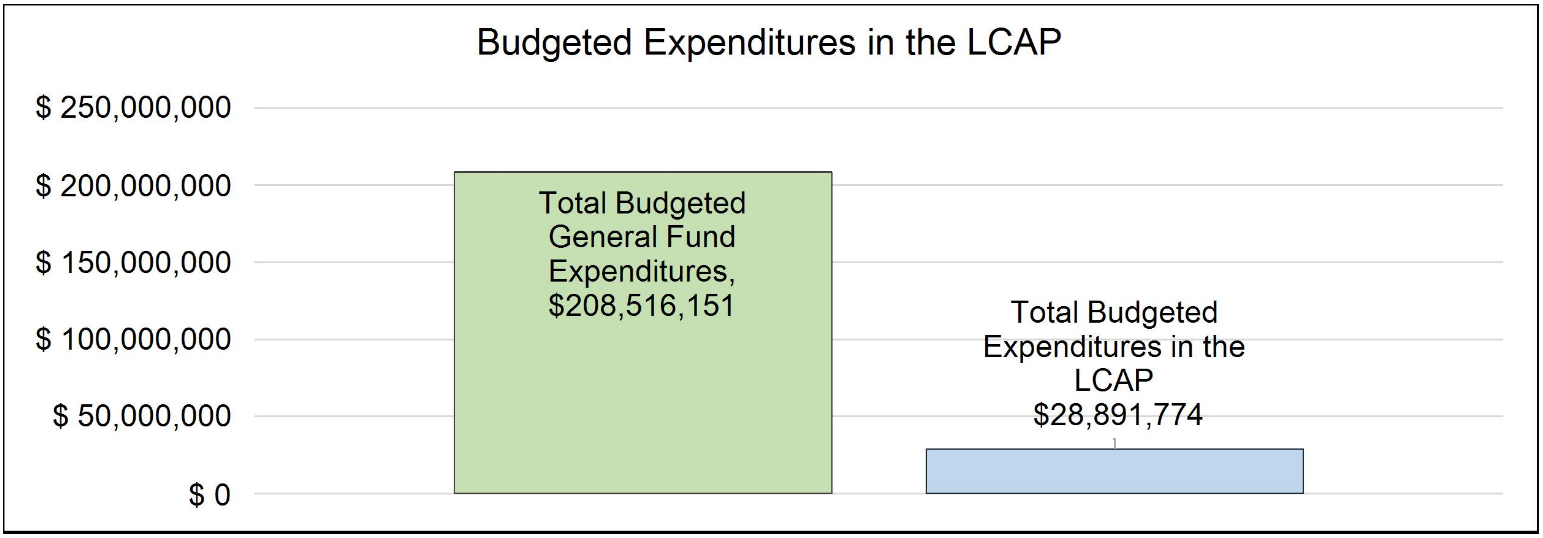


This chart shows the total general purpose revenue Vacaville Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vacaville Unified School District is $206,912,180, of which $158,356,093 is Local Control Funding Formula (LCFF), $27,565,284 is other state funds, $14,740,698 is local funds, and $6,250,105 is federal funds. Of the $158,356,093 in LCFF Funds, $17,452,272 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Vacaville Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vacaville Unified School District plans to spend $208,516,151 for the 2026-27 school year. Of that amount, $28,891,774 is tied to actions/services in the LCAP and $179,624,377 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following: While many actions and services are included in this years' LCAP, many other services and actions are provided that are included in the General Fund Budget. The General Fund budgeted expenditures not included in the LCAP include the following:

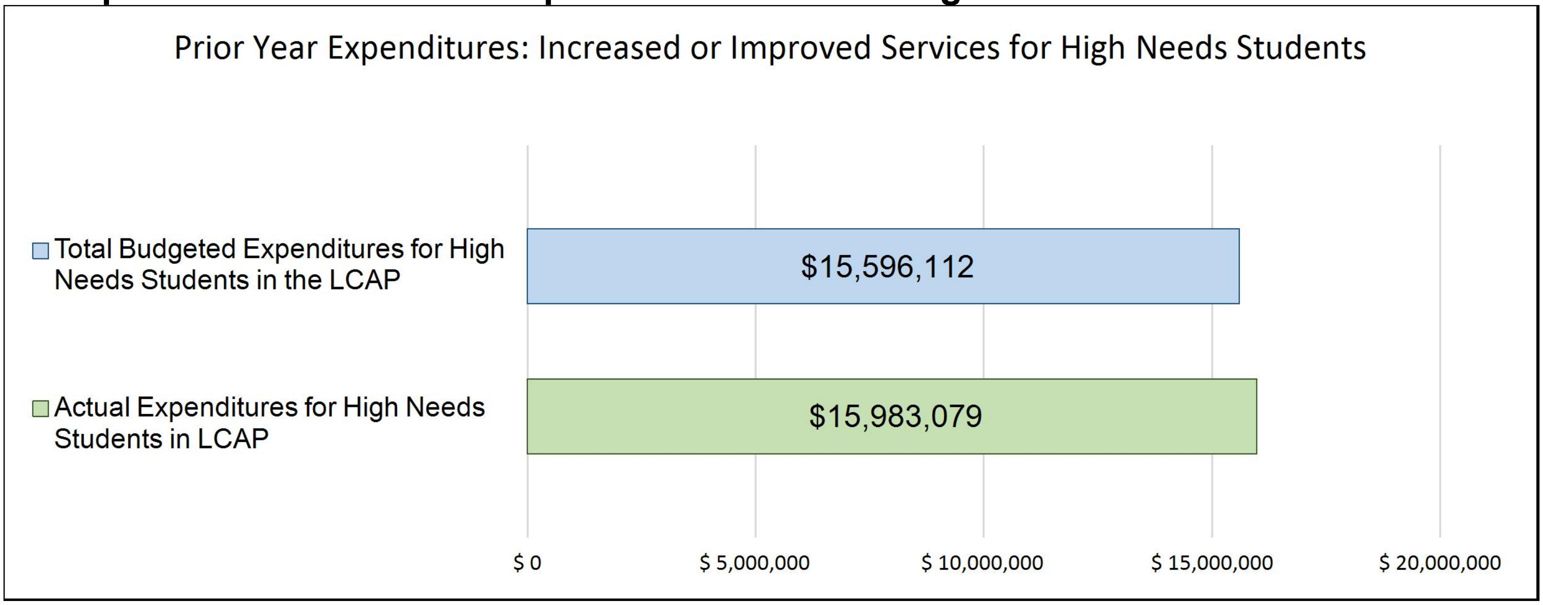
- Regular, alternative and special education base program staff salaries and benefits
- Special education and home to school transportation
- County special education program excess costs
- Routine maintenance/operation costs of facilities and grounds
- General supplies
- Services
- Utilities

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Vacaville Unified School District is projecting it will receive $17,452,272 based on the enrollment of foster youth, English learner, and low-income students. Vacaville Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vacaville Unified School District plans to spend $17,834,563 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Vacaville Unified School District's LCAP budgeted $15,596,112 for planned actions to increase or improve services for high needs students. Vacaville Unified School District actually spent $15,983,079 for actions to increase or improve services for high needs students in 2025-26.

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
Vacaville Unified School District	Sasha Begell Associate Superintendent	SashaB@vacavilleusd.org 707-453-6110

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Vacaville Unified School District (VUSD) is located in the city of Vacaville, an active and growing community in Solano County. With a population of approximately 100,000 residents, Vacaville is an attractive residential area for families due to its strategic location between the metropolitan regions of Sacramento and San Francisco. The community offers a blend of suburban and rural living, providing access to both urban amenities and natural environments that support a high quality of life.

VUSD serves approximately 11,300 students across transitional kindergarten through grade 12. The district operates a comprehensive network of schools and programs, including nine elementary schools, two middle schools, one K–8 school, two comprehensive high schools, one charter high school, and one independent study charter academy serving grades 8–12 that includes a continuation program. In addition, VUSD provides a range of specialized and supportive programs designed to meet diverse student needs, such as preschool and TK programs, Vacaville Early College High School (VECHS), the Spanish Immersion Cultural Education (SPICE) program, Alternative Cooperative Education (ACE), adult education, and the Shereene Wilkerson Academy of Excellence, a community day school that continues to receive Equity Multiplier funding to address persistent opportunity gaps in career readiness and postsecondary preparation.

The district serves a diverse student population: African American (5.7%), American Indian (0.3%), Asian (3.3%), Filipino (3.7%), Hispanic (41.7%), Pacific Islander (0.7%), Two or More Races (10%), and White (33.8%). More than half of VUSD students are identified as unduplicated pupils under California's Local Control Funding Formula, including students who are low-income (55.3%), English learners (8.2%), foster youth (0.3%), or experiencing homelessness (0.8%). This demographic composition underscores the district's commitment to equity-focused practices and targeted supports.

VUSD is recognized as a district of choice and a destination district for families in the region. Prior to the COVID-19 pandemic, enrollment trends showed steady growth alongside expanding programmatic options. As the district continues to recover from the impacts of the pandemic, enrollment is stabilizing and beginning to increase. At the same time, VUSD remains focused on addressing the ongoing academic and social-emotional needs of students, ensuring that all learners are supported in achieving college, career, and life readiness.

Reflections: Annual Performance

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

SUCCESSES
Several actions under Goal 1 demonstrated meaningful progress, particularly in advancing college, career, and life readiness outcomes for students. Action 1.4 (College Readiness) showed promising growth, with the overall A–G completion rate increasing from 48.1% to 50.7%. Most student groups experienced gains ranging from 1% to 16%, indicating broad improvement across the system, though African American students experienced a decline and will require targeted analysis and supports moving forward.

Postsecondary success indicators tied to Action 1.4 also reflected positive momentum. The percentage of seniors passing at least one college course increased from 13% to 22%, and the percentage of students passing at least one AP exam increased by 14 percentage points. These outcomes suggest that continued investments in AVID, dual enrollment, and structured college preparation activities are contributing to increased access to and success in rigorous coursework, particularly for unduplicated students.

Strong gains were also evident under Action 1.5 (Career Readiness) and Action 1.6 (Life Readiness). The overall percentage of students completing a CTE pathway increased substantially from 19.9% to 30.5%, with student group gains ranging from 4% to 13%. Similarly, the percentage of students completing both CTE pathways and A–G requirements—a key dual-readiness indicator connected to Actions 1.4 and 1.5—rose from 10.5% to 17.9%, with especially notable gains among Hispanic and low-income students. Additionally, overall CTE and work-based learning participation increased, with unduplicated student enrollment rising from 26% to 28.4%, demonstrating progress toward equitable access to career-connected learning opportunities.

Under Goal 2, several encouraging outcomes were observed as a result of Actions 2.1 (Academic MTSS), 2.2 (Social-Emotional MTSS), and 2.3 (Dropout Prevention). Most notably, chronic absenteeism for all students improved from Orange to Yellow on the California School Dashboard, and overall attendance rates increased significantly (P1: 92.2% to 95.3%; P2: 91.4% to 94.6%). These improvements reflect the positive impact of strengthened MTSS structures, enhanced social-emotional supports, and improved attendance monitoring and intervention systems. [Survey data to be incorporated when available to further inform this reflection.]

Suspension rates for all students also improved from Orange to Yellow, indicating progress tied to Actions 2.2 and 2.4. Several schools—including Browns Valley, Cooper, Jean Callison, Orchard, Vacaville High School, and Will C. Wood High School—achieved Green performance levels for suspension rates, highlighting the effectiveness of behavior supports, restorative practices, and school climate initiatives. Additionally, the percentage of ninth-grade students earning 50 or more credits increased from 86% to 87.3%, signaling improved academic momentum and early intervention success under Action 2.3.

Progress was also evident under Goal 3, which focuses on Community Day School outcomes. As a result of Action 3.1 (Address Barriers to Success), the percentage of students returning to their home school or graduating increased from 58% to 68%, and participation in career exploration reached 100%, up from 0%. These results indicate that the district's alternative education programs are becoming more structured, responsive, and aligned to both academic recovery and postsecondary readiness.

CHALLENGES
Despite areas of progress, the 2025 Dashboard indicates persistent challenges, with several student groups remaining in the Red performance level across key indicators. Chronic Absenteeism is a significant concern for Foster Youth, Homeless students, Students with Disabilities, Black or African American students, and students identified as Two or More Races. Foster Youth also remain in Red for Suspension Rate, further highlighting the need for targeted behavioral and engagement supports. Students with Disabilities continue to experience multiple areas of concern, with Red performance levels in English Language Arts, Mathematics, and Science, indicating substantial and persistent academic gaps. Additionally, Long-Term English Learners are in Red for Science, and American Indian or Alaska Native students are in Red for Suspension Rate. These outcomes underscore the need for intensified, data-driven interventions, particularly for student groups experiencing overlapping challenges in attendance, behavior, and academic achievement. Continued focus on equitable access to high-quality instruction, targeted supports, and strong systems of intervention will be critical to improving outcomes for these student groups.

We will be utilizing our current allocation of $505,603 of one-time Learning Recovery Emergency Block grant funds over the next three years to address these challenges, as outlined in our Needs Assessment. In our 2.1 and 2.3 actions will be partially funded with Learning Recovery Emergency Block grant funds for the following uses:

- Action 2.1 - We will provide Universal Design for Learning (UDL) professional development, instructional coaching, and implementation support to strengthen Tier I instruction and improve equitable access to rigorous grade-level content for student groups identified in the needs assessment as experiencing persistent achievement gaps, including English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students. This action supports the implementation and expansion of evidence-based learning supports designed to accelerate academic recovery and close learning gaps. The needs assessment identified continued low performance in English language arts and mathematics among multiple student groups, demonstrating the need for more inclusive and differentiated instructional practices that reduce barriers to learning and increase student engagement. Research from CAST and other educational studies supports UDL as an evidence-based framework that improves academic achievement, student engagement, and access to standards-aligned instruction through multiple means of engagement, representation, and expression. We will monitor the effectiveness of this action using California School Dashboard academic indicators, English learner reclassification rates, and MTSS intervention referral data.
- Action 2.1 - We will implement and expand diagnostic assessments, progress monitoring systems, intervention platforms, and data analysis tools to identify unfinished learning and provide targeted academic interventions for students performing below grade level, particularly those student groups identified through the needs assessment as demonstrating significant learning gaps in literacy and mathematics. This action supports evidence-based learning recovery services, including the use of diagnostic and progress monitoring assessments to accelerate student achievement. The needs assessment demonstrated ongoing academic disparities among English learners, students with disabilities, socioeconomically disadvantaged students, foster youth, and homeless youth, as well as elevated rates of chronic absenteeism and unfinished learning that require timely identification and intervention. Research from the Institute of Education Sciences and the National Center on Intensive Intervention supports the use of universal screening,

formative assessment, and data-informed intervention systems as effective practices for improving academic outcomes and reducing achievement gaps when paired with targeted instructional response. We will monitor the effectiveness of this action using benchmark and interim assessment data, progress monitoring growth measures, intervention participation and exit rates, CAASPP performance data, Dashboard Academic Indicators, chronic absenteeism rates, and student growth data.

- Action 2.3 - We will increase instructional minutes during the school year and expand credit recovery opportunities for secondary students who are credit deficient, off track for graduation, or in need of additional academic support due to unfinished learning identified through the needs assessment. This action increases instructional time and provides evidence-based supports intended to accelerate learning recovery and improve student outcomes. The needs assessment identified elevated rates of D/F grades, credit deficiency, and graduation risk among student groups including socioeconomically disadvantaged students, foster youth, homeless youth, English learners, and students with disabilities, indicating a need for additional instructional access and targeted academic intervention. Research from the Learning Policy Institute and the Institute of Education Sciences demonstrates that expanded learning time and structured credit recovery programs improve course completion, graduation rates, and academic achievement when paired with individualized support and high-quality instruction. We will monitor the effectiveness of this action using credit completion rates, graduation rates, A–G completion rates, D/F rates, attendance and chronic absenteeism data, California School Dashboard College/Career Indicator results, and on-track graduation data.

Areas of Need identified by the 2023-24 CA School Dashboard include:

ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS:

- ELA districtwide for English Language Learners, Long-Term English Learners, African Americans students, Homeless Youth, and Students with Exceptional Needs (see Actions 1.2, 1.4, 1.7, 1.9, 1.10, and 2.1)
- ELA for student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School (See Actions 1.2, 1.7, 1.9, 2.1)
- Mathematics districtwide for English Language Learners, Long-Term English Learners, Students with Exceptional Needs, African American students, as well as students at Vaca Pena Middle School and Will C. Wood High School. (see Actions 1.3, 1.7, 1.9, 1.10, 2.1)
- Mathematics for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, and Jean Callison Elementary; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School.
- College and Career Indicator districtwide for: Long-Term English Learners, Students with Exceptional Needs, and Homeless Youth.

ACADEMIC ENGAGEMENT VIA CHRONIC ABSENTEEISM AND GRADUATION RATES:

- Chronic Absenteeism districtwide for Foster Youth (see Actions 1.8, 1.10, 1.1)

- Chronic Absenteeism for student groups within specific schools include: English Learners at Alamo Elementary and Hemlock Elementary; Students with Exceptional Needs at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; African American students at Callison Elementary and Willis Jepson Middle School; Students of Two or More Races at Cooper Elementary; Filipino students at Callison Elementary. (see Actions 1.10, 2.2)
- Graduation Rate district-wide for Homeless Youth (see Goals 1.4, 1.5, 1.8, 2.1, 2.3)

CONDITIONS AND CLIMATE VIA SUSPENSION RATES:

- Suspension Rate districtwide for African American students, Students with Exceptional Needs, Homeless Youth, and Foster Youth, as well as students at Padan Elementary. (See Actions 1.10, 2.2, 2.3)
- Suspension Rate for student groups within specific schools include: English Learners at Vacaville High School and Will C. Wood High School; Students with Exceptional Needs at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School; Low-Income students at Eugene Padan Elementary, Hemlock Elementary, Vacaville High School, and Will C. Wood High School; Homeless Youth at Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, Willis Jepson Middle School, Vacaville High School, Will C. Wood High School; Hispanic students at Vacaville High School; Students of Two or More Races at Will C. Wood High School; White students at Eugene Padan Elementary and Hemlock Elementary (See Actions 1.10, 2.2, 2.3)

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, Vacaville Unified School District qualified for districtwide Technical Assistance across multiple state indicators and student groups. These areas included Homeless Youth in ELA (Red), Math (Red), College and Career Readiness (Red), and Suspension (Red); Students with Disabilities in ELA(Red), Math (Orange), and College and Career Readiness (Red); Long-Term English Learners in ELA (Red), Math (Red), and College and Career Readiness (Red). On the 2025 CA School Dashboard, we qualified for districtwide Technical Assistance for Students with Disabilities in ELA (Red), Math (Red), and Chronic Absenteeism (Red).

During the 2024–25 school year, collaboration with SCOE expanded to include a targeted focus on Long-Term English Learners (LTELs), an additional student group identified in Red performance levels across ELA, Mathematics, and College and Career indicators. In response to a significant increase in Newcomer Multilingual Learners across school sites, VUSD expanded structured language supports and strengthened scaffolded instructional practices, including Think Alouds and Marking the Text, to enhance students’ listening, speaking, reading, and writing skills. The AVID instructional framework was also integrated into ELD instruction to support academic language development and student engagement.

For 2025-26, we expanded on the previous years work to further strengthen language growth and improve reclassification outcomes, VUSD has been building educator capacity around the implementation of OPTEL (Observation Protocol for Teachers of English Learners). OPTEL is being used to support consistent instructional observation, inform reclassification discussions, and ensure alignment to proficiency expectations. Educators are practicing the use of OPTEL-aligned assessments, and reclassification criteria have been refined to incorporate multiple measures, including ELPAC scores, teacher input, parent consultation, and assessments of basic skills, to ensure students are prepared for success in mainstream instructional settings.

This collaborative technical assistance work with SCOE has continued into the 2025–26 school year, including VUSD’s participation in SCOE's LTRS cohort, Long-Term English Learners Networked Improvement Community (NIC) and additional related to our implementation of UDL Professional Learning for all staff via a contract with West Ed.. The partnership has strengthened district systems and instructional practices and has proven valuable in addressing identified Dashboard needs. Given the number of indicators in which Students with Exceptional Needs were identified at the Red level, the district is exploring expansion of this collaboration for the 2026–27 school year to further support equitable outcomes.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff (Teachers, Principals, Administrators, Other School Personnel), Local Bargaining Units, and local SELPA	When we developed our new 3-year plan last year, we modified our process to gather more feedback from our staff because, historically, our District Advisory committee struggled to get widespread / representative participation from staff. Therefore, to attract the interest of as many staff members as possible, we organized mini-workgroups focused on specific topics. While we didn't continue all of those groups in this second year of implementation, one group, in addition to our District Advisory did continue. Our various districtwide advisories met on the following dates: August 25, September 15, October 20, November 10, November 12, December 1, January 21, January 28, February 23, and March 23. We also receive feedback from our Professional Development Advisory Committee and our CTE Advisory Committee (September 2, November 3, January 26, and May 11). Our LCAP workgroups/advisories included local bargaining unit members. Additionally, drafts of the plan were shared with all bargaining units and reviewed by our SELPA.
Parents and Wider School Community	For all of our parents, students, and wider community, we offered two in-person meetings in January and February. In addition, we surveyed our parents and families to gain feedback on our plans. We also participated in many community collaborative meetings (including with City officials, the Chamber of Commerce, and our local Economic Development Advisory Committee) to share our goals/actions and gain feedback (add dates).

