LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vineland School District
CDS Code: 15638340000000
School Year: 2024-25
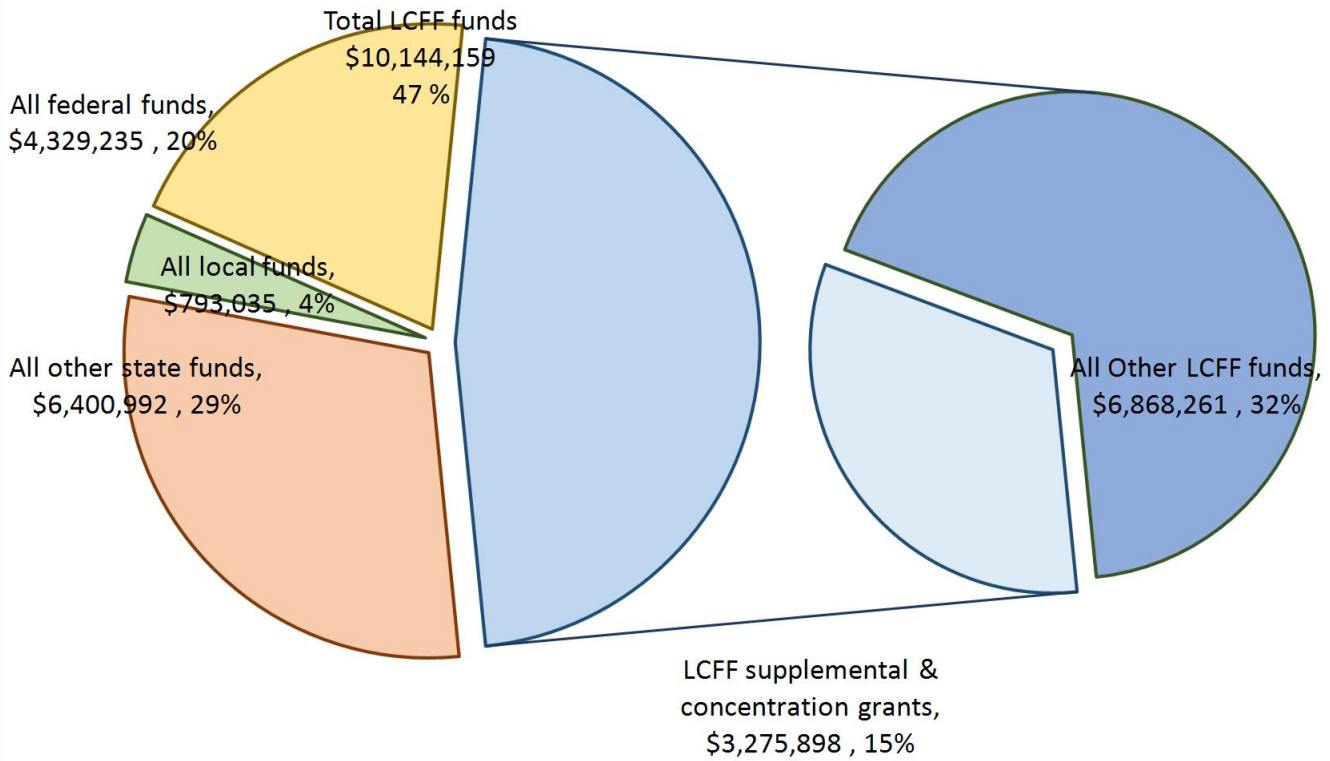LEA contact information:
Cindy Castro
Superintendent
cicastro@vineland.k12.ca.us
661-845-3713

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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$10,144,159
47 %

All federal funds,
$4,329,235 , 20%

All local funds,
$793,035 , 4%

All other state funds,
$6,400,992 , 29%

All Other LCFF funds,
$6,868,261 , 32%

LCFF supplemental &
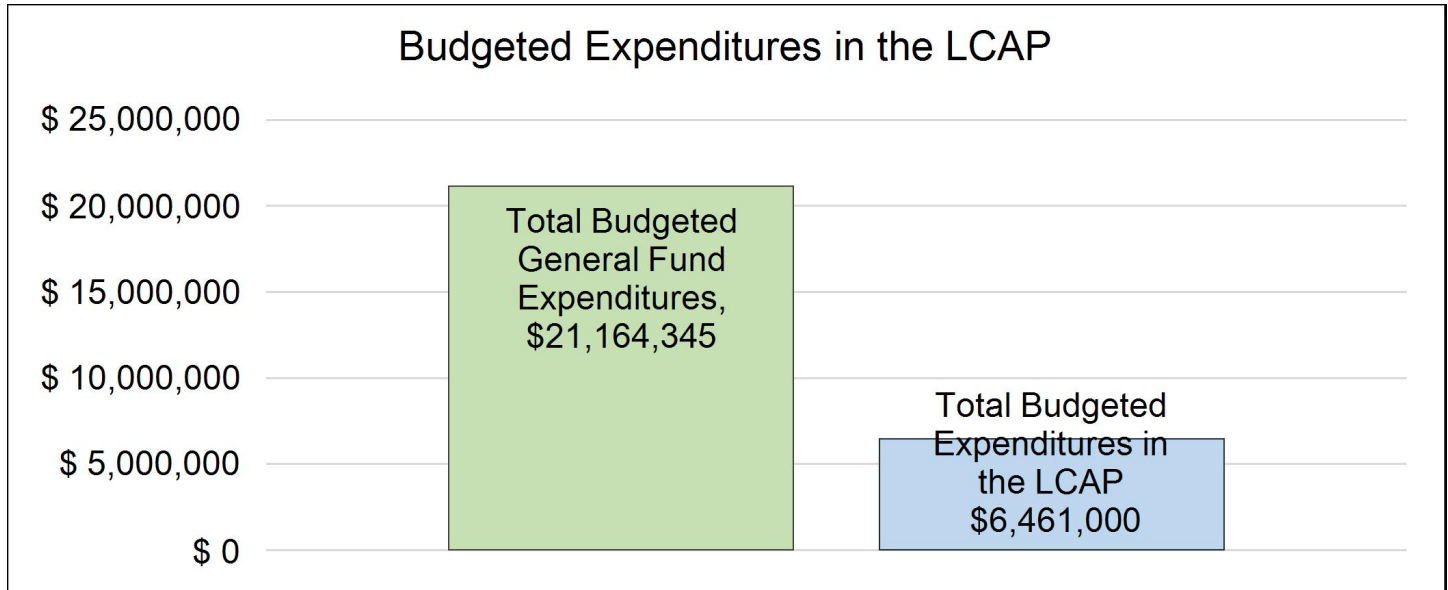concentration grants,
$3,275,898 , 15%

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 $21,667,421, of which $10144159 is Local Control Funding Formula (LCFF), $6400992 is other state funds, $793035 is local funds, and $4329235 is federal funds. Of the $10144159 in LCFF Funds, $3275898 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.

Budgeted Expenditures in the LCAP

$ 25,000,000	
$ 20,000,000	Total Budgeted General Fund Expenditures, $21,164,345
$ 15,000,000	
$ 10,000,000	
$ 5,000,000	Total Budgeted Expenditures in the LCAP $6,461,000
$ 0	

This chart provides a quick summary of how much Vineland School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vineland School District plans to spend $21164345 for the 2024-25 school year. Of that amount, $6461000 is tied to actions/services in the LCAP and $14,703,345 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
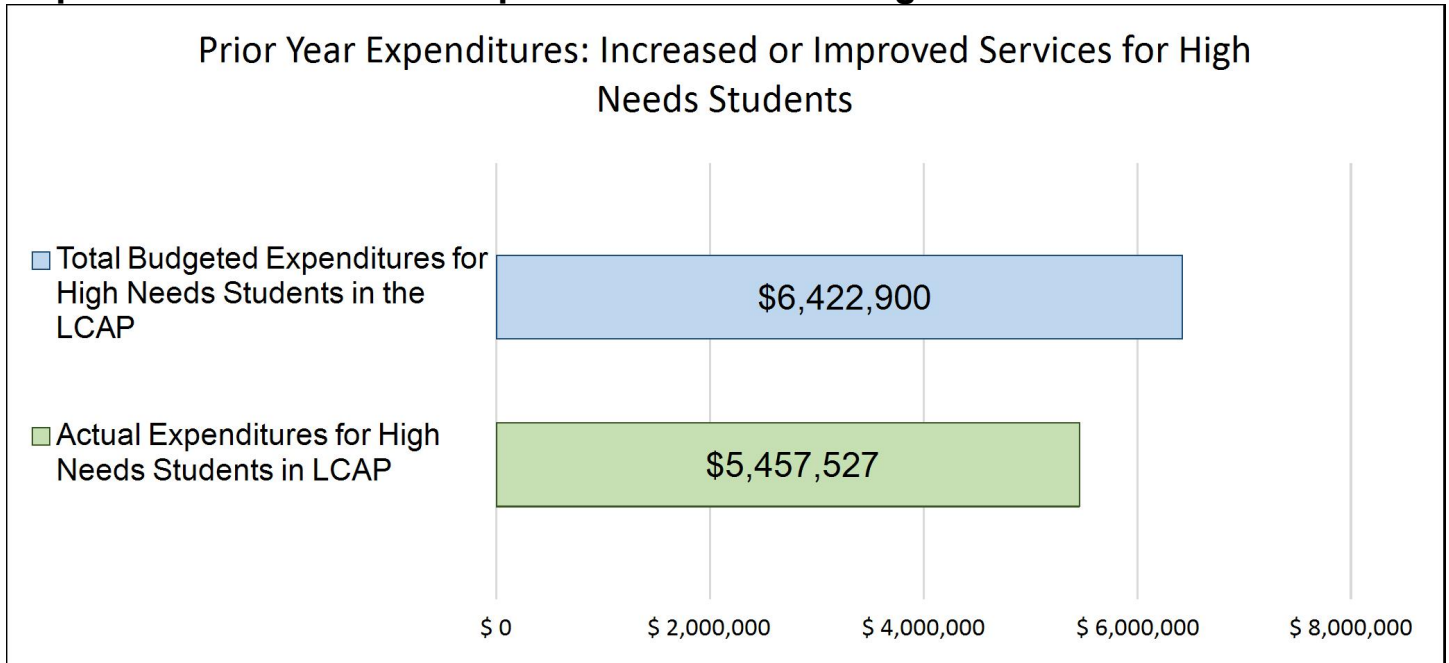
Salaries and benefits for Administration, Migrant services, utilities, professional consulting services such as schools legal services, KCSOS Special Education operated programs, KCSOS transportation billback.

