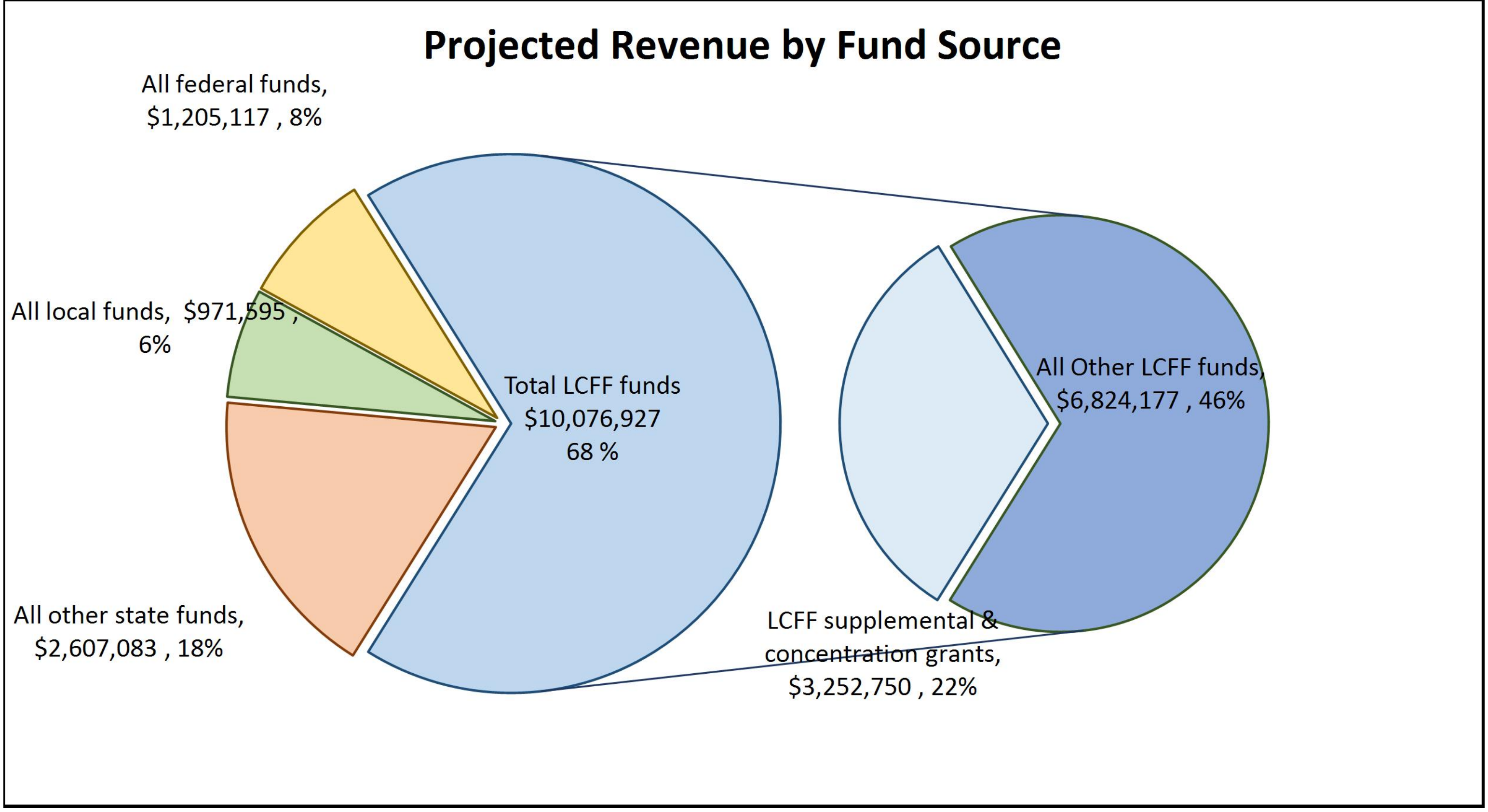
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vineland School District
CDS Code: 15638340000000
School Year: 2025-26
LEA contact information:
Cindy Castro
Superintendent
cicastro@vineland.k12.ca.us
661-845-3713

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 2025-26 School Year

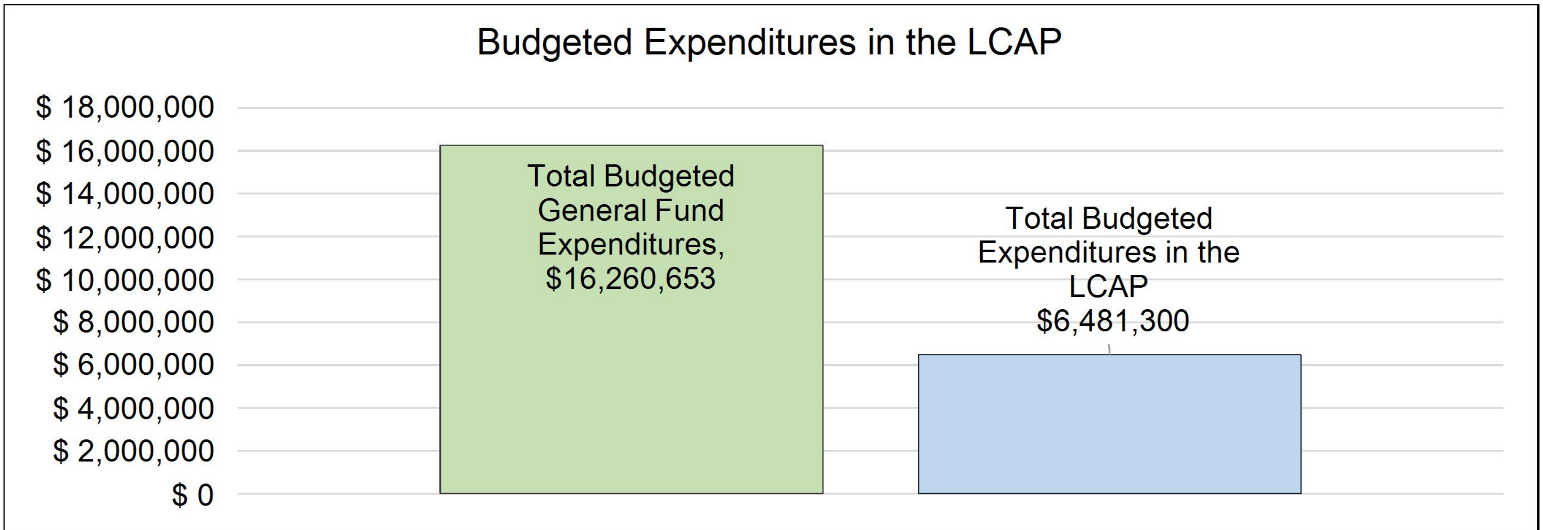


This chart shows the total general purpose revenue Vineland School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vineland School District is $14,860,722, of which $10,076,927 is Local Control Funding Formula (LCFF), $2,607,083 is other state funds, $971,595 is local funds, and $1,205,117 is federal funds. Of the $10,076,927 in LCFF Funds, $3,252,750 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 Vineland School District plans to spend for 2025-26. 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: Vineland School District plans to spend $16,260,653 for the 2025-26 school year. Of that amount, $6,481,300 is tied to actions/services in the LCAP and $9,779,353 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

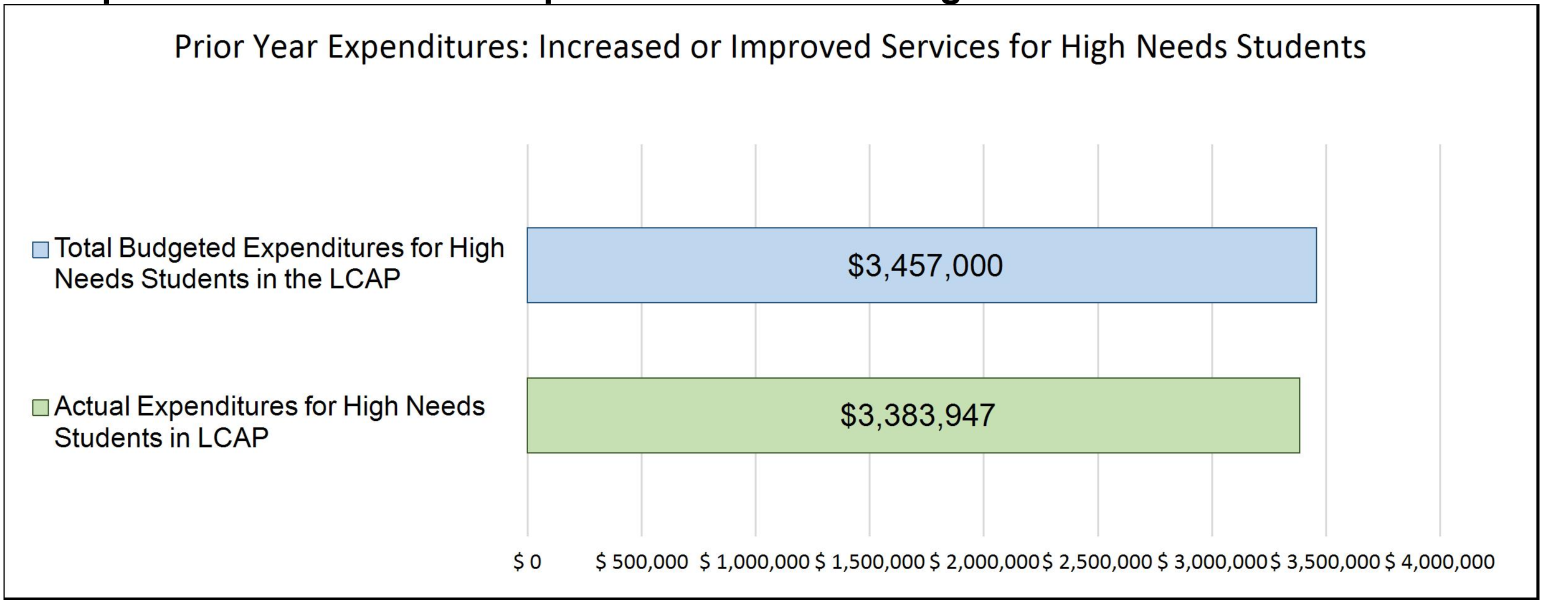
Expenditures not in the LCAP include salaries and benefits for Administration, Migrant Services, Professional Consulting Services such as legal fees, and KCSOS Special Education Billback costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Vineland School District is projecting it will receive $3,252,750 based on the enrollment of foster youth, English learner, and low-income students. Vineland School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vineland School District plans to spend $3,482,000 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 2024-25



This chart compares what Vineland 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 Vineland 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 2024-25, Vineland School District's LCAP budgeted $3,457,000 for planned actions to increase or improve services for high needs students. Vineland School District actually spent $3,383,947 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $73,053 had the following impact on Vineland School District’s ability to increase or improve services for high needs students:

There is no impact to the actions and services and overall increase and improved services for high needs because the district still managed to meet the required improved service percentage.

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
Vineland School District	Cindy Castro Superintendent	cicastro@vineland.k12.ca.us 661-845-3713

Plan Summary [2025-26]

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 COMMUNITY
Weedpatch is an unincorporated community and census-designated place in Kern County, California, United States. Weedpatch is 10 miles south-southeast of Bakersfield. It is considered to be one of the poorest areas in Kern County. As of the 2010 census it had a population of 2,658, and 94.9% identified as Hispanic. According to City-Data.com, the 2022 poverty rate in Weedpatch was 48% compared to the state of California which was 12.2%.The median household income in 2022 was $22,447, which was 307.8% less than the median annual income of $91,551 across the entire state of California. Due to the rural isolation, the community lacks resources such as a library, clinics and hospitals, grocery stores, parks, and community centers and agencies of outreach. The community consists of two large housing projects which are located adjacent to one of our school sites; 1) Ruben J. Blunt ,the Farmworker Housing Program which is subsidized by the U.S. Department of Agriculture – R.D. and was developed to provide housing for persons who derive a minimum of $5,753 of their annual income from farm labor. 2) Arvin Farm Labor Center- Weedpatch Camp, which provides affordable housing for the Migrant Farm Laborers. These families migrate from place to place, following the agricultural crops to provide labor.

THE DISTRICT
The Vineland School District was formed on May 9, 1890, as a one school district serving approximately fourteen students. There were several factors that led to the expansion of the school district. First, during the 1920's there was large- scale agricultural development in the area which attracted migrant farm workers . Then, during the 1930's, the Great Depression and Dust Bowl , several families relocated to the Sunset Weedpatch Labor Camp due to lack of housing. In September of 1940, the Arvin Federal Emergency School was created by the County Superintendent of Schools, Leo B. Hart, to serve the children from a large migrant labor camp that had been established in the area. The declared emergency that had given birth to Superintendent Hart’s creation could, by law, last no more than five years, and so the Arvin Federal Emergency School was forced out of existence in 1944 and was absorbed by the Vineland School District. The earthquake of 1952 destroyed the one-story brick building at Vineland School and all but one of the original buildings on the Weedpatch site. Between 1952-1957 the district reconstructed the two schools’ buildings and renamed Weedpatch School as Sunset School. The

Vineland School District has historical significance in Kern County, and proves a rich history to our community and state . Several books and movies were based on the experiences of the "Dust Bowl" and the "Okie" migration to Kern County.