Educational Partner(s)	Process for Engagement
	We received feedback from our District English Learner Advisory Committee (DELAC) meetings throughout the school year (October 3, November 7, January 8, March 19, and May 14). We received feedback from our Foster/Homeless parent advisory in late January, as well as via the local Foster Kinship Care Education conference on March, which was a suggestion from our Parent Advisory group. Any comments received from these committees will be responded to in writing by the superintendent.
Students	All students grades 4-12 were invited to participate in a survey to give feedback on our plan. Additionally, throughout the months of March and April, we visited an assortment of classrooms throughout the district to receive in-person feedback: • Multiple K-6 classrooms, with a particular focus on our schools with the highest unduplicated counts. • Multiple middle school classes including AVID, AVID XL (for our ELD students), English, Math, and Career Exploration. • Multiple high school classes including Advanced Placement, AVID, CTE, ELD, and Credit Recovery.
Shereene Wilkerson Academy of Excellence (SWAE) Educational Partners - Equity Multiplier School	All families are invited to participate in Advisory meetings and via survey. Additional outreach to parents who did not participate in previous offerings, including personal phone calls and/or home visits.

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

Educational partners continue to emphasize that preparing all students for success beyond graduation—whether in college, career, or life—is the district's central priority. Guided by recent input from staff, students, and families, the district has identified and advanced several strategic improvements aimed at strengthening instruction, increasing equitable access to opportunities, and enhancing overall student outcomes.

To better support students with disabilities and increase access to rigorous core instruction, the district is expanding co-teaching opportunities (Action 1.10). This approach reflects strong input from both staff and parents and is designed to improve outcomes for special education students through increased inclusion and collaboration between general and special education teachers. Additionally, based on staff feedback, the district is strengthening supports for educators through enhanced coaching and mentoring (Action 1.11), including targeted push-in classroom support for new teachers. These supports will be strategically focused on school sites with the highest unduplicated student populations, higher rates of staff turnover, and staff identified as needing additional support.

Recognizing the need for more inclusive instructional practices, the district will also utilize LREBG funds to provide comprehensive, districtwide training in Universal Design for Learning (UDL) (Action 2.01). This training responds directly to staff feedback and will build capacity across all schools to meet the diverse academic and social-emotional needs of students. In addition, students identified a need for more engaging and accessible opportunities to connect with peers and build belonging. In response, the district is expanding access to after-school and out-of-school enrichment opportunities (Action 2.02), positioning these as Tier 1 and Tier 2 social-emotional supports that promote engagement, connection, and overall well-being.

Families and teachers also emphasized the need for stronger literacy development, especially for early learners and students with reading gaps. Additions such as expanded school library services (Action 1.2), a districtwide reading incentive/recognition program (Action 1.2), and literacy-focused summer ELOP offerings (Action 1.2) directly respond to this input. Parents expressed concern that their children lacked access to engaging books and reading support outside of the classroom, while teachers noted that motivational tools and diverse materials could reignite reading confidence.

Staff requested a more unified, coherent approach to math instruction across grade levels. The strengthened focus on grade-level mastery standards, instructional coherence, and aligned formative assessments (Action 1.3) reflects this feedback, with educators emphasizing the importance of clarity, rigor, and vertical alignment to support long-term skill development.

Students and families shared that college and career readiness resources often felt inconsistent or inaccessible, particularly for unduplicated students. In response, VUSD added a proposed Counselor on Special Assignment (Actions 1.4 and 1.5) to the College & Career team to expand outreach, streamline information, and provide more hands-on guidance, especially around A–G planning, CTE, and dual enrollment pathways.

In order to meet our goal of ensuring all students are college, career, and life ready upon graduation, educational partners also emphasized the importance of establishing and maintaining a robust Multi-Tiered System of Supports. Educational partners identified the need for both academic and social-emotional interventions, dropout prevention strategies, and safe, supportive school environments. Staff highlighted the importance of individualized supports that meet students where they are (Actions 2.1, 2.2), as well as the critical role of relationships in preventing disengagement. Feedback emphasized the importance of positive school culture, strong connections between staff, students, and families, and increased community engagement (Actions 2.3, 2.4, 2.5).

To further address educational partner input, several additions were incorporated into Goal 2 actions. In Action 2.1, the expansion of preschool access for traditionally underserved groups was identified as a key strategy for improving school readiness and long-term outcomes, particularly for unduplicated students. In Action 2.2, educational partners emphasized the importance of positive school culture, leading to enhanced districtwide behavior supports such as recognition systems, school pride initiatives, and activities that promote kindness, respect, and responsibility. These ideas were drawn directly from student and parent advisory feedback, which highlighted that students feel safer and more motivated when positive behaviors are consistently reinforced.

Educators also stressed that students' social-emotional development must be embedded within the instructional program rather than treated as a separate initiative. As a result, professional learning in trauma-informed practices and social-emotional learning will continue to be prioritized, particularly for staff supporting foster youth, African American students, and students with disabilities—groups that have experienced disproportionate rates of suspension and chronic absenteeism. To support Action 2.5, we also strengthened efforts to increase parent engagement and community-building by providing clearer guidance, training, and recognition for Parent Booster groups, ensuring more equitable opportunities for family involvement across all school sites.

The development of Goal 3, which focuses on supporting students at Shereene Wilkerson Academy of Excellence (SWAE), was directly shaped by feedback from families, teachers, staff, and community partners. Educational partners emphasized the need to strengthen transitional services and expand career and life skills opportunities for students in alternative education settings. In response, this goal prioritizes structured reintegration supports, career exploration, and mentorship opportunities to promote both academic and social-emotional growth, ensuring students are prepared for successful transitions to postsecondary education and the workforce.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Upon graduation, all VUSD students will graduate with more than a diploma. We are dedicated to equipping all students with the academic proficiency necessary to excel in both higher education and the rapidly evolving, competitive job market. Beyond academic preparedness, we will also cultivate life readiness skills, such as critical thinking, communication, collaboration, perseverance, and well-developed organizational skills, empowering students to navigate real-world challenges.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal, along with its supporting actions, was developed through meaningful input from our educational partners and a comprehensive analysis of diverse data sources, including state and local student performance metrics and survey feedback. Recognizing the growing competitiveness of the job market and the increasing importance of higher education for many career paths, we crafted this goal to ensure our students are well-prepared to thrive—regardless of the path they choose after high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	PRIORITY 1A Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. Data Source: Local HR data, 2022-23	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	Clear declined by 4.5% as we hired additional teachers with preliminary credentials upon completion of their teacher credentialling program

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		86.2% of teachers qualifying as Clear Data Source: Teaching Assignment Monitoring Outcomes 2021-22	83% of teachers qualifying as Clear	Data Source: Local HR data, 2024-25 81.7% of teachers qualifying as Clear Data Source: Teaching Assignment Monitoring Outcomes 2023-24	90% of teachers qualifying as Clear	
1.2	PRIORITY 1B Every pupil has sufficient access to standards-aligned instructional materials.	100% of pupils have sufficient access to standards-aligned instructional materials Data Source: Williams Act Report, 2022-23.	100% of pupils have sufficient access to standards-aligned instructional materials Data Source: Williams Act Report, 2023-24.	100% of pupils have sufficient access to standards-aligned instructional materials Data Source: Williams Act Report, 2024-25.	100% of pupils have sufficient access to standards-aligned instructional materials.	No change
1.3	PRIORITY 1C School facilities are maintained in good repair.	100% of school facilities are maintained in good repair. Data Source: Facility Inspection Tool (FIT), 2022-23	100% of school facilities are maintained in good repair. Data Source: Facility Inspection Tool (FIT), 2023-24	100% of school facilities are maintained in good repair. Data Source: Facility Inspection Tool (FIT), 2023-24	100% of school facilities are maintained in good repair.	No change
1.4	PRIORITY 2A implementation of the academic content and performance standards adopted by the state board.	Met full implementation of standards for all Data Source: CA School Dashboard Reflection Tool, 2022-23	Met full implementation of standards for all Data Source: CA School Dashboard	Met full implementation of standards for all Data Source: CA School Dashboard	Met full implementation of standards for all	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Reflection Tool, 2023-24	Reflection Tool, 2024-25		
1.5	PRIORITY 2B How the 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.	100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: CA School Dashboard Reflection Tool, 2022-23	100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: CA School Dashboard Reflection Tool, 2023-24	100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Data Source: CA School Dashboard Reflection Tool, 2024-25	100% of English learners have access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	No change
1.6	PRIORITY 4A Performance on Statewide assessments 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	2022-23 ELA for all students = Orange Data Source: CA School Dashboard, 2022-23	2023-24 ELA for all students = Orange Data Source: CA School Dashboard, 2023-24	2024-25 ELA for all students = Yellow Data Source: CA School Dashboard, 2024-25	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	Improved to Yellow from Orange
1.7	PRIORITY 4A Performance on Statewide assessments Increase overall CAASPP performance in ELA for all student	2022-23 English Learners = Red Foster Youth = No Color Homeless Youth = Orange Low Income = Orange	"2023-24 English Learners = Red LTELs = Red Foster Youth = No Color	2024-25 English Learners = Orange LTELs = Orange Foster Youth = No Color	Overall CAASPP performance in ELA for all students groups using the metric from the CA School Dashboard	English Learners = improved to Orange LTELs =improved to Orange Foster Youth =

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	groups using the metric from the CA School Dashboard by moving to performance level of green or blue	Students with Exceptional Needs = Red African American = Orange Hispanic = Orange Data Source: CA School Dashboard, 2022-23	Homeless Youth = Red Low Income = Orange Students with Exceptional Needs = Red African American = Red Hispanic = Orange Data Source: CA School Dashboard, 2023-24"	Homeless Youth = Orange Low Income = Yellow Students with Exceptional Needs = Red African American = Yellow Hispanic = Yellow Data Source: CA School Dashboard, 2024-25	by moving to performance level of green or blue	Maintanied no color Homeless Youth = improved to Orange Low Income = improved to Yellow Students with Exceptional Needs = maintained Red African American = improved to Yellow Hispanic = improved to Yellow
1.8	PRIORITY 4A Performance on Statewide assessments 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	2022-23 Math for all students = Orange Data Source: CA School Dashboard, 2022-23	2023-24 Math for all students = Orange Data Source: CA School Dashboard, 2023-24	2024-25 Math for all students = Orange Data Source: CA School Dashboard, 2024-25	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	Maintained Orange designation
1.9	PRIORITY 4A Performance on Statewide assessments Increase overall CAASPP performance in Math for all student groups using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 English Learners = Red Foster Youth = No Color Homeless Youth = Orange Low Income = Orange Students with Exceptional Needs = Red African American = Red	2023-24 English Learners = Red LTELs = Red Foster Youth = No Color Homeless Youth = Red Low Income = Orange	2024-25 English Learners = Orange LTELs = Orange Foster Youth = No Color Homeless Youth = Orange Low Income = Orange	Overall CAASPP performance in Math for all students groups using the metric from the CA School Dashboard by moving to performance level of green or blue	English Learners = improved to Orange LTELs = maintained Orange Foster Youth = maintained no color Homeless Youth = improved to Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic = Orange Data Source: CA School Dashboard, 2022-23	Students with Exceptional Needs = Orange African American = Red Hispanic = Orange Data Source: CA School Dashboard, 2023-24	Students with Exceptional Needs = Red African American = Orange Hispanic = Orange Data Source: CA School Dashboard, 2024-25		Low Income = maintained Orange Students with Exceptional Needs = maintained Red African American = improved to Orange Hispanic = maintained Orange
1.10	PRIORITY 4B Increase percentage of all students who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU by 2 percentage points per year	2022-23 All students = 48.1% Data Source: CA School Dashboard, 2022-23	2023-24 All students = 49.6% Data Source: CA School Dashboard, 2023-24	2024-25 All students = 50.7% Data Source: CA School Dashboard, 2024-25	Increase to at least: 54.1%	Increased 2.6%
1.11	PRIORITY 4B Increase percentage of student groups who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU by 3 percentage points per year	2022-23 English Learners = 15.6% Homeless Youth = 11.1% Low Income = 37.4% Students with Exceptional Needs = 9.8% African American = 44.4% Hispanic = 39.4% Data Source: CA School Dashboard, 2022-23	2023-24 English Learners = 14.8% LTELs = 13.9% Homeless Youth = 16% Low Income = 40.6% Students with Exceptional Needs = 13.3% African American = 28.6% Hispanic = 44.6%	2024-25 English Learners = 16.1% LTELs = 14.3% Homeless Youth = 23.1% Low Income = 43.2% Students with Exceptional Needs = 12.7% African American = 23.1% Hispanic = 43.8%	Increase to at least: English Learners = 24.6% Homeless Youth = 20.1% Low Income = 48.4% Students with Exceptional Needs = 18.8% African American = 54.4% Hispanic = 48.4%	English Learners = 0.5% LTELs = 0.4% Homeless Youth = 4.9% Low Income = 5.8% Students with Exceptional Needs = 3.5% African American = -21.3% Hispanic = 4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA School Dashboard, 2023-24	Data Source: CA School Dashboard, 2024-25		
1.12	PRIORITY 4C Increase the percentage of students who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks by 2 percentage points per year	2022-23 All students = 19.9% Data Source: CA School Dashboard, 2022-23	2023-24 All students = 30.6% Data Source: CA School Dashboard, 2023-24	2024-25 All students = 30.5% Data Source: CA School Dashboard, 2024-25	Increase to at least: 25.9%	Increased by 10.6%
1.13	PRIORITY 4C Increase the percentage of student groups who have successfully completed courses that satisfy requirements for CTE sequences or programs of study that align with state board approved CTE standards and frameworks by 3 percentage points per year	2022-23 English Learners = 4.4% Homeless = 14.8% Low Income = 16.1% Students with Exceptional Needs = 17.6% African American = 15.6% Hispanic =15% Data Source: CA School Dashboard, 2022-23	2023-24 English Learners = 11.5% LTELs = 16.7% Homeless = 12% Low Income = 28.1% Students with Exceptional Needs = 18.5% African American = 8.9% Hispanic =30.5% Data Source: CA School Dashboard, 2023-24	2024-25 English Learners = 17.2% LTELs = 14.3% Homeless = 19.5% Low Income = 29.5% Students with Exceptional Needs = 23.8% African American = 25% Hispanic = 26% Data Source: CA School Dashboard, 2024-25	Increase to at least: English Learners = 13.4% Homeless = 23.8% Low Income = 25.1% Students with Exceptional Needs = 26.6% African American = 24.6% Hispanic = 24%	English Learners = 12.8% LTELs = -2.4% Homeless = 4.7% Low Income = 13.4% Students with Exceptional Needs = 6.2% African American = 9.4% Hispanic = 11%
1.14	PRIORITY 4D Increase the percentage of students who have successfully completed	2022-23 All students = 10.5%	2023-24 All students = 17.9%	2024-25 All students = 17.9%	Increase to at least: 16.5%	Increased by 7.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study by 2 percentage points per year.	Data Source: CA School Dashboard, 2022-23	Data Source: CA School Dashboard, 2023-24	Data Source: CA School Dashboard, 2024-25		
1.15	PRIORITY 4D Increase the percentage of student groups who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study by 3 percentage points per year.	2022-23 English Learners = 2.2% Homeless = 7.4% Low Income = 6.6% Students with Exceptional Needs = 3.9% African American = 8.9% Hispanic = 5% Data Source: CA School Dashboard, 2022-23	2023-24 English Learners = 4.9% LTELs = 5.6% Homeless = 4% Low Income = 13.3% Students with Exceptional Needs = 4.4% African American = 3.6% Hispanic = 15.5% Data Source: CA School Dashboard, 2023-24	2024-25 English Learners = 8% LTELs = 6.1% Homeless = 3.8% Low Income = 15.3% Students with Exceptional Needs = 6.3% African American = 7.7% Hispanic = 14.8% Data Source: CA School Dashboard, 2024-25	Increase to at least: English Learners = 11.2% Homeless = 16.4% Low Income = 15.6% Students with Exceptional Needs = 12.9% African American = 17.9% Hispanic = 14%	2023-24 English Learners = 5.8% LTELs = 0.5 Homeless = -3.6% Low Income = 8.7% Students with Exceptional Needs = 2.4% African American = -1.2% Hispanic = 9.8%
1.16	PRIORITY 4E Increase percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board by at least 3 percentage point per year	2022-23 53.8% making progress Data Source: Dataquest, 2022-23	2023-24 46.5% making progress Data Source: Dataquest, 2023-24	2024-25 45.4% making progress Data Source: Dataquest, 2023-24	Increase to at least: 65.8%	Decreased by 8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	PRIORITY 4F Increase English learner reclassification rate by at least 1 percentage point per year.	2022-23 15% Data Source: Dataquest, 2022-23	2023-24 15% Data Source: Local Student Information System, 2023-24	2024-25 14.1% Data Source: Local Student Information System, 2024-25	Increase to at least: 18%	Decreased by 0.9%
1.18	PRIORITY 4G Increase percentage of students who have passed an advanced placement examination with a score of 3 or higher by 1 percentage points per year.	2022-23 65% passed Data Source: College Board	2023-24 66% passed Data Source: College Board	2024-25 79% passed Data Source: College Board	Increase to at least: 68%	Increased by 14%
1.19	PRIORITY 4G Increase percentage of student groups who have passed an advanced placement examination with a score of 3 or higher by 1 percentage points per year.	2022-23 Low Income = 68% African American = 70% Hispanic = 61% Data Source: College Board	2023-24 Low Income = 62% African American = 63% Hispanic = 59% Data Source: College Board	2024-25 Low Income = 74% African American = 76% Hispanic = 77% Data Source: College Board	Increase to at least: Low Income = 71% African American = 73% Hispanic = 64%	Low Income = +6% African American = +6% Hispanic = +16%
1.20	PRIORITY 4H Increase percentage of students who participate in, and demonstrate college preparedness pursuant to, the ELA Early Assessment Program, or any subsequent assessment of college preparedness by 2 percentage points per year.	2022-23 ELA for all students = 23.11% Data Source: CAASPP 2023	2023-24 ELA for all students = 21.47% Data Source: CAASPP 2024	2024-25 ELA for all students = 23.2% Data Source: CAASPP 2025	Increase to at least: 26.11%	ELA for all students = increased by 0.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.21	PRIORITY 4H Increase percentage of student groups who participate in, and demonstrate college preparedness pursuant to, the ELA Early Assessment Program, or any subsequent assessment of college preparedness by 3 percentage points per year.	2022-23 English Learners = 0% Socioeconomically Disadvantaged = 15.45% Students with Exceptional Needs = 0% African American = 13.79% Hispanic = 15.38% Data Source: CAASPP 2023	2023-24 English Learners = 0% Long Term EL (LTEL) = 0% Socioeconomically Disadvantaged = 16.67% Students with Exceptional Needs = 2.75% African American = 7.02% Hispanic = 18.02% Data Source: CAASPP 2024	2024-25 English Learners = 0% Long Term EL (LTEL) = 0% Socioeconomically Disadvantaged = 14.95% Students with Exceptional Needs = 1.65% African American = 15.25% Hispanic = 16.11% Data Source: CAASPP 2025	Increase to at least: English Learners = 9% Socioeconomically Disadvantaged = 24.45% Students with Exceptional Needs =9% African American = 22.79% Hispanic = 24.38%	English Learners = 0% English Learners = 0% Long Term EL (LTEL) = 0% Socioeconomically Disadvantaged = - 0.5% Students with Exceptional Needs = + 1.65% African American = + 1.46% Hispanic = + 0.73% Students with Exceptional Needs = + 2.75% African American = - 6.77% Hispanic = + 2.64%%
1.22	PRIORITY 4H Increase percentage of students who participate in, and demonstrate college preparedness pursuant to, the Math Early Assessment Program, or any subsequent assessment of college preparedness by 2 percentage points per year.	2022-23 Math for all students = 9.22% Data Source: CAASPP 2023	2023-24 Math for all students = 7.38% Data Source: CAASPP 2024	2024-25 Math for all students = 7.15% Data Source: CAASPP 2025	Increase to at least: 15.22%	Math for all students = -2.07%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.23	PRIORITY 4H Increase percentage of student groups who participate in, and demonstrate college preparedness pursuant to, the Math Early Assessment Program, or any subsequent assessment of college preparedness by 3 percentage points per year.	2022-23 English Learners = 0% Socioeconomically Disadvantaged = 5.25% Students with Exceptional Needs = 0% African American = 0% Hispanic = 4.78% Data Source: CAASPP 2023	2023-24 English Learners = 0% Long Term EL (LTEL) = 0% Socioeconomically Disadvantaged = 3.55% Students with Exceptional Needs = 0.93% African American = 1.79% Hispanic = 5.19% Data Source: CAASPP 2024	2024-25 English Learners = 2.94% Socioeconomically Disadvantaged = 4.49% Students with Exceptional Needs = 2.61% African American = 6.78% Hispanic = 3.85% Data Source: CAASPP 2023	Increase to at least: English Learners = 9% Socioeconomically Disadvantaged = 14.25% Students with Exceptional Needs = 9% African American = 9% Hispanic = 13.78%	English Learners = + 2.94% Long Term EL (LTEL) = 0% Socioeconomically Disadvantaged = - 1.5% Students with Exceptional Needs = + 2.61% African American = + 6.78% Hispanic = = 0.93%
1.24	PRIORITY 7A Extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable. Increase enrollment in CTE courses and/or work-based internships by 2 percentage per year	2022-23 1,136 course enrollments = 38% Data Source: Local Student Information System data	2023-24 41% Data Source: Local Student Information System data	2024-25 41% Data Source: Local Student Information System data	Increase to at least: 44%	Increased by 3%
1.25	PRIORITY 7B Programs and services developed and provided to unduplicated pupils Increase unduplicated student enrollment in	2022-23 425 semester course enrollments = 26%	2023-24 28.4% Data Source: Local SIS data	2023-24 39% Data Source: Local SIS data	Increase to at least: 35%	Increased by 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CTE courses and/or work-based internships by 3 percentage per year	Data Source: Local Student Information System data				
1.26	PRIORITY 7C Programs and services developed and provided to individuals with exceptional needs Increase students with exceptional needs enrollment in CTE courses and/or work-based internships by 3 percentage per year	2022-23 120 semester course enrollments = 25% Data Source: Local Student Information System data	2023-24 21.2% Data Source: Local Student Information System data	2023-24 39% Data Source: Local Student Information System data	Increase to at least: 24%	Increased by 14%
1.27	PRIORITY 8 Seniors passing at least one AP test by 2 percentage points per year	2022-23 26.8% Data Source: College Board	2023-24 28.7% Data Source: College Board	2024-25 28.3% Data Source: College Board	Increase to at least: 32.8%	Increased by 1.7%
1.28	PRIORITY 8 Increase the number of AP exams pass by 2 percentage points per year	2022-23 712 exams passed Data Source: College Board	2023-24 873 exams passed Data Source: College Board	2024-25 1029 exams passed Data Source: College Board	Increase to at least: 727	Increased by 317
1.29	PRIORITY 8 Seniors passing at least one College Course by 2 percentage points per year	2022-23 13% Data Source: Local Student Information System data	2023-24 16% Data Source: Local Student Information System data	2024-25 22% Data Source: Local Student Information System data	Increase to at least: 19%	Increased by 9%
1.30	PRIORITY 8 We will increase our staff retention rate by 3	2022-23 VTA = 85% SEIU = 81.6%	2023-24 VTA = 80% SEIU = 80%	2024-25 VTA = 86.6% SEIU = 83.7%	Increase to at least: VTA = 95% SEIU = 95%	VTA: increased by 1.6% SEIU = increased by 2.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	percentage points per year	Data Source: HR data	Data Source: HR data as of January 2025	Data Source: HR data as of January 2025		

Goal Analysis [2025-26]

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

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

Implementation of Goal 1 actions has been largely consistent with our planned strategies, with a strong emphasis on expanding access to rigorous coursework, strengthening literacy and instructional practices, and increasing college and career readiness opportunities. We have successfully implemented key actions related to expanding Career Technical Education (CTE) pathways, increasing access to Advanced Placement (AP) courses, and improving A–G completion supports. These efforts are reflected in substantial gains in CTE pathway completion, increases in A–G completion rates, and significant growth in AP exam participation and success. Additionally, literacy-focused strategies and instructional supports appear to have been implemented with fidelity, as evidenced by improved English Language Arts (ELA) performance for all students and several student groups.