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

In 2024-25, Vineland School District is projecting it will receive $3275898 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 $3457000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $6,422,900

Actual Expenditures for High Needs Students in LCAP: $5,457,527

| | $ 0 | $ 2,000,000 | $ 4,000,000 | $ 6,000,000 | $ 8,000,000 |

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 2023-24, Vineland School District's LCAP budgeted $6422900 for planned actions to increase or improve services for high needs students. Vineland School District actually spent $5457527 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vineland School District	Cindy Castro Superintendent	cicastro@vineland.k12.ca.us 661-845-3713

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1: Basic Services A. Teachers ; appropriately assigned and fully credentialed in the subject areas for the pupils they are teaching based on local data.	PRIORITY 1: Basic Services A. 74% of all teachers in the district are fully credentialed. 100% are appropriately assigned • 26/35 of teachers are fully credentialed • 100% are appropriately assigned to the subject area where they are credentialed.	PRIORITY 1: Basic Services A. 82% of all teachers in the district are fully credentialed. 100% are appropriately assigned • 32/39 of teachers are fully credentialed • 100% are appropriately assigned to the subject area where they are credentialed.	PRIORITY 1: Basic Services A. 78% of all teachers in the district are fully credentialed. 100% are appropriately assigned • 32/41 of teachers are fully credentialed • 100% are appropriately assigned to the subject area where they are credentialed.	PRIORITY 1: Basic Services 2023-2024 A. 74% of all teachers in the district are fully credentialed. 100% are appropriately assigned • 31/42 of teachers are fully credentialed • 100% are appropriately assigned to the subject area where they are credentialed.	PRIORITY 1:BASIC SERVICES A. IN 2023-24; 100% of all teachers in the district will be appropriately assigned and fully credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1: Basic Services B. Standards-aligned instructional material for every student, as measured by Williams Act textbook sufficiency report.	PRIORITY 1: Basic Services B. Pupil access to to standard aligned material. * Based on the Williams Settlement Review date 9/9/2020 , two sites received a rating of 100% sufficiency in pupil access to standards aligned materials/ textbook .	PRIORITY 1: Basic Services B. Pupil access to to standard aligned material. * Based on the Williams Settlement Review date 8/2021 , two sites received a rating of 100% sufficiency in pupil access to standards aligned materials/ textbook .	PRIORITY 1: Basic Services B. Pupil access to to standard aligned material. * Based on the Williams Settlement Review date 8/2022 , two sites received a rating of 100% sufficiency in pupil access to standards aligned materials/ textbook .	PRIORITY 1: Basic Services B. Pupil access to to standard aligned material. * Based on the Williams Settlement Review date 8/18/23 , two sites received a rating of 100% SUFFICIENCY in pupil access to standards aligned materials/ textbook .	PRIORITY 1: Basic Services B. Pupil access to to standard aligned material. *Maintain rating of 100% Sufficiency of Textbooks and Instructional Materials Based on the Williams Visit Report for 2023-2024 for two sites.
PRIORITY 1: Basic Services C . School Facilities are maintained in good repair as rated by the Williams FIT Report.	PRIORITY 1: Basic Services C. Facilities Based on the Facilities Inspection Tool , FIT, from the Williams Review date 9/9/20 two sites rated Exemplary .	PRIORITY 1: Basic Services C. Facilities Based on the Facilities Inspection Tool , FIT, from the Williams Review date 8/21 two sites rated Exemplary. .	.PRIORITY 1: Basic Services C. Facilities Based on the Facilities Inspection Tool , FIT, from the Williams Review date 8/2022; two sites rated Good, and Exemplary. .	PRIORITY 1: Basic Services C. Facilities Based on the Facilities Inspection Tool , FIT, from the Williams Review date 8/18/23; two sites rated :EXEMPLARY	PRIORITY 1: Basic Services C. Facilities 2023-2024 Maintain EXEMPLARY rating by Williams Visit.
PRIORITY 2:	PRIORITY 2:	PRIORITY 2:	PRIORITY 2:	PRIORITY 2:	PRIORITY 2:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards.	IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2019, the results indicate the following: 1. ELA- Full Implementation 2. ELD (Aligned to ELA Standards)- Full Implementation. 3. Mathematics- Full Implementation. 4. Next Generation Science Standards- Exploration and Research 5. History Social Studies-Exploration and Research	IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2021, the results indicate the following: 1. ELA- Full Implementation 2. ELD (Aligned to ELA Standards)- Full Implementation. 3. Mathematics- Full Implementation. 4. Next Generation Science Standards- Beginning Development 5. History Social Studies-Full Implementation	IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2022, the results indicate the following: 1. ELA- Initial Implementation 2. ELD (Aligned to ELA Standards)- Initial Implementation. 3. Mathematics- Full Implementation. 4. Next Generation Science Standards- Beginning Development 5. History Social Studies-Initial Implementation	IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2023, the results indicate the following: 1. ELA- FULL Implementation 2. ELD (Aligned to ELA Standards)- FULL Implementation. 3. Mathematics- FULL Implementation. 4. Next Generation Science Standards- BEGINNING Development 5. History Social Studies-INITIAL Implementation	IMPLEMENTATION OF STANDARDS A. Implementation of the state board academic content and performance standards. * Based on the Reflection Tool administered in the Fall of 2023, the results will indicate the following: FULL IMPLEMENTATION AND SUSTAINABILITY ON ALL : 1. ELA 2. ELD (Aligned to ELA Standards)- 3. Mathematics- 4. Next Generation Science Standards 5. History Social Studies
PRIORITY 2:	PRIORITY 2:	PRIORITY 2:	PRIORITY 2:	PRIORITY 2:	PRIORITY 2:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
IMPLEMENTATION OF STANDARDS B. How programs and services will enable English Language Learners to access the CCSS & ELD standards for purpose of gaining academic content knowledge and English Language Proficiency as measured by master schedule and lesson plan reviews.	IMPLEMENTATION OF STANDARDS B. 100% of El students had access to CCSS and ELD Standards during Designated and Integrated ELD throughout the 2020-2021 school year.	IMPLEMENTATION OF STANDARDS B. 100% of El students had access to CCSS and ELD Standards during Designated and Integrated ELD throughout the 2021-2022 school year.	IMPLEMENTATION OF STANDARDS B. 100% of El students had access to CCSS and ELD Standards during Designated and Integrated ELD throughout the 2022-2023 school year.	IMPLEMENTATION OF STANDARDS B. 100% of El students had access to CCSS and ELD Standards during Designated and Integrated ELD throughout the 2023-2024 school year.	IMPLEMENTATION OF STANDARDS B. 100% of El students will have access to CCSS and ELD Standards during Designated and Integrated ELD throughout the 2023-2023 school year.
PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP as reported on the California School Dashboard CAASPP ELA	PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP ELA Due to COVID-19 Pandemic, 2019-2020 CAASPP data is not available.	PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP ELA CAASPP was not administered in Spring of 2021. Local Benchmarks were administered	PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP ELA CAASPP was administered in Spring of 2022 2022-2023 CAASPP Data: CA Dashboard	PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP ELA CAASPP was administered in Spring of 2023 2022-2023 CAASPP Data: CA Dashboard	PRIORITY 4 PUPIL ACHIEVEMENT A, Student Performance on CAASPP ELA 2023-2024 CAASPP-ELA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP MATH	2018-2019 CAASPP Data: ELA ALL: -64.5 BELOW STANDARD EL:-76.1 BELOW STANDARD SED: -64.5 BELOW STANDARD SWD: -120.4 BELOW STANDARD	Quarterly using STAR Reading All students Summary: ELA PRE 3.1 GE POST 3.6 GE CHANGE +0.5 GE	ELA : ALL: -87 POINTS BELOW STANDARD EL: -94.6 POINTS BELOW STANDARD SED: -87.6 POINTS BELOW STANDARD SWD: -127.3 POINTS BELOW STANDARD	ELA : ALL: -78.8 POINTS BELOW STANDARD EL: -92POINTS BELOW STANDARD SED: -79.2 POINTS BELOW STANDARD SWD: -134 POINTS BELOW STANDARD	ALL: -34.5 BELOW STANDARD EL:-46.1 BELOW STANDARD SED: -34.5 BELOW STANDARD SWD: -90.4 BELOW STANDARD
CAST- SCIENCE	2018-2019 CAASPP Data: MATH ALL: -88.5 BELOW STANDARD SED: -88.6 BELOW STANDARD EL:-95.1 BELOW STANDARD SWD: -134.1 BELOW STANDARD CAST: SCIENCE 6.67% Met or Exceeded Standard	Local Benchmarks were administered Quarterly using STAR MATH All students Summary: Pre: 3.3 GE Post 4.2 GE CHANGE +0.9 CAST SCIENCE 2020-2021 3.26% Met or Exceeded Standard	2021-2022 CAASPP Data: MATH ALL: -116.6 POINTS BELOW STANDARD EL:- -120.6 POINTS BELOW STANDARD SED -116.6 POINTS BELOW STANDARD SWD: -157.7 POINTS BELOW STANDARD CAST:2021-2022 SCIENCE 6.21 % Met or Exceeded Standard	2022-2023 CAASPP Data: MATH ALL: -107.3 POINTS BELOW STANDARD EL:- -116.8 POINTS BELOW STANDARD SED -107.7 POINTS BELOW STANDARD SWD: -157.5 POINTS BELOW STANDARD CAST:2022-2023 SCIENCE 10.28 % Met or Exceeded Standard	2023-2024 CAASPP - MATH ALL: -58.5 BELOW STANDARD SED: -58.6 BELOW STANDARD EL:-65.1 BELOW STANDARD SWD: -104.1 BELOW STANDARD 2023-2024 CAST • Science 25% Met or Exceeded Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 4B % of pupils who have successfully completed A-G requirements NA	PRIORITY 4B % of pupils who have successfully completed A-G requirements NA	PRIORITY 4B % of pupils who have successfully completed A-G requirements NA	PRIORITY 4B % of pupils who have successfully completed A-G requirements NA	PRIORITY 4B % of pupils who have successfully completed A-G requirements NA	PRIORITY 4B % of pupils who have successfully completed A-G requirements NA
PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA	PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA	PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA	PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA	PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA	PRIORITY 4C % of pupils who have successfully completed CTE pathways. NA
PRIORITY 4D % of pupils who have successfully completed both B & C NA	PRIORITY 4D % of pupils who have successfully completed both B & C NA	PRIORITY 4D % of pupils who have successfully completed both B & C NA	PRIORITY 4D % of pupils who have successfully completed both B & C NA	PRIORITY 4D % of pupils who have successfully completed both B & C NA	PRIORITY 4D % of pupils who have successfully completed both B & C NA
PRIORITY 4 PUPIL ACHIEVEMENT PRIORITY 4E:	PRIORITY 4 PUPIL ACHIEVEMENT PRIORITY 4E:	PRIORITY 4 PUPIL ACHIEVEMENT PRIORITY 4E: 28.57% of EL's who make progress	PRIORITY 4 PUPIL ACHIEVEMENT PRIORITY 4E: 50.1%% of EL's who make progress	PRIORITY 4 PUPIL ACHIEVEMENT PRIORITY 4E: 50.5%% of EL's who make progress	PRIORITY 4 PUPIL ACHIEVEMENT PRIORITY 4E:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of EL's who make progress towards English Proficiency	% of EL's who make progress towards English Proficiency The Fall 2019 California Dashboard indicates English Language Learner Progress 53.3% of EL students are making progress towards English Language Proficiency. Performance Level: MEDIUM Proficiency Assessment from ELPAC. The 2019 ELPAC Levels results are baseline. Level 4 - 0% Level 3 - 52.8% Level 2 : 30.6% Level 1: 16%	towards English Proficiency Performance Level- No Data Found Proficiency Assessment from ELPAC. The 2020-21 ELPAC Levels results are baseline. Level 4 - 3.63% Level 3 - 27.42% Level 2 : 40.32% Level 1: 28.63%	towards English Proficiency 2022 California Dashboard indicates English Language Learner Progress 50.1% of EL students are making progress towards English Language Proficiency Performance Level- Medium Proficiency Assessment from ELPAC. The 2021-2022 ELPAC Levels results are baseline. Level 4 - 10.08% Level 3 - 27.46% Level 2 : 36.52% Level 1: 25.94%	towards English Proficiency 2023 California Dashboard indicates English Language Learner Progress 50.5% of EL students are making progress towards English Language Proficiency Performance Level- MAINTAINED 0.3% Proficiency Assessment from ELPAC. The 2022-2023 ELPAC Levels results are baseline. Level 4 - 10.10% Level 3 - 27.83% Level 2 : 38.92% Level 1: 23.15%	% of EL's who make progress towards English Proficiency The Fall 2023 California Dashboard indicates English Language Learner Progress 60% of EL students are making progress towards English Language Proficiency. Performance Level- MEDIUM Proficiency Assessment from ELPAC. The 2023 ELPI Levels results are baseline. Level 4 - 10% Level 3 - 60% Level 2 : 20.6% Level 1: 10%
PRIORITY 4F	PRIORITY 4F EL Reclassification Rate 2019-2020	PRIORITY 4F EL Reclassification Rate 2020-2021	PRIORITY 4F EL Reclassification Rate 2021-2022	PRIORITY 4F	PRIORITY 4F EL Reclassification Rate 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Reclassification Rate as reported on Data Quest	4.5%	0.26% Data from KIDS	0.25% Data from KIDS	EL Reclassification Rate 2023-2024 4.73% Data from KIDS	10%
PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA	PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA	PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA	PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA	PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA	PRIORITY 4G % of pupils who pass AP Exams with a score of 3 or higher NA
PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA	PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA	PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA	PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA	PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA	PRIORITY 4H: % of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) NA
PRIORITY 7: COURSE ACCESS A. Access to and enrollment in a brood	PRIORITY 7: COURSE ACCESS A. 100% of all students will continue	PRIORITY 7: COURSE ACCESS A. 100% of All pupils had access to a broad	PRIORITY 7: COURSE ACCESS A. 100% of All pupils had access to a broad	PRIORITY 7: COURSE ACCESS 2023-2024 A. 100% of All pupils had access to a broad	PRIORITY 7: COURSE ACCESS A. 100% of Unduplicated pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
course of study as measured by a review of master schedules.	to have access to a broad course of study in all subject areas.	course of study in all subject areas.	course of study in all subject areas.	course of study in all subject areas.	had access to a broad course of study in all subject areas.
PRIORITY 7 B. Programs and services developed and provided to low income, English Learners, and Foster youth pupils as measured by classroom observations.	PRIORITY 7 B. All UNDUPLICATED pupils will continue to utilize CCSS with fully included intervention and language development support.	PRIORITY 7 B. All UNDUPLICATED pupils utilized CCSS with the necessary intervention and language development support.	PRIORITY 7 B. All UNDUPLICATED pupils utilized CCSS with the necessary intervention and language development support.	PRIORITY 7 2023-2024 B. All UNDUPLICATED pupils utilized CCSS with the necessary intervention and language development support.	PRIORITY 7 B. 100% of Unduplicated pupils utilized CCSS with the necessary intervention and language development support .
PRIORITY 7 C. Programs and services developed and provided to students with	PRIORITY 7 C. All pupils with exceptional needs will continue to utilize CCSS Units of Study	PRIORITY 7 C. All pupils will Exceptional Needs utilized CCSS with the necessary intervention	PRIORITY 7 C. All pupils will Exceptional Needs utilized CCSS with the necessary intervention	PRIORITY 7 2023-2024 C. All pupils will Exceptional Needs utilized CCSS with the necessary intervention	PRIORITY 7 C. 100% of pupils with Exceptional Needs utilized CCSS units of study, aligned