Today, the Vineland School District encompasses 33 square miles in the rural/agricultural area of Southeast Kern County. Total enrollment consist of 657 students, which is 21 students less than the previous year. Total enrollment is currently at 636 students, which is 21 students less than the 2023-24 school year. VSD has been experiencing declining enrollment since 2016-2017 . VSD consists of two school sites; Vineland, with a student population of 335, serves Transitional Kindergarten through the Fourth grade. Sunset School, with a student population of 302, serves grades Fifth through Eighth. According to the Kern Integrated Data System (KIDS), the total student population of Vineland School District during the 2024-25 school year is as follows:
Unduplicated students (99.9%)
**English Learners (52%)
**Long Term English Learners (10%)
**Socio-Economically Disadvantaged (97%)
**Migrant (22%)
**Students with Disabilities (16%)
**Homeless (9%) (8%)
**Hispanic/Latino (99%)
The Vineland School District serves a community with a significant immigrant population, many of whom are deeply affected by recent executive orders related to deportation. These policies have created a heightened sense of fear and uncertainty among families, leading to increased reluctance to leave their homes. As a result, student attendance has been negatively impacted, with some families keeping their children home due to concerns over safety and potential separation. The district remains committed to supporting all students and families by fostering a safe and welcoming learning environment while actively working to mitigate the effects of these challenges on student achievement and well-being.

The Vineland School District is committed to student achievement by providing rewarding and memorable experiences for all students in a safe , caring, nurturing, and healthy environment where all they can reach their maximum potential in intellectual, social, emotional, and physical knowledge, skills, and competencies to become positive, contributing members of society. We believe all students can succeed. The alignment of the LCAP, Goals, Action Items, and funding allocations are essential to "improve or increase" services so that all students graduate from high school, prepared for college, or enter the workforce. The Vineland School District is committed to providing a comprehensive and rigorous curriculum to all students, with appropriate supports and interventions for those who need assistance reaching the core program.

Reflections: Annual Performance

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

2023 Dashboard Analysis
The Vineland School district has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights schools and student groups that received the lowest performance level (Red) on one or more state indicators.
Student groups receiving a Red Performance Indicator include:
-District-wide: English Learners (ELA); Students with Disabilities (ELA, Math, Chronic Absenteeism);
-Sunset School: English Learners (ELA, Math) and Students with Disabilities (Math)
-Vineland Elementary School: Students with Disabilities (Chronic Absenteeism)

Actions to Address Areas of Concern
The district is supporting student groups performing in the Red performance level by:
-Ensuring equitable access to instructional resources and targeted support through the following key initiatives: access to instructional materials and technology, STEM & science support, targeted literacy support, small class sizes, support for new teachers, expanded special education staff, and access to school libraries. (Actions 1.1-1.3, 1.6-1.10, and 1.12)

-Enhancing parent engagement, communication, and community involvement through the following key initiatives: providing a fully staffed family engagement and resource center, providing frequent communication through ParentSquare, hosting culturally responsive community activities, medical/dental clinics, and parent workshops. (Actions 2.1-2.4)

-Enhancing student engagement, school safety, and overall student well being through the following key initiatives: providing access to extracurricular activities, arts and music education, field trips and outdoor learning opportunities; social emotional learning and counseling, and equitable access to essential school resources. (Actions 3.1, 3.5-3.13)
In addition to the support being provided to all student groups with a Red performance level, the district is also providing an added layer of support for the English learner student group who received a red performance level in ELA and Math. The district will provide certificated and classified staff with ongoing targeted professional development on effective English language development instruction and English learners will receive additional support through access to instructional aides and supplemental ELD programs and. (Actions 4.1-4.3)

2024 Dashboard Analysis
An analysis of the most current 2024 Dashboard shows the following overall performance on state indicators included on the Dashboard.
ELA: 66 points below standard- Increased performance (+12.8) (Yellow Performance Level)
Math: 4.9 points below standard- Increased performance (+4.9) (Orange Performance Level)
English Learner Progress: 39.3% of English learners are making progress- Declined performance (-11.2%) (Red Performance Level)
Science: 25.4 points below standard-Declined performance (-1.4) (No Performance Level Provided)
Chronic Absenteeism: 16.5%- Declined (-6.9%) (Yellow Performance Level)
Suspension Rate: 1.1%- Declined (-4.2%) (Blue Performance Level)
Student Groups in Red (2023) & Current Status (2024)
A review of current Dashboard data (2024) for student groups with a Red performance level on the 2023 Dashboard, indicates the following:
English Learners LEA-wide:
ELA 73.8 points below standard- Increased performance (+18.2) (Orange Performance Level)
Students with Disabilities LEA-wide:
ELA 131.1 points below standard- Maintained performance (+2.9)(Red Performance Level); Math 162.7 points below standard- Declined performance (-5.2) (Red Performance Level); Chronic Absenteeism 14.4%-Declined (-12.5%) (Yellow Performance Level)

English Learners at Sunset School:
ELA 67.4 points below standard- Increased performance (+26.4) (Yellow Performance Level)
Math 126.6 points below standard- Increased performance (+11.3) (Orange Performance Level)
Students with Disabilities at Sunset School:

Chronic Absenteeism 9.1%- Declined (-9.3%) (Green Performance Level)
Students with Disabilities at Vineland Elementary School:
Chronic Absenteeism 16.9%-Declined (-18.7%) (Green Performance Level)

Analysis of Local Data

Local progress monitoring results in Reading show some grade levels are demonstrating strong growth while other grades have remained stagnant or have shown minimal growth in students' grade level equivalency measure of reading. Grade 3 had the highest gains, nearing the expected one-year growth target, suggesting effective instruction/intervention. Grades 7 and 8, on the other hand, experienced the smallest gains, with 7th grade showing no growth. The wide variability in results for elementary and upper grades suggests a need for targeted literacy interventions and differentiated instruction in upper elementary and middle school grades.

The district is taking a step in differentiating the way students are assessed in reading. Beginning next school year, elementary grades will be assessed using iReady, while upper grades will continue to use STAR for progress monitoring. By tailoring assessment tools to better align with the developmental needs of students at different grade spans, the district aims to obtain more precise diagnostic data that can inform instruction and intervention. This shift may help identify specific learning gaps more accurately and provide teachers with actionable insights to better support student growth in reading.

The district has maintained full implementation of ELA, ELD, and Math content standards, which is commendable. Notably, there were significant gains in science (Next Generation Science Standards) and history/social science, both reaching full implementation. These improvements indicate successful capacity-building and curriculum adoption efforts, particularly in content areas that had previously lagged behind.

Learning Recovery Emergency Block Grant (LREBG)

The district currently has Learning Recovery Emergency Block Grant (LREBG) funds that will be included in the 2025–26 LCAP.

As part of the 2025–26 LCAP, Vineland School District has designated Action 1.10 – Support Services for Students with Disabilities – to be funded with Learning Recovery Emergency Block Grant (LREBG) funds. This action has been prioritized based on identified needs to address persistent low academic performance and chronic absenteeism among Students with Disabilities following pandemic-related disruptions.

The rationale for selecting this action is grounded in evidence-based practices that demonstrate the importance of providing specialized speech and language support services as part of a multi-tiered system of supports (MTSS). Research supports the critical role speech-language pathologists play in improving communication, academic engagement, and attendance for students with speech and language impairments.

The effectiveness of Action 1.10 will be monitored using Metric 1.4 and 1.6- Average Distance from Standard on CAASPP Math & ELA for Students with Disabilities and Metric 3.2 Chronic Absenteeism. Progress will be evaluated annually to determine the impact of these strategies on chronic absenteeism and academic achievement among Students with Disabilities.

Through this targeted, research-based intervention, Vineland School District aims to stabilize and increase student participation, thereby supporting learning recovery and improving overall student outcomes in alignment with state priorities.

Reflections: Technical Assistance

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

Vineland School District was previously identified for differentiated assistance based on the 2023 Dashboard. Identification was based on performance in ELA & Math and Chronic Absenteeism for Students with Disabilities. The district partnered with the Kern County Superintendent of Schools to provide assistance in developing and implementing an action plan to address the areas of concern through the Continuous Improvement Process (CIP). The improvement plan focuses on reducing chronic absenteeism, especially for Students with Disabilities. By reducing chronic absenteeism, the district believes academic outcomes for all students, especially students with disabilities, will also improve. Key initiatives included in the LCAP to achieve this goal include ensuring equitable access to instructional resources and targeted support, small class sizes, support for new teachers, expanded special education staff, and access to school libraries (Actions 1.1-1.10, 1.12). In order to foster a strong school-community connection, ultimately benefiting student achievement and well being, the district will also provide a fully staffed family engagement and resource center, will provide frequent communication through ParentSquare, and will host culturally responsive community activities and medical/dental clinics, and parent workshops (Actions 2.1-2.4). Finally, the district has included actions to improve school climate and enhance student engagement in order to reduce chronic absenteeism through the following key initiatives: providing access to extracurricular activities, arts and music education, field trips and outdoor learning opportunities; social emotional learning and counseling, and equitable access to essential school resources (Actions 3.1-3.13).
While the district no longer meets the criteria for Differentiated Assistance based on the 2024 Dashboard, the district will engage in Year 2 Monitoring with KCSOS to discuss updates on the implementation of the Continuous Improvement Plan and progress being made in Chronic Absenteeism, Math, and English Language Arts, especially Students with Disabilities’ performance in these state indicators.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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
Certificated: Teachers	**1.State of the District** Meetings are held monthly with the Certificated staff, including the VTA, Local Teachers Bargaining Unit. LCAP issues are discussed, data is shared, and input is given. 2. Administrators also have monthly staff meetings in which the educational partners may elicit input. 3. Grade Level meetings are also held monthly in which the educational partners, the teacher, may provide and share input in regards to their specific grade level. 4. ALL Staff was provided with the LCAP Survey to elicit input as an educational partner.
Community	1.LCAP Community Public Forums are held quarterly. LCAP issues are discussed, data is shared, and input is given. 2. South Valley Neighborhood Partnership also conducts an EDUCATIONAL PARTNERS STRATEGIC PLANNING meeting to assist in the LCAP. District are invited to share their LCAP Goals and Action Items and pertinent data. The group which consists of the larger community and public agencies, give their input to the district as educational partners 3. Survey are also available to the community to elicit input on our district webpage. 4. Board Meeting are held monthly and the community is allowed to speak under the PUBLIC COMMENT section.

Educational Partner(s)	Process for Engagement
	5. The District held a public hearing for the Local Control and Accountability Plan (LCAP) on 6/16/2025 to solicit recommendations and comments from the public regarding the specific actions and expenditures proposed in the LCAP. Following the public hearing and after considering all input received, the Governing Board formally adopted the 2024–27 LCAP at a public meeting held on 6/23/2025
Administrators	1. Superintendent Cabinet Meetings are held bi-weekly throughout the year. The Cabinet consists, of Administrators, Directors, and other Leaders in the District. LCAP issues are discussed, data is analyzed, and input is given on a consistent basis.. 2. A special meeting is held for the Administration to elicit input specifically for the LCAP. Surveys from the educational partners were shared. The LCAP was reviewed, data was analyzed, and a discussion ensued in regards to the needs of all educational partners..
Students	1. All students in grades 3-8 were given an LCAP survey to complete. Teachers were able to assist those students who did not understand the process or questions. 2. Students were also given the California Healthy Kids Survey. 3. Students in Grades 3-8 were also administered the Vineland Student Connectedness Survey by KCSOS. 4. Students will be included on a parent advisory committee.
Other School Personnel	1. All School Personnel is invited to the monthly STATE OF THE DISTRICT Meetings. LCAP is discussed, data is analyzed, and input is solicited. 2. CSEA, Local Bargaining Unit held a meeting and the District formally presented LCAP information, data, and surveys to elicit input.

Educational Partner(s)	Process for Engagement
	3. All staff was provided the opportunity to complete the LCAP Survey.
SELPA	1. LCAP Meetings were held throughout the year and SELPA was present to assist those districts in the KCSOS SELPA Consortium. 2. SELPA was also available throughout the year for guidance and recommendations in providing elicit input and assisting with the LCAP Process.
Parent Advisory Groups: School Site Council; DELAC ,Migrant PAC. Parents of all students in the school district.	1. SSC is given monthly updates on LCAP progress. Data is shared, and input is elicited. 2. Surveys were shared and discussed. 3. All parents were given access to the LCAP Survey. 4. Parent groups give their input on monthly basis. 5. LCAP is shared with Parent Groups.

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

The Vineland School District actively engaged educational partners throughout the LCAP development process, including parents, students, teachers, classified staff, bargaining units, and community members. Input was gathered through meetings, surveys, and data-sharing sessions that included California School Dashboard results and local metrics.

This input affirmed the district's existing goals and highlighted several key areas of need. A recurring theme across all partner groups was the desire to establish a **Community Family Resource Center**—a hub to support families with resources such as food, clothing, medical assistance, and parenting education. In response, Action 2.1 was developed and fully implemented to establish the Family Resource Center, with dedicated staffing and services to address this priority.

Additional feedback consistently emphasized two other priorities: **improving student achievement and modernizing outdated school facilities**. All stakeholder groups identified the need for updated infrastructure to support effective learning environments. As a result, investments in facilities improvements, such as upgrading restrooms and outdoor spaces, were included in Goal 3 actions.

A new theme that emerged last year was the need to provide **transportation for parents** to attend school events. This suggestion aims to increase parent participation, which educational partners viewed as directly connected to student academic success. The district incorporated this into Action 2.3 to strengthen family engagement efforts.

All commonly identified priorities were reviewed, and those deemed both feasible and aligned to district goals were incorporated into the 2024–27 LCAP. The district remains committed to engaging partners in ongoing dialogue to refine and improve services for students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Achievement** -The Vineland School District is committed to ensuring the academic achievement of all students by fully implementing all adopted state standards, ensuring students are receiving high quality teaching and learning by highly qualified teachers, who are supporting their students in a multi-tiered system of supports to reach grade level mastery of all content areas, which include the necessary 21st century skills.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 : This goal was developed in response to the needs identified through data analysis and input from educational partners. Student Academic data reflects the need to have a goal that improves student achievement. The 2023 California Dashboard indicates the following:

ELA:
ALL STUDENTS in English Language Arts performed in the **ORANGE** Indicator; 78.8 points BELOW the Standard.