At the same time, implementation data suggest that while core actions were carried out, the depth and consistency of implementation varied across content areas and student groups. For example, while math interventions and instructional supports were included in the plan, outcomes indicate that these strategies may not have been implemented with the same level of coherence or effectiveness as literacy and college/career initiatives, as overall math performance remained stagnant. Similarly, while supports for English Learners and Students with Exceptional Needs were included in planned actions, outcome data indicate that implementation may not yet be sufficiently targeted or intensive to meet the needs of these student groups, particularly in language acquisition and academic achievement.

A major success in implementation has been our ability to expand and promote college and career pathways. The significant increase in CTE completion rates and the rise in students completing both A–G and CTE pathways demonstrate effective coordination, increased student access, and successful program expansion. Additionally, improvements in AP outcomes suggest that efforts to increase rigor and support students in advanced coursework are yielding positive results. Gains in ELA performance across multiple student groups also reflect successful implementation of literacy-focused strategies and instructional alignment efforts. These successes indicate that when actions are clearly defined, well-supported, and consistently implemented, they can lead to measurable improvements in student outcomes.

Despite these successes, several challenges emerged during implementation. One key challenge is the inconsistent impact of instructional strategies across subject areas, particularly in mathematics, where outcomes did not improve despite planned interventions. This suggests a potential gap between the intended design of math supports and their actual execution at the classroom level. Additionally, the decline in English Learner progress toward proficiency indicates that current language development strategies may not have been implemented with sufficient intensity, coherence, or alignment to student needs. Another challenge is the persistent performance gaps for Students with Exceptional Needs, who remained in the lowest performance levels across multiple academic indicators. While supports were planned, the data suggest that implementation may not have fully addressed issues related to access to grade-level content, differentiation, or inclusive instructional practices. Furthermore, some college readiness indicators, such as ELA and Math Early Assessment Program (EAP) results, showed minimal growth or decline, indicating that while access to courses has improved, readiness outcomes have not yet kept pace.

Overall, while there were no major deviations from the planned actions themselves, the primary differences lie in the level of implementation effectiveness and impact, particularly in areas requiring deeper instructional shifts and targeted supports. Moving forward, we will need to focus on strengthening implementation fidelity, increasing targeted supports for specific student groups, and ensuring that instructional strategies are consistently applied across all content areas to achieve more equitable outcomes.

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.

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

Overall, implementation of Goal 1 actions has resulted in moderate progress toward college and career readiness outcomes, with several key areas demonstrating meaningful improvement. Performance in English Language Arts (ELA) for all students improved from Orange to Yellow, indicating positive movement toward the goal of reaching Green or Blue. Similarly, multiple student groups showed improvement in ELA performance, including English Learners (Red to Orange), Low-Income students (Orange to Yellow), African American students (Orange to Yellow), and Hispanic students (Orange to Yellow), suggesting that literacy-focused strategies and instructional supports are having a positive impact.

College and career readiness indicators show some of the strongest gains. The percentage of students completing A–G requirements increased from 48.1% to 50.7%, and several student groups, including Low-Income and Hispanic students, demonstrated notable increases. Career Technical Education (CTE) pathway completion showed significant growth, increasing from 19.9% to 30.5% overall, with substantial gains across all student groups, particularly English Learners and Low-Income students. Additionally, the percentage of students completing both A–G and CTE pathways rose from 10.5% to 17.9%, reflecting improved access to and completion of college and career pathways. Advanced Placement (AP) outcomes also improved, with the percentage of students scoring a 3 or higher increasing from 65% to 79%, and the number of exams passed increasing significantly. These outcomes indicate that actions focused on expanding access to rigorous coursework, strengthening college and career pathways, and increasing academic supports are proving effective.

Despite these gains, several metrics indicate limited progress or continued challenges, suggesting that some actions have not yet produced the desired outcomes. Mathematics performance for all students remained at Orange, with minimal improvement across most student groups. While some groups improved from Red to Orange (e.g., English Learners and African American students), no groups reached Yellow or higher, indicating that math-focused strategies have not yet resulted in significant systemwide gains. Additionally, Students with Exceptional Needs remained in Red in both ELA and Math, demonstrating persistent achievement gaps and suggesting that current supports for this group require further strengthening.

English Learner progress toward proficiency declined from 53.8% to 45.4%, indicating a significant area of concern and suggesting that existing language development strategies may not be sufficiently effective. Similarly, college readiness indicators tied to the Early Assessment Program (EAP) showed little to no improvement in ELA and a decline in Math preparedness for all students. While some subgroup gains were observed in Math EAP, overall performance remains low. Chronic gaps are also evident in A–G completion for certain student groups, such as African American students, whose rates declined significantly, and Students with Exceptional Needs, whose outcomes remain disproportionately low.

These mixed results indicate that while Goal 1 actions are effective in expanding access to college and career pathways and improving literacy outcomes, they are less effective in accelerating mathematics achievement, supporting Students with Exceptional Needs and improving English Learner language acquisition and college readiness indicators. Continued refinement, targeted interventions, and differentiated supports will be necessary to ensure more consistent progress across all metrics and student groups.

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

Based on analysis of Year 2 outcomes for Goal 1, we have determined that while progress has been made in expanding access to college and career pathways and improving English Language Arts outcomes, persistent gaps remain for Students with Exceptional Needs and English Learners, as well as in mathematics achievement. Students with Exceptional Needs continued to perform in the Red performance level in both ELA and Math, and English Learner progress toward proficiency declined, indicating a need for more effective, inclusive instructional practices within the core classroom setting.

In response, we are planning to expand Action 1.10 to increase co-teaching opportunities as an increased and improved service principally directed toward unduplicated pupils, including students with disabilities and those who are dually identified as English Learners. This refinement represents a strategic shift toward strengthening Tier 1 core instruction through inclusive practices, ensuring that these students have greater access to grade-level content within the general education environment. By increasing collaboration between general and special education teachers, co-teaching is intended to provide more consistent, differentiated instruction and improve academic outcomes for students who have historically experienced the greatest performance gaps.

Additionally, reflection on uneven outcomes across school sites and student groups highlighted the need to strengthen educator capacity. As a result, Action 1.11 has been enhanced to provide additional coaching and mentoring supports, which constitute increased and improved services for unduplicated pupils by focusing on the educators who serve them. These supports include expanded push-in coaching, individualized mentoring, and targeted professional learning for newer and lesser-credentialed teachers. Implementation will be strategically concentrated at school sites with the highest proportions of unduplicated students, the highest rates of staff turnover, and identified instructional need. This targeted approach is designed to improve instructional quality and consistency, particularly in mathematics and in classrooms serving students with diverse learning needs.

While the overall goal, metrics, and target outcomes remain largely unchanged, these refinements reflect a clear shift toward deepening the effectiveness of implementation rather than expanding the scope of services. By focusing on inclusive instructional practices and strengthening teacher capacity, we are increasing and improving services in a manner that is responsive to both outcome data and educational partner feedback. These changes are intended to accelerate progress for unduplicated pupils and other student groups who

have not yet demonstrated sufficient growth, ensuring more equitable access to high-quality instruction and improved outcomes across all indicators.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase Academic Readiness	a. Ensure good first instruction in all academic areas, including a focus on making instruction engaging and accessible for all. b. Ensure access to high-quality, standards-aligned curriculum for all students. c. Utilize assessments to inform instructional practices. d. Develop district-wide practices to allow for increased collaboration to improve student outcomes. e. Extend instructional time through small group instruction and intervention in after-school, Saturday school enrichment, and summer programs including the expansion of our TK - 6 ELOP program with intervention support and enrichment opportunities.	$2,876,540.00	No
1.2	Improve student achievement in reading	a. Provide instruction to all students in grades to ensure proficiency in foundational reading skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Interventions are intended to address any learning gaps for students scoring in the lowest performance category of Red: districtwide for English Language Learners, African Americans students, and Students with Exceptional Needs. Student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena	$743,330.00	No

Action #	Title	Description	Total Funds	Contributing
		Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School. b. Develop and support district literacy assessment plan for K-6 benchmark testing (Beginning, Middle, End of Year). c. Implement board approved intervention curriculum. d. Provide additional training for paraprofessionals to support program e. Provide continuing support for K-6 reading intervention needs via RTI staff and review deployment of the RTI staff based on demographic needs. f. Provide additional classroom inclusive reading materials (in Spanish and English for SPICE), in both print and online g. Provide Integrated ELD Training (academic language development across all disciplines) for all staff K-12 h. Provide training and materials for all staff supporting our ELD program i. Ensure targeted collaboration with teachers weekly during CPT to review literacy data to inform instruction and plan effective tier 2 classroom intervention. j. Provide funding to expand and enhance school library services across all district schools, with a focus on increasing student access to diverse, high-quality reading materials and supporting literacy development. k. Investigate implementing a districtwide reading incentive / recognition program to encourage and celebrate student progress toward personalized reading goals. l. Investigate offering literacy focused summer instruction as part of our summer ELOP offerings.		

Action #	Title	Description	Total Funds	Contributing
1.3	Improve student achievement in mathematics	a. In collaboration with educational partners, develop a comprehensive K-12 Math plan that includes cross grade level skills alignment, sound instructional strategies, assessment and data analysis best practices, planned tiered interventions, and professional development. This plan will also address the achievement gap we are experiencing with specific student groups districtwide scoring in the lowest performance group of red: districtwide for English Language Learners, Students with Exceptional Needs, African American students, as well as students at Vaca Pena Middle School and Will C. Wood High School. This also includes English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School. b. Continue the implementation of the district's multi-year K–12 Mathematics Plan with a Year 2 focus on finalizing grade-level mastery standards to ensure vertical alignment and instructional coherence. This action includes (a) Collaboratively refining and finalizing mastery standards for each grade level through teacher leadership teams and curriculum committees. (b) Providing targeted professional development focused on deepening understanding of the mastery standards, effective instructional strategies, and formative assessment practices. (c) Developing and curating grade-level-aligned question banks to support classroom instruction, formative assessment, and benchmarking, with emphasis on rigor and conceptual understanding. C. Shift focus of Math PLC to focus on piloting new Math curricula to support the implementation of the completed Math Plan.	$8,004.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Increase College Readiness	AVID 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 elementary and secondary sites. The primary focus of the AVID program is to make success in college an attainable goal for students in underrepresented groups, such as our unduplicated student populations. This focus is intended to address any learning gaps for students scoring in the lowest performance category of Red: districtwide in ELA and Math for English Language Learners, African Americans students, and Students with Exceptional Needs and Graduation Rate for Homeless Youth. b. Continue efforts towards becoming an AVID district, including ensuring effective instructional strategies are used district-wide, 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 all elementary sites to allow for early exposure. WICOR is VUSD's instructional framework for Tier 1 instruction. d. Increase recruitment efforts to boost unduplicated student enrollment in AVID elective classes. e. Systematize the use of AVID tutors throughout the district, including a system of peer-based tutoring, scholar groups, etc. Investigate utilizing for before and/or after school tutoring sessions. f. Provide AVID 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.	$4,595,349.00	Yes

Action #	Title	Description	Total Funds	Contributing
		i. Allocate additional funds to support unduplicated students in AVID courses. A-G Readiness j. 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. k. Utilize College Readiness Team to assist counseling staff by providing systematic support to help increase the number of students who graduate with “a-g” eligibility and increased college readiness. Coordinator and Advisors tasked with ensuring that our unduplicated students are aware of the benefits of meeting the "a-g" graduation requirements and support them in their goal of meeting these requirements upon graduation. l. Expand 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. m. Research adding a CTE math course option to connect with CTE classes Advanced Coursework n. Increase enrollment in AP courses, especially for unduplicated students. Add additional class options to attract enrollment from unduplicated and underrepresented student groups that are not traditionally signing up for AP courses. o. Assist in the payment of AP tests including for all unduplicated students p. Increase credits earned through VECHS.		

Action #	Title	Description	Total Funds	Contributing
		q. 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. r. Work with all schools to increase awareness of college pathways, including 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. s. Fund PD opportunities for AP Teachers		
1.5	Increase Career Readiness	a. Increase the percentage of graduates meeting career readiness (CTE) standards, with specific focus on addressing the barriers impacting our unduplicated student populations. This focus will also address the achievement gap we are experiencing with specific student groups, such as Homeless Youth, scoring in the lowest performance level of red in Graduation rate. b. Work with community partners to investigate future CTE pathway offerings. c. Continue to articulate and/or create dual enrollment opportunities in CTE 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. College and Career (CTE) Team (Coordinator and Advisors) provide targeted outreach and support for unduplicated students in the area of Career and Technical Education (CTE), including career-focused advising, postsecondary opportunities in the trades, etc. Investigate adding a Counselor on Special Assignment to our College and Career Readiness team to continue to expand our outreach efforts.	$2,268,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
		f. College and Career (CTE) Team 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 team works directly with our unduplicated student populations to ensure their career readiness upon graduation. g. Build partnerships with the community to give students access to more industry professionals. h. Host an annual College and Trades School fair in order to introduce post-secondary career training in a variety of trades. i. 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.		
1.6	Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills.	a. In collaboration with educational partners, develop a plan to ensure life readiness skills are incorporated into instruction/learning opportunities TK-12 b. Add more opportunities for life skill development in middle school with specifically designed electives. c. Reimagine our Freshman Focus class into a Life Readiness class that incorporates units such as financial literacy, career exploration, mental, emotional, and social health, and more. Course restructure will include feedback from all interested educational partners.	$366,418.00	No
1.7	Provide a system of support for English Learners (Multilingual Learners)	a. In collaboration with educational partners, develop a comprehensive K-12 Multilingual Learners support plan that defines a continuum of support that builds to proficiency and emphasizes inclusion. This plan could also include cross grade level skills alignment, sound instructional strategies, assessment and data analysis best practices, planned tiered interventions, strategies to increase instructional time, and targeted professional	$2,501,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development for all staff. This plan will also address the achievement gap we are experiencing with Multilingual Learners (English Learners) and Long-Term English Learners (LTELs) scoring in the lowest performance level of red in English Language Arts, Mathematics, and the College and Career Indicator on the CA School Dashboard. This also includes English Learners in ELA at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; in Math at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; for Chronic Absenteeism at Alamo Elementary Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; and Suspension Rate at Vacaville High School and Will C. Wood High School. K-12 MULTILINGUAL LEARNERS SUPPORT PLAN b. Establish Implementation Structures & Timelines EL Roadmap Principle(s): Principle 1: Assets-Oriented and Needs-Responsive Schools; Principle 3: System Conditions that Support Effectiveness • Establish an implementation team and timeline to ensure systemic support for multilingual learners and promote collaborative decision-making that is inclusive of educators, students, and families. • Develop a vertical alignment framework for language and academic skills by creating collaborative teams of educators across grade levels / years of instruction. • Embed additional ELD instructional time into the regular school day by integrating language goals across all subjects. • Host bi-annual cross-grade-level collaboration days for teams to discuss MLL students' progress and refine alignment plans. -Design a multi-tiered system of support (MTSS) that is responsive to the diverse needs of MLLs, ensuring: --Tier 1: High-quality, culturally responsive core instruction for all students. --Tier 2: Small-group interventions focused on language and literacy skills with strategies like sentence stems or explicit vocabulary instruction via RTI, FLEX, Study Hall, etc. --Tier 3: Intensive one-on-one interventions for students with the most significant challenges, delivered by trained staff with experience in MLL		

Action #	Title	Description	Total Funds	Contributing
		instruction. c. Provide Targeted Professional Learning (Technical Assistance) EL Roadmap Principle: Principle 2: Intellectual Quality of Instruction & Meaningful Access; Principle 3: System Conditions that Support Effectiveness Provide professional development for all educators ensures high-quality, research-based instruction that integrates designated and integrated ELD strategies, as well as in content areas to help remove barriers to access and build districtwide educator capacity. • Provide ongoing, job-embedded professional development that focuses on: -- Using culturally and linguistically responsive teaching strategies. -- Instructional strategies to support MLLs at varying levels of proficiency --Leveraging students' cultural and linguistic assets to improve engagement and outcomes. --Include administrators and support staff (e.g., counselors, and paraprofessionals) in training sessions to foster a unified understanding of MLL needs. --Investigate options that specifically address -Develop a coaching model where instructional coaches work with teachers to refine their practice in integrating ELD and content standards. d. Expand and Strengthen Data-Driven Decision-Making (Technical Assistance) EL Roadmap Principle: Principle 3: System Conditions that Support Effectiveness; Principle 4: Alignment and Articulation Within and Across Systems Implement a data system that supports continuous monitoring of multilingual learners' progress. Implementation will include training for educators to use assessment data effectively to ensure appropriate instructional support and alignment across grade levels via data-driven decision-making. • Use multiple measures to assess EL students' academic progress and language development, including formative assessments, teacher observations, and performance tasks that allow students to demonstrate their knowledge in multiple ways.		

Action #	Title	Description	Total Funds	Contributing
		• Provide training on analyzing EL-specific data (e.g., reclassification rates, growth in English proficiency, achievement on content standards) and disaggregate data by subgroups to better understand unique needs. • Regularly review assessment data to monitor ELs' academic and language development. • Create data dashboards to provide actionable insights at the classroom, school, and district levels, enabling educators to tailor instruction to EL needs. Ensure that data is organized to differentiate between the needs of Newcomers vs. Long Term English Learners. e. Strengthen Instructional Practices & Curriculum Alignment (Technical Assistance) EL Roadmap Principle: Principle 2: Intellectual Quality of Instruction and Meaningful Access; Principle 3: System Conditions that Support Effectiveness Ensure curriculum alignment and multilingual instructional materials foster rigorous, culturally relevant learning. Continue to support biliteracy and dual immersion programs. • Emphasize scaffolding techniques, such as sentence frames, graphic organizers, and visuals, to make content accessible while promoting higher-order thinking skills. • Support native language instruction and translanguaging practices to enhance comprehension and engagement while honoring students' linguistic assets. • Develop exemplar lesson plans that demonstrate best practices for integrating language and content learning. f. Implement Tiered Supports & Increase Learning Time (Technical Assistance) EL Roadmap Principle: Principle 1: Assets-Oriented and Needs-Responsive Schools; Principle 2: Intellectual Quality of Instruction and Meaningful Access Investigate expanding targeted interventions to increase instructional time that enhances language development and academic success.		