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disabilities as measured by classroom observations.	with fully included intervention and language development support.	and language development support.	and language development support.	and language development support.	curriculum, including intervention and language development support as described in their IEP.

Goal Analysis

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

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

The LEA was successful in implementing:

Action 1.1 (Access to State Standard Instructional Materials) in the 2023-2024 LCAP . All students had access to State Standard Instructional Material as evidence of our 2023 Williams Visit in which both school sites were "sufficient." During the 3 year LCAP cycle VSD had two new adoptions, History/Social Studies and Science.

Action 1.2 (Technology) was successfully implemented throughout the district. Personnel, software, and licenses, were utilized to provide students with 21st century skills. Students in grade Tk-2 are provided with Apple iPad, students in grades 3-8 are provided with Chromebooks. Due to the age of our district, servers were replaced, internet and wireless connectivity was improved/restored. Other technological improvements included implementing a new Student Information System (SIS) that was compatible and integrated Clever into Google, to provide our students a seamless transition.

Action 1.3 (GATE) This program was not established. Challenges included implementing a plan for the district and site services, personnel, and standards. The District will continue to work diligently towards pursuing implementation of the GATE program.

Action 1.4 (Tutoring Intervention) Tutoring was successfully implemented by utilizing the time before and afterschool at both school sites.

Action 1.5 (Kinder Bridge Program) Early Intervention was successfully implemented for Pre-Kinder students and was utilized during Summer School.

Action 1.6 (ELA Intervention) This action item was extremely successful in providing intervention in Reading. Both school sites were provided one Reading Teacher and one Instructional Aide and provided a research based intervention program; IREADY. The program was delivered to our students to fidelity, and the data provided by I-Ready, which shows pre and post, and diagnostic assessments   provided shows significant growth for the students to help them achieve grade level proficiency.

Action 1.7 (Class Size Reduction) All classes at VSD were 20 or less in grades TK-3. Grades 4-8 were also low at 25 and below. Small class sizes allow the teacher more time for individualized instruction.

Action 1.8 (Classroom Budget) All Teaching staff was given a budget to purchase additional supplemental education materials to meet the needs of their students. Financial record and teacher feedback indicated this action to be a success.

Action 1.9 (Accelerated Math Program) Not implemented. Challenges included Identifying students that would benefit from acceleration, curriculum, teacher preparedness, scheduling constraints.

Action 1.10 (Recruitment and Retention of Highly Qualified Teachers) VSD has been able to retain our teaching staff, with a small turnover due to non re-elects, due to credentialing issues. VSD continues to give generous stipends for highly qualified staff. New teacher supports and incentives are provided with mentors. Grade level leads, and Teacher Induction Programs.

Action 1.11 (Support Services for Special Education) This action was successfully implemented by providing Special Educational Instructional Aides for each teacher and a Special Ed clerk to meet the needs of these students. White fleet transportation was also provided.

Action 1.12 (Support Services for English Language Learners) This action item was successfully implemented throughout the district by providing EL teachers with Instructional Aides to meet the needs of these students.

Action 1.13 (Homeless and Foster Youth) This action was successfully implemented. The LEA was able to provide extra resource to these students such as: clothing, food, transportation, and even short term shelter.

Action 1.14 (Upgrade School Library) This action was successfully implement at both school sites. Both libraries were staffed with Library Clerks, facilities were updated, and books were purchased. The library system we use, Follett Destiny Data and school schedules indicate that all teacher and students are utilizing the school library on a regular basis and checking out a variety of library books.

Action 1.15 (Curriculum Specialist/ TOSA) This Action item was successfully utilized throughout the district.

Action 1.16 (STEM Teachers) This action was successfully implemented throughout the district. All students were able to receive STEM service through out the school year and therefore exposed to additional learning time using Next Generation Science Standards, in addition to their regular classroom setting.

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.

Action 1.1 During the 3 LCAP cycle, the LEA was able to adopt two new curriculums: Science and History/Social Studies. The plan was to adopt a new Math curriculum which included a California Common Core State Standard for Mathematics. At this time, we are waiting on the CDE to hold an adoption of the 2025 Mathematics Instructional Materials for K-8. Due to this delay, there was a material difference from Budgeted expenditure to Actual expenditure.

Action 1.2 Technology, there were material differences from Budgeted expenditure to Actual expenditure because the LEA was able to utilize two additional grants: Arts, Music, and Instructional Materials Grant and also Learning Recovery Block Grant.

Action 1.3 No GATE Program due to low numbers of students that exceeded the Standards per CAASPP Test Results. No funds were utilized.

Action 1.4 Extended Learning Opportunities. No money was expended from LCAP because we utilized ELOP funds.

Action 1.5 Early Intervention- Kinder Bridge- All money was utilized.

Action 1.6 Reading Teachers; Budget was for 2 Teachers at the highest salaries. One teacher was replaced with a teacher that was mid range salary, therefore the discrepancy. Budget will be adjusted.

Action 1.7 Class Size Reduction: OVER BUDGET due to declining enrollment and over staffing. The LEA had to do a RIF for the upcoming 2025-2026 school year.

Action 1.8 Classroom Budget: Expenditures were not fully encumbered due to some teacher not utilizing this additional resource for their classrooms.

Action 1.9 Accelerated Math. No Program implemented due to no/low number of students who exceeded the Math Standards. No funds were utilized.

Action 1.10 Recruitment and Retention; Budget utilized.

Action 1.11 Supplemental Staff to SPED: There were material differences from Budgeted expenditure to Actual expenditure because there was an unexpected death in the SPED department and the replacement was not hired until mid-year.

Action 1.12 Supplemental Staff for EL Learners: OVER BUDGET. The LEA is experiencing declining enrollment which has financial implications. VSD was overstaffed. Some positions will be eliminated in the 2024-2025 school year.

Action 1.13 Services for Homeless and Foster Youth. There were material difference from Budgeted expenditure to Actual expenditure because the LEA was able to utilize two additional grants: Title 1 McKinney- Vento and American Recovery Plan .

Action 1.14. Upgrade Library There were material difference from Budgeted expenditure to Actual expenditure because the LEA was able to update the library in 2 years, instead of the 3 year LCAP cycle. On-going expenses included Library Clerk position , library books, and supplies.

Action 1.15 TOSA. : Budget expended.

Action 1.16 STEM Teachers. There were material difference from Budgeted expenditure to Actual expenditure because the LEA budgeted for this new program to include personnel, furniture, supplies, curriculum, and Professional Development. The LEA was able to access a grant from Project Lead the Way, and Prop,28 Funds, that assisted with costs.

The combined impact of the actions in Goal ONE over the course of the 3 year LCAP: Cycle (2021-2022, 2022-2023, 2023-2024) were Partially Effectively showing progress in the area of Academic Achievement for ALL STUDENTS for the previous year.

Action 1.1 Partially Effective; supports students having access to all state standards and instructional materials. The 2023 California Dashboard shows INCREASE in points from previous year for ALL STUDENTS in ELA (Increased 8.3 points) and MATH (increased 9.4) . Ca Science Test increased from 6.21% to 10.28% from 2021-22 to 2022-2023.

Action 1.2 Somewhat Effective; supports students having access to the 21st century skills using Technology. The 2023 California Dashboard shows INCREASE in points for ALL STUDENTS in ELA and MATH, and increased percentage from 6.21% to 10.28% CA Science Test..

Action 1.4 Somewhat Effective; supports student learning utilizing Extended Learning Opportunities. Benchmark Data and the 2023 California Dashboard shows INCREASE in points for ALL STUDENTS in ELA and MATH from previous year.