STUDENT GROUPS:
English Learners performed in **RED** Indicator, 92 points BELOW the standard,
Students with Disabilities performed in **RED** Indicator, 134 points BELOW the standard.

MATHEMATICS
ALL STUDENTS in Mathematics performed in the **ORANGE** Indicator, 107.3 points BELOW the Standard.

STUDENT GROUPS:
Students with Disabilities performed in **RED** Indicator, 157.5 points BELOW the standard

SCIENCE
10.28% of students in the Fifth and Eighth Grade Met or Exceeded Standard

All educational partners believe that Student Achievement must be improved. VSD intends to strengthen our instructional program by recruiting, developing, and retaining highly qualified teachers, provide a rigorous standards aligned curriculum, supported by technology and interventions for students who need them.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The percentages of teachers who are appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching. Source: CALPADS Staffing Report 4.1 State Priority: 1A	**Baseline: 2023** 77.2% teachers in the district are fully credentialed. 100%of all teachers who are appropriately assigned.	**2024-25** 66% teachers in the district are fully credentialed. 100%of all teachers who are appropriately assigned.		**Target:** 80% of all teachers in the district are fully credentialed. 100% of all teachers who are appropriately assigned	Fully credentialed teachers -11.2% Appropriately assigned teachers-no change. Maintained 100%
1.2	% of Students who Met and/or Exceeded the Standard on the Ca. Science Test. Source: CA School Dashboard: Data Quest State Priority: 4A	**Baseline: 2023** CA Science Test (CAST) 10.28% Met or Exceeded Standard	**2023-2024** CA Science Test (CAST) 7.53% Met or Exceeded Standard **2024 Dashboard** 25.4 points below standard		**Target:** CA SCIENCE TEST 15.28% Met or Exceeded Standard	- 2.75% Met or Exceeded
1.3	% of Students with Standards-aligned instructional material	**Baseline:2023** 100%	**2024-25** 100%		**Target:** 100%	No change. Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Williams Act Textbook Sufficiency Report. State Priority: 1B					
1.4	Average Distance from Standard on CAASPP ELA Assessment Source: CA School Dashboard: CAASPP State Priority: 4A	Baseline: 2023 **ELA** **ALL STUDENTS:** POINTS BELOW STANDARD ALL (-) 78.8 :EL (-) 92 SED (-) 79.2 SWD (-) 134 Hispanic (-) 78.3 Homeless (-) 69.5 CAA-N/A	**2024 Dashboard** **ELA** POINTS BELOW STANDARD All Students -66 EL -73.8 SED -64.7 SWD -131.1 Hispanic -65.4 Homeless -60.7 CAA-Data suppressed due to fewer than 11 students tested		Target: **ELA** **ALL STUDENTS:** POINTS BELOW STANDARD ALL (-) 68.8 EL (-) 72 SED (-) 59.2 SWD (-) 114 Hispanic (-) 58.3 Homeless (-) 49.5 CAA-N/A	**ELA** All Students +12.8 EL +18.2 SED +14.4 SWD +2.9 Hispanic +12.9 Homeless +8.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Alternate Assessment ; Data is suppressed because fewer than 11 students tested.					
1.5	Level of Implementation of the State Board Academic Content and Performance Standards. Source: Local Indicator: Reflection Tool State Priority 2A	**Baseline 2023:** Ca School Dashboard 1. ELA-(4)-Full Implementation 2. ELD (Aligned to ELA Standards)- (4) Full Implementation. 3. Mathematics- (4) Full Implementation. 4. Next Generation Science Standards- (2) Exploration and Research 5. History Social Studies-(3) Initial Implementation	**2024-25** 1. ELA-(4)-Full Implementation 2. ELD (Aligned to ELA Standards)-(4) Full Implementation. 3. Mathematics-(4) Full Implementation 4. Next Generation Science Standards- (4) Full Implementation 5. History Social Studies-(4) Full Implementation		Target: (4) Full Implementation all areas 1-5	1. ELA- No change 2. ELD- No change 3. Mathematics- No change 4. Next Generation Science Standards-(+2) 5. History Social Studies-(+1)
1.6	Average Distance from Standard on CAASPP Math Assessment	**Baseline** 2023 **MATH** **ALLSTUDENTS:** POINTS BELOW STANDARD	**2024 Dashboard** **Math** POINTS BELOW STANDARD All Students - 102.4		**Target:** **MATH** **ALLSTUDENTS**: POINTS BELOW	**Math** All Students +4.9 EL +10.6 SED +4.4 SWD -5.2 Hispanic +5.2 Homeless +6.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard: CAASPP State Priority: 4A CA Alternate Assessment (CAA)	ALL: (-) 107.3 SED: (-) 107.7 EL: (-) 116.8 SWD: (-) 157.5 Hispanic (-) 106.8 Homeless (-) 100.6	EL -106.2 SED -103.3 SWD -162.7 Hispanic -101.5 Homeless -93.9 CAA-Data suppressed due to fewer than 11 students tested		STANDARD ALL: (-) 97.3 SED: (-) 87.7 EL: (-) 96.8 SWD: (-) 137.5 Hispanic (-) 86.8 Homeless (-) 80.6	
1.7	**Priority 4B** % of pupils who have successfully completed A-G requirements **NA** **Priority 4C** % of pupils who have successfully completed CTE pathways. NA **Priority 4D**	**Priority 4B** % of pupils who have successfully completed A-G requirements **NA** **Priority 4C** % of pupils who have successfully completed CTE pathways. **NA** **Priority 4D**	N/A		**NA**	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of pupils who have successfully completed both B & C **NA**	% of pupils who have successfully completed both B & C **NA**				
1.8	% of pupils who pass AP Exams with a score of 3 or higher State Priority 4G **NA** % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) State Priority: 4H **NA**	**NA** **NA**	N/A		**NA**	N/A
1.9	% of Students with Access to a Broad Course of Study in all Subject Areas. Source: Local Master Schedule State Priority: 7A	**Baseline: 2023** 100%	**2024-2025** 100%		**Target:** 100%	No change. Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Rate of Implementation of Designated and and Integrated ELD Source: Local Data: Master Schedules State Priority: 7B	**Baseline: 2023** 100%	**2024-25** 100%		**Target:** 100 %	No change. Maintained 100%
1.11	Percent of IEP Implementation ensuring all students with Disabilities receive access to programs and are provided required services. Source: CALPADS State Priority: 7C	**Baseline: 2023** 100%:	**2024-25** 100%		**Target:** 100 %	No change. Maintained 100%
1.12	Other Pupil Outcomes: Unduplicated; EL/SED Local Data Reading Post Test Grade Equivalency	**Baseline: 2023-24** Reading Pre-Post Test- Grade Equivalent 2nd EL/SED 0.3 /0.7 3rd EL/SED 0.8/ 1.3 4th EL/SED 1.8/ 2.6 5th EL/SED 2.2/ 2.9 6th EL/SED 2.9 /3.1	**2024-25** 2nd EL/SED Didn't administer 3rd EL/SED 2.1 4th EL/SED 2.3 5th EL/SED 3.1 6th EL/SED 3.7 7th EL/SED 3.8 8th EL/SED 4.3		**Target:** Post Test- Grade Equivalent 2nd EL/SED 1.0 3rd EL/SED 2.0 4th EL/SED 3.0 5th EL/SED 4.0 6th EL/SED 5.0 7th EL/SED 6.0	2nd EL/SED Not Available 3rd EL/SED +0.8 4th EL/SED -0.3 5th EL/SED +0.2 6th EL/SED +0.6 7th EL/SED +/-0 8th EL/SED +0.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: STAR Reading State Priority : 8	7th EL/SED 3.2 /3.8 8th EL/SED 3.8/ 4.0			8th EL/SED 7.0	
1.13	iReady- Percent of students in Grades K-4 scoring Early On Grade Level or Mid/Above Grade Level in ELA and Math. (Spring) Source: KiDS State Priority: Other Pupil Outcomes	Baseline: 2024-25 ELA K-4 • All students 40% -ELs 36% -SED 41% Math K-4 • All student-29% -ELs - 19% -SED -28%	N/A- 2024-25 was the first year assessment was administered and is reported in the Baseline column.		**Target:** ELA K-4: - All students- 50% -ELs- 45% -SED- 50% Math K-4: - All students 40% -ELs- 35% -SED - 40%	N/A

Goal Analysis [2024-25]

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.

All actions in Goal 1 were fully implemented with varying implementation-related challenges and successes. Notable successes and challenges are noted below.

Action 1.2 Ed Tech- The aging infrastructure of the school sites presented challenges. Updating buildings for compatibility with modern systems like Wi-Fi and security required unexpected investments.

Action 1.5 Early Childhood Education- The district's aging school facilities did not meet licensing standards required for early education programs. Additional funds had to be secured to upgrade the playground to CDE standards.

Action 1.12 Support Services for SPED- Challenges included a shortage of fully credentialed SPED teachers.

A success the district is especially proud of is related to the following action:
Action 1.4 Increased Intervention Opportunities- The district expanded its intervention program with ELOP funding, offering two days of support each week for all grade levels. This expansion was a success, despite going over budget.

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

The following actions experienced material differences between budgeted and actual expenditures. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 1.2 – Educational Technology- The district went over budget due to several unforeseen needs: 150 student Chromebooks required replacement, 41-year-old paging systems at both school sites were upgraded, and a Technology Support Specialist was hired. The specialist's salary and benefits had not been included in the original budget, resulting in higher actual expenditures.

Action 1.4 – Increased Intervention Opportunities- The district expanded the intervention program using Extended Learning Opportunities Program (ELOP) funds to offer services two days per week across all grade levels. This increased the need for staffing and resources, causing expenditures to exceed the original budget.

Action 1.10 – Support Services for SPED- Actual expenditures were higher due to an increased demand for speech pathology services. These specialized services drove up costs beyond what was originally budgeted.

Action 1.11 – Homeless and Foster Youth. Actual expenditures were lower than anticipated due to services associated with this action were provided by existing resources.

Action 1.12 – School Library- Although fully implemented, this action was under budget. The school was able to utilize other funding sources—specifically the Literacy Coaches and Reading Specialists (LCRS) grant and the Arts, Music, and Instructional Materials Grant—to cover expenses related to library supplies and books. As a result, the district spent less from LCAP funds than originally planned.

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

All actions under Goal 1 have contributed varying degrees of progress toward the goal of improving student mastery in ELA, Math, and Science.

Several actions—1.1 Access to Instructional materials, 1.2 Educational Technology, 1.3 Supplemental Instructional Services, 1.4 Increased Intervention Opportunities, 1.6 ELA Intervention, 1.7 Class Size Reduction, and 1.8 Classroom Budget—contributed to measurable improvement on CAASPP Distance from Standard (DFS) in both ELA and Math. English Learners (ELs) improved by +18.2 points in ELA and +10.6 points in Math, while Socioeconomically Disadvantaged (SED) students improved by +14.4 points in ELA and +4.4 points in Math. These gains suggest that access to updated, standards aligned curriculum, integrating technology, providing targeted academic interventions, smaller class sizes, and flexible instructional resources helped support stronger outcomes for these student groups.

Action 1.5 (Early Childhood Education) and 1.12 (School Library) contributed to growth in early literacy, as measured by the STAR Reading Assessment. While data was not available for 2nd grade, 3rd grade EL/SED students gained +0.8 grade levels, and 5th grade students gained +0.2. These results suggest that both early intervention and consistent access to library resources supported foundational literacy development.

Action 1.9 (Accelerated Math Program) was not implemented, and thus no student outcome data is available to evaluate its effectiveness.

Action 1.10 Support Services for Students with Disabilities was partially effective, showing slight improvement in ELA for SWD, but a decline in Math.

Action 1.11 Homeless and Foster Youth Support was effective in addressing the needs of homeless students, with improvement in ELA 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.

Changes to metrics: California Alternate Assessment (CAA) was added which was not previously included in Priority 4. Metric 1.12- Revised metric description from Reading Pre/Post to Reading Post Test Grade Equivalency since the target 3-year outcome is based on Post Test Grade Equivalency. This metric will only be continued with grades 5-8 and the district will add a separate local progress monitoring tool for Grades K-4. Metric 1.13- iReady has been added as a local progress monitoring tool for Grades K-4 in ELA and Math. Action 1.1 was changed to be a contributing action since it is providing increased or improved services for the district's unduplicated students. Action 1.2 had an increase in funding to account for 2 full-time Technology personnel.