Action #	Title	Description	Total Funds	Contributing
		• Provide specific interventions for ELs who are at risk of long-term English learner (LTEL) status, including targeted literacy and language development programs. • Offer demonstration lessons or peer observation opportunities that showcase effective strategies for incorporating MLL students' linguistic and cultural assets into lessons. • Provide extended learning opportunities, such as after-school or summer programs, that focus on academic language development through project-based learning. -Embed interventions within our MTSS, ensuring that language development goals are part of Tier 1, Tier 2, and Tier 3 interventions. g. Strengthen Family & Community Engagement EL Roadmap Principle: Principle 1: Assets-Oriented and Needs-Responsive Schools; Principle 4: Alignment and Articulation Within and Across Systems Provide linguistically and culturally responsive outreach that fosters stronger home-school partnerships, including family engagement alignment of student learning at home and school. • Highlight the value of students' home languages in instruction, including bilingual strategies, translanguaging practices, and culturally relevant teaching materials. • Collaborate with families to ensure interventions are culturally relevant and aligned with student needs.		
1.8	Provide a system of support for Homeless and Foster Students	a. Provide support for McKinney-Vento and foster students, including review data to understand individual student barriers, review progress, and provide resources and support to assist students with academic/social-emotional needs. Allocate funds and supplies for "stores" for McKinney-Vento and/or foster students to receive necessary supplies, clothes, and other materials, as needed. This focus will also address the achievement gap we are experiencing with Homeless Youth scoring in the lowest performance level of red in Graduation rate districtwide and Suspension rate at Will C. Wood High School and with Foster Youth in the lowest performance level of red in Chronic Absenteeism and Suspension Rate.	$300,620.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Continue to fund Foster & Homeless Youth Liaison who provides a wide variety of services/supports including but not limited to: a confidential resource to parents and staff regarding district’s Foster and Homeless Program and its services and supports, assists families in accessing these programs/resources, facilitates communications with staff, students, and families and assist in addressing and resolving student/parent concerns, liaises with community organizations and local non-profit agencies that support McKinney-Vento, foster, and low-income students, works with district college advisors on high school campuses to support foster and McKinney-Vento students with available post-secondary counseling support and understanding of new laws that assist them, and supports the district’s School Food Pantry Program, in cooperation with the Food Bank of Contra Costa & Solano County, which is currently operating six food pantries on various campuses throughout VUSD. c. Continue to enhance and grow district tutoring program for secondary foster and McKinney-Vento students to help achieve academic progress towards college readiness (A-G), high school diploma, or CTE goals, through one-on-one interventions. d. Work to expand counseling services for foster and McKinney-Vento students to help ensure that students feel safe, supported, and connected to their school, staff, and peers. Explore opportunities to offer group counseling sessions, on topics such as Resiliency, Stress Management, Suicide Prevention, and Navigating Life Changes e. Gain wider community support and feedback by participating in local foster / homeless community learning events. f. Investigate providing specialized training for teachers, counselors, administrators, and support staff focused on the unique needs and challenges faced by foster youth and students experiencing homelessness. Topics may include trauma-informed practices, school stability and enrollment rights, mental health and social-emotional support, building trusting relationships, navigating systems of care, transition to post-secondary, etc. Training will be developed and/or facilitated in collaboration with the district's Foster and Homeless Youth Liaisons, and may include input from community-based organizations or county agencies.		

Action #	Title	Description	Total Funds	Contributing
		g. Investigate implementing targeted transition support for students previously identified as foster youth who have recently been reunified with their birth parents and may no longer qualify for traditional foster youth services. This action could include providing short-term case management, counseling, academic monitoring, and connection to community resources to ensure educational stability during the adjustment period.		
1.9	Provide a system of support for Students with Exceptional Needs	a. The focus of this action will address the achievement gap we are experiencing with Students with Exceptional Needs scoring in the lowest performance level of red in ELA, Math, Chronic Absenteeism, and Suspension rate. This also includes Students with Exceptional Needs in ELA at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; in Math at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; for Chronic Absenteeism at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; for Suspension Rate at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School. b. Provide Special Education Staff Professional Development, especially targeting new/probationary teachers, on the topics of compliance and curriculum/instruction. c. Provide parent support targeted for families first identified as having a child with exceptional needs and exiting the school system by hosting parent events with outside agencies (as applicable) to form targeted learning groups. d. Sites, with the support of the Special Education Department, will analyze their Least Restrictive Environment data in order to identify targeted areas and supports to increase student access to general education. e. Provide training and support to support K-12 special education teachers	$615,752.00	No

Action #	Title	Description	Total Funds	Contributing
		and staff to increase the achievement of Multilingual Learners(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, Present levels, Special factors, Statewide assessments, and linguistically appropriate goals. f. Conduct an annual data review (Teacher Survey, SEIS entry review) to determine training needs and review of concepts outlined in item d. g. Continued monitoring of the continuum of services offered to ensure that it meets the needs of the population as a whole. This continuum must include considerations and supports in general education which may include training in the following areas: UDL, behavior, executive functioning, life skills communication, SEL and positive intervention models. h. Ensure that relevant staff members are informed of professional development opportunities provided by the Solano County SELPA i. Provide curriculum training in areas of reading and mathematics with board adopted specially designed curriculum. j. Provide CPI: Non-Violent Crisis Intervention training to staff k. 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. l. Provide administration training in the IEP process and implementation of		

Action #	Title	Description	Total Funds	Contributing
		IEP and Section 504 provisions m. Governing Board presentations to include: District Special Education programs and legal/programmatic updates.		
1.10	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. This action will be discontinued due to a lack of measurable improvements in key student outcomes for unduplicated students with exceptional needs. b. The focus of this action will address the achievement gap we are experiencing with Students with Exceptional Needs scoring in the lowest performance level of red in ELA, Math, Chronic Absenteeism, and Suspension rate. c. Expand inclusive co-teaching models by pairing special education and general education teachers in core academic classrooms to increase access to grade-level standards, provide integrated language and specialized supports, and improve outcomes for unduplicated students with exceptional needs.	$465,000.00	Yes
1.11	Recruit and retain highly qualified staff to support students	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. Aggressively recruit statewide and out of state job fairs while collaborating with local universities on additional pathways (eg..teacher residencies or apprenticeships). Fully implement the new Applicant Tracking System (ATS) to expand and engage candidates online. b. Research feasibility of providing in-district training through Adult Education for the following: Substitute Teachers, Paraprofessionals, Bus Drivers, and Translators. Continue to provide in-district and online opportunities for professional development for our substitute teachers to	$655,777.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support the instructional practices of our guest teachers while continuing to look for opportunities in collaboration with adult education on additional pathway advancement support for all classified employees. c. Per our district Equity Plan, investigate including an Equity statement in all job postings to encourage a more diverse candidate pool. Assure that an Equity statement is in all job postings to engage and encourage diverse candidates to consider VUSD. d. Provide new teacher supports for our intern teachers and staff. Continue to provide support to certificated staff through a variety of sources (eg.. induction, professional development and mentors). Investigate providing incentives for mentors who support teachers with specialized credentials, such as Special Education teachers. Investigate ways to provide classroom resource kits to all newly hired teachers to support effective classroom setup and create welcoming, organized, and instructionally supportive learning environments. e. Investigate the development of partnerships with organizations that could provide access to a more diverse candidate pool. Aggressively recruit statewide and out of state to a variety of diverse groups using data from CTC to help drive our decisions in addition to leveraging our new Applicant Tracking System (ATS) to expand and engage diverse candidates to consider VUSD. f. Develop a dashboard that can provide updated data on retention at the district level with additional breakouts by school, employee classifications and administration. g. Investigate the opportunity to invest in a “stay survey” to help understand what VUSD can do to help improve retention of staff to achieve an annual goal of 95% retention rate h. Provide professional development for staff (with an effort to develop in-district presenters, when available) as recommended by our district Professional Development Committee and Equity Plan, to support both academic and social-emotional student needs, including but not limited to: • effective, standards-aligned instruction,		

Action #	Title	Description	Total Funds	Contributing
		- pupil engagement, - Social-Emotional Learning (SEL) / Multi-Tier System of Support (MTSS), - Integrated ELD training to support our English Language Learners and RFEP students, - Culturally Relevant Teaching Practices - Universal Design for Learning Practices - Inclusive Practices - Restorative Practices - Trauma Informed Practices - Bias Recognition - AVID Equity Pathway This targeted professional development is intended to address any learning gaps for students, in particular for students scoring in the lowest performance category of red in ELA for Multilingual Learners (English Learners), Students with Exceptional Needs, and African American Students; in Math for Multilingual Learners (English Learners), Students with Exceptional Needs, and African American Students; and Chronic Absenteeism for Foster Youth Low-Income students, Foster Youth, Homeless Youth, African American students, Hispanic students, and students identifying with two or more races. i. Investigate additional pre-service professional development for Intern teachers to focus on basic teaching skills prior to the start of the school year. j. Investigate providing structured time and resources for teachers to engage in peer observation and cross-grade level classroom visits as part of ongoing professional learning.		
1.12	Provide a system of support for Long Term English Learners	a. To address the unique learning needs of our Long Term English Learners, in addition to our K-12 Multilingual Learner support plan found in Action 1.07, we will also: Develop student profiles for current and at-risk LTELs showing ELPAC history, grades, Lexile scores, and formative assessments.	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Implement instructional routines that promote structured academic talk (e.g., protocols like QSSSA, Think-Pair-Share with scaffolds, accountable talk frames) • Ensure LTELs are enrolled in grade-level core content courses with ELD support • Provide family workshops on reclassification, academic language development, and course selection tailored for LTELs. • Provide targeted professional development for teachers, instructional coaches, and administrators on evidence-based strategies to support LTELs, including integrated ELD, academic language development, scaffolding complex texts, and student engagement practices that accelerate language acquisition and reclassification readiness.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	While fostering a safe and inclusive learning environment that embraces all students and utilizing a range of interventions within our Multi-Tiered System of Supports, we are committed to assisting students in transcending any educational barriers, thereby enabling them to achieve high levels of learning and attain their academic and future-ready aspirations.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This board goal, along with its supporting actions, was shaped by input from our educational partners and informed by a thorough analysis of diverse data sources, including state and local student outcomes and survey feedback. It reflects our commitment to fulfilling the district's mission of creating a safe, inclusive learning environment where every student is valued and supported in their academic journey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	PRIORITY 5A School attendance rates Increase school attendance rates by 0.2 percentage points annually (comparing P1 from prior to P1 of current year, and the same for P2)	2022-23 P1: 92.2% P2: 91.4% Decreased 0.8 Data Source: Local Student Information System Data	2023-24 P1: 94.29% P2: 94.52% Data Source: Local Student Information System Data	2024-25 P1: 95.3% P2: 94.6% Data Source: Local Student Information System Data	Increase to at least: Up 0.2 from P1	Increased 3.1 for P1 and 3.2 for P2
2.2	PRIORITY 5B Chronic absenteeism rates	2022-23 Yellow	2023-24 Green	2024-25 Yellow	Increase to at least: Blue or Green	Maintained Yellow

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Decrease the percentage of all students who are chronically absent (more than 10% absentee rate) using the metric from the CA School Dashboard by moving to performance level of green or blue	Data Source: CA School Dashboard, 2022-23	Data Source: CA School Dashboard, 2023-24	Data Source: CA School Dashboard, 2024-25		
2.3	PRIORITY 5B Chronic absenteeism rates Decrease the percentage of student groups who are chronically absent (more than 10% absentee rate) by moving to performance level of green or blue	2022-23 English Learners: Yellow Homeless Youth: Orange Low Income: Yellow Students with exceptional needs: Yellow African American: Yellow Hispanic: Yellow Data Source: CA School Dashboard, 2022-23	2023-24 English Learners: Yellow LTELs: Orange Homeless Youth: Orange Low Income: Yellow QAfrican American: Yellow Hispanic: Yellow Data Source: CA School Dashboard, 2023-24	2024-25 English Learners: Orange LTELs: Orange Homeless Youth: Red Low Income: Orange Students with exceptional needs: Red African American: Red Hispanic: Yellow Data Source: CA School Dashboard, 2024-25	Increase to at least: Blue or Green	English Learners: maintained Yellow LTELs: NA / no data for 22-23 Homeless Youth: maintained Orange Low Income: maintained Yellow Students with exceptional needs: maintained Yellow African American: maintained Yellow Hispanic: maintained Yellow
2.4	PRIORITY 5C Middle school dropout rates Maintain current rate of cohort middle school dropout data	2022-23 0 students Data Source: Local Student Information System Data	2023-24 0 students Data Source: Local Student Information System Data	2024-25 0 students Data Source: Local Student Information System Data	Maintain current rate	Maintained current rate
2.5	PRIORITY 5D	2022-23	2023-24	2024-25	2.2%	Increased by 1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	High school dropout rates Decrease rate of cohort high school dropout data by at least 1 percentage point per year	All Students: 5.2% Data Source: Dataquest, 2022-23	All Students: 6.3% Data Source: Dataquest, 2023-24	All Students: 6.2% Data Source: Dataquest, 2024-25		
2.6	PRIORITY 5D High school dropout rates Cohort dropout data (for both middle and high school) will decrease for student groups by at least 2 percentage point per year	2022-23 English Learners: 22.7% Low Income: 7.4% Students with Exceptional Needs: 16.5% Homeless Youth: 44.4% African American: 13.3% Hispanic: 6.6% Data Source: Dataquest, 2022-23	2023-24 English Learners: 28.1% Low Income: 8.5% Students with Exceptional Needs: 18.8% Homeless Youth: 33.3% African American: 13.2% Hispanic: 7.3% Data Source: Dataquest, 2023-24	2024-25 English Learners: 11.1% Low Income: 6.9% Students with Exceptional Needs: 12.3% Homeless Youth: 19.2% African American: 24% Hispanic: 6.9% Data Source: Dataquest, 2024-25	Decrease to at least: English Learners: 18.7% Low Income: 1.4% Students with Exceptional Needs: 10.5% Homeless Youth: 38.4% African American: 7.3% Hispanic: less than 1%	English Learners: decreased by 11.6% Low Income: decreased by 0.5% Students with Exceptional Needs: decreased by 4.2% Homeless Youth: decreased by 25.5% African American: increased by 10.7% Hispanic: increased by 0.3%
2.7	PRIORITY 5E High school graduation rates Improve graduation rate for all students by at least 1 percentage point per year	2022-23 93.8% Data Source: Dataquest, 2022-23	2023-24 91.8% Data Source: CA School Dashboard, 2023-24	2024-25 92.8% Data Source: CA School Dashboard, 2024-25	Increase to at least: 96.8%	Decreased by 1%
2.8	PRIORITY 5E High school graduation rates	2022-23 English Learner: 77.3% Homeless: 51.9% Low Income: 91.5%	2022-23 English Learner: 70.5% Homeless: 68%	2024-25 English Learner: 89.7% Homeless: 73.1% Low Income: 92%	Increase to at least: English Learner: 83.3% Homeless: 57.9%	English Learner: increased 12.4%% Homeless: increased 121.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Improve graduation rate for student groups by at least 2 percentage point per year	Students with Exceptional Needs: 75.3% African American: 86.7% Hispanic: 92.5% Data Source: CA School Dashboard, 2022-23	Low Income: 89.7% Students with Exceptional Needs: 71.1% African American: 82.1% Hispanic: 90.2% Data Source: CA School Dashboard, 2023-24	Students with Exceptional Needs: 82.5% African American: 73.1% Hispanic: 92.2% Data Source: CA School Dashboard, 2024-25	Low Income: 97.5% Students with Exceptional Needs: 81.3% African American: 92.7% Hispanic: 98.5%	Low Income: increased 0.5% Students with Exceptional Needs: increased 7.2% African American: decreased 13.6% Hispanic: decreased 0.3%
2.9	PRIORITY 6A Pupil suspension rates Improve the suspension rate for all students using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 Orange Data Source: CA School Dashboard, 2022-23	2023-24 Green Data Source: CA School Dashboard, 2023-24	2024-25 Yellow Data Source: CA School Dashboard, 2024-25	Increase to at least: Blue or Green	Increased to Yellow from Orange
2.10	PRIORITY 6A Pupil suspension rates Improve the suspension rate for all student groups using the metric from the CA School Dashboard by moving to performance level of green or blue	2022-23 English Learners: Orange Foster: Red Low Income: Orange Students with exceptional needs: Red Homeless: Yellow African American: Red Hispanic: Orange Data Source: CA School Dashboard, 2022-23	2023-24 English Learners: Green Foster: Orange Low Income: Yellow Students with exceptional needs: Orange Homeless: Red African American: Yellow Hispanic: Yellow	2024-25 English Learners: Green Foster: Red Low Income: Yellow Students with exceptional needs: Yellow Homeless: Yellow African American: Yellow Hispanic: Green	Increase to at least: Blue or Green	English Learners: increased to Green Foster: decreased to Red Low Income: increased to Yellow Students with exceptional needs: increased to Yellow Homeless: maintained Yellow African American: increased to Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Source: CA School Dashboard, 2023-24	Data Source: CA School Dashboard, 2024-25		Hispanic: increased to Green
2.11	PRIORITY 6A Pupil suspension rates 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	2022-23 Alamo: Blue Browns Orange Cooper: Orange Edwin Markham: Orange Eugene Padan: Red Hemlock: Orange Jean Callison: Green Orchard: Orange Sierra Vista K-8: Orange Vaca Pena: Orange Vacaville High: Orange Will C. Wood High: Orange Willis Jepson: Yellow Data Source: CA School Dashboard, 2022-23	2023-24 Alamo: Blue Browns Yellow Cooper: Green Edwin Markham: Green Eugene Padan: Red Hemlock: Orange Jean Callison: Yellow Orchard: Green Sierra Vista K-8: Orange Vaca Pena: Yellow Vacaville High: Yellow Will C. Wood High: Yellow Willis Jepson: Green Data Source: CA School Dashboard, 2023-24	2024-25 Alamo: Blue Browns Valley: Green Cooper: Green Edwin Markham: Orange Eugene Padan: Red Hemlock: Red Jean Callison: Green Orchard: Green Sierra Vista K-8: Orange Vaca Pena: Orange Vacaville High: Green Will C. Wood High: Green Willis Jepson: Orange Data Source: CA School Dashboard, 2024-25	Increase to at least: Blue or Green	Alamo: maintained Blue Browns: increased to Green Cooper: increased to Green Edwin Markham: maintained Orange Eugene Padan: maintained Red Hemlock: decreased to Red Jean Callison: increased to Green Orchard: increased to Green Sierra Vista K-8: maintained Orange Vaca Pena: maintained Orange Vacaville High: increaesd to Green Will C. Wood High: increased to Green Willis Jepson: decreased to Orange
2.12	PRIORITY 6B Pupil expulsion rates Maintain the current rate of expulsions	Maintained at less than 1% Data Source: Dataquest, 2022-23	Maintained at less than 1% Data Source: Dataquest, 2023-24	Maintained at less than 1% Data Source: Dataquest, 2024-25	No increase	No increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	PRIORITY 6C Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Increase the percentage of students in Grades 5, 7, 9 and 11 reporting school connectedness on the bi-annual California Healthy Kids Survey (CHKS) and/or local equivalent survey by 2 percentage point per year.	2023-24 - CA Healthy Kids Survey 5th grade: 88% 7th grade: 77% 9th grade: 71% 11th grade: 74% Data Source: CHKS, 2023-24	2024-25 - Local measure equivalent 5th grade: 91% 7th grade: 90% 9th grade: 86% 11th grade: 81% Data Source: Local Survey data, 2024-25	2025-26 - CA Healthy Kids Survey 5th grade: 96% 7th grade: 85% 9th grade: 88% 11th grade: 82% Data Source: CHKS, 2025-26	Increase to at least: 5th grade: 84% 7th grade: 73% 9th grade: 67% 11th grade: 80%	Increase by: 5th grade: 8% 7th grade: 8% 9th grade: 17% 11th grade: 8%
2.14	PRIORITY 6C Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness Increase the percentage of students in Grades 5, 7, 9 and 11 reporting as being safe or very safe on the bi-annual California Healthy Kids Survey (CHKS) and/or local equivalent survey by 2 percentage point per year.	2023-24 - CA Healthy Kids Survey 5th grade: 81% 7th grade: 72% 9th grade: 71% 11th grade: 75% Data Source: CHKS, 2023-24	2024-25 - Local measure equivalent 5th grade: 95% 7th grade: 87% 9th grade: 86% 11th grade: 84% Data Source: Local Survey data, 2024-25	2025-26 - CA Healthy Kids Survey 5th grade: 96% 7th grade: 87% 9th grade: 95% 11th grade: 91% Data Source: CHKS, 2025-26	Increase to at least: 5th grade: 87% 7th grade: 68% 9th grade: 77% 11th grade: 71%	Increase by: 5th grade: 14% 7th grade: 15% 9th grade: 14% 11th grade: 16%
2.15	PRIORITY 3A Other local measures, including surveys of	2022-23	2023-24	2024-25	Two measures given and results utilized in planning	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pupils, parents, and teachers on the sense of safety and school connectedness VUSD will administer at least two annual surveys to staff to gather perception data and assist in site and district planning and direction.	Two measures given and results utilized in planning Data Source: Local Survey and event data, 2022-23	Two measures given and results utilized in planning Data Source: Local Survey and event data, 2023-24	Two measures given and results utilized in planning Data Source: Local Survey and event data, 2024-25		
2.16	PRIORITY 3A Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness VUSD will administer at least two annual surveys to parents to gather perception data and assist in site and district planning and direction.	2022-23 At least two measures will be administered per year and results utilized in planning Data Source: Local Survey and event data, 2022-23	2023-24 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2023-24	2024-25 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2024-25	Two measures given and results utilized in planning	No change
2.17	PRIORITY 3C Efforts the LEA makes to seek parent input in making decisions for the LEA and each individual school site. VUSD will administer at least two measures to parents to gather perception data and assist in site and district planning and direction. These measures will	2022-23 At least two measures per year Data Source: Local Survey and event data, 2022-23	2023-24 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2023-24	2024-25 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2024-25	Two measures given and results utilized in planning	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.					
2.18	PRIORITY 3B How the LEA will promote parental participation in programs for unduplicated pupils. VUSD will meet with the families of unduplicated students to gain their feedback	2022-23 At least two measures per year Data Source: Local Survey and event data, 2022-23	2023-24 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2023-24	2024-25 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2024-25	Two measures given and results utilized in planning	No change
2.19	PRIORITY 3A VUSD will meet with the families of students with exceptional needs to gain their feedback.	2022-23 At least two measures per year Data Source: Local Survey and event data, 2022-23	2023-24 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2023-24	2024-25 Two measures given and results utilized in planning Data Source: Local Survey and event data, 2024-25	Two measures given and results utilized in planning	No change
2.20	PRIORITY 8 Increase the percentage of 9th grade students completing 50 or more credits in their first year of high school by at least 2 percentage point per year.	2022-23 86% Data Source: Local Student Information System Data	2023-34 90.6% Data Source: Local Student Information System Data	2024-25 87.3% Data Source: Local Student Information System Data	Increase to at least: 92%	Increased by 1.3%

Goal Analysis [2025-26]

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

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

Overall, we implemented the actions under Goal 2 largely as planned, with a strong focus on improving student engagement, strengthening school climate, and increasing supports related to attendance, behavior, and student well-being. We continued to expand our Multi-Tiered System of Supports (MTSS), including attendance monitoring, intervention systems, and positive behavior strategies. We also maintained our commitment to gathering input from students, families, and staff through surveys and engagement opportunities, and we used that feedback to inform site and district decision-making.