Action 1.5 Effective; Local Data supports student learning by utilizing Early Intervention- Kinder Bridge. Data collected by Local Benchmark indicates total gain of 38% (post test)

Action 1.6 Effective support student learning through intervention programs provided by Reading Teachers. iReady data indicates growth as indicated by Student Overall Placement;
 Pre-Post data for grades 2-4
 23% to 2% (3 or more grade levels below) 49% to 16% (2 grade level below) 25% to 53% (1 grade below) 2% to 14% (on grade level)
Pre-Post data for grades 5-8
82% to 67% (3 or more grade levels below) 15% to 25% (2 grade level below) 2% to 7% (1 grade below) 2% to 2% (on grade level)

Action 1.7 Somewhat Effective; supports student learning by providing Class Size Reduction. The 2023 California Dashboard shows INCREASE in points/Growth for ALL STUDENTS in ELA and MATH and and increased percentage from 6.21% to 10.28% CA Science Test..

Action 1.8 Effective; supports student learning by providing a Classroom Budget for teachers to meet the Learning needs of their students. The staff was able to purchase additional resources for their classrooms for student learning. Effectiveness can be measured by increase in in Points Below Standard for ALL Students in ELA, MATH, Science :

Action 1.10 Effective: supports student learning by providing a stable learning environment (teaching staff) by utilizing Recruitment and Retention strategies. Low turnover rate in staff for the 3 year LCAP cycle..

Action 1.11 Ineffective: supports provided for student learning by providing Supplemental Staff to Special education Students. Ca Dashboard Data indicates Students with Disabilities declined 6.7 points (134 points below standard) and is in the RED Performance Color in ELA . Math is also RED Performance Color. SWD maintained 0.2 points (157.5 points below standard)

Action 1.12 Partial Effective: supports student learning by providing Supplemental Staff for English Language Learners. The Data from the 2023 CA Dashboard indicates the following: ELA MAINTAINED 2.6 points (92 points below standard) RED Performance Color. Math Increased 3.7 points (116.8 below standard) ORANGE Performance Color. ELPI Maintained 0.3%. 50.5% making progress towards English Language Proficiency, YELLOW Performance Color. Resignation rate for 2023-2024 was 4.73% an improvement for the previous year 0.22%

Action 1.13 Effective: supports student learning by providing services for Homeless and Foster Youth. Data from 2023 CA Dashboard indicates Homeless ELA INCREASED 18.5 points, 69.5 points below standard, YELLOW Performance Color. Foster NO COLOR: No data. MATH INCREASED 17.1 points, 100.6 points below the standard, ORANGE Performance Color.

Action 1.14 Effective; supports student learning by providing an upgraded library. Local data/daily schedules/library usage through Follett

indicate the students optimizing library services and resources. Data from CAASPP in ELA indicates improvement in DFS.
Action 1.15 Ineffective**:** the intent was to supports student learning by providing a TOSA to assist the teachers in providing a quality education to our students. The support was inconsistent and misaligned with the District and School Goals. This position had a low impact on student achievement based on staff feedback/surveys.
Action 1.16 Somewhat Effective; supports student learning by providing Next Generation Science Standards by STEM Teachers. The District adopted a new Science curriculum that is aligned to NGSS. 2023 CAST score shows improvement from the 2022 CAST results: 6.21% to 10.28% Percent of students who have MET or Exceeded the Standard.

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

There will be some changes to the following Action Items:

1.3 GATE Action items will be eliminated.

1.9 Accelerated Math will be Eliminated.

1.11 Special Education will be a Goal with action items. Student with Disabilities have been identified as Low Performing and eligible for ATSI. The LEA will be consulting with the COE to improve Special Education addressing various aspects to ensure that students with disabilities receive the support they need to succeed academically.

1.15 TOSA position will be eliminated and evaluated or re-examined at a later time.

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

Goals and Actions

Goal

Goal #	Description
2	GOAL 2- Social Emotional Learning:-The Vineland School District is committed to the social emotional well- being of our students and families. VSD recognizes that SEL is an integral part of education and human development. The district will ensure students develop positive self identities and establish and maintain supportive relationships that are essential for learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 6: SCHOOL CLIMATE A PUPIL Suspension Rate Ca School Dashboard	PRIORITY 6: SCHOOL CLIMATE A. PUPIL Suspension Rate 2019 Dashboard Suspension Rate ALL:2.9% GREEN SWD: 9.2% ORANGE EL: 3.2% YELLOW SED:2.9% GREEN KIDS Suspension	PRIORITY 6: SCHOOL CLIMATE A. PUPIL Suspension Rate No Suspension Rate on Dashboard. See Local data: KIDS Platform May 2022 ALL:3.87% SWD: 7.02%	PRIORITY 6: SCHOOL CLIMATE A. PUPIL Suspension Rate 2022 Suspension Rate on Dashboard. ALL: 4.1%	PRIORITY 6: SCHOOL CLIMATE A. PUPIL Suspension Rate 2023 Suspension Rate on Dashboard. ALL: 5.3%	PRIORITY 6: SCHOOL CLIMATE A PUPIL Suspension Rate 2023-2023 Dashboard Suspension Rate % Rates Decline and color improve to GREEN ALL:1.0% GREEN (Maintain) SWD: 1.0% GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
KIDS Suspension Rate	ALL 3.87% 28/724 students suspended	EL: 2.88% SED:3.33% KIDS Suspension Rate 2021-2022 ALL 3.87% 28/724 students suspended	SWD: 9 % EL: 3.5% SED: 4.1% KIDS Suspension Rate 2022-2023 ALL 5.28% 38/720 students suspended	SWD: 4.7% EL: 4.7% SED: 5.2% KIDS Suspension Rate 2023-2024 ALL 0.97% 7/721 Students suspended	EL: 1.0% GREEN SED:1.0% GREEN (Maintain) KIDS Suspension Rate 2023-2024 ALL- 1% or less of student population.
PRIORITY 6B: PUPIL EXPULSION RATE 	PRIORITY 6B: PUPIL EXPULSION RATE 2019-2020 Expulsion Rate	PRIORITY 6B: PUPIL EXPULSION RATE 2019-2020 Expulsion Rate	PRIORITY 6B: PUPIL EXPULSION RATE 2021-2022 Expulsion Rate	PRIORITY 6B: PUPIL EXPULSION RATE 2022-2023 Expulsion Rate	PRIORITY 6B: PUPIL EXPULSION RATE 2023-24 Expulsion Rate:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dataquest 0%	NO Dataquest available KIDS Platform 0%	Dataquest KIDS Platform 0%	Dataquest KIDS Platform 0%	Dataquest Maintain Expulsion Rate of 0 %
PRIORITY 6C; OTHER LOCAL MEASURES Ca. Healthy Kids Survey: Annual District Survey	PRIORITY 6C; OTHER LOCAL MEASURES 2019-2020 Ca. Healthy Kids Survey: 65% agrees to Social and Emotional Learning Supports 63.2% Agree "at my school there is staff who really cares about me and who I can talk to	PRIORITY 6C; OTHER LOCAL MEASURES 2020-2021 Ca. Healthy Kids Survey: 69% agrees to Social and Emotional Learning Supports 65% Agree "at my school there is staff who really cares about me and who I can talk to"	PRIORITY 6C; OTHER LOCAL MEASURES 2021-2022 Ca. Healthy Kids Survey: 50% agrees to Social and Emotional Learning Supports 57% Agree "at my school there is staff who really cares about me and who I can talk to"	PRIORITY 6C; OTHER LOCAL MEASURES 2022-2023 Ca. Healthy Kids Survey: 41% agrees to Social and Emotional Learning Supports 49% Agree "at my school there is staff who really cares about me and who I can talk to"	PRIORITY 6C; OTHER LOCAL MEASURES 2034-2024 Ca. Healthy Kids Survey Social and Emotional Learning 75% Agree or Strongly Agrees to the following statements: 75% Agree "at my school there is staff who really cares about me and who I can talk to "

Goal Analysis

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

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

The LEA was successful in implementing Action 2.1 Counseling Services were provided to both school sites in the 2023-24 LCAP. The counselors were able to provide, assist, and coach with Social Emotional Learning (SEL) services on a daily basis. The counselors were able to assist and coach the teachers to support Learning and Development through Social and Emotional Learning.

The LEA was successful in implementing Action 2.2, by providing an SEL Program. The teachers were able to access SEL lessons through a digital platform and using the guidance of the School Counselors. Teaching Social Emotional Learning (SEL) activities will develop life skills to improve behavior, attitudes, employment, classroom management, and academic achievement. The goal is to provide all students with consistent SEL practice resulting in productive habits that positively shape academic performance and students mental health.

The LEA was successful in implementing Action 2.3, by providing a School Psychologist This position is valuable because they help schools successfully: improve academic achievement; promote positive behavior and mental health; support diverse learners; create safe, positive school climates; strengthen family-school partnerships; and improve school-wide assessment and accountability. by providing a School Psychologist This position is valuable because they help schools successfully: improve academic achievement; promote positive behavior and mental health; support diverse learners; create safe, positive school climates; strengthen family-school partnerships; and improve school-wide assessment and accountability.

The LEA was successful in implementing Action 2.4, by providing Professional Development for SEL the Staff an SEL Program. VSD hired a Professional SEL Consultant, which had many associates and experts in this field, to provide monthly SEL workshops on topics such as ACEs (Adverse Childhood Experiences), Trauma Informed Care, Parent Engagement Strategies, Cultural Humility, Compassion Fatigue, .and other SEL topics

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.

Action 2.1 School Counselor was over budget by $4,467.00 due to a raise in salaries due to negotiations.

Action 2.2 SEL Program was over budget by $645.00 due to price of SEL program

Action 2.3 School Psychologist was over budget by $30,000 because we underestimated the rate for this position and a raise in salary due to negotiations.

Action 2.4 PD for SEL was under budget by $54, 000 because the cost of the consultant was unknown and the LEA budget was an estimation. Also, finding time for PD for the staff was difficult due to our PD days being on Mondays and all the holidays that landed on this day.

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

The combined impact of all the actions in Goal 2; Social Emotional Learning ,over the course of the 3-year LCAP cycle (2021-22, 2022-23, and 2023-24) were effective and met the goal as indicated by the Suspension Data with KIDS, Kern Integrated Data Systems. The Vineland School District families ware deeply impacted by COVID and the death of family members. The LEA **continues** to deal with the death of parents, grandparents, and other family members, which is an incredibly difficult experience for students. This grief affects the emotional well-being, academic performance, and social interactions. This Goal is instrumental for our students because grief does not have a fixed timeline, and on-going support is necessary.

 The most current data from KIDS (May 2024) reflect the 2023-2024 Suspension Rate has improved SIGNIFICANTLY to 0.97% , which is less than 1% of ALL Students who have been Suspended. This CURRENT information, as of May 2024 from KCSOS KIDS platform, will reflect in the NEW 2024 CA Dashboard as GREEN Performance Color. This Goal and Action items are a success and is an EFFECTIVE Goal in regards to Social and Emotional Learning.