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	Access to state standard instructional materials	To support unduplicated student groups in accessing and mastering grade-level content, the district will provide supplemental curriculum aligned to the Common Core State Standards (CCSS). This includes consumable materials in English Language Arts (ELA), Mathematics, and History/Social Science, the iReady platform for diagnostic and instructional support, curriculum in students' primary language to ensure linguistic access, and necessary technology such as Chromebooks and headphones. The district will also provide professional development and training to staff to support the effective implementation of these materials.	$200,000.00	Yes
1.2	Educational Technology	To ensure continuous, increased, and improved services for all students, the district will fund access to technology, to provide education in a 21st century classroom. Technology fosters engagement with auditory and visual learners, and differentiated instruction. The district will fund (2) technology personnel district wide, professional consulting services, supplies, materials, and devices will be provided to ensure students have access to technology in the classroom.	$310,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Supplemental Instructional Services	To ensure continuous increased, and improved services for all students the district will fund supplemental instructional services in Science to ensure students show growth towards mastery of NSSS. The district will fund (2) Certificated STEM Teachers and supplemental educational programs to enhance the quality of education. Funding includes supplies and continuous professional development.	$250,000.00	Yes
1.4	Increased Intervention Opportunities	To ensure continuous increased Intervention opportunities including Summer School, Saturday School, After School, and intersession to ensure students are making progress towards mastery of CCSS and closing the Achievement Gap. Funding includes (6)Certificated and (6) Classified personnel, supplies, transportation, and programs.	$40,000.00	Yes
1.5	Early Childhood Education	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) Teachers and (2) Instructional Aides who will provide instruction to incoming Low Income (SED) TK-Kinder students who have not had access to a pre-school preparatory program. The program will be implemented during the Summer Session prior to the beginning of the school year. Funding includes supplies, program, and transportation.	$17,000.00	Yes
1.6	ELA Intervention	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) Reading Teachers, (2) instructional aides, to provide specialized services for those students who are at risk, and require additional services to close the achievement gap. The funding will include supplies, programs, incentives, and continued professional development.	$320,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Class size reduction	To ensure continuous increased, and improved services for all students the district will fund small class sizes, to lower teacher to student ratio, in order to benefit students and to provide additional one on one time with the teacher. Funding includes one teacher per grade level in the district TK-8, for a total of 10.	$1,200,000.00	Yes
1.8	Classroom budget	To ensure continuous increased, and improved services for all unduplicated students the District will fund a classroom budget for teachers to purchase additional, supplemental materials, to enhance the educational program to meet the needs of this group of students. Budget includes supplies and programs.	$25,000.00	Yes
1.9	Recruitment and Retention of Highly Qualified Teachers	To ensure continuous increased, and improved services for unduplicated students the District will fund stipends to retain high quality teachers that will benefit all students to minimize the turn over rate. Stipends includes Certificated Master Degrees, Bilingual Authorization, and Certificated Longevity. Recruitment includes funding for costs of tests; RICA and CSETs. Funds also include Teacher Induction Program for New Teachers, and programs of support for beginning teachers, such as Mentor Support and Grade Level Leads.	$105,000.00	Yes
1.10	Support Services for Special Education	To ensure continuous increased, and improved services for Special Education students the District will fund (3) Special Education Teachers, (1) NEW POSITION (as of 2024-25) : Moderate- Severe Special Education Teacher, (2) Special Education Instructional Aides I and (2-3) NEW POSITIONS (as of 2024-25): Special Education Health Aides II , and Special Ed Transportation personnel. The following will support the Special Education student population: SDC, RSP, and new class Moderate-Severe. Funding will also include other support personnel; Psychologist, Speech & Language Pathologist, Nurse (contracted through KCSOS),	$1,034,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Special Ed Clerk, and supplies, programs, transportation operational costs, and on-going Professional Development. Speech & Language Pathologist Services LREBG $220,000 The rationale for selecting this action is grounded in evidence-based practices that demonstrate the importance of providing specialized speech and language support services as part of a multi-tiered system of supports (MTSS). Research supports the critical role speech-language pathologists play in improving communication, academic engagement, and attendance for students with speech and language impairments. The effectiveness of Action 1.10 will be monitored using Metric 1.4 and 1.6- Average Distance from Standard on CAASPP Math & ELA for Students with Disabilities and Metric 3.2 Chronic Absenteeism. Progress will be evaluated annually to determine the impact of these strategies on chronic absenteeism and academic achievement among Students with Disabilities.		
1.11	Homeless and Foster Youth:	To ensure continues increased, and improved services for unduplicated students the District will fund for personnel for (1) Classified staff to meet all the basic needs for this specific student group. Funding also includes transportation costs, basic needs; including food, clothing and temporary housing (short term), for homelessness and foster youth.	$5,000.00	Yes
1.12	School Library	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) Library Aides to ensure students have access to library materials. Students need access to books and literacy	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		materials in order to make progress toward CCSS mastery. Funds also include new library books and supplies.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Family and Community Engagement: The Vineland School District will increase the level of parent engagement and opportunities to build stronger relationships, levels of participation and engagement with families, to ensure responsive and high quality student learning.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The Vineland School District continues to be the "hub" of the community, due to the isolation of this area known as, "Weedpatch" The district has been experiencing declining enrollment, and we believe by strengthening our commitment to the community and offering services, which are desperately needed due to the lack of resources, will strengthen student learning and parent commitment and engagement. The actions and metrics indicated here will help to achieve this goal of engagement and will halt declining enrollment and increase student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent and Family Engagement Percent of parents participating in LCAP surveys. Source: Local Data State Priority:3A	**Baseline: 2023** LCAP Parent Survey: Spring 2024 27%	**2024-25** 92%		**Target:** 40% of parents participate in LCAP Surveys	+65%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Parent and Family Engagement Migrant PAC Participation Rate SSC Participation Rate Source: Local Data State Priority: 3B	**<u>Baseline: 2023</u>** Attendance at Parent Meetings (Elected to the serve) Migrant PAC Participation Rate: 50% SSC Participation Rate: 50%	**2024-25** Migrant PAC Participation Rate: 75% SSC Participation Rate: 90%		**<u>Target</u>** 60% Parent Attendance Rates.	A. +25% B. +40%
2.3	Parent and Family Engagement Percent of parents participating in IEP meetings. Source: Local Data State Priority: 3C	**<u>Baseline: 2023</u>** 100%	**2024-25** 100%		**<u>Target</u>** 100%	No change Maintained 100%
2.4	Percentage of Parents responding to the following:	**<u>Baseline: 2023</u>**	**2024-25** A. 91.2%		**<u>Target</u>**	A. +40.2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	A Parents are provided with resources and training to strengthen student learning. B. Effective parent communication impacts student success contributing to student academics Source: LCAP Surveys State Priority: 3A	A. 51% B. 51.1%	B. 94.1%		A. 60% B. 60%	B. +43%

Goal Analysis [2024-25]

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.

All actions under Goal 2 were fully implemented, with varying implementation-related successes. Notable successes are noted below.

Action 2.1 – Family Resource Center: This action was successfully carried out, though it went over budget due to the one-time facility setup costs, including restrooms and furniture. This marks a major accomplishment as the center became operational with necessary infrastructure in place.

Action 2.2 – Utilize Parent Communication Tools: Implementation was smooth with no relevant challenges.

Action 2.3 – Community Activities: Although the action was carried out successfully, it was under budget because certain services like health and dental clinics were provided at no cost to the district, and stipends for certificated and classified staff were overestimated.

Action 2.4 – Educational Learning Opportunities for Parents: This action also came in under budget, as the parent institute contract was secured at a discounted rate.

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

The following actions had material differences between budgeted expenditures and estimated actual expenditures. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 2.1 Family Resource Center- The district overspent due to added one time costs including restrooms and furniture.

Action 2.3 Community Activities- The district underspent what was planned. Health/Dental clinics were provided at not cost to the district and the district over budgeted supplemental pay for staff to work at community events.

Action 2.4 Ed Learning Opportunities- The district underspent what was planned since it was given a discounted rate for the Parent Institute for Quality Education contract.

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

All actions under Goal 2 demonstrated strong effectiveness in achieving the goal of increasing parent engagement, participation, and perceptions of support. The most notable gains were in survey participation (+65%), positive responses to communication (+43%), and access to training/resources (+40.2%), reflecting broad-based improvements across multiple parent engagement domains.

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.

Funding for Actions 2.3 and 2.4 has been reduced based on over budgeting last year.

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	Family Resource Center	To ensure continuous increased, and improved services for unduplicated students by providing meaningful parent engagement which will lead to better student behavior, higher academic achievement, and enhanced social skills. By empowering and educating the parents, research indicates builds strong family-school partnerships leading to improved learning. The District will fund (1) Community & Family Support Services Director, (1) Community & Family Advocate, and (1) Clerk/Secretary to assist parents and educational partners at the new Family Resource Center to support the establishment of new community schools, a "whole child" school improvement strategy. Funding includes, personnel, furniture, supplies, Professional Development, operating costs, community closet, food pantry, and other incidentals.	$200,000.00	Yes
2.2	Utilize Parent Communication Tools	To ensure continuous increased, and improved services to all students utilizing Parent Communication tools to provides effective and timely communication to all Parents in the District using Parent Square. This platform deliver messages by texts to all parents in the district in the by using the parents primary language directly to their phones or via email. The District will fund the platform Parent Square, Marquees for the School Sites and District, which also includes maintenance and repairs. Funding will include banners, signs, DTS Services for reports in Spanish for all educational partners. Funding will also include supplemental pay for translation services for all public/community/school events and Board Meetings.	$75,000.00	Yes
2.3	Community Activities	To ensure continuous increased, and improved services to all unduplicated students the District will fund community activities The Vineland School District is the hub of the community, because of the rural location and isolation from a town or city. The district is committed to building a sense of	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		learning community by providing resources and activities for the community like: Health/Dental Clinics, Posadas, Color Run, Thanksgiving Celebration, Christmas Give-away, Graduation Festivities, Movie Night, and Cesar Chavez Beautification Day. The District will fund for supplemental pay for classified personnel to assist with all activities, the number will depend of the size and scope of the activity. This action also provides for supplies, and TRANSPORTATION for parents to community events.		
2.4	Educational learning opportunities	To ensure continuous increased, and improved services to all unduplicated students the District will fund educational learning opportunities and communication for parents: Back to School Night, Parent conference, and other learning opportunities to support parent understanding of instructional priorities to benefit the education of all students. Funding will include Classified supplemental pay for translation services for parents, supplies and meals for parents. Funding also provides for professional services for parent workshops to benefit educational services for all students.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	GOAL 3- School Connectedness and School Safety. - The Vineland School District is committed to building a stronger school to student connectedness in which all students feel safe and adults' and peers in the school care about their learning as well as them as individuals. VSD students will learn in a clean, safe, and well equipped school.	Broad Goal

State Priorities addressed by this goal.

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.

All educational partners surveys and feedback indicated a need for more activities for the students. There were also concerns of safety at school in regards to bullying. References were made by all educational partners about the need to update and repair facilities, specifically students restrooms.

The district will improve school connectedness and safety by implementing PBIS district wide, offering opportunities for student engagement, and maintain safe grounds and clean environments. The data and metrics used below will provide data to accurately measure progress towards this goal.

Student data/surveys indicated on the LCAP and California Healthy Kids Survey, that the students in the intermediate grades did not feel safe at school, they specifically “called out” bullying as an issue. The surveys also indicated that the students did not feel “connected” or “cared” for by school personnel. This indicated a lack of school connectedness and school safety. The district will improve school connectedness and safety by implementing PBIS district wide, offering opportunities for student engagement, and maintain safe grounds and clean school environments which are conducive to learning.

The data and metrics used below will provide data to accurately measure progress towards this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School Attendance Rate Source: KIDS State Priority: 5A	**Baseline:** June 2024 School attendance rate at 94.77%	**2024-25** May 2025 Year-to-date school attendance rate 94.28		**Target:** School attendance rate at 96%	-0.49%
3.2	Chronic Absenteeism Source: CA School Dashboard State Priority: 5B	**Baseline** 2023 CA School Dashboard Chronic Absenteeism Rate All students 23.3% ELs 19.5% SED 23.1%	**2024 CA School Dashboard** All Students 16.5% ELs 11.8% SED 16.2% SWD 14.4%		**Target:** 15% Chronic Absenteeism Rate ELS- 9% SED- 10% SWD-10%	All Students -6.9% ELs -7.6% SED -7%
3.3	Middle school dropout rates Source: SIS /CALPADS 1.10 EOY State Priority: 5C	**Baseline** 2024 0% Middle school dropout rates	2025 0% Middle school dropout rates		**Target:** 0% Middle school dropout rates	No Change Maintained 0%
3.4	High School Dropout Rates -	**NA**	N/A		**NA**	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	NA Source: NA State Priority: 5D					
3.5	School Climate Student Suspension Rates Source: 2023 Dashboard State Priority:6A	**Baseline** 2023 Dashboard Suspension Rate: All Students 5.3% ELs 4.7% SED 5.2%	**2024 CA School Dashboard** All Students 1.1% ELs 0.9% SED 1%		**Target** 1% Suspension Rate	All Students -4.2% ELs -3.8% SED -4.2%
3.6	Pupil Expulsion rates. Source: DataQuest State Priority: 6B	**Baseline** 2023 0% Pupil expulsion rates.	**2024-25** 0%		**Target** 0% Pupil Expulsion Rate	No Change Maintained 0%
3.7	School Climate 2022-2023 CHKS	**Baseline** 2023-2024 CHKS Student Survey .	2024-2025 CHKS Student Survey .		**Target**	Percent of students reporting feeling safe at school: -10.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percent of Students reporting feeling safe at school Percent of students reporting there is staff who cares about me. Percent of Students reporting sense of safety. Source: Climate Survey Results State Priority: 6C	Percent of students reporting feeling safe at school: 64.9% Percent of students reporting staff who really care about me (school connectedness): 63.3% Percent of students reporting an Anti-Bullying climate: 50%	Percent of students reporting feeling safe at school: 54% Percent of students reporting staff who really care about me (school connectedness): 58% Percent of students reporting an Anti-Bullying climate: 31%		75% students reported feeling safe at school. 75% reports staff who really care about me (school connectedness) 60 % Anti-Bullying climate	Percent of students reporting staff who really care about me (school connectedness): -5.3% Percent of students reporting an Anti-Bullying climate: -19%
3.8	Overall Rating of School Site Facility Inspection Tool (FIT)	No baseline recorded in 2023-24	2024-25 Sunset- Exemplary		Sunset- Exemplary Vineland-	N/A No baseline recorded in 2023-24

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Facility Inspection Tool Priority 1(c): School Facilities maintained in good repair		Vineland-Exemplary		Exemplary	

Goal Analysis [2024-25]

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.

All actions under Goal 3 were fully implemented, with varying implementation-related successes and challenges. A notable challenge is noted below.

While action Action 3.8 – Outdoor Facility Upgrades -a major challenge was experienced with the delay in playground completion at one site, due to unresolved DSA approvals tied to decades-old projects. Although additional costs were incurred due to the addition of a shade structure, the project was carried out as planned.

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

The following actions had material differences between budgeted expenditures and estimated actual expenditures. No other actions had material differences. Exact amount of differences can be found in the Annual Update Tables.