At the same time, our data show that while implementation occurred, the impact of these actions was uneven across student groups, particularly for those with the greatest needs. For example, although overall attendance improved significantly, chronic absenteeism rates did not improve and, in some cases, worsened for specific student groups such as Homeless Youth, Students with Exceptional Needs, and African American students. This suggests that while our universal (Tier 1) strategies are working, our more targeted (Tier 2 and Tier 3) supports may not yet be implemented with sufficient intensity, consistency, or alignment to student needs.

One of our greatest implementation successes has been in improving overall attendance and reducing suspension rates. The increase in attendance rates across both reporting periods indicates that our efforts to prioritize student engagement, communication with families, and early intervention are making a difference. Similarly, the improvement in suspension rates—from Orange to Yellow overall, with several student groups reaching Green—reflects successful implementation of positive behavior supports and a growing emphasis on relationship-building and restorative practices. We also saw success in supporting student persistence for several groups. Reductions in dropout rates and increases in graduation rates for English Learners, Homeless students, and Students with Exceptional Needs suggest that our targeted supports, monitoring systems, and intervention strategies are helping more students stay on track to graduate. These successes indicate that when our actions are implemented with clarity and consistency, they can lead to meaningful improvements in student outcomes.

Despite these successes, we experienced several challenges that impacted the overall effectiveness of implementation. One key challenge is that our targeted supports have not consistently reached or impacted our highest-need student groups, as evidenced by increases in chronic absenteeism and continued disparities in outcomes. This points to a gap between our planned interventions and how they are experienced by students at the site level. We also saw an increase in overall dropout rates and a slight decline in overall graduation rates, indicating that while we have strong systems in place, they are not yet producing consistent results across all schools and student groups. In addition, suspension rates, while improved overall, remain a concern for certain groups such as Foster Youth, suggesting that our behavioral supports are not yet fully effective for all students.

Overall, while we stayed largely aligned to our planned actions, the primary difference lies in the level of impact and consistency of implementation, particularly for targeted supports. Moving forward, we will need to strengthen how we implement Tier 2 and Tier 3 interventions, ensure more consistent practices across sites, and improve our ability to monitor and respond to the needs of our most vulnerable student groups to achieve more equitable outcomes.

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.

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

Our implementation of Goal 2 actions has led to notable improvements in several areas related to student engagement, school climate, and behavior. Most significantly, our overall school attendance rates increased from 92.2% (P1) and 91.4% (P2) to 95.3% and 94.6%, exceeding our annual growth target. This suggests that the strategies we put in place to improve attendance and strengthen student engagement are having a positive impact. In addition, our suspension rate improved from Orange to Yellow overall, with several student groups making strong gains. English Learners and Hispanic students reached Green, indicating that our focus on positive behavior supports, relationship-building, and school climate is helping reduce exclusionary discipline and improve students' school experiences.

We also saw encouraging progress in keeping students on track to graduate. Dropout rates improved for several student groups, including English Learners, Students with Exceptional Needs, Low-Income students, and Homeless Youth. Graduation rates increased significantly for English Learners (77.3% to 89.7%), Homeless students (51.9% to 73.1%), and Students with Exceptional Needs (75.3% to 82.5%). These improvements suggest that our targeted supports, increased monitoring, and focus on building strong relationships are helping more students stay engaged and complete high school successfully.

At the same time, several areas show limited progress or continued challenges, indicating that some of our actions have not yet had the impact we intended. Chronic absenteeism remains a significant concern. While our overall performance stayed at Yellow, several student groups declined to Orange or Red, including Homeless Youth, Students with Exceptional Needs, and African American students. This tells us that while we are improving attendance overall, we are not yet effectively reaching the students with the greatest needs. We also saw an increase in our overall high school dropout rate, rising from 5.2% to 6.2%, along with a slight decline in overall graduation rates. Although some groups improved, African American students experienced declines in both graduation and dropout outcomes, highlighting persistent inequities that we must address more directly. Suspension data also shows continued challenges for certain groups, particularly Foster Youth, who remained in Red, indicating that our current supports are not yet consistently effective for all students.

Overall, our data shows that while we are making progress in improving attendance, reducing suspensions, and supporting some student groups, we still need to strengthen our efforts to address chronic absenteeism, improve outcomes for our highest-need students, and ensure more consistent results across all groups.

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

As we reflected on our Year 2 outcomes for Goal 2, we saw a clear pattern: while we made strong gains in overall attendance and reductions in suspension rates, our highest-need student groups did not experience the same level of success, particularly in chronic absenteeism and school connectedness. Chronic absenteeism rates remained at Yellow overall and declined for several student groups, including Homeless

Youth, Students with Exceptional Needs, and African American students. In addition, the absence of updated survey data on student connectedness and safety limited our ability to fully measure the impact of our social-emotional supports.

These outcomes led us to recognize that, while many of our systems are in place, we need to strengthen the quality of Tier 1 instruction and expand access to meaningful engagement opportunities, particularly for unduplicated students who face the greatest barriers. In response, we are refining our actions for the coming year to focus more intentionally on inclusive practices and student connection as foundational strategies for improving engagement and outcomes.

As part of this shift, we are revising our Actions 2.1 and 2.3, which will be partially funded through Learning Recovery Emergency Block Grant (LREBG) funds to address the academic and engagement challenges identified in our Needs Assessment. These actions represent increased and improved services principally directed toward unduplicated students and students with exceptional needs, including English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students. Through these actions, we will strengthen Tier I instruction through Universal Design for Learning (UDL) professional development and instructional coaching; expand diagnostic assessments, progress monitoring, and targeted intervention systems to address unfinished learning; and increase instructional time and credit recovery opportunities for students who are off track academically. These evidence-based strategies are designed to improve equitable access to rigorous instruction, accelerate learning recovery, increase student engagement, and close persistent achievement gaps identified in English language arts, mathematics, attendance, and graduation outcomes. Effectiveness will be monitored through multiple measures, including Dashboard indicators, assessment data, intervention outcomes, graduation progress, attendance, and English learner reclassification rates.

In addition, we are expanding Action 2.2 to provide greater access to after-school and out-of-school enrichment opportunities as both Tier 1 and Tier 2 social-emotional supports. This action is also an increased and improved service for unduplicated students, as it prioritizes removing barriers to participation such as transportation, cost, and access to information. Student and family feedback consistently highlighted the importance of connection, belonging, and engaging activities in supporting well-being and motivation. By expanding enrichment opportunities, we aim to strengthen students' sense of belonging, increase engagement, and reduce chronic absenteeism—particularly for students who are less connected to the school community.

While our overall goal, metrics, and target outcomes remain largely unchanged, these refinements reflect an important shift in our approach. We are moving beyond implementing systems to deepening their effectiveness, with a stronger emphasis on inclusive instruction and meaningful student engagement. By increasing and improving services in these areas, we are better positioning ourselves to address persistent disparities and ensure that all students, especially those with the greatest needs, feel connected, supported, and successful in our schools.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase offerings of academic support and intervention via multi-tier system of support, partially funded by Learning Recovery Emergency Block Grant funds	a. This action will address the achievement gap districtwide with specific student groups scoring in the lowest performance category of red: in ELA and Math for English Language Learners, Long-Term English Learners, African Americans students, and Students with Exceptional Needs and Graduation Rates for Homeless youth. ELA for student groups within specific schools include: English Learners at Edwin Markham Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Eugene Padan Elementary, Hemlock Elementary, and Vaca Pena Middle School; Low Income for Edwin Markham Elementary and Vaca Pena Middle School; African American students at Edwin Markham, Eugene Padan, and Vaca Pena Middle School; Hispanic students at Vaca Pena Middle School; Students of Two or More Races at Vaca Pena Middle School. Mathematics for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Alamo Elementary, Cooper Elementary, Edwin Markham Elementary, Jean Callison Elementary, and Willis Jepson Middle School; Low Income Students at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, and Willis Jepson Middle School; Hispanic students at Vaca Pena Middle School and Will C. Wood High School; students of Two or More Races at Will C. Wood High School. b. Adopt and train staff to utilize a district-wide student outcomes data management platform. c. 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. d. Provide funding to support intervention efforts both during the school day and during extended instructional time. Interventions are intended to address any learning gaps for students, in particular for students scoring in the lowest performance category: Multilingual Learners (English Learners), Students with Exceptional Needs, Low-Income students, Homeless Youth, African American students, Hispanic students, and students identifying with	$5,346,464.00	Yes

Action #	Title	Description	Total Funds	Contributing
		two or more races. We will partially fund this action with our current allocation ($505,603) of Learning Recovery Emergency Block Grant funds in order to implement and expand diagnostic assessments, progress monitoring systems, intervention platforms, and data analysis tools to identify unfinished learning and provide targeted academic interventions that accelerate achievement and address literacy and mathematics learning gaps for student groups identified through the needs assessment. e. Provide RTI coordinators to focus on student learning gaps. Coordinators are allocated by school based on unduplicated student population. f. Provide additional administrator to support our largest Elementary school site, Edwin Markham Elementary, which also has the highest concentration of unduplicated students at 75% of the school population. g. Partially utilize our current allocation ($505,603) of Learning Recovery Emergency Block Grant (LREBG) funds to provide Universal Design for Learning (UDL) professional development, instructional coaching, and implementation support to strengthen Tier I instruction, increase access to rigorous grade-level content, and improve academic outcomes and engagement for student groups identified through the needs assessment as experiencing persistent achievement gaps.		
2.2	Increase offerings of social-emotional support and intervention via multi-tier system of support.	a. Conduct a needs assessment related to our mental health offerings / services in order to determine if our current system is meeting the needs of all students. b. Continue dual funding mental health clinicians to provide accessible mental health support to the unduplicated and underserved student populations in addition to providing special education services. c. Dual fund behavior assistants to provide support/training/consultation focused on behavior support, enabling students to remain regulated and fully access curriculum and instruction in an inclusive learning environment.	$5,964,772.00	Yes

Action #	Title	Description	Total Funds	Contributing
		d. Utilize coordinator position to focus on MTSS and provide additional support to our unduplicated student populations. e. Provide training and professional development to staff, as noted in our district Equity Plan, including Trauma Informed Teaching with an equity lens and Social Emotional Learning (SEL) to support all students. A particular focus will be put on Chronic Absenteeism rates and suspension rates for our Foster Youth, African American students, and Students with Exceptional Needs as they scored in the lowest performance level of red in these areas, as well as Suspension rates for our African American students, Students with Exceptional Needs, and Foster Youth districtwide. This also includes Chronic Absenteeism for student groups within specific schools include: English Learners at Edwin Markham Elementary, Eugene Padan Elementary, Vaca Pena Middle School, and Willis Jepson Middle School; Students with Exceptional Needs at Eugene Padan Elementary, Orchard Elementary, Sierra Vista K-8, and Willis Jepson Middle School; African American students at Callison Elementary and Willis Jepson Middle School; Students of Two or More Races at Cooper Elementary; Filipino students at Callison Elementary. This also includes Suspension rates for student groups within specific schools include: all students at Padan Elementary, English Learners at Vacaville High School and Will C. Wood High School; Students with Exceptional Needs at Edwin Markham Elementary, Eugene Padan Elementary, Orchard Elementary, Vaca Pena Middle School, Vacaville High School, and Will C. Wood High School; Low-Income students at Eugene Padan Elementary, Hemlock Elementary, Vacaville High School, and Will C. Wood High School; Homeless Youth at Will C. Wood High School; African American students at Edwin Markham Elementary, Eugene Padan Elementary, Willis Jepson Middle School, Vacaville High School, Will C. Wood High School; Hispanic students at Vacaville High School; Students of Two or More Races at Will C. Wood High School; White students at Eugene Padan Elementary and Hemlock Elementary f. Provide expanded access to after-school and out-of-school enrichment activities as a Tier 1 and Tier 2 social-emotional intervention strategy to strengthen student belonging, engagement, and connectedness, prioritizing unduplicated students who face barriers to participation.		

Action #	Title	Description	Total Funds	Contributing
2.3	Develop and implement dropout prevention practices, partially funded by Learning Recovery Emergency Block Grant funds	a. Develop systems within the school to encourage a positive school culture, including professional development, mentorship programs, etc. b. 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. c. District MTSS coordinator works with staff and students to develop positive school relationships including targeted supports for Deans. d. Ensure awareness related to alternative graduation requirements for Foster, Homeless, & Incarcerated youth & newly arrived immigrant students, including additional training for counseling staff. e. Develop a 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. A particular focus will be put on our Homeless Youth graduation rate and Suspension rates for African American students, Students with Exceptional Needs, and Foster Youth as they scored in the lowest performance level of red in this area. Partially funded by our current allocation ($505,603) of Learning Recovery Emergency Block Grant (LREBG) funds, we will increase instructional minutes and expand credit recovery opportunities for secondary students who are credit deficient, off track for graduation, or experiencing unfinished learning in order to accelerate academic recovery, improve course completion, and increase graduation readiness for student groups identified through the needs assessment.	$613,465.00	Yes
2.4	Continue to develop and refine systems of safety	Cyber Safety a. Continue use of student online monitoring system that includes content filtering, classroom management, device tracking, and internet usage monitoring for safety purposes.	$986,618.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Provide Digital citizenship and safety instruction for students and parents Physical safety and security of students and staff c. Conduct Safety team assessments d. Continue to utilize and training staff annually on Standard Response Protocol Training (SRP) e. Expansion of the text tip line communication system f. Continue to utilize Safety coordinator/consultant position to ensure our safety systems and back-up plans 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.		
2.5	Encourage parent participation	a. Conduct linguistically and culturally appropriate outreach to families including translation and interpretation Services: provide translation and interpretation services to facilitate effective communication, engagement, and participation, especially for our unduplicated families. b. Maintain active websites and social media presence by schools and District c. Encourage parent and community engagement through the expanded use of video messaging, in addition to our written communications d. Create opportunities for family learning (PK-12), such as understanding learning platforms, using technology safely including the benefits of limiting student phone use, communication with schools, etc. e. 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. Encourage parent and community engagement in our schools through student-made projects such as videos, graphic designs, etc.	$183,454.00	No

Action #	Title	Description	Total Funds	Contributing
		f. Involve parents in safety and security (cyber and physical).		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our community day school program (Shereene Wilkerson Academy of Excellence) will foster a supportive and inclusive learning environment that promotes academic achievement, social-emotional growth, and positive behavior for all students by achieving a 67% return to school and/or graduation rate and 100% career exploration participation rate by June 2027.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One of the primary functions of Shereene Wilkerson Academy of Excellene (SWAE), our community day school, is to provide a supportive and structured educational environment for students who may benefit from a non-traditional setting due to academic, behavioral, or social-emotional challenges. We provide this environment by offering academic instruction tailored to the individual needs of students, including small class sizes, differentiated instruction, and targeted interventions and implementing proactive strategies and interventions to promote positive social interactions, and teach students appropriate coping skills and conflict resolution techniques. Based on feedback from our educational partners, the two main areas in which they expressed a need for growth is in the areas of transitional services and career/life skills development. With this goal, we seek to support students in transitioning back to their home school or into post-secondary education, vocational training, or employment opportunities by providing resources, guidance, and assistance with goal-setting and planning for the future. By prioritizing the reintegration of students back to their home school and implementing proactive strategies to facilitate this process, we can effectively support students in achieving successful transitions and long-term academic and social-emotional success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	PRIORITY 8 Other Student Outcomes Percentage of students returning to home school and/or graduating by 3 percentage points per year.	2022-23 58% returned to home school and/or graduated Data Source: Local Student Information System data, 2022-23	2023-24 63% returned to home school and/or graduated Data Source: Local Student Information	2024-25 68% returned to home school and/or graduated Data Source: Local Student Information	67% returned to home school and/or graduated	Increased by 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			System data, 2023-24	System data, 2024-25		
3.2	PRIORITY 8 Other Student Outcomes Increase student participation rate related to career exploration to 100% in three years	2022-23 0% participation Data Source: Local Student Information System data, 2022-23	2023-24 100% participation Data Source: Local Student Information System data, 2023-24	2024-25 100% participation Data Source: Local Student Information System data, 2024-25	100% participation	Increased to 100%

Goal Analysis [2025-26]

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

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

As we reflected on our Year 2 outcomes for Goal 3, we saw strong progress in increasing the percentage of students who returned to their home school or graduated, as well as full participation in career exploration activities. At the same time, our data show that a significant portion of students are still not successfully transitioning or completing their program, indicating that additional supports are needed to address persistent barriers to graduation. Through this reflection, we identified credit deficiency as a key factor impacting students' ability to graduate or successfully transition back to a comprehensive school setting. While our current actions have improved engagement and access to career exploration, they have not fully addressed the need for flexible and accelerated pathways for students who are behind in credits.

In response, we are adding Action 3.1.c, which focuses on investigating and implementing online credit recovery platform options. This addition reflects our commitment to expanding flexible learning opportunities that allow students to recover credits at an accelerated pace and in formats that better meet their individual needs. By exploring high-quality online platforms, we aim to provide students with more accessible, personalized pathways to stay on track for graduation. This refinement does not change our overall goal or metrics, but it strengthens our approach by addressing a root cause of incomplete outcomes. It also aligns with our broader focus on individualized supports and alternative pathways, ensuring that students who have experienced disruptions in their education have meaningful opportunities to reengage and succeed. Moving forward, this addition is expected to improve graduation outcomes and increase the percentage of students who successfully complete their program or transition back to their home school.

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.

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

Our implementation of Goal 3 actions has resulted in strong and measurable progress toward improving outcomes for students at Shereene Wilkerson Academy of Excellence (SWAE). The percentage of students who either returned to their home school or graduated increased from 58% to 68%, exceeding the annual growth target. This improvement suggests that our efforts to strengthen transitional supports, provide more individualized pathways, and focus on student engagement are having a meaningful impact on helping students successfully reengage with school and move toward completion.

In addition, we saw significant success in expanding career exploration opportunities, with student participation increasing from 0% at baseline to 100% in Year 2. This reflects highly effective implementation of actions focused on career awareness, exposure, and planning. It also indicates that we have successfully created systems and opportunities that ensure all students have access to experiences that connect their learning to future goals. Together, these outcomes demonstrate that our focus on career exploration and transition supports is positively influencing both student engagement and long-term readiness.

While the data show strong overall improvement, there are still areas where we need to deepen our impact. Although the percentage of students returning to their home school or graduating increased, approximately one-third of students are still not successfully transitioning or completing their program, indicating that additional supports are needed to reach all students. This suggests that while our current strategies are effective for many students, they may not yet be sufficiently intensive or individualized for those with the greatest barriers to reengagement. Additionally, while we achieved full participation in career exploration activities, we do not yet have outcome data that measures the quality or long-term impact of these experiences, such as connections to postsecondary enrollment, employment, or sustained engagement. This represents a limitation in how we measure effectiveness and highlights the need to strengthen our metrics moving forward.

Overall, our data indicate that Goal 3 actions are highly effective in increasing access to career exploration and improving student transitions, but we will need to continue refining our supports to ensure that all students are able to successfully return to a comprehensive setting or graduate, and that participation in programs translates into strong long-term outcomes.