 All actions 1-4 in Goal 2 were effective in meeting the goals for the 3 year LCAP cycle based on improved suspension rates.
 Data includes the following metrics:
 School Climate data indicated Suspension Rates from the Ca Dashboard over a 3 year was 2.9- 5.3% of students being suspended. The MOST current data (which is in real time) indicates a success rate of 3.87% to a 0.97% , which is 1% of the total student population that was suspended during the 2023-2024 school year.
 The Expulsion Rate remained at 0% for the 3 year LCAP cycle, which indicates success and effectiveness.
 California Healthy Kids Survey indicated a decline in SEL Supports, from 65% to 41% who believe that they are being supported. Also surveys indicated that there was a decline in the statement " At my school, there is staff who really cares about me and who I can talk to." from 63.2% to 49%. After analyzing the data from CHKS, the sampling was not significant of our total school population, because grades 5 and 7 were the only respondents.

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

Action 2.1 will remain unchanged but MOVED to Goal 1 Student Achievement.

Action 2. 2 will remain but moved to Goal 3 -School Connectedness

Action 2.3 will remain to but moved to Goal 1 Student Achievement.

Action 2.4 will be incorporated into Action item 1.1 which addresses Professional Development.

All of these actions are being mainstreamed into other sections of the LCAP for an easier LCAP alignment.

All action items will be strengthened by adding one Full Time School Social Worker to the Sunset School Site. In collaboration with KCSOS and a grant, the school site will have additional personnel to provide multi-tiered support to the students. Outcomes include: increase school attendance, improve self-steem and self-efficacy, improve mental health status, provide training and support for the staff, coaching, and community awareness about resources for the community/parents.

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

Goals and Actions

Goal

Goal #	Description
3	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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent and Family Engagement A. Seek Parent input in making decisions for the school district and each individual school site, as measured by local data. A. Parents feeling welcomed and connected to their student's school, as measured by LCAP parent survey.	2019-2020 Source: (LCAP Parent Survey) A. Districtwide Parent Participation Rate using LCAP Surveys; 25% A. 82 % of parents feeling welcome and connected to their student's school.	2021-2022 Source: (LCAP Parent Survey) A. Districtwide Parent Participation Rate using LCAP Surveys; 10% A. 82 % of parents feeling welcome and connected to their student's school.	Spring 2023 A. Districtwide Parent Participation Rate using LCAP Surveys; 10% A. 89 % of parents feeling welcome and connected to their student's school.	Spring 2024 A. Districtwide Parent Participation Rate using LCAP Surveys; 28% A. 88 %of parents feeling welcome and connected to their student's school.	2023-2024 Source" LCAP Surveys A. LCAP Parent survey Increase to 50% districtwide within a 3-year time span A. Increase by 1% of the baseline; parents feeling welcome and connected to their student's school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3 Parent and Family Engagement B. Promote Parent Participation in programs for low income, English learners and foster youth pupils as measured by meeting sign-in sheets.	Priority 3 Parent and Family Engagement B. Migrant PAC Participation Rate: 25% DELAC Participation Rate:25%	Priority 3 Parent and Family Engagement B. Migrant PAC Participation Rate: 75% DELAC Participation Rate:50%	Priority 3 Parent and Family Engagement B. Migrant PAC Participation Rate: 75% DELAC Participation Rate:50%	Priority 3 Parent and Family Engagement 2023-24 B. Migrant PAC Participation Rate: 50% DELAC Participation Rate: 50%	Priority 3 Parent and Family Engagement B. Migrant PAC Participation Rate:50% DELAC Participation Rate:50%
Priority 3 Parent and Family Engagement C. Promote parental participation in programs for students with disabilities , as measured by IEP meeting attendance records.	Priority 3 Parent and Family Engagement C. 100% of parents participated in IEP meetings.	Priority 3 Parent and Family Engagement C. 100% of parents participated in IEP meetings.	Priority 3 Parent and Family Engagement C. 100% of parents participated in IEP meetings.	Priority 3 Parent and Family Engagement 23-24 C. 100% of parents participated in IEP meetings.	Priority 3 Parent and Family Engagement C. 100% of parents participated in IEP meetings.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA was successful in implementing Action 3.1 (Parent Education Resource Center) . The District outgrew the current Parent Facilities, which was housed in a former custodian residence, that was not utilized in decades. The district had applied for a grant Comminty School Grant and received a planning grant. The district moved forward buying portables furniture, and other incidentals for this Family Resource Center (FRC). Spring 2024 LCAP Parent surveys indicated that Parents were satisfied.

The LEA was successful in implementing Action 3.2 (Utilizing Parent Communication) . The LEA moved from parent communication platform from School Wise to Parent Square, in order to provide better communication with the parents.

The LEA was successful in implementing Action 3.3 (Community Activities-Engagement) The LEA is the focal point of the community due to the rural location. This action was extremely successful because the LEA was able to bring community events to the district such as, Trunk or Treat, Easter Egg Hunt, Las Posadas, Christmas Giveaway, Thanksgiving Community Feast, just to name a few. Parent survey indicated success.

The LEA was successful in implementing Action 3.4 (Educational Learning Opportunities) This action was challenging because the Family Resource Center was in transition but the LEA continued to provide resources to the families. Parent survey indicated satisfaction.

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.

Action 3.1 (Parent Education Resource Center) OVERBUDGET due to the initial cost of facilities and salaries of the FRC. The initial planning grant from the Community School grant was fully utilized, but it was not sufficient.
Action 3.2 (Utilizing Parent Communication) not significant material differences between Budgeted Expenditures and Estimated Actual Expenditures
Action 3.3 (Community Activities-Engagement not significant material differences between Budgeted Expenditures and Estimated Actual Expenditures
Action 3.4 (Educational Learning Opportunities) underbudget, due to limited offering due to the relocation of the FRC.

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

The combined impact of the actions in Goal 3 over the course of the 3-year LCAP cycle (2021-22, 2022-23, and 2023-24) effectively improved the outcomes of the related metrics associated with showing growth and improvement in Family and Community Engagement. Research indicates when families are engaged in school, their children are more likely to succeed. 2024 LCAP Parent Data indicated that parents Strongly Agree/Agree that VSD provides opportunities for Parent engagement. Parents participation in the survey grew from 25% to 28% over the 3 year LCAP cycle.

Special Education Parent Participation(IEP) rate remained high at 100%. Migrant Parent participation rate from 25% to 50%, (over the 3 year LCAP cycle), achieving the districts goal.

Action 3.1 Parent Education Resource Center, supported the Family and Community Engagement Goal .Evidence can be seen in the metric section. The LEA is continuing to see parent engagement increase in the number of surveys and parent satisfaction ratings.. When families are engaged in school, their children are more likely to succeed.

Action 3.2 Utilizing Parent Communication, supported the Family and Community Goal. Evidence can be seen in the metric section and the LEA is continuing to see parent engagement increase in the number of surveys and parent satisfaction ratings. Research indicates that parental involvement can lead to academic gains for students: higher grades and test scores, improved social skills and time on task, better attendance and participation, and decreased behavioral problems in the classroom.

Action 3.3 Community Activities-Engagement supported the Family and Community Goal. Evidence can be seen in the metric section and the LEA is continuing to see parent engagement increase in the number of surveys and parent satisfaction ratings

Action 3.4 Educational Learning Opportunities supported the Family and Community Goal. Research indicates, by strengthening parent education and building partnership enhances student success. Evidence can be seen in the metric section and the LEA is continuing to see parent engagement increase in the number of surveys and parent satisfaction ratings

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

Parent Engagement in education is a crucial component of a student's academic success and overall development. Active involvement from parents can lead to significant improvements in students' academic achievements, behavior, and attitudes toward learning.. This Goal and Action Items were all EFFECTIVE because Parent engagement is vital for student success, impacting academic performance, behavior, and

emotional well-being. By understanding our unique LEA , its rural location, and the socio economic status of our families, whose primary language is NOT English, the importance of Parent Engagement is imperative. The LEA implements effective strategies, in which educators and parents can work together to support students' growth and achievement. Building strong parent-school partnerships not only enhances educational outcomes but also fosters a collaborative community dedicated to student success.

Action 3.1 Parent Education Resource Center will remain unchanged.

Action 3.2 Utilizing Parent Communication will continue utilizing the new platform Parent Square which is easier to access for parents

Action 3.3 Community Activities-Engagement will remain unchanged.

Action 3.4 Educational Learning Opportunities will be expanded due to the NEW FRC facilities and the Community School grant awarded to the LEA.

The Goal and Actions will be strengthened by the LEA receiving the Community Schools Grant in which Parent Engagement will be the focus. Extra personnel will be dedicated to improving and providing services to our educational community.