Action 3.2 School Safety- Underspent since not all projects have been completed and will be ongoing.
Action 3.3 Deferred Maintenance- Underspent due to projects being delayed due to DSA (Division of the State Architect) requirements.

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

The actions in Goal 3 were developed to promote school attendance, safety, and student engagement. Effectiveness varied across actions and student groups.

Action 3.1 – Opportunities for Student Engagement was effective in significantly reducing chronic absenteeism and suspension rates for all groups. Attendance dipped slightly, Attendance dipped slightly, but zero dropout and expulsion rates further support overall effectiveness.

Attendance Rate: Declined 0.49%

Chronic Absenteeism: All: Declined 6.9%; ELs: Declined 7.6%; SED: Declined 7%

Suspension Rate: All: Declined 4.2%; ELs: Declined 3.8%; SED: Declined 4.2%

Actions 3.2 School Safety and **Action 3.13 Equity** have not yet shown to be effective based on the decline in student perception of school safety and adult support.

-School Climate Survey; Feeling safe at school: Declined 10.9%; Staff who care: Declined 5.3%

Actions 3.3 and **3.4 Maintenance Projects** have proven to be effective based on the district's FIT rating of Exemplary.

Action 3.5 – PBIS Implementation Districtwide and **Action 3.6 Music, Enrichment and Arts** were highly effective. Academic performance improved notably for ELs and SED students in both ELA and Math. Reductions in suspensions and continued expulsion-free status reinforce the success of PBIS strategies.

ELA Distance from Standard (EL: +18.2, SED: +14.4)

Math Distance from Standard (EL: +10.6, SED: +4.4)

Action 3.7 – Field Trips were effective. Field trips may have positively supported academic growth, particularly for ELs. Both ELA and Math scores increased across groups, though not as strongly for SED in Math.

Action 3.8 Update Outdoor Facilities showed mixed effectiveness. The action was implemented in order to create a sense of school connectedness, yet this year the district experienced a decline in students' perceptions of safety and adult support, but the district was able to maintain facilities in good repair, earning a rating of Exemplary on the FIT.

Action 3.9 – At-Risk Safety Coordinator showed mixed effectiveness. Although suspension rates declined significantly, student perception of safety and adult support declined. This suggests the action improved behavior but may not have impacted perceived school climate as the district had hoped.

School Climate Survey: Feeling safe at school: Declined 10.9%; Staff who care: Declined 5.3%

Action 3.10 – School Medical Services was highly effective. Chronic absenteeism dropped substantially across all groups, indicating that medical services helped improve student attendance.

Action 3.11 – School Counselors have yet to show effectiveness. Despite the presence of counselors, student survey data shows a decline in perceptions of safety and staff care, suggesting limited impact of this action on student connectedness.

Action 3.12 – Camp KEEP Like Action 3.11, student perceptions declined, indicating Camp KEEP has not yet improved student sense of safety or connectedness.

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.

Added Metric 3.8 Overall Rating of School Site Facility Inspection Tool (FIT) which was unintentionally left out of the 2024-25 LCAP.

Metric 3.2 Added SWD to Chronic Absenteeism reporting to monitor effectiveness of Action 1.10, being funded with LREBG funds.

Action 3.3- Reduced funding for Deferred Maintenance since many of the projects included in this action are already well underway and just need to be completed during the upcoming year.

Action 3.4- Reduced funding for Ongoing & Major Maintenance since DSA consulting fees should no longer be an issue to complete this action.

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	Opportunities for student engagement.	To ensure continuous increased, and improved services for unduplicated students the District will fund additional opportunities for student engagement such as: clubs, sports, academic teams, and other extracurricular activities. Funding will include stipends for coaches, uniforms for sports programs, shirts for academic teams, supplies, food, trophies, medals, and transportation.	$110,000.00	Yes
3.2	School Safety	To ensure continuous increased, and improved services for all students the District will fund projects to provide school safety for all students to maintain a school environment conducive to learning. Funding will include a secure fence at point of school site entry, new fire alarm system. and	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		new security cameras. (Project was completed for one school in 2024-25. Second school will be completed in 2025-26). Additional time (2 hours) for 14 aides ($100,000)		
3.3	Deferred Maintenance	To ensure continuous increased, and improved services for all students the District will fund maintenance projects throughout the district to ensure facilities are in good working conditions, to create an environment conducive to learning. Funding will include replace/repair aged HVAC units throughout the district, repair/restore, student restrooms, cafeteria swamp cooler replacement with a new HVAC system, replacement of asphalt for school parking lots.	$400,000.00	No
3.4	Ongoing & Major Maintenance	To ensure continuous increased, and improved services for unduplicated students the District will fund school facilities to be updated and maintained in order for all campuses to have equal access to services to ensure safe and uniform learning environments to principally benefit all unduplicated pupils. Funding shall include professional consulting services to provide for ongoing maintenance to aging school sites. Operating expenditures required on existing campuses not including any new projects. Supplies needed for routine ongoing maintenance such as cleaning supplies, tools, equipment, and maintenance & custodial gear. Continue maintenance on student restrooms, school offices, classrooms & cafeterias.	$400,000.00	No
3.5	PBIS implementation District Wide	To ensure continuous increased, and improved services for unduplicated students the District will fund positive discipline utilizing the Positive Behavioral Interventions and Support programs (PBIS) to lower suspension rate and establish behavior expectations. Funding includes on-	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		going Professional Development for Certificated and Classified staff to assist in the proper implementation of PBIS district-wide, Tier 2 and Tier 3. PBIS incentives will be provided at school sites as positive rewards to students. Funding include conferences, workshops and supplies.		
3.6	Music, Enrichment & Arts	To ensure continuous increased, and improved services for unduplicated students the District will fund (1) Music Teacher to provide education in the Arts. Research shows that students who participate in the ARTs do better in school and academics. Funding will include replacement of instruments, cleaning and maintenance of instruments, supplies, curriculum, Professional Development, operating costs, conferences and workshops.	$125,300.00	No
3.7	Field Trips	To ensure continuous increased, and improved services for unduplicated students the District will fund additional learning opportunities utilizing grade level field trips. Funding includes: supplemental pay for bus drivers to cover out of town trips, fuel, transportation costs, and fees for field trips. Depending on the location of the field trip will determine if overtime funds will be necessary for the bus driver. We have four full time bus drivers and those drivers are rotated for field trip duties.	$25,000.00	Yes
3.8	Update Outdoor Facilities	To ensure continuous increased, and improved services for unduplicated students the District will continue to fund outdoor facilities such as playgrounds, shade structures, and outdoor classrooms to create sense of school connectedness.	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.9	At Risk-School Safety Coordinators/ Campus Monitor	To ensure continuous increased, and improved services for unduplicated students the District will fund (1) Classified At Risk-School Safety Coordinator and (one) Campus Monitor to improve school safety, connectedness, and attendance. Funding will include Professional Development, conferences and workshop, supplies, and supplemental time.	$115,000.00	Yes
3.10	School Medical Services	To ensure continuous increased, and improved services for unduplicated students the District will fund (1) School Medical Services Assistant to increase attendance and assist with student medical needs (i.e. immunization records, medical records, students with health issues). Funding will include Professional Development, conferences and workshops, car allowance, medical and office supplies, and supplemental time.	$140,000.00	Yes
3.11	School Counselors	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) SEL School Counselors, one for each school site. The counselors may assist with SEL, setting goals, improve attendance, reduce and resolve conflicts, prevent youth suicide, improve self-esteem, and receiving therapy at school. School counselors can make a profound impact on students lives by providing increased opportunities for one on one guidance and personalized strategies to ensure student success. Counselors can also focus on the continued implementation of Positive Behavioral Intervention and Supports (PBIS) and also Multiple System of Support (MTSS). By supporting our unduplicated students, the counselor may focus on students who are struggling with behavior, chronic absenteeism, and school connectedness.	$245,000.00	Yes
3.12	Camp KEEP	To ensure continuous increased, and improved services for unduplicated students the District will fund all cost for Camp KEEP. Funding includes	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Cost of program fee, chaperones, fingerprints, supplies, stipends for certificated and classified staff, and transportation costs. Funding also includes classified supplemental pay.		
3.13	Equity	To ensure continuous increased, and improved services and equity for unduplicated students the District will fund all items necessary for students including PE uniforms, Graduation materials and supplies, planners, backpacks, and other school related items that make our students equitable with students that are not Socioeconomic Disadvantaged.	$25,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2026-27, 60% of English Learner (EL) and Long Term English Learners (LTELS) will make progress towards English Language Proficiency and attain a reclassification rate of 5%.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Vineland School District has 55% of students classified at English Language Learners. According to the data reported by the 2023 California School Dashboard indicates an Achievement Gap with our English Learner students, performing lower than ALL students. Our Recently Reclassified English Learners have outperformed ALL Student Groups, and are the highest achieving group. The need for this goal and action items is for our English Learners who have been identified LEA-Wide as a student group in the RED in English Language Arts. Data also indicates that one of our sites, Sunset School , has a RED indicator in ELA and Math for the English Learners.
The 2023 California School Dashboard reports the following data for English Learners:

*ELA- **RED** Indicator- 92 points below standard-(District Wide)
*Math-ORANGE Indicator- 116.8 points below standard (District Wide)

School Student Group with **Red** indicator; English Learners
ELA--Sunset; 93,8 points below standard
Math - Sunset; 137.9 points below the standard

The Vineland School District has 55% of students classified as English Language Learners. According to the California State Dashboard, EL students in the Vineland School District perform lower than ALL Students.. Students classified as Recently Reclassified English Learners have out-performed every student group and are in the highest-achieving subgroups in ELA and Math. According to the most recent data available on the 2023 California Dashboard, 50.5% of EL students are making progress towards English language proficiency. The actions and metrics included in this goal have been developed to strengthen English Learners' progress in English language proficiency and to assist EL students to become reclassified.

This Goal, Actions, and Metrics have been developed to strengthen English Learners progress in English Language Proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of EL students with access to CCSS and ELD Standards Source:Local Data/ Schedules State Priority 2B	**Baseline: 2024** A. 100% of EL students had access to CCSS and ELD Standards. **Baseline: 2024-25** B. 100% of LTEL students had access to CCSS and ELD Standards.	**2024-25** A. EL - 100% B. LTEL - 100%		**Target:** 100% of EL and LTEL students will have access to CCSS and ELD Standards..	A. Maintained 100% B.N/A
4.2	% of EL's who make progress towards English Proficiency Source: ELPAC/ CA School Dashboard State Priority: 4E	**Baseline 2023** 50.5.% of EL students are making progress towards English Language Proficiency. **Baseline 2024** 47.9% of LTEL students are making progress towards English Language Proficiency.	**2024 Dashboard** English Learners: 39.3% Long-Term ELs: 47.9%		**Target:** 60% of EL and LTELs will make progress towards English Proficiency	EL: -11.2% LTEL: N/A (baseline year)
4.3	EL Reclassification Rate	**Baseline 2023-24** EL Annual Reclassification Rate:	**2024-25** EL Annual Reclassification Rate: 4.73%		**Target:** 5% Reclassification	EL Students: +4.51%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Kern Integrated Data System (KIDS) State Priority 4F	0.22% **Baseline 2024-25** LTEL Annual Reclassification Rate: 5.56%	LTEL Annual Reclassification Rate: 5.56%		Rate for EL and LTEL Students	LTELs: N/A (baseline year)
4.4	EL Student Performance on CAASPP Average Distance from Standard English Language Arts Math Source:CA School Dashboard State Priority: 4A	**Baseline 2023** **A. EL STUDENTS** ELA -92 points below standard Math- 116.8 points below standard **Baseline 2024** **B. LTEL STUDENTS** ELA -82.1 points below standard Math -158.4 points below standard	**2024 Dashboard** A. EL Students: ELA 73.8 points below standard Math 106.2 points below standard B. LTEL Students: ELA -82.1 points below standard Math -158.4 points below standard		**Target - EL/LTELs:** ELA-72 points below average Math-100 points below average	EL Students: ELA +18.2 points Math +10.6 points LTEL Students: ELA: N/A (baseline year) Math: N/A (baseline year)

Goal Analysis [2024-25]

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.

All actions in Goal 4 were fully implemented, demonstrating the district's commitment to improving outcomes for English Learners (ELs) and Long-Term English Learners (LTELs). A challenge the district encountered providing Support Services for ELs and LTELs was the frequent absences of instructional aides resulting in inconsistent service delivery. The district leveraged two grants to support Professional Development. The LCRS grant funded Early Literacy Training and Best Practices for Struggling Readers at Vineland, while an additional grant supported Best ELA Practices at Sunset.

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

The following actions had a material difference between the budgeted expenditures and the estimated actual expenditures:

Action 4.2 Professional Development- The District utilized two grants for PD. LCRS paid for continued Early Literacy Training and Best Practices for Struggling Readers at Vineland. Sunset also utilized a grant for Best ELA Practices professional development

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

All actions in Goal 4 seeks to increase the percentage of English Learners (ELs) making progress toward English language proficiency, raise the annual reclassification rate, and improve ELs academic performance in ELA and Math. The district increased their reclassification rate by almost 5%, almost achieving a reclassification rate target. EL student performance also improved, +18.2 points in ELA and + 10.6 points in Math.

While these metrics showed positive outcomes, a key indicator of language acquisition—Metric 4.2—declined, suggesting mixed effectiveness among the actions in Goal 2.

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.

Action 4.1 will include providing Targeted Literacy Support by the Reading Specialist for LTEL students and will also track and monitor Language Development Progress. Extended learning opportunities will be provided to provide ELD support.