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

We plan to continue investing in our current plan since it has yielded effective results so far.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Address barriers to student success	a. Continue to increase school engagement and reintegration back into general school program and/or attaining a high school diploma. Reintegration efforts include explicit connections to home school, including but not limited to quarterly visit to home school site, as well as participation in relevant school events such as college, career, and/or trade school fairs. b. Expand career exposure/exploration 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. c. Investigate options related to online credit recovery platforms that could help address issues of credit deficiency which can negatively impact graduation outcomes.	$350,061.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$17,452,272	$188,223

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
13.242%	0.000%	$0.00	13.242%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Increase College Readiness **Need:** There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, and Low Income students and other students groups in the areas of A-G completion, AP participation and passage rate, and EAP passage rates.	Despite recent gains, persistent gaps remain in A–G completion, participation in advanced coursework (Advanced Placement and dual enrollment), and exam success rates, particularly for Multilingual Learners (ELs), Long-Term Multilingual Learners (ELs), Foster Youth, students experiencing homelessness, low-income students, and Students with Exceptional Needs. These gaps reflect long-standing inequities in access to rigorous coursework, academic guidance, and	A-G Completion Rate, AP Participation and Passage Rate, Dual enrollment / articulation data, Advanced coursework at the Middle school level

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	early college exposure rather than differences in student ability or aspiration. To address these inequities, we are utilizing using Supplemental/Concentration funds to increase and improve college readiness supports that are principally directed toward unduplicated pupils by expanding access to rigorous academic opportunities, strengthening early academic planning, and providing targeted, proactive advising and student supports beginning in the middle grades. Research demonstrates that early exposure to college-level coursework, including Advanced Placement and dual enrollment, significantly increases college enrollment, persistence, and degree attainment—especially for students from historically underserved backgrounds. A large-scale study by An (2013) found that participation in dual enrollment increased the likelihood of both college enrollment and completion for low-income and first-generation students. Similarly, Taylor et al. (2015) found that students who complete AP coursework—particularly those from underrepresented groups—are more likely to enroll in college and persist beyond the first year. Our CCAP partnership with Solano Community College, expansion of VECHS credits, and removal of student fees are intentionally designed to eliminate financial and informational barriers that disproportionately affect unduplicated pupils. We are also expanding access to Advanced Placement coursework through intentional recruitment of unduplicated students, course	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		expansion, exam fee support, and targeted professional development for educators. Research shows that increasing access alone is insufficient; student success improves when districts pair access with instructional supports and intentional encouragement for students who may not self-select into advanced courses. Conger, Long, and Iatarola (2019) found that targeted outreach and structural supports significantly increased AP participation and success for low-income and underrepresented students without lowering academic standards. AVID remains a cornerstone of our college readiness strategy. Research indicates that AVID participation is associated with higher rates of A–G completion, enrollment in advanced coursework, and college enrollment for students from low-income backgrounds and students who would otherwise be underrepresented in rigorous academic pathways. Using a quasi-experimental design, Stevens et al. (2021) found that AVID students were significantly more likely to complete college-preparatory coursework and enroll in four-year colleges compared to similar peers. Expanding AVID Excel at the middle school level and prioritizing enrollment of unduplicated pupils allows the District to build essential academic behaviors, organizational skills, and college knowledge early—before gaps widen in high school. Beyond academic outcomes, AVID and related college readiness supports contribute to school belonging, self-efficacy, and persistence, which are critical protective factors for Foster Youth and	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students experiencing homelessness. Research shows that structured academic support programs that emphasize mentorship, goal-setting, and peer connection improve engagement and reduce dropout risk for students facing housing instability or trauma (Kronick & Hargis, 2019). To further improve outcomes, we have been investing in personalized academic planning and advising, including expanded use of Aeries 4-Year Plans, CaliforniaColleges.edu, and the College and Career Readiness Team. Evidence consistently shows that proactive, individualized advising—particularly when delivered before key decision points—significantly increases college enrollment and FAFSA completion among low-income and first-generation students (Bettinger et al., 2012). Finally, we are intentionally strengthening supports for Multilingual Learners (ELs) enrolled in advanced coursework. Research indicates that Multilingual Learners (ELs) thrive in rigorous academic settings when language development is integrated with content instruction rather than treated as a prerequisite to access. Callahan and Shifrer (2016) found that Multilingual Learners (ELs) who participate in advanced coursework demonstrate stronger academic growth when provided with appropriate linguistic scaffolds and instructional supports—an approach embedded within AVID Excel, AP course design, and dual enrollment instruction. Together, these investments represent an increase and improvement in college readiness	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		services that are specifically designed to address the needs of unduplicated pupils. By removing financial and structural barriers, expanding access to rigorous coursework, strengthening academic planning, and providing targeted advising and instructional supports, the District expects to improve A–G completion, advanced course participation, and postsecondary enrollment and persistence for low-income students, Multilingual Learners (ELs), Foster Youth, and students experiencing homelessness. REFERENCES: The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Educational Evaluation and Policy Analysis, 35(1), 57–75. Taylor, M., Casto, D., & Shepard, K. (2015). The impact of Advanced Placement on college persistence. The College Board Research Report. Conger, D., Long, M. C., & Iatarola, P. (2019). Explaining race, poverty, and gender disparities in Advanced Course-taking. Educational Researcher, 48(6), 309–320. Stevens, M. L., Buchmann, C., & Riegle-Crumb, C. (2021). AVID and college readiness: Evidence from a national study. Educational Policy, 35(2), 233–264. Kronick, R. F., & Hargis, C. H. (2019). Dropout prevention and intervention strategies for students experiencing homelessness. Education and Urban Society, 51(5), 673–695.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Bettinger, E. P., Long, B. T., Oreopoulos, P., & Sanbonmatsu, L. (2012). The role of simplification and information in college decisions. Quarterly Journal of Economics, 127(3), 1209–1242. Callahan, R. M., & Shifrer, D. (2016). Equitable access for Multilingual Learners (ELs) to advanced coursework. Educational Evaluation and Policy Analysis, 38(3), 483–505.	
1.5	**Action:** Increase Career Readiness **Need:** There is an achievement gap between our English Learners (Multilingual Learners), Long Term English Learners (LTELs) Foster Youth, and Low Income students and other students groups in the area of CTE course enrollment and CTE pathway completion. **Scope:** LEA-wide	Career Technical Education (CTE) is a critical strategy for addressing persistent opportunity gaps experienced by low-income students, Multilingual Learners (ELs) and Multilingual Learners, Foster Youth, students experiencing homelessness, and Students with Exceptional Needs. These student groups are disproportionately impacted by disengagement from traditional academic pathways and face structural barriers to accessing postsecondary and workforce opportunities. Research demonstrates that high-quality CTE—particularly when it integrates rigorous academics, hands-on learning, and clear connections to real-world careers—improves engagement, persistence, and long-term outcomes for historically underserved students. CTE's emphasis on applied learning and relevance has been shown to increase student motivation and reduce dropout risk, especially for students who may struggle in exclusively lecture-based or abstract instructional settings. Using nationally representative longitudinal data, Dougherty (2018) found that students who concentrate in CTE courses are more likely to graduate from high school and experience	CTE course enrollment and CTE pathway completion

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		stronger labor market outcomes, with the largest gains observed among low-income students. These findings support the our use of Supplemental/Concentration funds to expand and strengthen CTE pathways as an increased and improved service principally directed toward unduplicated pupils. For Multilingual Learners (ELs) and Multilingual Learners, CTE provides an instructional context that naturally integrates language development with content mastery. Experiential learning environments—such as labs, projects, and collaborative problem-solving—offer authentic opportunities for academic language use and comprehension. A study by Olsen, Fields, and Sullivan (2019) found that Multilingual Learners (ELs) enrolled in CTE pathways demonstrated higher credit accumulation, stronger engagement, and improved English proficiency compared to similar peers in traditional academic tracks. We are leveraging these findings by embedding language supports, collaborative learning structures, and scaffolded instruction within CTE classrooms. To ensure equitable access, we are strengthening intentional recruitment and outreach systems so counselors and CTE coordinators actively guide unduplicated pupils into high-opportunity, industry-aligned pathways in healthcare, engineering, transportation, and technology. Research indicates that without targeted outreach, underserved students are less likely to enroll in high-value CTE programs, even when those programs are available. Phillips and Joseph (2020) emphasize	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		that equitable CTE outcomes depend on intentional pathway design, advising, and enrollment practices that counteract historical tracking and information gaps. We are also expanding Work-Based Learning (WBL) opportunities—including internships, job shadowing, mentoring, and industry-connected projects—as a core component of career readiness. Evidence shows that WBL significantly improves employability skills, career clarity, and postsecondary transitions, particularly for first-generation and low-income students who may lack access to professional networks. A rigorous evaluation by Warner et al. (2022) found that students participating in structured WBL experiences demonstrated higher graduation rates, improved attendance, and stronger alignment between career goals and postsecondary plans. The College and Career Technical Education (CTE) Readiness Team is coordinating WBL expansion by building sustainable partnerships with local employers and postsecondary institutions and aligning experiences with pathway coursework. A proposed Counselor on Special Assignment will increase our capacity to provide consistent, end-to-end support—from pathway enrollment through completion—ensuring that unduplicated pupils do not lose access due to mobility, scheduling challenges, or limited advising capacity. For Foster Youth and students experiencing homelessness, CTE pathways serve as a	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		stabilizing and protective structure within the school environment. Research shows that programs emphasizing mentorship, predictable routines, and strong adult relationships improve attendance, persistence, and school connectedness for students facing housing instability or trauma. Fowler et al. (2021) found that participation in career-focused programs with embedded relational supports was associated with improved graduation outcomes for highly mobile youth populations. In response, we are intentionally designing CTE programs to include smaller learning communities, mentorship opportunities, and consistent staff-student relationships. Finally, CTE provides a direct and equitable bridge to postsecondary education and employment for low-income students. Career pathways that include dual enrollment, industry-recognized credentials, and postsecondary articulation have been shown to increase earnings and employment stability after high school. A national study by Sublett and Plasman (2020) found that students completing CTE pathways with postsecondary connections experienced stronger early-career wages and employment outcomes than peers without such access. Accordingly, we are expanding career-focused dual enrollment through Solano Community College and increasing early exposure through initiatives such as a districtwide College and Trades Fair and a proposed annual CTE Pathway Showcase with intentional 8th-grade participation.	

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		Collectively, these investments represent an increase and improvement in career readiness services that are specifically designed to meet the needs of unduplicated pupils. By expanding access to high-quality CTE pathways, strengthening work-based learning, and providing targeted advising and relational supports, we expects to improve engagement, graduation rates, and postsecondary outcomes for students historically underserved by traditional academic models. REFERENCE: Dougherty, S. M. (2018). The effect of career and technical education on human capital accumulation. American Economic Journal: Applied Economics, 10(4), 1–33. Olsen, L., Fields, M., & Sullivan, M. (2019). Multilingual Learners (ELs) in Career Technical Education: Pathways to equity. Journal of Educational Research and Practice, 9(1), 1–17. Phillips, K. J. R., & Joseph, N. M. (2020). Addressing inequities in access to high-quality CTE pathways. Review of Educational Research, 90(2), 191–229. Warner, M. E., Foster, E. M., & Ryu, M. (2022).Work-based learning and student outcomes: Evidence from career academies. Educational Evaluation and Policy Analysis, 44(3), 404–431.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Fowler, P. J., Marcal, K. E., Zhang, J., Day, O., & Landsverk, J. (2021). Effects of structured educational supports on graduation outcomes for youth experiencing homelessness. American Journal of Orthopsychiatry, 91(3), 325–336. Sublett, C., & Plasman, J. S. (2020). Occupational specificity and postsecondary labor market outcomes. Journal of Education and Work, 33(3), 203–217.	
1.11	**Action:** Recruit and retain highly qualified staff to support students **Need:** There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, Low-Income students, and other student groups in the areas of CAASPP English and Math and Graduation Rate. **Scope:** LEA-wide	To improve academic and social-emotional outcomes for English Learners, low-income students, Foster Youth, and students experiencing homelessness, our plan includes actions intended to recruit, retain, and develop a stable, highly qualified, and diverse educator workforce. Research consistently demonstrates that students in high-poverty schools are more likely to be taught by novice or underprepared teachers, contributing to persistent achievement gaps. Accordingly, this action is principally directed toward unduplicated pupils by strengthening educator capacity and stability at school sites serving the highest concentrations of these students. Teacher quality and instructional consistency are among the most significant school-based factors influencing student outcomes, particularly for students facing economic hardship, language barriers, or trauma. A comprehensive review by the Learning Policy Institute found that teacher turnover disproportionately impacts high-poverty schools and negatively affects student achievement, school climate, and instructional	Performance on Statewide assessments, Percentage of English learner pupils who make progress toward English proficiency; or any subsequent assessment of English proficiency, as certified by the state board., English learner reclassification rate. Other local measures, including surveys of teachers, Staff Retention Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		coherence (Podolsky et al., 2019). In response, we are focused on professional learning, mentoring, inclusive hiring, and retention supports aligned to the needs of unduplicated students. Our professional development plan prioritizes instructional practices proven to improve outcomes for historically marginalized students. Professional learning offerings are aligned to the needs of English Learners, students experiencing poverty or instability, and students with disabilities, and include: Culturally and linguistically sustaining practices • Integrated and designated English Language Development strategies • Universal Design for Learning (UDL) • Trauma-informed and healing-centered practices • Inclusive instructional practices and MTSS • Restorative practices and relationship-centered classroom management • AVID Equity Pathway implementation Research indicates that sustained, content-focused professional learning improves teacher practice and student outcomes when it is embedded in teachers' daily work and aligned to student needs. Garet et al. (2016) found that professional development emphasizing active learning, coherence, and instructional relevance led to measurable improvements in classroom practice and student achievement, particularly in high-need schools. Additionally, de Jong and Harper (2019) found that professional learning focused on linguistically responsive instruction improved instructional quality and academic	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		outcomes for English Learners across content areas. To ensure systemwide impact, we are expanding access to these practices through in-district and contracted facilitators, coaching models, and a variety of embedded professional learning across grade spans and roles, ensuring that students experience consistent, inclusive instruction throughout their school day. We also recognize that intern and early-career teachers are disproportionately assigned to school sites serving high numbers of low-income students, increasing the risk of instructional inconsistency and turnover at the very schools where students most need stability. Research shows that without targeted support, novice teachers are significantly more likely to leave the profession or transfer schools, particularly when teaching in high-poverty schools (Sutcher et al., 2016). To address this inequity, we are expanding our investment in mentoring and induction supports for intern and probationary teachers, with a focus on placements at high-need sites with the highest staff turnover. Research indicates that high-quality mentoring significantly improves teacher retention and effectiveness, especially for novice teachers serving marginalized student populations. In a multi-state study, Ronfeldt and McQueen (2017) found that novice teachers who received intensive mentoring were more effective in raising student achievement and were significantly more likely to remain in the profession. Importantly, these effects were strongest in schools serving low-income students, underscoring the equity impact of expanded mentoring investments.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		To further support long-term staffing stability, we are exploring “grow-your-own” pathways that support classified staff—including paraprofessionals and transportation staff—in pursuing teaching credentials. Research shows that grow-your-own programs increase educator diversity, improve retention, and strengthen cultural and community responsiveness. A national evaluation by Espinoza et al. (2020) found that locally rooted educator pipelines were associated with higher retention rates and improved outcomes for students of color and low-income students. Additionally, we are strengthening inclusive hiring practices by updating job postings to include equity-centered language and using a newly implemented Applicant Tracking System (ATS) to broaden outreach and candidate engagement. To proactively identify conditions that support educator success and longevity, we are also developing a staff retention dashboard and exploring the use of “stay surveys.” Research confirms that supportive working conditions—such as access to professional learning, administrative support, collaboration, and mentoring—are among the strongest predictors of teacher retention, particularly in high-poverty schools (Nguyen et al., 2020). These efforts are expected to reduce turnover and ensure instructional continuity for unduplicated students who benefit most from stable, experienced educators. Finally, we are continuing our expanded opportunities for teacher-led collaboration, including professional learning communities,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		cross-grade articulation, and structured classroom observations. Collaborative learning models have been shown to improve instructional quality and reduce isolation, particularly for early-career teachers. Kraft, Blazar, and Hogan (2018) found that coaching and collaborative professional learning had a meaningful impact on teaching practice and student achievement, especially when implemented in high-need contexts. RESEARCH Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2019). Strategies for attracting and retaining educators: What does the evidence say? Learning Policy Institute. Garet, M. S., et al. (2016). Focusing on content: Professional development that improves student achievement. American Educational Research Journal, 53(4), 1–38. de Jong, E. J., & Harper, C. A. (2019). Preparing mainstream teachers for multilingual classrooms. Theory Into Practice, 58(2), 128–138. Ronfeldt, M., & McQueen, K. (2017). Does new teacher induction really improve retention? Journal of Teacher Education, 68(4), 394–410. Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages. Learning Policy Institute. Espinoza, D., Saunders, R., Kini, T., & Darling-Hammond, L. (2020). Grow Your Own educators:	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		A literature review. Learning Policy Institute. Nguyen, T. D., Pham, L. D., Crouch, M., & Springer, M. G. (2020).The correlates of teacher turnover: An updated review. Educational Research Review, 31, 100355. Kraft, M. A., Blazar, D., & Hogan, D. (2018). The effect of teacher coaching on instruction and achievement. Review of Educational Research, 88(4), 547–588.	
2.1	**Action:** Increase offerings of academic support and intervention via multi-tier system of support, partially funded by Learning Recovery Emergency Block Grant funds **Need:** There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, Low-Income students, and other student groups in the areas of CAASPP English and Math and Graduation Rate. **Scope:** LEA-wide	To address persistent achievement gaps between unduplicated pupils—English Learners (including Long-Term English Learners), Low-Income students, Foster Youth, and students experiencing homelessness—and the overall student population, we are continuing to expand access to academic intervention and support services through a comprehensive Multi-Tiered System of Support (MTSS) framework. MTSS provides a structured system in which all students receive high-quality Tier I instruction, while students with identified academic or behavioral needs receive increasingly targeted and intensive interventions. This action is principally directed toward unduplicated pupils because these student groups are disproportionately represented among students requiring supplemental and intensive academic support due to the cumulative impacts of poverty, language acquisition, mobility, and trauma. Research demonstrates that multi-tiered	Other Pupil Outcomes: 9th Grade Course Failure Data, intervention data, other local measures, including surveys of pupils

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		intervention systems improve academic outcomes when implemented with fidelity, particularly for students at risk of academic failure. A meta-analysis by Gersten et al. (2020) found that structured, data-driven reading and mathematics interventions within MTSS frameworks significantly improved outcomes for struggling learners, with the strongest effects occurring when interventions were timely and skill-specific. Similarly, Balu et al. (2015), in a large-scale federal evaluation of Response to Intervention (RTI), found that systematic screening and targeted Tier II supports improved early literacy outcomes when implemented consistently. A central component of this action is the intentional delivery of differentiated small-group and individualized instruction aligned to identified skill deficits. Research indicates that small-group, skill-targeted intervention is especially effective when delivered with increased instructional time and explicit feedback. Wanzek et al. (2016) found that intensive reading interventions delivered in small-group formats significantly accelerated growth for students performing below grade level, including multilingual learners and students from economically disadvantaged backgrounds. A key enhancement to this action is the expanded and more strategic use of the our Student Information System (SIS) and integrated data platforms to identify students in need of support earlier and more precisely, including universal screening and early warning indicators, real-time progress monitoring dashboards, disaggregation of performance data by student group, and cross-functional data reviews (academic, attendance,	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		behavior, course performance). Research supports the effectiveness of early warning and integrated data systems in improving intervention targeting and reducing dropout risk. A study by Faria et al. (2017) found that schools using structured early warning data systems were more likely to identify at-risk students accurately and implement timely supports, leading to improved academic outcomes and attendance. Additionally, Heppen and Therriault (2018) found that districts leveraging longitudinal student data systems to guide instructional decisions were better able to align interventions with specific student needs, particularly for students experiencing poverty or high mobility. By enhancing SIS functionality and building staff capacity to analyze and act on data, our plan ensures that interventions are not delayed or generalized, but instead are responsive, personalized, and continuously monitored—a critical equity strategy for unduplicated pupils whose needs may otherwise go unidentified. We further augment our MTSS implementation through Professional Learning Communities (PLCs), where educators: • Analyze universal screening and progress-monitoring data • Identify unduplicated students requiring Tier II or Tier III support • Align intervention strategies across grade levels • Monitor intervention effectiveness and adjust instruction	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Collaborative, data-informed inquiry has been shown to improve instructional coherence and student outcomes when focused on actionable evidence. Vescio, Ross, and Adams (2008) found that PLCs that systematically analyze student data and refine instruction contribute to measurable improvements in student learning, particularly in high-need schools. This structured collaboration ensures that intervention is proactive rather than reactive, especially for students whose academic challenges are compounded by housing instability, poverty, interrupted schooling, or language development needs. In addition to school-day interventions, we are utilizing funds to expand after-school and extended learning programs focused on academic recovery and enrichment. These programs provide additional instructional time, structured tutoring, and experiential learning opportunities aligned to core content standards. Research indicates that extended learning programs that incorporate structured academic support can produce significant gains in mathematics and literacy, particularly for low-income students. A meta-analysis by Kim and Quinn (2013) found that extended instructional time programs were associated with measurable improvements in reading achievement, especially when programs included high-quality instruction and consistent attendance. For English Learners, extended learning environments that integrate collaborative, project-based instruction with structured language support have been shown to strengthen both academic achievement and language proficiency	

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		(August & Shanahan, 2017). This action reflects our broader commitment to educational equity: ensuring that students receive not merely equal access to instruction, but equitable access to the level of support necessary for success. By embedding MTSS within a data-informed framework, strengthening early identification systems, and prioritizing unduplicated pupils for targeted interventions, we are building a responsive system that accelerates academic growth and reduces opportunity gaps. Through expanded staffing, integrated data systems, collaborative planning structures, and extended learning opportunities, we expect to improve literacy and mathematics achievement, reduce course failure rates, and increase grade-level proficiency for English Learners, low-income students, and Foster/Homeless Youth. Through the required Learning Recovery Emergency Block Grant (LREBG) needs assessment, staff and data analyses identified the need to strengthen inclusive Tier 1 instruction to accelerate academic recovery and reduce disproportionality impacting students with disabilities and unduplicated students. In response to that assessment, we are utilizing LREBG funds to provide expanded professional development in Universal Design for Learning (UDL) and other inclusive instructional practices. UDL strengthens Tier 1 instruction by proactively designing lessons that reduce barriers to learning, increase engagement, and provide multiple means of representation, action, and expression. Research indicates that UDL-aligned practices	

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		improve access and academic outcomes for students with diverse learning needs (Ok et al., 2017). Additionally, educational findings suggest that inclusive instructional design improves engagement and reduces behavior challenges—key drivers of absenteeism and academic disengagement (Rao, Ok, & Bryant, 2014). By embedding UDL within the MTSS framework, we will strengthen core instruction while reducing reliance on exclusionary or reactive interventions. This approach supports both academic recovery and social-emotional engagement, particularly for unduplicated students disproportionately impacted by pandemic-related disruptions. RESEARCH Gersten, R., et al. (2020). Meta-analysis of reading interventions for struggling readers. Review of Educational Research, 90(4), 530–574. Balu, R., et al. (2015). Evaluation of Response to Intervention practices for elementary school reading. U.S. Department of Education, Institute of Education Sciences. Wanzek, J., Vaughn, S., Scammacca, N., et al. (2016). Extensive reading interventions for students with reading difficulties. Journal of Learning Disabilities, 49(4), 404–416. Faria, A.-M., Heppen, J., Li, Y., & Stachel, S. (2017). Early warning intervention systems in high schools. American Institutes for Research. Heppen, J., & Therriault, S. (2018). The role of longitudinal data systems in improving instruction.	