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

Goals and Actions

Goal

Goal #	Description
4	GOAL 4- 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5 Student Engagement SchoolWise/CALPADS :EOY A. School attendance rate	Priority 5 Student Engagement SchoolWise/CALPADS EOY A. School attendance rate at 96.90%	Priority 5 Student Engagement 2020-2021 SchoolWise/CALPADS EOY A. School attendance rate at 96.84%	Priority 5 Student Engagement 2021-2022 SchoolWise/CALPADS EOY A. School attendance rate at 93.56%	Priority 5 Student Engagement 2023-2024 KIDS/KCSOS(May 2024) A. School attendance rate at 94.79%	Priority 5 Student Engagement 2023-2024 SchoolWise/CALPADS EOY A. IMPROVE school attendance rate at 97%
Priority 5 Student Engagement B. Chronic absenteeism rates - KIDS	Priority 5 Student Engagement KIDS Platform 2019-2020 B. Chronic absenteeism rates	Priority 5 Student Engagement KIDS Platform 2020-21	Priority 5 Student Engagement CA DASHBOARD 2021-2022	Priority 5 Student Engagement CA DASHBOARD 2023-2024	Priority 5 Student Engagement KIDS Platform 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	4.65%	B. Chronic absenteeism rates 10%	B. Chronic absenteeism rates 24.5%	B. Chronic absenteeism rates 23.3% DECLINED 1.2%	B. REDUCE Chronic absenteeism rates to 5%
Priority 5 Student Engagement C. Middle school dropout rates (LOCAL DATA)	Priority 5 Student Engagement C. Maintain middle school dropout rates at 0%	Priority 5 Student Engagement C. Middle school dropout rates at 0%	Priority 5 Student Engagement C. Middle school dropout rates at 0%	Priority 5 Student Engagement C. Middle school dropout rates at 0%	Priority 5 Student Engagement C. Maintain middle school dropout rates at 0%
Priority 5 Student Engagement D. High school dropout rates - N/A E. High school graduation rates. - N/A	Priority 5 Student Engagement D. High school dropout rates - N/A E. High school graduation rates. - N/A	Priority 5 Student Engagement D. High school dropout rates - N/A E. High school graduation rates. - N/A	Priority 5 Student Engagement D. High school dropout rates - N/A E. High school graduation rates. - N/A	Priority 5 Student Engagement D. High school dropout rates - N/A E. High school graduation rates. - N/A	Priority 5 Student Engagement D. High school dropout rates - N/A E. High school graduation rates. - N/A
Priority 6 School Climate KIDS Platform A. Suspension Rates	Priority 6 School Climate 2019-2020 KIDS Platform A. Suspension rate: 3.02%	Priority 6 School Climate 2021-2022 KIDS Platform	Priority 6 School Climate 2022-2023 CA DASHBOARD	Priority 6 School Climate 2022-2023 CA DASHBOARD	Priority 6 School Climate KIDS Platform A. Decrease Suspension rates to 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		A. Suspension rates: 3.87%	A. Suspension rates: 5.28%	A. Suspension Rates 5.3% KiDS Platform 2023-24 A. Suspension rates: .0.97%	
Priority 6 School Climate B. Pupil expulsion rates.	Priority 6 School Climate B. Pupil expulsion rates. 0%	Priority 6 School Climate B. Pupil expulsion rates. 0%	Priority 6 School Climate B. Pupil expulsion rates. 0%	Priority 6 School Climate B. Pupil expulsion rates. 0%	Priority 6 School Climate B. Maintain Pupil expulsion rates. 0%
Priority 6 School Climate C. Student Survey on the sense of safety and school connectedness. (yearly)grades 4-8 LCAP Survey CHKS Annual Survey Anti-Bullying climate	Priority 6 School Climate C. Student Survey Sense of school safety and connectedness. 2020-2021 LCAP survey-73.1% students will report feeling safe and connected to their school.	Priority 6 School Climate C. Student Survey Sense of school safety and connectedness. 2020-2021 LCAP survey-68% students will report feeling safe and connected to their school 2020-2021 CHKS -	Priority 6 School Climate C. Student Survey Sense of school safety and connectedness. 2021-2022 LCAP survey-66% students will report feeling safe	Priority 6 School Climate C. Student Survey Sense of school safety and connectedness. 2022-2023 LCAP survey-64.9% students will report feeling safe and connected to their school 2022-2023CHKS - Annual Survey	Priority 6 School Climate C. Student Survey INCREASE (%) from Baseline 2020-2021 LCAP survey to 90% of students feel safe at school 2023-2024 CHKS Annual Survey Anti-Bullying climate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020 CHKS Annual Survey 53% Anti-Bullying climate	Annual Survey Anti-Bullying climate 83% Elementary 54% Secondary	and connected to their school 2021-2022CHKS - Annual Survey Anti-Bullying climate 64% Elementary (6th grade) 65 % Secondary	Anti-Bullying climate 52% Elementary (5th grade) 45 % Secondary	100% Elementary 100% Secondary
Priority 8 Student Outcomes A. CA. Physical Fitness Report	Priority 8 Student Outcomes 2018-2019 PFT 5th Grade HFZ Aerobic Capacity: 41.9% Body Composition : 35.1% Abdominal Strength: 83.8% Trunk Extension	Priority 8 Student Outcomes 2020-2021 data is not available Most current data is 2019 Aerobic Capacity: 41.9% Body Composition : 35.1% Abdominal Strength:	Priority 8 Student Outcomes 2021-2022 CA, Physical Fitness Report Percentages of Students Participating (Change of Baseline)	Priority 8 Student Outcomes 2023-2024 CA, Physical Fitness Report Percentages of Students Participating (Change of Baseline) 100%	Priority 8 Student Outcomes A.CA. Physical Fitness Report 2023-2024 PFT 5th Grade HFZ Increase Aerobic Capacity: 70% Increase Body Composition:50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Strength:93.2% Upper Body Strength: 41.9% Flexibility:86.5% 7th Grade HFZ Aerobic Capacity to 44.3% Body Composition to 34.3% Abdominal Strength to 91.4% Trunk Extension Strength at 98.6% Upper Body Strength 48.6% Flexibility to 81.4	83.8% Trunk Extension Strength:93.2% Upper Body Strength: 41.9% Flexibility:86.5% 7th Grade HFZ Aerobic Capacity to 44.3% Body Composition to 34.3% Abdominal Strength to 91.4% Trunk Extension Strength at 98.6% Upper Body Strength 48.6% Flexibility to 81.4			Increase Abdominal Strength:90% Increase Trunk Extension Strength-95% Increase Upper Body Strength -50% Increase Flexibility-90% 7th Grade HFZ Increase Aerobic Capacity :50% Increase Body Composition:40% Increase Abdominal Strength :95% Increase Trunk Extension Strength:99% Increase Upper Body Strength-50% Increase Flexibility :85%

Goal Analysis

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

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

The LEA were effective in achieving this Goal and following Action Items:

Action 4.1 (Opportunities for Student Engagement) were fully implemented and Partially effective. The most recent data from KIDS indicate

success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates improvement during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.2 (School Safety) were fully implemented and Partially effective. The challenges included to prioritizing projects on the basis of safety and align to a budget. The most recent data from KIDS indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates improvement during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.3 (Deferred Maintenance) was fully implemented and Partially effective. There are continuing challenges due to the age of the facilities, and/ or lack of modernization to the school sites. Local Data from the COE Williams Visit indicate success by utilizing their FIT Metric which indicates both school sites, Vineland and Sunset, are rated as "EXEMPLARY", from the most recent visit in August 2023

Action 4.4 (Ongoing and Major Maintenance) were Partially implemented. There continues to be challenges due to the DSA. There were several projects that were NOT closed out 28 years ago, and therefore, the DSA would not allow the LEA to proceed with new projects that needed DSA approval. Architects, consultants, and contractors had to be hired to resolve these issues. The DSA provided the LEA with a binder of all the projects that had to be repaired and/or "closed out" prior to any new projects being submitted and/or approved by the Department of State Architecture. This process caused delays and additional costs to the LEA.

Action 4.5 (PBIS Implementation) was fully implemented and effective. Challenges included change in Administration at the elementary site, and re-training in PBIS to build team support. Suspension Rate increased from 4.1% to 5.3% but CURRENT data indicates that during 2023-2024 school year (according to KIDS) the rate dropped SIGNIFICANTLY to 0.97%, which is below 1%, of our total students who have been suspended, and this would put our LEA in the GREEN color performance (CA, DASHBOARD/KIDS). The most recent data from KIDS indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates continued success during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.6 (Music Teacher) were fully implemented and Partially effective. Data indicates the following successes; Suspension Rate increased from 4.1% to 5.3% but CURRENT data indicates that during 2023-2024 school year (according to KIDS) the rate dropped SIGNIFICANTLY to 0.97%, which is below 1%, of our total students who have been suspended, and this would put our LEA in the GREEN color performance (CA, DASHBOARD/KIDS). The most recent data from KIDS indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates continued success during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.7 (Field Trips) were fully implemented and effective. Challenges included out of town field trips being cancelled and rescheduled due to weather. Other challenges included grade levels want to go the same destinations. .Suspension Rate increased from 4.1% to 5.3% but CURRENT data indicates that during 2023-2024 school year (according to KIDS) the rate dropped SIGNIFICANTLY to 0.97%, which is below 1%, of our total students who have been suspended, and this would put our LEA in the GREEN color performance (CA, DASHBOARD/KIDS). The most recent data from KIDS indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates continued success during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.8 (Updated Student Playground) partially implemented and effective. Only one school site was updated with an age appropriate playground. The LEA is currently waiting on DSA approval for shade structured at the middle school, causing additional delays to this project. Suspension Rate increased from 4.1% to 5.3% but CURRENT data indicates that during 2023-2024 school year (according to KIDS) the rate dropped SIGNIFICANTLY to 0.97%, which is below 1%, of our total students who have been suspended, and this would put our LEA in the GREEN color performance (CA, DASHBOARD/KIDS). The most recent data from KIDS indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates continued success during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.9 (At Risk Safety Coordinators) Partially implemented but effective. The Coordinator at the Middle School position was effective and successfully implemented. Challenges included the elementary coordinator resigned, due to promotion at the elementary site, position went unfilled. Suspension Rate increased from 4.1% to 5.3% but CURRENT data indicates that during 2023-2024 school year (according to KIDS) the rate dropped SIGNIFICANTLY to 0.97%, which is below 1%, of our total students who have been suspended, and this would put our LEA in the GREEN color performance (CA, DASHBOARD/KIDS). The most recent data from KIDS indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The CA DASHBOARD indicates continued success during the 3 year LCAP Cycle maintaining 0% for Pupil Expulsion and Middle School Drop Out Rates.

Action 4.10 (School Medical Services) Successfully implemented and effective. This position proved to be invaluable, Medical Assistant was available to assist both school sites. Challenges included adding more responsibilities to her role to assist the community mobile clinic, which also serves our students. KIDS data indicate success with Chronic Absenteeism during the last 3 years improving from 22.97% to 16.92%.The Medical Assistant was able to assist families who struggled with Chronic Absenteeism by providing resources.

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.

Action 4.1 (Opportunities for Student Engagement) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, OVER BUDGET ($20,000) This action was overbudget due to increased costs of uniforms for sport teams, inflation, fees for sporting activities, coach stipends, and transportation provided to students to all games.

Action 4.2 (School Safety) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, UNDER BUDGET ($137,000.) The budget was not adjusted from the previous year, and many of the projects were completed in the previous year.

Action 4.3 (Deferred Maintenance) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, under budget $49,000 due to DSA delays.

Action 4.4 (Ongoing and Major Maintenance) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, UNDER BUDGET ($200,000) THE DSA would not approve any new projects for the Vineland School District due to the failure of the LEA failure 28 years ago, to properly "close out" previous construction projects. Therefore, projects just stopped.

Action 4.5 (PBIS Implementation) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, UNDER BUDGET ($35,000) Money was not expended at the school site, due to new administration.

Action 4.6 (Music Teacher) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, Under Budget ($4,000) Stipend removed from position.

Action 4.7 (Field Trips) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, Under Budget ($64,000) . The majority of the Grade Level Field trips were in town due to convenience (especially the younger students) proximity, and weather.

Action 4.8 (Updated Student Playground) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, OVER BUDGET ($29,000) Budget did not include unexpected Architecture fees.

Action 4.9 (At Risk Safety Coordinators) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, UNDER BUDGET, ($25,000) One of the two positions went unfilled due to lack of qualified candidates.

Action 4.10 (School Medical Services) had material differences between Budgeted Expenditures and Estimated Actual Expenditures, UNDER BUDGET ($24,000) This position, over a three year span, needed office space at three different locations. This last 2023-2024 year all the offices were established and no money was spent on furniture and office equipment.

The combined impact of the actions in Goal 4 over the course of the 3 year LCAP cycle (2021-22, 2022-23, and 2023-2024) were Partially effectively according to the metrics. improved/maintained the outcomes of the related metrics associated with showing growth and improvement in students' school connectedness and school safety.. Also the goal was to ensure that the VSD students learn in a clean and well equipped school site.. The LEA has several factors that are unique to School Connectedness.1) mobility of migrant students who attend VSD for a few months and then follow the agricultural crops to another city where their parents work. 2) students having limited resources due to their families Socio Economic Status, SES. The Weedpatch community is 300% below the median household income average in California 3) students are NOT exposed to any organized sports programs due to limited resources and money. The students are only provided sports programs by the LEA/school and have to be be transported.4) parents are afraid of authority, may be due to immigration status, and they refuse to let their children travel out of town for field trips or any other enrichment activities, such as Camp Keep, thus limiting their educational experiences.5) aged facilities due to years of funding, and the list goes on and on. This list exasperates the concept of School Connectedness but the LEA is successful in providing resources for the community such as Trunk or Treat, Christmas Gifts, Community Thanksgiving Luncheon, Las Posadas, Easter Egg Hunt, Thanksgiving Food Baskets, Cinco de Mayo Celebration, Food Pantry, and Brighter Bites Fresh Fruit and Vegetable Distribution every two weeks. The data does not fully encapsulate the reality of the district and their connection to their community.