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
4.1	Support Services for English Language Learners/LTELS	To ensure continuous increased, and improved services for EL Students the District will fund (12) Instructional Aides to support ELL/LTEL students during English Language Development. In addition, our LTELs will receive Targeted Literacy Support and additional monitoring of their language	$330,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		development progress. Funding also includes supplies, incentives, and celebrations for milestones.		
4.2	Professional Development	To ensure continuous increased, and improved services for our English Learner students, the district will fund targeted professional development for Certificated and Classified staff for English Language Development. Funding also includes substitute teachers, materials, supplies, and travel/conference.	$40,000.00	No
4.3	ELD Curriculum	To ensure continuous increased, and improved services for our English Learner students, the District will fund supplemental ELD Programs to acquire language proficiency for ELL/LTEL students. Funding include on-going PD and supplies.	$30,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$3,252,750	$445,120

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
48.512%	0.000%	$0.00	48.512%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Access to state standard instructional materials **Need:** Dashboard performance data indicates that English Learners are performing 73.8 points below standard in ELA (Orange performance level) and 106.2 points below standard in Math (Orange performance level). Similarly, low-income students are 103.3 points below	By providing supplemental materials and resources that go beyond core instruction, this action will offer English learners and low-income students additional scaffolds and entry points to grade-level standards. Technology such as Chromebooks and headphones ensures students can consistently access digital learning platforms like iReady, which provides adaptive diagnostic and personalized instruction. Primary language materials support comprehension and academic vocabulary development. These supports are	Metric 1.4 and 1.6 for English learners and Low Income students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard (Orange performance level) in Math and 64.7 points below standard in ELA (Yellow performance level), which is significantly below the state average of 13.2 points below standard in ELA. Input from educational partners, including school site councils and DELAC, identified limited access to supplemental instructional materials, especially in students' primary languages, and the need for targeted support to accelerate learning as major barriers to academic success for unduplicated students. **Scope:** LEA-wide	designed to close achievement gaps by addressing both linguistic and academic barriers. Although the action is designed to meet the specific needs of unduplicated students, it is provided LEA-wide to ensure that all students have access to equitable supplemental supports. Unduplicated students are enrolled throughout the district, and a system-wide approach ensures consistent implementation and maximizes impact. The supplemental materials and technology funded through this action are most needed by unduplicated students; therefore, this action is deemed effective in meeting their identified academic and linguistic needs when provided across the entire district.	
1.2	**Action:** Educational Technology **Need:** The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math. Input from Educational partners, including teachers and parents emphasized the need for additional learning opportunities to support the academic needs of English learners.	To ensure continuous, increased, and improved services for all students, the district will fund access to technology, to provide education in a 21st century classroom. Technology fosters engagement with auditory and visual learners, and differentiated instruction. The district will fund technology personnel district wide, professional consulting services, supplies, materials, and devices will be provided to ensure students have access to technology in the classroom. The action of educational technology will be provided to all unduplicated students, EL, Foster, and Low Income pupils in order to prepare them for 21st century skills and close the achievement gap.	We will monitor effectiveness for English Learners and Socioeconomically Disadvantaged students through: Ca School Dashboard CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This action is being provided LEA-wide because there are additional student groups preforming below the standard that could benefit from the educational technology.	
1.3	**Action:** Supplemental Instructional Services **Need:** The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math. Input from Educational partners, including teachers and parents emphasized the need for additional learning opportunities beyond the regular school day to support the academic needs of English learners. **Scope:** LEA-wide	To ensure continuous increased, and improved services for all students the district will fund supplemental instructional services in Science to ensure students show growth towards mastery of NSSS. The district will fund (2) Certificated STEM Teachers and supplemental educational programs to enhance the quality of education. Funding includes supplies and continuous professional development. The action of Supplemental Instructional Services will be provided to all unduplicated students, EL, Foster, and Low Income pupils in order to close the achievement gap. This action is being provided LEA-wide because there are additional student groups preforming below the standard that could benefit from the educational technology.	We will monitor effectiveness for English Learners and Socioeconomically Disadvantaged students through: Ca School Dashboard CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6
1.4	**Action:** Increased Intervention Opportunities **Need:**	To ensure continuous increased Intervention opportunities including Summer School, Saturday School, After School, and intersession to ensure students are making progress towards mastery of CCSS and closing the Achievement Gap. Funding	We will monitor effectiveness for English learners and Socioeconomically

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math. Input from Educational partners, including teachers and parents emphasized the need for additional learning opportunities beyond the regular school day to support the academic needs of English learners. **Scope:** LEA-wide	includes 6 Certificated and Classified personnel, supplies, transportation, and programs. The number of certificated and classified personnel needed for intervention opportunities will vary depending on the learning program. The action of Increased Intervention opportunities will be provided to all unduplicated students, EL, Foster, and Low Income pupils in order to close the achievement gap. This action is being provided LEA-wide because there are additional student groups performing below standard that could benefit from the increased intervention opportunities being provided. For example, SWD received a performance level of Red in Math and ELA ; Hispanic and SED student groups have a performance level of Orange in English Language Arts and Homeless and SED students have a performance level of Orange in Math.	Disadvantaged students through: Ca School Dashboard CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6
1.5	**Action:** Early Childhood Education **Need:** Early literacy data indicates that majority of incoming Kinder students , which come from SED families, do not have access to Pre-school Preparatory programs. Summer Bridge Data Benchmark indicates during the Summer of 2023 the students scored an average	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) Teachers and (2) Instructional Aides who will provide instruction to incoming TK-Kinder students who have not had access to a pre-school preparatory program. The program will be implemented during the Summer Session prior to the beginning of the school year. Funding includes supplies, program, and transportation.	We will monitor effectiveness for Socioeconomically Disadvantaged students through: Local Benchmarks

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
	42.75% Pre-Test. Educational partner input believes the families 1) are unaware of programs in our area 2) cultural bias, and parents do not want their children to attend school at such a young age. Early detection and support can significantly improve a child's literacy skill and set them on a path to academic success. Input from Educational Partners, including Staff, Parents, and Community emphasize the need for early childhood education opportunities for students who lack the resources. The need for additional learning opportunities will support the academic needs of Low Income and English learner students. **Scope:** Schoolwide	The action of increased and improved services to unduplicated students, English Learners, and Low Income (SED) pupils are instrumental in closing the achievement gap. This action will be provided LEA wide since there are additional student groups that could benefit from early learning opportunities, including Students with disabilities.	STAR literacy data - disaggregated (EL/Low Income) Metric 1.12
1.6	**Action:** ELA Intervention **Need:** The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and Socioeconomically Disadvantaged, have a low performance level of Orange in English language arts.	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) Reading Teachers, (2) instructional aides, to provide specialized services for those students who are at risk, and require additional services to close the achievement gap. The funding will include supplies, programs, incentives, and continued professional development. The action of increased intervention opportunities will be provided to all unduplicated students,	We will monitor effectiveness for English learners and Socioeconomically Disadvantaged students through: Ca School Dashboard CAASPP- ELA

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
	Input from Educational partners emphasizes Student Achievement. Reading is a fundamental skill that leads to Student Achievement. The need for additional reading supports, including intensive small group instruction for students struggling with reading will close the achievement gap **Scope:** LEA-wide	English learners and Low Income (SED) in order to foster literacy and overall academic success among students, thus closing the achievement gap. This action is being provided LEA-wide because there are additional student groups performing below standard that could benefit from these increased learning services.	Distance from Standard Metric 1.4
1.7	**Action:** Class size reduction **Need:** The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math. Input from Educational partners indicated that ensuring small class sizes would help to close the achievement gap. This includes the need for individualized instruction to meet the unique needs of socioeconomically disadvantaged students and English learners. Also more opportunities for differentiated instruction and enhanced student engagement which will improve student performance.	To ensure continuous increased, and improved services for all students the district will fund small class sizes, to lower teacher to student ratio, in order to benefit students and to provide additional one on one time with the teacher. Funding includes one teacher per grade level in the district TK-8, for a total of 10. The action of improved services for all students by lowering class size across the district will provide all unduplicated students, El and Low Income (SED) a more effective and personalized education, which will lead to improved academic outcomes and close the achievement gap. The action is being provided LEA-wide because there are additional students groups performing below the standard that could benefit from small class sizes because they provide a conducive	We will monitor effectiveness for English learners and Socioeconomically Disadvantaged students through: Ca School Dashboard CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	environment for personalized learning, and improved academics.	
1.8	**Action:** Classroom budget **Need:** The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math. Input from Educational partners, including staff, community, parents, indicate that by providing additional resources in the classroom can greatly enhance the educational experience and improve student outcome thus leading to Academic Achievement. The educational partners also reported the need for additional educational resources to supplement core instruction to better meet the learning needs of English learners and Socioeconomically disadvantaged students struggling to meet the standards. **Scope:**	To ensure continuous increased, and improved services for all unduplicated students the District will fund a classroom budget for teachers to purchase additional, supplemental materials, to enhance the educational program to meet the needs of this group of students. Budget includes supplies and programs. This action of increased and improved services for all unduplicated pupils by funding a classroom budget to meet the additional (supplemental) needs of our EL, and Low Income (SED) pupils in the classroom to close the achievement gap. This action is being provided LEA-wide because basis there are additional student groups that are also struggling to meet the standards and would benefit from supplemental instructional resources. For example, SWD received a performance level of Red in Math and ELA ; Hispanic and SED student groups have a performance level of Orange in English Language Arts and Homeless and SED students have a performance level of Orange in Math.	We will monitor effectiveness for Socioeconomically Disadvantaged students and English learners through: Ca School Dashboard CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.9	**Action:** Recruitment and Retention of Highly Qualified Teachers **Need:** The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math. Input from ALL Educational partners, Staff, Parents, Community, report that Highly Qualified Teachers are crucial in Education and have a profound impact on student learning. The need for highly qualified teachers for Unduplicated students are paramount to meet the unique needs of socioeconomically disadvantaged students and English learners and have a profound impact on student learning. **Scope:** LEA-wide	To ensure continuous increased, and improved services for unduplicated students the District will fund stipends to retain high quality teachers that will benefit all students to minimize the turn over rate. Stipends includes Certificated Master Degrees, Bilingual Authorization, and Certificated Longevity. Recruitment includes funding for costs of tests; RICA and CSETs. Funds also include Teacher Induction Program for New Teachers, and programs of support for beginning teachers, such as Mentor Support and Grade Level Leads. The action of increased and improved services for unduplicated students , EL and Low Income (SED) by providing Highly Qualified teachers are essential to the success of students and the overall quality of education. The end result will be a high-quality education to close the achievement gap. This action is being provided LEA-wide because there are additional student groups performing below standard that could benefit from these services. Providing a consistent staff of highly qualified educators that are equipped to meet he needs of all students.	We will monitor effectiveness for Socioeconomically Disadvantaged students and English learners through: Ca School Dashboard CAASPP- ELA Distance from Standard Metric 1.4
1.12	**Action:** School Library	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) Library Aides to ensure students have	We will monitor effectiveness from English

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 2023 Ca. School Dashboard ELA- EL-RED- 92 points below standard Low Income-ORANGE 70.3 points below standards Input from Educational partners, including Staff, Community, and Students, revealed that many Low Income (SED) and English Learner students do not have access to books or literacy materials at home. There are also no public libraries near our rural school district, therefore the school is the hub for obtaining books to read. A school library is a vital component of a well rounded education and to foster a lifelong Love of Reading thus promoting academic achievement and closing the achievement gap. **Scope:**	access to library materials. Students need access to books and literacy materials in order to make progress toward CCSS mastery. Funds also include new library books and supplies. The action of increased and improved services and opportunities will be provided to all unduplicated students, English learners and Low Income (SED) pupils in order to provide opportunities for students to have support for Literacy and Learning, Research and Inquiry, encouragement of independent learning, Foster a love of reading, and a place to study. This action will play a role in academics and help to close the achievement gap. This action is being provided LEA-wide because there are additional student groups performing below the standard that could benefit for this improved services. This action will support diverse learners because of the resources it will provide for different learning styles, abilities, interests, and books in multiple languages.	learners and Low Income students through: Ca School Dashboard CAASPP- ELA Distance from Standard STAR Reading Grade Equivalency Metric 1.4, 1.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.1	**Action:** Family Resource Center **Need:** 2023 LCAP Surveys indicated that 64% of students agree that the school works with their respective parents/guardians to help them do their best at school. The LCAP surveys also showed that 51% of parents agree (while 31% strongly agree) that they are provided resources and training to strengthen student learning Input from educational partners, including teachers and parents (by means of the LCAP Survey) highlighted the need for additional resources and training for parents to strengthen student learning outside of the regular academic day. **Scope:** LEA-wide	To ensure continuous increased, and improved services for unduplicated students by providing meaningful parent engagement which will lead to better student behavior, higher academic achievement, and enhanced social skills. By empowering and educating the parents, research indicates builds strong family-school partnerships leading to improved learning. The District will fund (1) Community & Family Support Services Director, (1) Community & Family Advocate, and (1) Clerk/Secretary to assist parents and educational partners at the new Family Resource Center to support the establishment of new community schools, a "whole child" school improvement strategy. Funding includes, personnel, furniture, supplies, Professional Development, operating costs, community closet, food pantry, and other incidentals. The action of increased and improved services for meaningful parent engagement will be provided to unduplicated students (EL, Foster and Low-Income) families to offer additional resources and training, conclusively leading to student success. This action is being provided LEA-wide because LCAP surveys from across the district (both school sites) indicated parents would like additional resources and training to strengthen and bolster student learning.	We will monitor effectiveness through: LCAP Survey responses Metric 2.4