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		Regional Educational Laboratory. Vescio, V., Ross, D., & Adams, A. (2008). A review of research on professional learning communities. Teaching and Teacher Education, 24(1), 80–91. Kim, J. S., & Quinn, D. M. (2013). The effects of summer reading programs on reading achievement. Review of Educational Research, 83(3), 386–431. August, D., & Shanahan, T. (2017). Developing literacy in second-language learners. Routledge.	
2.2	**Action:** Increase offerings of social-emotional support and intervention via multi-tier system of support. **Need:** There is an achievement gap between our English Learners (Multilingual Learners), Long-Term English Learners, Foster Youth, Low-Income students, and other student groups in the areas of Chronic Absenteeism and Suspension Rate. **Scope:** LEA-wide	To address the ongoing impacts of the COVID-19 era on student wellness, engagement, academic recovery, and attendance, we are expanding social-emotional, behavioral, and inclusive instructional supports through a comprehensive Multi-Tiered System of Supports (MTSS). District data continue to show that chronic absenteeism, disengagement, and disproportionate discipline outcomes affect unduplicated pupils—English Learners (including LTELs), low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs—at higher rates than their peers. This action is principally directed toward unduplicated pupils because MTSS staffing, case management, intervention services, and targeted professional development for staff are prioritized at school sites serving the highest concentrations of these student groups and are designed to reduce barriers related to trauma, mobility, poverty, and interrupted schooling.	School attendance rates, Chronic absenteeism rates, Pupil suspension rates, Pupil expulsion rates, other local measures, including surveys of pupils on the sense of safety and school connectedness, Intervention data

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		We will continue to expand coordination and staffing, including behavior specialists, site-based counselors, mental health clinicians, and attendance/engagement teams who provide direct services and partner with families to address root causes of disengagement. Research on schoolwide positive behavior frameworks demonstrates meaningful reductions in disciplinary exclusions and improved school climate when implemented with fidelity (Gage et al., 2019). Research on school-based SEL programs also found significant positive effects on student behavior, engagement, and perceptions of school belonging—protective factors closely tied to attendance and academic persistence (Durlak, Mahoney, & Boyle, 2023). Attendance strategies are aligned within MTSS tiers, combining universal relationship-building with targeted outreach and intensive wraparound supports. National PBIS guidance confirms that integrating attendance improvement within MTSS strengthens belonging and reduces exclusionary practices that disproportionately impact unduplicated students (Freeman et al., 2020). A key component of this action is the expanded use of our Student Information System (SIS) and integrated data dashboards to strengthen early identification and targeted intervention, such as: • Monitor early warning indicators (attendance, behavior, course performance) • Track tiered interventions and service access	

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		• Disaggregate data to identify disproportionality • Align interventions with clearly defined "next steps" for staff Research from the National Forum on Education Statistics (2021) and CEPR (2024) demonstrates that structured early warning systems improve the likelihood that students receive timely and effective supports before attendance and disengagement patterns escalate. We will also expand equitable access to after-school and extended learning opportunities as a Tier 1 and Tier 2 engagement strategy. Unduplicated students face documented barriers to participation, including fees and limited access to resources. Targeted supports include fee waivers, outreach through Foster and McKinney-Vento liaisons, and language-access communication. Research demonstrates that high-quality afterschool programs and targeted out-of-school experiences improve school bonding, academic performance, and positive behavior outcomes (Durlak, Weissberg, & Pachan, 2010; Vandell et al., 2007). Evidence further confirms that out-of-school-time programs can improve reading and mathematics outcomes for at-risk students (Lauer et al., 2006). Strengthening student connectedness through extracurricular engagement is also associated with improved attendance and graduation outcomes, particularly for highly mobile youth (White, Scott, & Munson, 2018). RESEARCH	

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		Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. Child Development, 94(5), 1181–1204. Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs. American Journal of Community Psychology, 45, 294–309. Freeman, J., Sugai, G., Goodman, S., Flannery, B., & Sears, S. (2020). Improving attendance and reducing chronic absenteeism. Center on PBIS. Gage, N. A., Grasley-Boy, N., Lombardo, M., & Anderson, L. (2019). The effect of PBIS on disciplinary exclusions. Behavioral Disorders, 46(1), 42–53. Lauer, P. A., et al. (2006). Out-of-school-time programs: A meta-analysis. Review of Educational Research, 76(2), 275–313. National Forum on Education Statistics. (2021). Forum Guide to Early Warning Systems. Ok, M. W., Rao, K., & Bryant, B. R. (2017). Universal Design for Learning in pre-K–12 classrooms: A systematic review. Exceptionality, 25(2), 116–138. Rao, K., Ok, M. W., & Bryant, B. R. (2014). A review of research on UDL. Journal of Special Education Technology, 29(1), 33–44. Vandell, D. L., Reisner, E. R., & Pierce, K. M.	

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		(2007). Outcomes linked to high-quality afterschool programs. White, T., Scott, L. D., Jr., & Munson, M. R. (2018). Extracurricular participation and educational outcomes among youth transitioning from foster care. Children and Youth Services Review, 85, 1–8.	
2.3	**Action:** Develop and implement dropout prevention practices, partially funded by Learning Recovery Emergency Block Grant funds **Need:** There is an achievement gap between our English Learners (Multilingual Learners), Foster Youth, Low-Income students, and other student groups in the areas of Chronic Absenteeism, Dropout rate, and Graduation Rate. **Scope:** LEA-wide	To reduce dropout rates and increase postsecondary readiness, our plan includes comprehensive, developmentally aligned dropout prevention strategy focused on middle school early identification and high school recovery and re-engagement systems. This action is principally directed toward unduplicated pupils—Multilingual Learners (ELs) (including LTELs), low-income students, Foster Youth, and students experiencing homelessness—who are disproportionately represented among students identified as at risk of not graduating due to chronic absenteeism, mobility, course failure, or disengagement. Research consistently shows that dropout is rarely a sudden event; it is the result of accumulated academic and attendance indicators that can be identified years in advance. Allensworth and Easton (2007) demonstrated that course performance and attendance are stronger predictors of graduation than standardized test scores, underscoring the importance of early monitoring and intervention systems. By aligning supports across grade spans, we will ensure that risk factors are identified and addressed before patterns become irreversible. At the middle school level, our plan includes:	Chronic absenteeism rates, Middle school dropout rates, High school dropout rates, High school graduation rates

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		• Monitoring attendance, behavior, and course performance through early warning systems • Strengthening school climate and belonging • Proactive behavioral and academic intervention through MTSS • Family outreach and engagement Research by Benner (2011) found that declines in school belonging and academic motivation during the middle grades are associated with increased dropout risk, particularly for students from economically disadvantaged backgrounds. Early intervention during this period is therefore essential. Vacaville USD is strengthening the use of early warning indicators through integrated student information systems (SIS) to monitor attendance patterns, behavioral referrals, grade trends, and mobility in real time. A national evaluation by Faria et al. (2017) found that schools implementing structured early warning systems were significantly more likely to identify at-risk students accurately and intervene before academic failure compounded. By disaggregating this data by student group, we will ensure that unduplicated pupils receive timely Tier 2 and Tier 3 supports. Additionally, middle school MTSS implementation emphasizes trauma-informed practices and culturally responsive engagement strategies, which research indicates are protective factors for students experiencing instability. A longitudinal study by Crosnoe et al. (2015) found that strong school connections during early adolescence significantly reduced later dropout likelihood, particularly for low-income and	

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		multilingual students. At the high school level, our dropout prevention efforts focus on: • Structured credit recovery pathways • Flexible scheduling and competency-based progression • Mentorship and case management • Postsecondary planning integration Students who fall behind academically are provided with multiple, supervised opportunities to regain credits through structured programs aligned with graduation standards. Research by Edgerton and Desimone (2019) found that high-quality credit recovery programs that include instructional oversight, progress monitoring, and adult mentoring significantly increase on-time graduation rates compared to unsupervised online-only models. Importantly, credit recovery in this model is not simply transactional; it is relational. Students are paired with Deans, counselors, and Student Reengagement Specialists who monitor attendance, academic progress, and postsecondary planning. A meta-analysis by Christenson, Reschly, and Wylie (2012) concluded that sustained adult mentorship and monitoring are among the most effective school-based dropout prevention strategies, particularly for students experiencing poverty or housing instability. These improvements are expected to reduce chronic absenteeism, decrease course failure rates, increase credit accumulation, and improve graduation outcomes for Multilingual Learners	

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		(ELs), low-income students, Foster Youth, and students experiencing homelessness. Further, by increasing instructional minutes and expanding credit recovery opportunities for secondary students who are credit deficient, off track for graduation, or experiencing unfinished learning in order to accelerate academic recovery, improve course completion, and increase graduation readiness, we are addressing the needs identified in our LREBG Needs Assessment, specifically those experiencing persistent achievement gaps, including English learners, students with disabilities, foster youth, homeless youth, and socioeconomically disadvantaged students. These students continue to demonstrate lower outcomes in English language arts, mathematics, attendance, and graduation indicators. By investing in expanded instructional time, and credit recovery opportunities, we are increasing and improving services designed to address unfinished learning, improve access to rigorous grade-level instruction, and accelerate academic recovery. Educational research supports these strategies as effective practices for improving outcomes for historically underserved students. Research from the Learning Policy Institute has shown that expanded learning time and structured credit recovery opportunities have also been shown to improve course completion, graduation outcomes, and overall student achievement when implemented with targeted academic supports and high-quality instruction. These actions are intended to strengthen Tier I instruction, provide	

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		earlier identification of unfinished learning, and ensure students receive timely academic intervention and increased access to rigorous coursework necessary for long-term academic success. REFERENCES Allensworth, E. M., & Easton, J. Q. (2007). What matters for staying on-track and graduating in Chicago Public Schools. University of Chicago Consortium on School Research. Benner, A. D. (2011). The transition to high school: Current knowledge, future directions. Educational Psychology Review, 23(3), 299–328. Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). Handbook of Research on Student Engagement. Springer. Crosnoe, R., Johnson, M. K., & Elder, G. H. (2015). School size and the interpersonal side of education: An examination of race/ethnicity and organizational context. Social Science Quarterly, 95(4), 915–934. Edgerton, A. K., & Desimone, L. M. (2019). Credit recovery and the path to on-time graduation. Educational Evaluation and Policy Analysis, 41(1), 80–102. Faria, A.-M., Heppen, J., Li, Y., & Stachel, S. (2017). Early warning intervention and monitoring systems. American Institutes for Research. Hill, N. E., & Tyson, D. F. (2009). Parental	

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		involvement in middle school: A meta-analytic assessment. Developmental Psychology, 45(3), 740–763. Learning Policy Institute. Research on expanded learning time and credit recovery programs.	
3.1	**Action:** Address barriers to student success **Need:** Feedback from our educational partners has highlighted two key areas for growth: transitional services and the development of career/life skills. With this in mind, our goal is to support students in transitioning back to their home school or moving forward into post-secondary education, vocational training, or employment opportunities. We accomplish this by providing resources, guidance, and assistance with goal-setting and future planning. **Scope:** Schoolwide	We selected these focus areas based on both research and our local data, which highlight the importance of providing flexible, personalized pathways for students in alternative settings. Research continues to demonstrate that career exploration, work-based learning, and the development of transferable life skills significantly improve students' engagement, graduation outcomes, and postsecondary success, particularly for students who are at risk of not completing high school (Advance CTE, 2023; MDRC, 2021). These opportunities help students see the relevance of their education and strengthen their connection to long-term goals. At the same time, research emphasizes that credit deficiency is one of the strongest predictors of dropout risk, and that access to timely, flexible credit recovery options is critical for reengaging students and improving graduation rates (Allensworth & Easton, 2007; Heppen et al., 2017). High-quality online credit recovery programs, when paired with appropriate academic support, have been shown to increase course completion rates and provide students with more accessible pathways to stay on track for graduation, particularly for students in alternative education settings or those with interrupted learning experiences. Based on this research and our local	Percentage of students returning to home school and/or graduating by 3 percentage points per year. Increase student participation rate related to career exploration to 100% in three years

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		outcomes, we are expanding Action 3.1 to include the investigation and potential implementation of an online credit recovery platform as an increased and improved service. This investment is designed to provide students—particularly those who are credit deficient—with more flexible, personalized opportunities to recover credits, accelerate progress toward graduation, and successfully transition back to their home school or complete their program. By combining expanded credit recovery options with continued career exploration and transition supports, we are strengthening our ability to meet the diverse needs of our students and improve long-term outcomes. REFERENCES Advance CTE. (2023). The State of Career Technical Education: Improving Access and Success for Each Learner. Advance CTE. Allensworth, E. M., & Easton, J. Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public Schools. Consortium on Chicago School Research. Heppen, J. B., Sorensen, N., Allensworth, E., Walters, K., Rickles, J., Taylor, S. S., & Michelman, V. (2017). The Struggle to Pass Algebra: Online vs. Face-to-Face Credit Recovery for At-Risk Urban Students. American Educational Research Journal, 54(2), 263–306. MDRC. (2021). Career Academies: Long-Term Impacts on Work, Education, and Transitions to Adulthood. MDRC.	

Limited Actions

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

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1.7	**Action:** Provide a system of support for English Learners (Multilingual Learners) **Need:** There is an achievement gap between our English Learners (Multilingual Learners) and other students groups on the CAASPP and other local academic assessment data. **Scope:** Limited to Unduplicated Student Group(s)	Aligned with California's English Learner Roadmap, this action strengthens instructional practice, expands intervention opportunities, increases instructional time, enhances data monitoring systems, and deepens family engagement to ensure ELs are supported toward reclassification, graduation, and postsecondary readiness. This action is principally directed toward Multilingual Learners (ELs), who comprise a significant portion of our unduplicated pupils and who face systemic barriers to equitable access to grade-level curriculum without targeted language supports. Research consistently demonstrates that Multilingual Learners (ELs) achieve stronger academic outcomes when language development is integrated into rigorous content instruction rather than delivered in isolation. A synthesis by Calderón, Slavin, and Sánchez (2011) found that structured academic vocabulary instruction, explicit language objectives, and cooperative learning significantly improved literacy and content-area achievement for Multilingual Learners (ELs) across grade levels. Similarly, a review by Lee, Quinn, and Valdés (2013) emphasized that ELs benefit most when disciplinary language practices are embedded within math, science, and ELA instruction. In response, we are committed to improving our Designated ELD sections at the secondary level to allow more targeted language instruction, embedding language objectives across	Reclassification rates, Progress on the Dashboard, CAASPP data, other local academic assessment data

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		content areas through co-teaching and push-in models, and strengthening vertical alignment of academic language expectations through cross-grade professional collaboration. These enhancements ensure that Multilingual Learners (ELs) simultaneously develop proficiency in English and mastery of grade-level standards. Effective EL systems depend on building capacity across all educators—not solely ELD specialists. Research by Lucas and Villegas (2013) highlights that when general education teachers are prepared to implement linguistically responsive pedagogy, student outcomes improve significantly. Furthermore, Darling-Hammond et al. (2017) emphasize that sustained, job-embedded professional learning tied to classroom practice is more effective than isolated workshops. Accordingly, we are scaling professional development and coaching focused on linguistically responsive teaching, asset-based frameworks for multilingual learners, Integrated and Designated ELD implementation, and collaborative planning and co-teaching structures. Administrators, counselors, and paraprofessionals are included in this learning system to ensure coherence and sustainability across campuses. A key enhancement to this action is the expanded use of the our Student Information System (SIS) and data visualization platforms (e.g., EduClimber) to provide more targeted and timely interventions for Multilingual Learners (ELs). We are strengthening real-time tracking of English language proficiency growth, monitoring of reclassification rates and time-to-reclassification,	

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		integration of attendance, course performance, and assessment data, early identification of students at risk of becoming Long-Term Multilingual Learners (ELs), and intervention tracking across MTSS tiers. Research underscores the importance of integrated data systems in improving outcomes for Multilingual Learners (ELs). A study by Hopkins et al. (2013) found that districts that systematically used multiple data measures to guide EL instruction saw improved reclassification rates and academic achievement. Additionally, Datnow and Park (2018) concluded that collaborative data use—when paired with instructional decision-making—leads to more equitable student outcomes. By strengthening real-time monitoring and intervention tracking, we will ensures that EL supports are proactive rather than reactive and that services are adjusted based on measurable growth. Aligned with MTSS, we are committing resources for Tier 2 and Tier 3 interventions for Multilingual Learners (ELs), including after-school and summer programs centered on academic language development, small-group support for newcomers and students at risk of LTEL status, and literacy development programs integrated with project-based learning. Research indicates that additional structured instructional time focused on academic language significantly accelerates English proficiency and literacy development. Kim and Herman (2009) found that extended learning opportunities that integrated language development with literacy instruction produced meaningful gains in reading outcomes for EL	

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		students. Likewise, Slavin and Cheung (2005) found that structured literacy interventions tailored to Multilingual Learners (ELs) resulted in significant improvements in reading achievement. Recognizing that family engagement is a critical lever for EL success, we are strengthening multilingual outreach and partnership efforts through its bilingual College and Career Readiness Team and site-based liaisons. These efforts include: • Multilingual communication systems • Newcomer family orientations • Parent education workshops aligned to academic expectations • Site-level paraprofessionals serving as family liaisons Research demonstrates that culturally and linguistically responsive family engagement improves academic achievement and school belonging among Multilingual Learners (ELs). Jeynes (2012) found that structured parental engagement initiatives significantly increased secondary academic outcomes for linguistically diverse students. REFERENCES Calderón, M., Slavin, R., & Sánchez, M. (2011). Effective instruction for Multilingual Learners (ELs).The Future of Children, 21(1), 103–127. Datnow, A., & Park, V. (2018). Professional collaboration with purpose: Teacher learning toward equitable and excellent schools.Routledge.	