The Vineland School District has been somewhat effective in the following metrics:

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1.Middle School Drop out Rate remained at 0% for the 3 year LCAP Cycle. (CA DASHBOARD)

2. Pupil Expulsion Rate remained at 0% for the 3 year LCAP Cycle (CA DASHBOARD)

3. Suspension Rate decreased from 3.87% to 0,97%, a significant improvement, which is below 1%, of our total students who have been suspended, and this would put our LEA in the GREEN color performance (CA, DASHBOARD/KIDS).

4. 100% of our students participated in the Physical Fitness Testing.(Dataquest).

5. The LCAP Student Surveys did show a decline in school safety and connectedness, but it was not significant. It is an area which we are working on by continuing to implement PBIS, School Counselors, At Risk Coordinators, and now implementing a School School Workers. The student surveys are limited and their accuracy may be compromised. Next year, the teachers will be asked to assist their students with the surveys so that a clear and concise explanation can be given to improve the accuracy with their responses. The survey should also be provided to the students in Spanish to ensure that they comprehend the questions. VSD will also consider focal group sampling for a more accurate of students school safety and connectedness.

Group Actions 1-10 Goal #4, show effectiveness based on our Suspension improving from 3.87% to 0.97% in the 3 year LCAP Cycle .The District met their Desired Outcome for the 2023-2024 school year.

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

Action 4.1 Additional opportunities for student engagement will remain unchanged

Action 4.2 (School Safety) will remain unchanged but budget will be decreased as projects become completed.

Action 4.3 (Deferred Maintenance) will remain unchanged due to old facilities.

Action 4.4 (Ongoing and Major Maintenance) will remain unchanged.

Action 4.5 (PBIS Implementation) will remain unchanged.

Action 4.6 (Music Teacher) will remain unchanged. Budget will be slightly decreased to adjust to new teacher salary.

Action 4.7 (Field Trips) will remain unchanged. Budget will be decreased based on needs.

Action 4.8 (Updated Student Playground) will remain unchanged to complete shade structures at both school sites that has been placed on hold hold by DSA.

Action 4.9 (At Risk Safety Coordinators) will be unchanged, but modified to include Campus Monitor, based on need at the elementary school site.

Action 4.10 (School Medical Services) will be unchanged.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Vineland School District	Cindy Castro Superintendent	cicastro@vineland.k12.ca.us 661-845-3713

Plan Summary [2024-25]

General Information

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

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 rural/agricultural area of Southeast Kern County. Total enrollment consist of 657 students, which is 21 students less than the previous year. VSD has been experiencing declining enrollment, since 2016-2017 . VSD consists of two school sites; Vineland, with a student population of 350, serves Transitional Kindergarten through the Fourth grade.   Sunset School,with a student population of 307, serves grades Fifth through Eighth.

According to the 2023 Kern Integrated Data System (KIDS), the total student population consists of:

Unduplicated students (100%)

**English Learners (55%),

**Socio-Economically Disadvantaged (100%)

**Migrant (20%)

**Students with Disabilities (14%)

**Homeless (9%)

**Latino (99%)

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.

SD had numerous successes and challenges during the 2023-2024 school year. A review of the 2023 California School Dashboard indicates the following:

SUCCESS:

The District had improvements in ELA (+8.3) and Math (+9.4) for the ALL Student Group, but remains in the ORANGE Performance levels in both.
 District Wide Chronic Absenteeism declined by 1.2% but remain in the ORANGE Performance Indicator. ELPI increased by 0.3% and remained in the Yellow Performance Indicator. ELPI indicates 50.5% of our current EL students are making progress towards English Language Proficiency or maintaining the highest level.

ALL STUDENTS

 ELA -Orange-INCREASED 8.3 points
 MATHEMATICS- Orange-- INCREASED 9.4 points

ELPI - YELLOW- MAINTAINED 0.3%- 50.5% making progress.
Chronic Absenteeism- ORANGE- DECLINED 1.2%

<u>CHALLENGES:</u>
ALL STUDENTS DISTRICT WIDE

The District had challenges including ALL STUDENT Suspension Rate which increased (1.2%) and remained in the ORANGE Performance Indicator. This indicates the percentage of students in grades Kindergarten through the Eighth grade who have been suspended for at least one aggregate day in the school year. There were NO student groups in the RED Performance Indicator for Suspension Rate.

 ALL STUDENTS

 Ca Dashboard metric indicated Suspension rate increased to 5.3 % increasing by (+1.2%) for ALL Students.

LEA WIDE STUDENT GROUPS WITH RED INDICATOR

 Challenges also include those Student Groups who had a RED Performance Indicator <u>District Wide:</u> ELA -English Learner improved (+2.6 points) but still remain in the RED Performance Indicator. ELA-Students with Disabilities declined (-6.7 points) . Chronic Absenteeism increased (+3.9 %) with the Student with Disabilities student population. Math improved slightly (+0.2% points) but all Groups remain in the RED Performance Indicator.

 ELA-English Learner- MAINTAINED 2.6 Points
 ELA-Students with Disabilities- DECLINED 6.7 points
 Chronic Absenteeism- Student with Disabilities- INCREASED 3.9%
 Math- Students with Disabilities- MAINTAINED 0.2 Points

SCHOOL STUDENT GROUPS WITH RED INDICATOR

 Sunset School - 3 groups were identified in the RED Performance Level :English Learner student group details indicated in English Language Arts these students scored 93.8 points below standard, which was a DECLINE of 6.3 points. English Learners were also identified in Math scoring 137.9 points below standard , declined 7.3 points. Students with Disabilities was also identified in the RED Performance Level in Math scoring 173.2 points below standard, maintained 1.7 points.

 Actions to assist these students in RED include 1.1, 1.2, 1.3,
 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 2.1, 2.2, 2.3, 2.4, 3.1, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13 additional actions for EL students 4.1, 4.2, 4.3

 Vineland School identified one student group in the Red Performance Level. Students with Disabilities indicated 26.7% in CHRONIC ABSENTEEISM, which was an increase of 3%.Actions include 1.10, 2.1,2.2, 2.3, 2.4, 3.1, 3.6, 3.73.8, 3.9, 3.10, 3.11 3.12, 3.13,

Reflections: Technical Assistance

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

Based on the review of student group performance on the 2023 California School Dashboard indicators, the Vineland School District became eligible for Differentiated Assistance for Students with Disabilities, Hispanic, Homeless, and Socioeconomically Disadvantaged. Kern County Superintendent of Schools is providing technical assistance to our LEA using the Continuous Improvement Process Pathway. KCSOS's system's of support include: Identification of Strengths and Weaknesses and Participation in the Continuous Improvement Process which identifies Root Cause Analysis and Action Plan Development.

VSD has begun the process by creating a committee of educational leaders to meet regularly with the LEA's Management Analysts. Resources and tools provided by KCSOS assist VSD as we plan and implement our Continuous Improvement efforts. The goal is to increase outcomes for Students with Disabilities and close the performance gaps. The committee will engage in adaptive and problem analysis, from multiple prospectives as it relates to this student group. The work will continue for two years and assist position leaders to be more intentional and resourceful with this specific student group.

To address these issues with the student groups identified for Differentiated Assistance, the following actions will be included: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.12, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
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
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.
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. 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.

Educational Partner(s)	Process for Engagement
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 continues to engage with our educational partners which include parents, students, educators, staff members, bargaining units, and the community. The input from our partners allowed us to strategically plan improvements and systems of self-accountability. We will continue to seek input from our partners as part of the process to improve services to our students. The process included sharing California Dashboard data, local data, and data from surveys to elicit input . All data collected through meetings and surveys was compiled and summarized by the District. Through all of the input and feedback that was received from our educational partners, one of the constant themes was the want for a community family resource center. A center that would be able to provide resources such as food, clothing, medical assistance, and parenting classes. The influence behind this initiative from our educational partners prompted us to get the process started in securing a family resource center for our community.

The LCAP was influenced by the feedback of our educational partners. A common trend was Facilities and Student Achievement: All groups agreed that the school facilities needed to be updated due to age of the school sites/LEA. Also, Student Achievement was a PRIORITY amongst all educational partners, A new trend emerged, providing parent transportation to events to increase parent participation thus increasing student achievement..

All input was taken into consideration and the items which were deemed as "common trends" were all actions implemented into the 2024-2027 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	**Academic Achievemen**t -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.			**Target:** 80% of all teachers in the district are fully credentialed. 100%of all teachers who are appropriately assigned	
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			**Target:** CA SCIENCE TEST 15.28% Met or Exceeded Standard	
1.3	% of Students with Standards-aligned instructional material	**Baseline:2023** 100%			**Target:** 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	**<u>Baseline: 2023</u>** **<u>ELA</u>** **ALL STUDENTS:** POINTS BELOW STANDARD ALL (-) 78.8 :EL (-) 92 SED (-) 79.2 SWD (-) 134 Hispanic (-) 78.3 Homeless (-) 69.5 CAA-N/A			<u>Target:</u> **<u>ELA</u>** **<u>ALL STUDENTS:</u>** POINTS BELOW STANDARD ALL (-) 68.8 EL (-) 72 SED (-) 59.2 SWD (-) 114 Hispanic (-) 58.3 Homeless (-) 49.5 CAA-N/A	

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			Target: (4) Full Implementation all areas 1-5	
1.6	Average Distance from Standard on CAASPP Math Assessment Source: CA School Dashboard: CAASPP State Priority: 4A	**Baseline** 2023 **MATH ALLSTUDENTS:** POINTS BELOW STANDARD			**Target:** **MATH ALLSTUDENTS:** POINTS BELOW STANDARD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ALL: (-) 107.3 SED: (-) 107.7 EL: (-) 116.8 SWD: (-) 157.5 Hispanic (-) 106.8 Homeless (-) 100.6			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** % of pupils who have successfully completed both B & C	**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** % of pupils who have successfully completed both B & C **NA**			**NA**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	NA					
1.8	% of pupils who pass AP Exams with a score of 3 or higher State Priority 4G **NA**	**NA** **NA**			**NA**	
	% of pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) State Priority: 4H **NA**					
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%			**Target:** 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%			**Target:** 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%:			**Target:** 100 %	
1.12	Other Pupil Outcomes: Unduplicated; EL/SED Local Data Reading-Pre/Post	**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 7th EL/SED 3.2 /3.8 8th EL/SED 3.8/ 4.0			**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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: STAR Reading State Priority : 8				8th EL/SED 7.0	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Access to state standard instructional materials	To ensure continuous accessibility to the Common Core State Standards and equity, to aligned instructional materials that will support students in	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		making progress towards mastering the CCSS and success. The District will fund New CCSS Adoptions, Professional Development, and trainings.		
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.	$275,000.00	Yes
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

Action #	Title	Description	Total Funds	Contributing
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
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

Action #	Title	Description	Total Funds	Contributing
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: Moderate- Severe Special Education Teacher, (2) Special Education Instructional Aides I and (2-3) NEW POSITIONS: 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), Special Ed Clerk, and supplies, programs, transportation operational costs, and on-going Professional Development.	$814,000.00	No
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