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
2.2	**Action:** Utilize Parent Communication Tools **Need:** 2023 LCAP Parent Surveys indicated that 40.2% of parents strongly agree, that "The school communicates with parents about programs and events in a timely manner." The LCAP Parent Surveys also reflected that 51.1% of parents agree that "Effective Parent communication impacts student success contributing to student academics." Input from educational partners, including teachers and parents (by means of the LCAP Survey) underscored the need for timely and effective communication and the utilization of tools that will assist in addressing this important need. **Scope:** LEA-wide	To ensure continuous increased, and improved services to all students utilizing Parent Communication tools to provides effective and timely communication to all Parents in the District using Parent Square. This platform deliver messages by texts to all parents in the district in the by using the parents primary language directly to their phones or via email. The District will fund the platform Parent Square, Marquees for the School Sites and District, which also includes maintenance and repairs. Funding will include banners, signs, DTS Services for reports in Spanish for all educational partners. Funding will also include supplemental pay for translation services for all public/community/school events and Board Meetings The action of increased and improved parent communication tools will be provided to all unduplicated students (EL, Foster, and Low-Income) families to provide effective and timely communication, conclusively leading to successful parent engagement, partnership and student achievement. This action is being provided LEA-wide because LCAP Surveys from across the district (both school sites) indicated that effective communication is critical to parent involvement and student success.	We will monitor effectiveness through: LCAP Survey responses Metric 2.4

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
2.3	**Action:** Community Activities **Need:** The unduplicated students in the LEA live in a rural unincorporated section of Kern. There are no basic resources such as libraries, hospitals or large supermarkets. Due to the families/pupils isolation the LEA is the hub of the community. All activities are provided to the community due to the distance of the next town or city. Input form educational partners, specifically, Staff, Administration and the community emphasized the need for community engagement and specifically the need for transportation to the events. By building relationships and trust with the community/parents it provides additional motivation and support for students, enhancing their academic achievements. **Scope:** LEA-wide	To ensure continuous increased, and improved services to all unduplicated students the District will fund community activities The Vineland School District is the hub of the community, because of the rural location and isolation from a town or city. The district is committed to building a sense of learning community by providing resources and activities for the community like: Health/Dental Clinics, Posadas, Color Run, Thanksgiving Celebration, Christmas Give-away, Graduation Festivities, Movie Night, and Cesar Chavez Beautification Day. The District will fund for supplemental pay for classified personnel to assist with all activities, the number will depend of the size and scope of the activity. This action also provides for supplies, and TRANSPORTATION to community events. The action of providing community activities to all unduplicated students and their families will provide resources, fun activities, and meeting basic needs will foster a sense of learning community. This action is being provided LEA-wide because all of our students live in this community and they will all benefit from the community activities that we provide.	We will monitor effectiveness through: LCAP Survey responses Metric 2.4
2.4	**Action:** Educational learning opportunities	To ensure continuous increased, and improved services to all unduplicated students the District will fund educational learning opportunities and	We will monitor effectiveness through:

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 Parent LCAP Survey indicated that 30.3% of parents strongly agree that "The school and district values parents as important partners in their child's education. Parents have opportunities to take part in decisions made within the school and district. Input from educational partners, including teachers, administrators, parents, and community members highlighted the need for additional educational parental learning opportunities to support parent understanding of instructional priorities. Holding parent conferences two times (as opposed to once a year) a year is an increased and improved service that underscores the importance of a collaborative approach to education; fostering a partnership between parents and teachers to support the student's overall growth and success. **Scope:** LEA-wide	communication for parents: Back to School Night, Parent conference, and other learning opportunities to support parent understanding of instructional priorities to benefit the education of all students. Funding will include Classified supplemental pay for translation services for parents, supplies and meals for parents. Funding also provides for professional services for parent workshops to benefit educational services for all students. The action of improved services for additional educational learning opportunities will be provided to all unduplicated students (EL, Foster, and Low-Income) parents in an effort to support parent understanding of instructional priorities. This action is being provided LEA-wide because LCAP surveys from across the district (both school sites) indicated that parents would like more opportunities to be partners in their child's educational journey.	LCAP Survey responses Metric 2.4
3.1	**Action:** Opportunities for student engagement. **Need:** The 2023 Ca School Dashboard indicates that our unduplicated pupils have the highest suspension rates in our district .EL students performed in the Orange (Performance Level),	To ensure continuous increased, and improved services for unduplicated students the District will fund additional opportunities for student engagement such as: clubs, sports, academic teams, and other extracurricular activities. Funding will include stipends for coaches, uniforms for sports programs, shirts for academic teams,	We will monitor effectiveness for EL Learners and and Low Income Students through:

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
	reporting 4.7% suspended at least one day. SED Students (low income) were also in the Orange Performance Level reporting a 5.2 % suspended at least one day. The Annual California Healthy Kids Survey , indicate that the unduplicated students have a lack of school connectedness, where students feel disengaged from their school environment. 63.3% reports staff who really care about me (school connectedness. **Scope:** LEA-wide	supplies, food, trophies, medals, and transportation. The action for improved opportunities for student engagement provided for unduplicated pupils ; EL, Foster, and Low Income pupils in order to foster student engagement and school connectedness resulting in student achievement and closing the achievement gap. The action is being provided LEA-Wide because there are additional students that could benefit from the increased opportunities for student engagement.	School Connectedness Survey School Attendance Rate Chronic Absenteeism Middle School Dropout Rate Student Suspension Rate Pupil Expulsion Rate Metric:3.7,.3.1,3.2,3.3,.3.6
3.5	**Action:** PBIS implementation District Wide **Need:** The 2023 Ca School Dashboard indicates that our unduplicated pupils have the highest suspension rates in our district .EL students performed in the Orange (Performance Level), reporting 4.7% suspended at least one day. SED Students (low income) were also in the Orange Performance Level ,reporting a 5.2 % suspended at least one day. Foster- No Color due to only 7 students being reported. This student group will benefit from this PBIS evidence based framework to	To ensure continuous increased, and improved services for unduplicated students the District will fund positive discipline utilizing the Positive Behavioral Interventions and Support programs (PBIS) to lower suspension rate and establish behavior expectations. Funding includes on-going Professional Development for Certificated and Classified staff to assist in the proper implementation of PBIS district-wide, Tier 2 and Tier 3. PBIS incentives will be provided at school sites as positive rewards to students. Funding include conferences, workshops and supplies.	We will monitor effectiveness for English Learners, Foster, and Low Income pupils through: Ca, School Dashboard Suspension Rate Expulsion Rate Metric 3.5,3.6,1.4,1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	improve school culture and student behavior, promoting a safe environment for learning. Input from Educational Partners; Staff, Administrators and the community emphasized the need to improve suspension rates and address the needs of the students in regard to behavioral issues which will promote positive student behavior and academic success. **Scope:** LEA-wide	The action of continued utilization of the PBIS program, with fidelity, will be provided to all unduplicated students; EL, Foster, and Low Income pupils to lower the suspension rates thus leading to improved academic success , and closing the achievement gap. This action is being provided LEA-Wide because there are additional student at risk and can benefit from the PBIS implementation being provided to assist students with behavior management.	
3.7	**Action:** Field Trips **Need:** School Climate: 2023 LCAP Survey indicates that only 62% of students in grades 3-8 "look forward to coming to school." The 2023 California School Dashboard shows English Learners have the lowest performance level of Red in English Language Arts and a performance level of Orange in Math and Socioeconomically Disadvantaged have a low performance level of Orange in English language arts and in Math.	To ensure continuous increased, and improved services for unduplicated students the District will fund additional learning opportunities utilizing grade level field trips. Funding includes: supplemental pay for bus drivers to cover out of town trips, fuel, transportation costs, and fees for field trips. Depending on the location of the field trip will determine if overtime funds will be necessary for the bus driver. We have four full time bus drivers and those drivers are rotated for field trip duties. The action of additional learning opportunities utilizing field trips for all unduplicated students . El, Foster, and Low Income pupils in order to close the achievement gap.	We will monitor effectiveness for EL Learners, Foster, and Low Income students through:: School Climate: Surveys that indicate a higher percentage of students who look forward coming to school. Ca. School Dashboard

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
	Input from Educational Partners including the Staff, Students, Administrators and Community emphasized the need for field trips because they wouldn't otherwise have access. In addition, it offers educational and developmental benefits for students, an important component of a well rounded education. **Scope:** LEA-wide	This action is being provided LEA-Wide because the unduplicated count is 99.9% of the total student population and all students will benefit thus closing the achievement gap.	CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6, 3.7
3.9	**Action:** At Risk-School Safety Coordinators/ Campus Monitor **Need:** The California Healthy Kids Survey indicated that only 64.9 % feel safe at school. This number has declined since COVID. Input from Educational Partners including low-income Students, Staff, Administrators, and the Community emphasized the need to ensure safety at school. Safety promotes a positive school climate which is essential to support academics and student achievement.	To ensure continuous increased, and improved services for unduplicated students the District will fund (1) Classified At Risk-School Safety Coordinator and (one) Campus Monitor to improve school safety, connectedness, and attendance. Funding will include Professional Development, conferences and workshop, supplies, and supplemental time. The action of improving school safety, connectedness, and student attendance for our unduplicated population; English Learners, Foster, and Low Income students resulting in student achievement and closing the achievement gap.	We will monitor effectiveness for English Learners, Foster, and Low Income students through: Ca. Healthy Kids Survey: Student Survey and the percentage rate of "feeling safe at school." Suspension Rate

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	This action is being provided LEA-Wide because ALL students who are also struggling can benefit through the improved services promoting safety.	Metric 3.5, 3.7
3.10	**Action:** School Medical Services **Need:** The 2023 CA School Dashboard indicates English Learners have an ORANGE Performance Level and are 19.5% chronically absent. The students who are Low Income (SED) also have an ORANGE Performance Level and are 23.1% chronically absent (Foster- NO Color- 7 student only.) Input from Educational Partners including Teachers, Administration, and Parents emphasized the need for improved attendance. This is a crucial aspect to a students education experience because attendance impacts academic success. **Scope:** LEA-wide	To ensure continuous increased, and improved services for unduplicated students the District will fund (1) School Medical Services Assistant to increase attendance and assist with student medical needs (i.e. immunization records, medical records, students with health issues). Funding will include Professional Development, conferences and workshops, car allowance, medical and office supplies, and supplemental time. The action of increased and improved service to improve attendance for all unduplicated students; English Learners, Foster, and Low Income (SED) by providing medical services thus improving attendance and closing the achievement gap. This action is being provided LEA-Wide because there are additional student groups that could benefit from the increased services being provided.	We will monitor effectiveness for English Learners, Foster, and Low Income (SED) pupils: Ca School Dashboard Chronic Absenteeism Rate Metric 3.2
3.11	**Action:** School Counselors **Need:**	To ensure continuous increased, and improved services for unduplicated students the District will fund (2) SEL School Counselors, one for each school site. The counselors may assist with SEL, setting goals, improve attendance, reduce and	Local Data- California Healthy Kids

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
	2023-2024 Ca Healthy Kids Student Survey indicates; . 64.9% students reported feeling safe at school. 63.3% reports staff who really care about me (school connectedness) 50 % of students reported Anti-Bullying climate Input from Educational Partners including Staff, Administration, and low-income Students indicate that ensuring school safety is a fundamental priority in the schools. Effective safety measures not only protect against physical harm but also promote a positive school climate where everyone feels secure and supported. **Scope:** LEA-wide	resolve conflicts, prevent youth suicide, improve self-esteem, and receiving therapy at school. School counselors can make a profound impact on students lives by providing increased opportunities for one on one guidance and personalized strategies to ensure student success. Counselors can also focus on the continued implementation of Positive Behavioral Intervention and Supports (PBIS) and also Multiple System of Support (MTSS). By supporting our unduplicated students, the counselor may focus on students who are struggling with behavior, chronic absenteeism, and school connectedness. The action of increased and improved serviced for unduplicated students by providing continued services utilizing school counselors. English Language Learners, Foster, and Low Income (SED) will be provided a safe learning environment to close the achievement gap. This action is being provided district wide because there are additional student groups that could benefit from these services. The increased and improved services offer a wide range of support services; academic, personal, social, and emotional development of all students.	Climate Survey Metric 3.7
3.12	**Action:** Camp KEEP	To ensure continuous increased, and improved services for unduplicated students the District will fund all cost for Camp KEEP. Funding includes	We will monitor effectiveness for unduplicated students; EL,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 64.9% students reported feeling safe at school. 63.3% reports staff who really care about me (school connectedness) 50 % of students reported Anti-Bullying climate Input from Educational Partners including Teachers, Parents, Students, Community, and Administration emphasize the need for additional learning experience for our unduplicated students beyond the regular school day to support the sense of school connectedness. **Scope:** Schoolwide	Cost of program fee, chaperones, fingerprints, supplies, stipends for certificated and classified staff, and transportation costs. Funding also includes classified supplemental pay. The action of improved services and learning opportunities will be provided to all unduplicated students, EL, Foster, and Low Income (SED) in order to provide impactful experiences and how to build a sense of community. Building strong rapport with teachers, staff, and peers. This action is being provided to all students in the 6th grade because there are additional students performing below grade level that could benefit from the increased services and opportunities being provided. LEA Wide the grade students. All students in the Sixth Grade are reporting two years below grade level in Reading and Math.	Foster, and Low Income (SED) utilizing: Local Benchmarks: School Climate Survey Metric 3.7
3.13	**Action:** Equity **Need:** The California Healthy Kids Survey indicate that 63.3% of students reporting there is staff who cares about me. This number has been in decline since COVID. The district is located in a rural community and our students face many obstacles that can impact their educational opportunities	To ensure continuous increased, and improved services and equity for unduplicated students the District will fund all items necessary for students including PE uniforms, Graduation materials and supplies, planners, backpacks, and other school related items that make our students equitable with students that are not Socioeconomic Disadvantaged.	We will monitor effectiveness for the Unduplicated Pupils; English Learners, Foster, and Low Income (SED) utilizing: California Healthy Kids Survey

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
	including the economic challenges of a high rate of poverty. The Weedpatch Community is 300% below the annual income of the state of California. Input from Educational Partners including Staff, Administrators, Parents, Students, and the Community emphasized the need for EQUITY. Specifically, they want all the resources that other schools are receiving for their students, this speaks directly to addressing disparities. **Scope:** Schoolwide	The action of equity will be provided to all unduplicated students; English Learners, Foster, and Low Income (SED) pupils in order to access student achievement and close the achievement gap. This action is being provided LEA-Wide because there are additional student groups that are other groups that can benefit for the increased and improved services to the students of our district.	Student Connectedness Metric 3.7