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		Hopkins, M., Lowenhaupt, R., & Sweet, T. (2013). Organizing English learner instruction in new immigrant destinations. American Educational Research Journal, 50(3), 560–598. Jeynes, W. (2012). A meta-analysis on the effects of parental involvement for secondary school students.Education and Urban Society, 44(6), 706–742. Kim, J. S., & Herman, J. L. (2009).A three-year longitudinal study of structured literacy instruction for Multilingual Learners (ELs).Educational Evaluation and Policy Analysis, 31(2), 171–189 Lee, O., Quinn, H., & Valdés, G. (2013). Science and language for English language learners in relation to Next Generation Science Standards. Educational Researcher, 42(4), 223–233. Lucas, T., & Villegas, A. M. (2013). Preparing linguistically responsive teachers. Journal of Teacher Education, 64(2), 98–109. Slavin, R. E., & Cheung, A. (2005). A synthesis of research on language of reading instruction for English language learners. Review of Educational Research, 75(2), 247–284.	
1.8	**Action:** Provide a system of support for Homeless and Foster Students **Need:** There is an achievement gap between our Foster and Homeless students and other	Foster Youth and students experiencing homelessness face significant barriers to academic stability, including high rates of school mobility, trauma exposure, disrupted credit accumulation, food and housing insecurity, and limited access to consistent adult advocacy. These challenges contribute to disproportionate rates of chronic absenteeism, course failure, and lower	CAASPP data, other local academic assessment data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students groups on the CAASPP and other local academic assessment data. **Scope:** Limited to Unduplicated Student Group(s)	graduation outcomes. Our investment in this area is focused on implementing a coordinated, equity-driven system of support that is principally directed toward Foster Youth and students experiencing homelessness, ensuring these students receive timely identification, academic continuity, and wraparound services necessary for success. At the heart of this action is our Foster & Homeless Youth Liaison, who partners with site liaisons, counselors, administrators, and community agencies to ensure immediate enrollment, records transfer, transportation access, and connection to services. Research consistently shows that coordinated case management improves educational stability and academic outcomes for highly mobile youth. A multi-state study by Dworsky, Napolitano, and Courtney (2013) found that youth in foster care who received consistent educational advocacy and school-based support were significantly more likely to remain enrolled and progress toward graduation. Similarly, Herbers et al. (2012) found that school stability and adult advocacy were key protective factors promoting resilience among homeless and highly mobile students. Via structured case management protocols we work to ensure that each identified Foster or Homeless Youth has a designated adult monitoring attendance, academic progress, and credit status. Research demonstrates that sustained, caring adult relationships are among the strongest predictors of positive outcomes for youth experiencing adversity. A longitudinal study by Greeson et al. (2015) found that foster youth with	

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		at least one stable mentoring relationship demonstrated significantly higher educational aspirations and improved psychosocial outcomes. Therefore, an area of focus in this area is on developing site-based mentoring programs and coordination between counselors and Deans for credit and attendance oversight. These structured relationships are designed to increase belonging, reduce dropout risk, and strengthen persistence through graduation. Foster and Homeless Youth frequently experience interrupted coursework due to mobility. Research indicates that targeted academic monitoring and structured tutoring improve credit accumulation and on-time graduation for highly mobile students. A study by Mac Iver and Messel (2013) found that intensive case-managed dropout prevention models significantly improved course completion rates for students facing mobility and economic instability. As part of this action, we provide individualized credit reviews aligned to A–G and graduation requirements, targeted credit recovery supports, and coordination with CTE and dual enrollment programs. These supports are designed not only to remediate lost credits but to restore long-term academic trajectories. Educational success for Foster and Homeless Youth requires coordination beyond academics. We partner with local nonprofits and agencies to provide: • Food and hygiene resources • Transportation assistance • Housing referrals • Off-campus counseling services	

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		Research from the National Center for Homeless Education (2017) emphasizes that cross-sector collaboration is critical for improving attendance and academic continuity among students experiencing homelessness. Transitions—including reunification, placement changes, aging out of foster care, or school transfers—represent heightened periods of dropout risk. Research from Okpych and Courtney (2018) found that youth aging out of foster care who received structured transitional planning and educational guidance were significantly more likely to persist in postsecondary education. In response, our support plan includes proactive credit and transcript review during transfers and transition planning meetings for students approaching emancipation. These supports are designed to preserve academic momentum during periods of instability. These efforts are expected to improve attendance, credit accumulation, graduation rates, and postsecondary enrollment for students experiencing foster care or homelessness. REFERENCES Dworsky, A., Napolitano, L., & Courtney, M. (2013). Homelessness during the transition from foster care to adulthood. American Journal of Public Health, 103(S2), S318–S323. https://ajph.aphapublications.org/doi/10.2105/AJPH.2013.301455 Greeson, J. K. P., Thompson, A. E., & Ali, S. (2015). Young adult outcomes of youth with foster care experience: The role of mentoring.Children	

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		and Youth Services Review, 55, 168–175. https://doi.org/10.1016/j.childyouth.2015.05.005 Herbers, J. E., Cutuli, J. J., Supkoff, L. M., Narayan, A. J., & Masten, A. S. (2012). Early reading skills and academic achievement trajectories of homeless and highly mobile students. Educational Researcher, 41(9), 366–374. https://journals.sagepub.com/doi/10.3102/0013189X12445320 Mac Iver, M. A., & Messel, M. (2013). The ABCs of keeping on track to graduation: Early warning systems and intervention. Journal of Education for Students Placed at Risk, 18(3), 247–270. https://doi.org/10.1080/10824669.2013.836279 National Center for Homeless Education. (2017). Supporting the education of children and youth experiencing homelessness. https://nche.ed.gov Okpych, N. J., & Courtney, M. E. (2018). Postsecondary education and training among youth transitioning from foster care. Child Welfare, 96(1), 91–117. https://www.jstor.org/stable/48623626 Perfect, M. M., Turley, M. R., Carlson, J. S., Yohanna, J., & Saint Gilles, M. P. (2016). School-related outcomes of trauma-informed interventions. School Mental Health, 8(1), 41–54. https://link.springer.com/article/10.1007/s12310-016-9173-9	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.10	**Action:** Provide a system of support for Unduplicated Students with Exceptional Needs **Need:** There is an achievement gap between our Special Education and unduplicated student groups and other students groups on the CAASPP and other local academic assessment data. **Scope:** Limited to Unduplicated Student Group(s)	After reviewing implementation data and student outcome trends, we have determined that the action to expand the role of the Special Needs Parent Liaison has not resulted in measurable improvements in key student outcomes for unduplicated students with exceptional needs, including academic growth, inclusive placement rates, credit accumulation, or graduation indicators. While the role provided general parent outreach and process support, analysis of student performance data and disproportionality indicators did not demonstrate a clear or direct impact on improved academic achievement or access to rigorous instruction for English Learners, low-income students, or other unduplicated students with disabilities. Given our responsibility to ensure funds are used in ways that most effectively increase or improve services for unduplicated pupils, this action will be discontinued. The funding previously allocated to the Special Needs Parent Liaison will be redirected to expand inclusive co-teaching models because students with disabilities who are also English Learners and/or low-income face compounded barriers to academic success due to the intersection of disability-related needs, language acquisition demands, and socioeconomic factors. Research consistently shows that dually identified students are at heightened risk for lower academic outcomes, reduced access to rigorous coursework, and disproportionate placement in restrictive settings. We are expanding our comprehensive system of support that is principally directed toward	CAASPP data, other local measures, including surveys, other local academic assessment data, (h) local HR metrics

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		unduplicated students with exceptional needs, particularly those who are English Learners and/or low-income. This action strengthens inclusive instructional models, builds educator capacity, and increases access to grade-level curriculum through expanded co-teaching and integrated service delivery. A central component to this action is the expansion of co-teaching models, pairing special education teachers with general education content specialists to deliver instruction in inclusive settings. Co-teaching increases access to grade-level standards while allowing for real-time differentiation, scaffolding, and language supports—critical for English Learners with disabilities. Research supports inclusive co-teaching as an evidence-based approach for improving outcomes for students with disabilities. King-Sears et al. (2021) found that co-taught classrooms were associated with improved academic performance and increased engagement for students with disabilities compared to more restrictive pull-out models. Furthermore, inclusive instructional models also reduce stigma and increase access to rigorous content. Klingner and Artiles (2012) emphasize that culturally and linguistically responsive special education practices are essential for addressing disproportionality and improving outcomes for multilingual students with disabilities. Co-teaching creates shared accountability for both language development and specialized instruction, helping ensure that students' linguistic needs are addressed alongside IEP goals.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Historically, students with disabilities—especially those who are low-income or multilingual—have had reduced access to advanced coursework and college-preparatory pathways. Research by Morningstar et al. (2017) found that inclusive course access combined with coordinated transition planning significantly improved postsecondary enrollment for students with disabilities. Through expanded co-teaching, inclusive scheduling practices, and collaborative planning structures, we will increase access to A–G coursework, CTE pathways, and dual enrollment opportunities for unduplicated students with exceptional needs. Additionally, students who are both English Learners and students with disabilities require coordinated instructional strategies that address language development and disability-related needs simultaneously. Research by Samson and Lesaux (2009) found that professional learning that equips educators with strategies for academic language instruction significantly improves reading and comprehension outcomes for multilingual students with learning disabilities. Accordingly, we are planning to provide job-embedded professional development for both general and special educators focused on: • Universal Design for Learning (UDL) • Linguistically responsive special education practices • Integrated ELD within inclusive classrooms • Collaborative planning between content and special education teachers	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		By strengthening shared expertise across departments, we will increase coherence and reduce fragmentation of services, resulting in improved outcomes for Unduplicated Students with Exceptional Needs. REFERENCES Jung, L. A., Gomez, C., & Houang, R. (2018). Standards-based IEPs and academic outcomes for students with disabilities. The Journal of Special Education, 52(2), 95–106. King-Sears, M. E., Stefanidis, A., Berkeley, S., & Strogilos, V. (2021). Does co-teaching improve academic outcomes for students with disabilities? Educational Research Review, 34, 100405. Klingner, J. K., & Artiles, A. J. (2012). English language learners with disabilities: Shifting identification and instruction. Review of Research in Education, 36(1), 348–382. Morningstar, M. E., Lombardi, A., Fowler, C. H., & Test, D. W. (2017). Inclusive course access and postsecondary outcomes for students with disabilities. Career Development and Transition for Exceptional Individuals, 40(4), 227–239. Samson, J. F., & Lesaux, N. K. (2009).Language-minority learners in special education. Teachers College Record, 111(3), 703–737.	
1.12	**Action:**	To meet the unique needs of Long-Term English Learners (LTELs), we are proposing to implement	Reclassification rates, Progress on the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Provide a system of support for Long Term English Learners **Need:** There is an achievement gap between our Long Term English Learners (LTELs) and other students groups on the CAASPP and other local academic assessment data. **Scope:** Limited to Unduplicated Student Group(s)	additional strategies designed to support our LTELs unique learning needs. One key strategy is the creation of student profiles for all current and at-risk LTELs. These profiles will consolidate each student's English Language Proficiency Assessments for California (ELPAC) history, academic performance data such as grades and Lexile scores, and results from formative assessments. Research shows that assembling such profiles allows educators to more effectively diagnose language development needs, identify barriers to reclassification, and plan targeted supports. Studies such as those from the Houston Education Research Consortium highlight the importance of early identification and data-informed intervention in improving LTEL trajectories and ensuring timely reclassification (Blad, 2023; Umansky et al., 2015). Another evidence-based component of our plan ensures that LTELs are enrolled in grade-level core content courses with embedded English Language Development (ELD) support. Rather than placing LTELs in remedial or intervention tracks, which can perpetuate academic underachievement, this approach integrates language scaffolds within rigorous content instruction. This strategy is supported by research on effective integrated ELD practices, which demonstrate that LTELs benefit from learning environments where language and content development occur simultaneously. Providing access to grade-level coursework with intentional supports helps close opportunity gaps and accelerates academic progress (Callahan & Shifrer, 2016; Olsen, 2010).	Dashboard, CAASPP data, other local academic assessment data

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		Finally, we are planning to host a series of family workshops focused specifically on LTEL-related topics, including the reclassification process, academic language development, and course selection. Engaging families in this way not only demystifies the pathways to English proficiency and academic success but also helps counter deficit-based narratives that sometimes surround LTELs. By providing families with clear, actionable information and culturally responsive engagement, we can strengthen home-school partnerships and reinforce high expectations for LTEL achievement. Research emphasizes that such family engagement efforts are critical in promoting reclassification within the optimal 4–7-year window, which is strongly associated with improved long-term academic outcomes(Umansky et al., 2018; Olsen, 2010). Blad, E. (2023). What research says about how English Learners can catch up and thrive. Education Week. https://www.edweek.org/teaching-learning/what-research-says-about-how-english-learners-can-catch-up-and-thrive/2023/04 Callahan, R., & Shifrer, D. (2016). Equity and access in high school science for English learners. Educational Policy, 30(2), 291–325. Umansky, I., Thompson, K. D., & Díaz, G. (2018). Using reclassification to estimate the causal effects of English learner services. Educational Evaluation and Policy Analysis, 40(3), 287–315.	

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

NA

Additional Concentration Grant Funding

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

We are intentionally using our additional Concentration Grant Add-On funding to expand and strengthen direct services for students at schools with the highest concentrations of unduplicated pupils, including our English Learners (Multilingual Learners), Foster Youth, and Low-Income students. This approach reflects both our local data and ongoing feedback from staff, students, and families, and is grounded in our K–12 Multilingual Learner Support Plan and California's EL Roadmap Principles. Our goal is not only to increase access to supports, but to ensure those supports are integrated into the core instructional program and student experience.

To achieve this, we are maintaining several key investments while also expanding our approach to better meet student needs. We will continue to prioritize:

Additional Designated ELD Sections at high-need schools (Action 1.7)

- Expansion of push-in and co-teaching supports to increase access to grade-level instruction (Actions 1.7, 1.8, 1.10, 1.12)
- Increased staff support to strengthen services for newcomer students (Action 1.7)
- Building on these efforts, we are deepening our impact through several important enhancements. We are expanding instructional coaching and mentoring supports (Action 1.10) to ensure that teachers—particularly those working with high concentrations of unduplicated students—are equipped to deliver high-quality, differentiated instruction.

We are also investing LREGB and possibly some concentration funds in districtwide professional learning in Universal Design for Learning (UDL) (Action 2.01) to strengthen Tier 1 instruction and improve access for all students, especially those with diverse learning needs. In addition, we are increasing access to after-school and out-of-school enrichment opportunities (Action 2.02) as a way to support student engagement, belonging, and social-emotional development, particularly for students who may face barriers to participation. Together, these actions expand the number of certificated and classified staff providing direct and embedded support at our highest-need schools while also strengthening the quality of instruction students receive throughout the day. This includes smaller group instruction, co-teaching models, targeted interventions, and extended learning opportunities. Just as importantly, it reflects a shift toward more inclusive, proactive supports—ensuring students receive what they need within the core program rather than relying solely on supplemental services.

This plan is aligned with state priorities, the EL Roadmap, and the input of our educational partners. It represents a thoughtful, principally directed use of funds designed to improve outcomes, close opportunity gaps, and ensure that our most vulnerable students have access to high-quality, engaging, and supportive learning environments.

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	43.3 to 1	39.5 to 1
Staff-to-student ratio of certificated staff providing direct services to students	29 to 1	26.3 to 1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	131,796,084	17,452,272	13.242%	0.000%	13.242%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,256,427.00	$8,513,091.00	$866,448.00	$1,255,808.00	$28,891,774.00	$26,151,615.00	$2,740,159.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Increase Academic Readiness	All	No				Ongoing	$2,438,580.00	$437,960.00	$24,028.00	$2,816,287.00		$36,225.00	$2,876,540.00	
1	1.2	Improve student achievement in reading	All	No				Ongoing	$43,880.00	$699,450.00		$699,450.00		$43,880.00	$743,330.00	
1	1.3	Improve student achievement in mathematics	All	No				Ongoing	$8,004.00	$0.00				$8,004.00	$8,004.00	
1	1.4	Increase College Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,268,419.00	$326,930.00	$4,595,349.00				$4,595,349.00	
1	1.5	Increase Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,268,910.00	$0.00	$2,190,276.00	$78,634.00			$2,268,910.00	
1	1.6	Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills.	All	No				Ongoing	$366,418.00	$0.00	$366,418.00				$366,418.00	
1	1.7	Provide a system of support for English Learners (Multilingual Learners)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,434,309.00	$66,931.00	$2,296,333.00			$204,907.00	$2,501,240.00	
1	1.8	Provide a system of support for Homeless and Foster Students	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	Ongoing	$225,620.00	$75,000.00	$295,620.00			$5,000.00	$300,620.00	

A - The above columns are completed accordingly, unless otherwise noted.

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.9**	Provide a system of support for Students with Exceptional Needs	All	No				Ongoing	$615,752.00	$0.00		$615,752.00			$615,752.00	
1	**1.10**	Provide a system of support for Unduplicated Students with Exceptional Needs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$464,000.00	$1,000.00	$465,000.00				$465,000.00	
1	**1.11**	Recruit and retain highly qualified staff to support students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$414,527.00	$241,250.00	$617,935.00			$37,842.00	$655,777.00	
1	**1.12**	Provide a system of support for Long Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	B	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.1**	Increase offerings of academic support and intervention via multi-tier system of support, partially funded by Learning Recovery Emergency Block Grant funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$4,829,106.00	$517,358.00	$2,445,477.00	$2,544,685.00		$356,302.00	$5,346,464.00	
2	**2.2**	Increase offerings of social-emotional support and intervention via multi-tier system of support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$5,783,162.00	$181,610.00	$3,985,766.00	$1,597,327.00		$381,679.00	$5,964,772.00	
2	**2.3**	Develop and implement dropout prevention practices, partially funded by Learning Recovery Emergency Block Grant funds	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$613,465.00	$0.00	$613,465.00				$613,465.00	
2	**2.4**	Continue to develop and refine systems of safety	All	No				Ongoing	$866,448.00	$120,170.00		$100,170.00	$866,448.00	$20,000.00	$986,618.00	
2	**2.5**	Encourage parent participation	All	No				Ongoing	$183,454.00	$0.00	$31,418.00			$152,036.00	$183,454.00	
3	**3.1**	Address barriers to student success	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shereene Wilkerson Academy of Excellence	Ongoing	$327,561.00	$22,500.00	$279,342.00	$60,786.00		$9,933.00	$350,061.00	

A - The above columns are completed accordingly, unless otherwise noted.
B - Missing location for the goal and action.

2026-27 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
131,796,084	17,452,272	13.242%	0.000%	13.242%	$17,834,563.00	0.000%	13.532 %	**Total:**	$17,834,563.00
								LEA-wide Total:	$14,448,268.00
								Limited Total:	$3,106,953.00
								Schoolwide Total:	$279,342.00

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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	1.4	Increase College Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,595,349.00	
1	1.5	Increase Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,190,276.00	
1	1.7	Provide a system of support for English Learners (Multilingual Learners)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,296,333.00	
1	1.8	Provide a system of support for Homeless and Foster Students	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$295,620.00	
1	1.10	Provide a system of support for Unduplicated Students with Exceptional Needs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$465,000.00	
1	1.11	Recruit and retain highly qualified staff to support students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$617,935.00	

A - The above columns are completed accordingly, unless otherwise noted.

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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	1.12	Provide a system of support for Long Term English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	B	$50,000.00	
2	2.1	Increase offerings of academic support and intervention via multi-tier system of support, partially funded by Learning Recovery Emergency Block Grant funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,445,477.00	
2	2.2	Increase offerings of social-emotional support and intervention via multi-tier system of support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,985,766.00	
2	2.3	Develop and implement dropout prevention practices, partially funded by Learning Recovery Emergency Block Grant funds	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$613,465.00	
3	3.1	Address barriers to student success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Shereene Wilkerson Academy of Excellence	$279,342.00	

A - The above columns are completed accordingly, unless otherwise noted.
B - Missing location for the goal and action.

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,585,519.00	$26,924,297.00

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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 Academic Readiness	No	$3,549,154.00	$2,654,639
1	**1.2**	Improve student achievement in reading	No	$1,222,704.00	$1,055,724
1	**1.3**	Improve student achievement in mathematics	No	$176,531.00	$0
1	**1.4**	Increase College Readiness	Yes	$3,602,261.00	$4,406,114
1	**1.5**	Increase Career Readiness	Yes	$2,384,472.00	$2,244,479
1	**1.6**	Increase Life Readiness via instruction to ensure students graduate with critical thinking, communication, collaboration, perseverance, and organizational skills.	No	$230,826.00	$399,512
1	**1.7**	Provide a system of support for English Learners (Multilingual Learners)	Yes	$3,370,934.00	$2,818,984
1	**1.8**	Provide a system of support for Homeless and Foster Students	Yes	$305,454.00	$249,828
1	**1.9**	Provide a system of support for Students with Exceptional Needs	No	$613,160.00	$617,925

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.10**	Provide a system of support for Unduplicated Students with Exceptional Needs	Yes	$194,159.00	$121,690
1	**1.11**	Recruit and retain highly qualified staff to support students	Yes	$165,463.00	$717,824
1	**1.12**	Provide a system of support for Long Term English Learners	Yes	$50,000.00	$50,000
2	**2.1**	Increase offerings of academic support and intervention via multi-tier system of support.	Yes	$5,341,961.00	5,062,665
2	**2.2**	Increase offerings of social-emotional support and intervention via multi-tier system of support.	Yes	$4,138,053.00	$4,465,258
2	**2.3**	Develop and implement dropout prevention practices.	Yes	$702,038.00	$627,906
2	**2.4**	Continue to develop and refine systems of safety	No	$1,016,467.00	$954,082
2	**2.5**	Encourage parent participation	No	$216,646.00	$191,672
3	**3.1**	Address barriers to student success	Yes	$305,236.00	$285,995

2025-26 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)
$15,856,973	$15,596,112.00	$15,936,619.00	($340,507.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Increase College Readiness	Yes	$3,257,707.00	$4,182,526		
1	1.5	Increase Career Readiness	Yes	$2,103,414.00	$2,165,736		
1	1.7	Provide a system of support for English Learners (Multilingual Learners)	Yes	$3,146,980.00	$2,600,283		
1	1.8	Provide a system of support for Homeless and Foster Students	Yes	$300,454.00	$244,950		
1	1.10	Provide a system of support for Unduplicated Students with Exceptional Needs	Yes	$194,159.00	$121,690		
1	1.11	Recruit and retain highly qualified staff to support students	Yes	$40,940.00	$623,186		
1	1.12	Provide a system of support for Long Term English Learners	Yes	$50,000.00	$50,000		
2	2.1	Increase offerings of academic support and intervention via multi-tier system of support.	Yes	$2,837,035.00	$2,396,551		
2	2.2	Increase offerings of social-emotional support and intervention via multi-tier system of support.	Yes	$2,699,084.00	$2,660,524		
2	2.3	Develop and implement dropout prevention practices.	Yes	$702,038.00	$627,906		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Address barriers to student success	Yes	$264,301.00	$263,267		

2025-26 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)
$126,536,066	$15,856,973	0	12.532%	$15,936,619.00	0.000%	12.595%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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