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	**Action:** Homeless and Foster Youth: **Need:** CA Dashboard	The District had identified 66 homeless students throughout the LEA which is approximately 10% of the student population in grades TK-8.	We will monitor effectiveness for Homeless students through: CA School Dashboard CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2023 CAASPP: Homeless ELA-YELLOW -69.5 points below standard MATH- ORANGE- 100.6 points below standard Chronic Absent-YELLOW 13.6% Suspension Rate- YELLOW 4.5% suspended at least one day Attendance-KIDS (95.87% **Scope:** Limited to Unduplicated Student Group(s)	The actions address the needs of the Homeless student population to ensure that these students have (all students are entitled to this by law) (access to basic needs needed to be successful in school and extra resources and personnel to ensure their academic success.	ELA MATH Metric 1.4, 1.6
4.1	**Action:** Support Services for English Language Learners/LTELS **Need:** The 2023 CAASPP Scores indicated an achievement gap between ALL Students and EL Students. All Students in ELA reported 78.8 points below standard and EL student were 92 points below standard. In Math ALL students reported 107.3	To ensure continuous increased, and improved services for EL Students the District will fund (11) Instructional Aides to support ELL/LTEL students during English Language Development. Funding also includes supplies, incentives, and celebrations for milestones. The action of increased and improved services for our EL students will provide support for language	Effectiveness will be monitored by measuring data for improvement: Ca, School Dashboard CAASPP-ELA/MATH Distance from Standard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	points below the standard and EL students were 116.8 points below the standard. Input from Educational Partners including Staff, Administrators, Community, and Parents emphasize the need for additional resources and highly qualified staff with specialized strategies to support the academic needs for our English Language Learners. **Scope:** Limited to Unduplicated Student Group(s)	development while ensuing that they can access and succeed in the general curriculum.	Metric 4.4
4.3	**Action:** ELD Curriculum **Need:** Ca. School Dashboard and ELPAC data indicates the need to strengthen the ELD program and curriculum. The English Learner Progress Indicator indicated that 50.5 of all EL students are making progress towards English Language Proficiency. Input from the Educational Partners, including the Staff and Administrators, emphasize the need for the English Learner students to build language skills so that they can succeed academically and socially.	To ensure continuous increased, and improved services for our English Learner students, the District will fund supplemental ELD Programs to acquire language proficiency for ELL/LTEL students. Funding include on-going PD and supplies. The action of increased and improved services for EL students by providing supplemental programs to support the needs of the students in making progress towards English Language Proficiency.	CA School Dashboard CAASPP % of EL's who make progress towards English Proficiency Metric 4.2, 4.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(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.

N/A

Additional Concentration Grant Funding

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

The district will utilize the additional concentration grant add-on funding to increase the number of staff who provide direct services to students on all school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent. This will be done by adding classroom teachers to keep classroom sizes smaller than the required student to teacher ratio (Action 1.7)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:17
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:15

2025-26 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	$6,705,036	$3,252,750	48.512%	0.000%	48.512%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,802,000.00	$385,300.00	$639,000.00	$655,000.00	$6,481,300.00	$4,376,300.00	$2,105,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Access to state standard instructional materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$0.00	$200,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	
1	1.2	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$220,000.00	$90,000.00	$310,000.00	$0.00	$0.00	$0.00	$310,000.00	0
1	1.3	Supplemental Instructional Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$225,000.00	$25,000.00	$250,000.00	$0.00	$0.00	$0.00	$250,000.00	
1	1.4	Increased Intervention Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$20,000.00	$20,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	0
1	1.5	Early Childhood Education	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Vineland TK-KINDER	2024-2027	$15,000.00	$2,000.00	$17,000.00	$0.00	$0.00	$0.00	$17,000.00	0
1	1.6	ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$295,000.00	$25,000.00	$270,000.00	$0.00	$0.00	$50,000.00	$320,000.00	0
1	1.7	Class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,200,000.00	$0.00	$1,200,000.00	$0.00	$0.00	$0.00	$1,200,000.00	0
1	1.8	Classroom budget	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0

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	Recruitment and Retention of Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$100,000.00	$5,000.00	$85,000.00	$0.00	$10,000.00	$10,000.00	$105,000.00	0
1	1.10	Support Services for Special Education	Students with Disabilities	No			All Schools	2024-2027	$999,000.00	$35,000.00	$20,000.00	$220,000.00	$629,000.00	$165,000.00	$1,034,000.00	
1	1.11	Homeless and Foster Youth:	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2027	$2,000.00	$3,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
1	1.12	School Library	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$65,000.00	$35,000.00	$100,000.00	$0.00	$0.00	$0.00	$100,000.00	0
2	2.1	Family Resource Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$150,000.00	$50,000.00	$200,000.00	$0.00	$0.00	$0.00	$200,000.00	0
2	2.2	Utilize Parent Communication Tools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$5,000.00	$70,000.00	$75,000.00	$0.00	$0.00	$0.00	$75,000.00	0
2	2.3	Community Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$15,000.00	$15,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0
2	2.4	Educational learning opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$10,000.00	$15,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0
3	3.1	Opportunities for student engagement.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$50,000.00	$60,000.00	$110,000.00				$110,000.00	0
3	3.2	School Safety	All	No			All Schools	2024-2027	$100,000.00	$100,000.00	$200,000.00				$200,000.00	
3	3.3	Deferred Maintenance	All	No			All Schools	2024-2027	$0.00	$400,000.00	$400,000.00				$400,000.00	
3	3.4	Ongoing & Major Maintenance	All	No			All Schools	2024-2027	$0.00	$400,000.00	$400,000.00				$400,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.5**	PBIS implementation District Wide	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$15,000.00	$15,000.00				$15,000.00	0
3	**3.6**	Music, Enrichment & Arts	All	No			All Schools	2024-2027	$105,300.00	$20,000.00		$125,300.00			$125,300.00	
3	**3.7**	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	0
3	**3.8**	Update Outdoor Facilities	All	No			All Schools	2024-2027	$0.00	$300,000.00	$300,000.00				$300,000.00	
3	**3.9**	At Risk-School Safety Coordinators/ Campus Monitor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$110,000.00	$5,000.00	$115,000.00				$115,000.00	0
3	**3.10**	School Medical Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$120,000.00	$20,000.00	$140,000.00				$140,000.00	0
3	**3.11**	School Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$220,000.00	$25,000.00	$140,000.00			$105,000.00	$245,000.00	
3	**3.12**	Camp KEEP	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sunset School 6th Grade	2024-2027	$5,000.00	$40,000.00	$45,000.00	$0.00			$45,000.00	
3	**3.13**	Equity	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Sunset School Sixth Grade	2024-2027	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	**4.1**	Support Services for English Language Learners/LTELS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$325,000.00	$5,000.00	$5,000.00			$325,000.00	$330,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.2**	Professional Development	All	No			All Schools	2024-2027	$20,000.00	$20,000.00		$40,000.00			$40,000.00	
4	**4.3**	ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$0.00	$30,000.00	$30,000.00				$30,000.00	

2025-26 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
$6,705,036	$3,252,750	48.512%	0.000%	48.512%	$3,482,000.00	0.000%	51.931 %	**Total:**	$3,482,000.00
								LEA-wide Total:	$3,355,000.00
								Limited Total:	$40,000.00
								Schoolwide Total:	$87,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Access to state standard instructional materials	Yes	LEA-wide	English Learners Low Income	All Schools	$200,000.00	
1	**1.2**	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,000.00	0
1	**1.3**	Supplemental Instructional Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
1	**1.4**	Increased Intervention Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	0
1	**1.5**	Early Childhood Education	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Vineland TK-KINDER	$17,000.00	0
1	**1.6**	ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$270,000.00	0
1	**1.7**	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,200,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Classroom budget	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0
1	1.9	Recruitment and Retention of Highly Qualified Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	0
1	1.11	Homeless and Foster Youth:	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$5,000.00	0
1	1.12	School Library	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
2	2.1	Family Resource Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	0
2	2.2	Utilize Parent Communication Tools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	0
2	2.3	Community Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0
2	2.4	Educational learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0
3	3.1	Opportunities for student engagement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	0
3	3.5	PBIS implementation District Wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	0
3	3.7	Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	0
3	3.9	At Risk-School Safety Coordinators/ Campus Monitor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	0
3	3.10	School Medical Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.11**	School Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,000.00	
3	**3.12**	Camp KEEP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset School 6th Grade	$45,000.00	
3	**3.13**	Equity	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset School Sixth Grade	$25,000.00	
4	**4.1**	Support Services for English Language Learners/LTELS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
4	**4.3**	ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$30,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,461,000.00	$6,490,792.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	**Access to state standard instructional materials**	No	$200,000.00	$170,000
1	1.2	**Educational Technology**	Yes	$275,000.00	$437,623
1	1.3	**Supplemental Instructional Services**	Yes	$250,000.00	$260,000
1	1.4	**Increased Intervention Opportunities**	Yes	$40,000.00	$100,000
1	1.5	**Early Childhood Education**	Yes	$17,000.00	$17,000
1	1.6	**ELA Intervention**	Yes	$320,000.00	$350,000
1	1.7	**Class size reduction**	Yes	$1,200,000.00	$1,192,053
1	1.8	Classroom budget	Yes	$25,000.00	$23,000
1	1.9	**Recruitment and Retention of Highly Qualified Teachers**	Yes	$105,000.00	$107,392
1	1.10	**Support Services for Special Education**	No	$814,000.00	$855,628
1	1.11	**Homeless and Foster Youth:**	Yes	$5,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	**School Library**	Yes	$100,000.00	$80,000
2	2.1	Family Resource Center	Yes	$200,000.00	$300,000
2	2.2	Utilize Parent Communication Tools	Yes	$75,000.00	$65,150
2	2.3	Community Activities	Yes	$50,000.00	$15,000
2	2.4	Educational learning opportunities	Yes	$55,000.00	$10,242
3	3.1	Opportunities for student engagement.	Yes	$100,000.00	$100,100
3	3.2	School Safety	No	$175,000.00	$120,595
3	3.3	Deferred Maintenance	No	$500,000.00	$350,000
3	3.4	Ongoing & Major Maintenance	No	$500,000.00	$410,787
3	3.5	PBIS implementation District Wide	Yes	$20,000.00	$26,000
3	3.6	Music, Enrichment & Arts	No	$120,000.00	$115,000
3	3.7	Field Trips	Yes	$25,000.00	$17,000
3	3.8	Update Outdoor Facilities	No	$300,000.00	$387,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.9**	At Risk-School Safety Coordinators/ Campus Monitor	Yes	$115,000.00	$105,000
3	**3.10**	School Medical Services	Yes	$140,000.00	$110,000
3	**3.11**	School Counselors	Yes	$250,000.00	$230,000
3	**3.12**	Camp KEEP	Yes	$50,000.00	$41,525
3	**3.13**	Equity	Yes	$25,000.00	$34,324
4	**4.1**	Support Services for English Language Learners/LTELS	Yes	$320,000.00	$327,541
4	**4.2**	Professional Development	Yes	$40,000.00	$100,249
4	**4.3**	ELD Curriculum	Yes	$50,000.00	$32,583

2024-25 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)
$3,264,321	$3,457,000.00	$3,383,947.00	$73,053.00	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	**1.2**	**Educational Technology**	Yes	$275,000.00	$378,970.00	0	
1	**1.3**	**Supplemental Instructional Services**	Yes	$250,000.00	$260,000.00		
1	**1.4**	**Increased Intervention Opportunities**	Yes	$40,000.00	$100,000.00	0	
1	**1.5**	**Early Childhood Education**	Yes	$17,000.00	$17,000.00	0	
1	**1.6**	**ELA Intervention**	Yes	$270,000.00	$325,000.00	0	
1	**1.7**	**Class size reduction**	Yes	$1,200,000.00	$1,192,053.00	0	
1	**1.8**	Classroom budget	Yes	$25,000.00	$23,000.00	0	
1	**1.9**	**Recruitment and Retention of Highly Qualified Teachers**	Yes	$85,000.00	$110,000.00	0	
1	**1.11**	**Homeless and Foster Youth:**	Yes	$5,000.00	$0.00	0	
1	**1.12**	**School Library**	Yes	$100,000.00	$80,000.00	0	
2	**2.1**	Family Resource Center	Yes	$200,000.00	$101,000.00	0	
2	**2.2**	Utilize Parent Communication Tools	Yes	$75,000.00	$65,150.00	0	
2	**2.3**	Community Activities	Yes	$50,000.00	$15,000.00	0	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Educational learning opportunities	Yes	$55,000.00	$10,242.00	0	
3	**3.1**	Opportunities for student engagement.	Yes	$100,000.00	$100,100.00	0	
3	**3.5**	PBIS implementation District Wide	Yes	$20,000.00	$26,000.00	0	
3	**3.7**	Field Trips	Yes	$25,000.00	$17,000.00	0	
3	**3.9**	At Risk-School Safety Coordinators/ Campus Monitor	Yes	$115,000.00	$105,000.00	0	
3	**3.10**	School Medical Services	Yes	$140,000.00	$110,000.00	0	
3	**3.11**	School Counselors	Yes	$150,000.00	$140,000.00		
3	**3.12**	Camp KEEP	Yes	$50,000.00	$41,525.00		
3	**3.13**	Equity	Yes	$25,000.00	$34,324.00		
4	**4.1**	Support Services for English Language Learners/LTELS	Yes	$135,000.00	$100,000.00		
4	**4.2**	Professional Development	Yes	$0.00	$0.00		
4	**4.3**	ELD Curriculum	Yes	$50,000.00	$32,583.00		

2024-25 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)
$6,731,821	$3,264,321	0.00%	48.491%	$3,383,947.00	0.000%	50.268%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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