Action #	Title	Description	Total Funds	Contributing
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 materials in order to make progress toward CCSS mastery. Funds also include new library books and supplies.	$100,000.00	Yes

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.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The 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%			**Target:** 40% of parents participate in LCAP Surveys	

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	**Baseline: 2023** Attendance at Parent Meetings (Elected to the serve) Migrant PAC Participation Rate: 50% SSC Participation Rate: 50%			**Target** 60% Parent Attendance Rates.	
2.3	Parent and Family Engagement Percent of parents participating in IEP meetings. Source: Local Data State Priority: 3C	**Baseline: 2023** 100%			**Target** 100%	
2.4	Percentage of Parents responding to the following: A Parents are provided with resources and training to strengthen student learning. B. Effective parent communication impacts student success	**Baseline: 2023** A. 51% B. 51.1%			**Target** A. 60% B. 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	contributing to student academics Source: LCAP Surveys State Priority: 3A					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	$55,000.00	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%			**Target:** School attendance rate at 96%	
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%			**Target:** 15% Chronic Absenteeism Rate	
3.3	Middle school dropout rates Source: SIS /CALPADS 1.10 EOY State Priority: 5C	**Baseline** 2024 0% Middle school dropout rates			**Target:** 0% Middle school dropout rates	
3.4	High School Dropout Rates -	**NA**			**NA**	

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%			**Target** 1% Suspension Rate	
3.6	Pupil Expulsion rates. Source: DataQuest State Priority: 6B	**Baseline** 2023 0% Pupil expulsion rates.			**Target** 0% Pupil Expulsion Rate	
3.7	School Climate 2022-2023 CHKS Percent of Students reporting feeling safe at school	**Baseline** 2023-2024 CHKS Student Survey . Percent of students reporting feeling safe at school: 64.9%			**Target** 75% students reported feeling safe at school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	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 staff who really care about me (school connectedness): 63.3% Percent of students reporting an Anti-Bullying climate: 50%			75% reports staff who really care about me (school connectedness) 60 % Anti-Bullying climate	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$100,000.00	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 new security cameras.	$175,000.00	No
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.	$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$500,000.00	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-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.	$20,000.00	Yes
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.	$120,000.00	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	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be necessary for the bus driver. We have four full time bus drivers and those drivers are rotated for field trip duties.		
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
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

Action #	Title	Description	Total Funds	Contributing
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.	$250,000.00	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 Cost of program fee, chaperones, fingerprints, supplies, stipends for certificated and classified staff, and transportation costs. Funding also includes classified supplemental pay.	$50,000.00	Yes
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 <u>Red</u> 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** B. 100% of EL students had access to CCSS and ELD Standards..			**Target:** 100% of EL students had access to CCSS and ELD Standards..	
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.			**Target:** 60% of EL's will make progress towards English Proficiency	
4.3	EL Reclassification Rate Source: Kern Integrated Data System (KIDS) State Priority 4F	**Baseline 2023** EL Annual Reclassification Rate 0.22%			**Target:** 5% Reclassification Rate	
4.4	EL Student Performance on CAASPP	**Baseline 2023** **EL STUDENTS**			**Target:**	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Average Distance from Standard English Language Arts Math Source:CA School Dashboard State Priority: 4A	ELA -92 points below standard Math- 116.8 points below standard			ELA-72 points below average Math-100 points below average	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Support Services for English Language Learners/LTELS	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.	$320,000.00	Yes
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	Yes
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.	$50,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3278598	$448340

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
48.578%	0.000%	$0.00	48.578%

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
1.2	**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	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.	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
	opportunities to support the academic needs of English learners. **Scope:** LEA-wide	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. 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 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	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. The action of increased and improved services to unduplicated students, English Learners, and Low Income (SED) pupils are instrumental in closing	We will monitor effectiveness for Socioeconomically Disadvantaged students through: Local Benchmarks STAR literacy data -disaggregated (EL/Low Income) Metric 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
	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 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.	
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. 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:**	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, 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.	We will monitor effectiveness for English learners and Socioeconomically Disadvantaged students through: Ca School Dashboard CAASPP- ELA Distance from Standard Metric 1.4

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
	LEA-wide		
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. **Scope:** LEA-wide	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 environment for personalized learning, and improved academics.	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
1.8	**Action:** Classroom budget **Need:**	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.	We will monitor effectiveness for Socioeconomically Disadvantaged students and English learners through: 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
	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:** LEA-wide	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.	CAASPP- ELA and Math Distance from Standard Metric 1.4; 1.6
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	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.	We will monitor effectiveness for Socioeconomically Disadvantaged students and English learners through: 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
	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	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.	CAASPP- ELA Distance from Standard Metric 1.4
1.12	**Action:** School Library **Need:** 2023 Ca. School Dashboard ELA- EL-RED- 92 points below standard Low Income-ORANGE 70.3 points below standards	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 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	We will monitor effectiveness from English 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
	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:** LEA-wide	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.	
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.	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
	Scope: LEA-wide		
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
2.3	**Action:** Community Activities **Need:**	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	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
	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	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.	
2.4	**Action:** Educational learning opportunities **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	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. 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.	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
	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		
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), 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:**	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. 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.	We will monitor effectiveness for EL Learners and and Low Income Students through: School Connectedness Survey School Attendance Rate Chronic Absenteeism Middle School Dropout Rate Student Suspension Rate Pupil Expulsion 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
	LEA-wide		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 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	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. 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.	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
3.7	**Action:** Field Trips **Need:**	To ensure continuous increased, and improved services for unduplicated students the District will fund additional learning opportunities utilizing grade level field trips. Funding includes:	We will monitor effectiveness for EL Learners, Foster, 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
	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. 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	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. 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.	School Climate: Surveys that indicate a higher percentage of students who look forward coming to school. Ca. School Dashboard 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	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. This action is being provided LEA-Wide because	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."

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 Community emphasized the need to ensure safety at school. Safety promotes a positive school climate which is essential to support academics and student achievement. **Scope:** LEA-wide	ALL students who are also struggling can benefit through the improved services promoting safety.	Suspension Rate 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.	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

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		
3.11	**Action:** School Counselors **Need:** 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	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. 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.	Local Data- California Healthy Kids 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 Cost of program fee, chaperones,	We will monitor effectiveness for

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	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.	unduplicated students; EL, 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 including the economic challenges of a high rate of poverty. The Weedpatch Community is 300% below the annual income of the state	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. 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	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
	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	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
4.2	**Action:** Professional Development **Need:** Ca School Dashboard/CAASPP data indicates that our EL student perform lower that ALL Students in ELA (192 points below standard) and Math (-116.8 points below standards). Data also indicates that 50.5 % EL students are making progress towards English Language Proficiency. The reclassification rate was also low reported at 0.22% for the 2023 School Year. Input from Educational Partners, including Staff, Parents, Administrators, and the Community emphasize the need for highly qualified staff who are provide specialized strategies and professional development to support English Language Learners.	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. The action of increased and improved services for our EL students by providing targeted Professional Development for out staff to benefit our English Language Learners by providing key strategies to support language development so that they can access and succeed in the general curriculum, thus closing the achievement gap. The action is being provided LEA-Wide because there are additional student groups performing below the standard and can also benefit from the strategies provided.	Effectiveness for English Language Learners will be monitored by the following: CA School Dashboard *CAASPP ELA and Math *Percentage of students making progress towards English Language Proficiency. KIDS *EL Reclassification Rate Metric: 4.2, 4.3

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		

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:** <u>CA Dashboard</u> 2023 CAASPP: Homeless **ELA**-YELLOW -69.5 points below standard **MATH-** ORANGE- 100.6 points below standard **Chronic Absen**t-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 District had identified 66 homeless students throughout the LEA which is approximately 10% of the student population in grades TK-8. 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.)	We will monitor effectiveness for Homeless students through: <u>CA School Dashboard</u> <u>CAASPP</u> ELA MATH Metric 1.4, 1.6
4.1	**Action:**		Effectiveness will be monitored by measuring data for improvement:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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 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)	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 development while ensuing that they can access and succeed in the general curriculum.	Ca, School Dashboard CAASPP-ELA/MATH Distance from Standard 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	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.	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
	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. **Scope:** 　Limited to Unduplicated Student Group(s)	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.	

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 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 certificated staff providing direct services to students	NA	1:15

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6749099	3278598	48.578%	0.000%	48.578%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,272,000.00	$40,000.00	$639,000.00	$510,000.00	$6,461,000.00	$4,033,000.00	$2,428,000.00

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	All	No			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	$212,000.00	$63,000.00	$275,000.00	$0.00	$0.00	$0.00	$275,000.00	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	$779,000.00	$35,000.00	$20,000.00	$0.00	$629,000.00	$165,000.00	$814,000.00	
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	$25,000.00	$25,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	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	$50,000.00	$5,000.00	$55,000.00	$0.00	$0.00	$0.00	$55,000.00	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	$40,000.00	$60,000.00	$100,000.00				$100,000.00	0
3	3.2	School Safety	All	No			All Schools	2024-2027	$0.00	$175,000.00	$175,000.00				$175,000.00	
3	3.3	Deferred Maintenance	All	No			All Schools	2024-2027	$0.00	$500,000.00	$500,000.00				$500,000.00	
3	3.4	Ongoing & Major Maintenance	All	No			All Schools	2024-2027	$25,000.00	$475,000.00	$500,000.00				$500,000.00	

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	$20,000.00	$20,000.00				$20,000.00	0
3	3.6	Music, Enrichment & Arts	All	No			All Schools	2024-2027	$100,000.00	$20,000.00	$120,000.00				$120,000.00	
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	$100,000.00	$15,000.00	$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	$90,000.00	$50,000.00	$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	$210,000.00	$40,000.00	$150,000.00			$100,000.00	$250,000.00	
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	$10,000.00	$40,000.00	$50,000.00				$50,000.00	
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	$295,000.00	$25,000.00	$135,000.00			$185,000.00	$320,000.00	

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	English Learners	Yes	LEA-wide	English Learners	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	$50,000.00	$50,000.00				$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6749099	3278598	48.578%	0.000%	48.578%	$3,457,000.00	0.000%	51.222 %	**Total:**	$3,457,000.00
								LEA-wide Total:	$3,175,000.00
								Limited Total:	$190,000.00
								Schoolwide Total:	$92,000.00

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	1.2	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$275,000.00	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
1	1.8	Classroom budget	Yes	LEA-wide	English Learners Foster Youth	All Schools	$25,000.00	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 (%)
					Low Income			
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	$50,000.00	0
2	2.4	Educational learning opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,000.00	0
3	3.1	Opportunities for student engagement.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	0
3	3.5	PBIS implementation District Wide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	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
3	3.11	School Counselors	Yes	LEA-wide	English Learners Foster Youth	All Schools	$150,000.00	

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 (%)
					Low Income			
3	3.12	Camp KEEP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Sunset School 6th Grade	$50,000.00	
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	$135,000.00	
4	4.2	Professional Development	Yes	LEA-wide	English Learners	All Schools		
4	4.3	ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$50,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,992,900.00	$8,194,551.41

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	$220,000.00	44497
1	1.2	Technology	Yes	$430,000.00	299976.77
1	1.3	GATE - enrichment	No	$25,000.00	0
1	1.4	Tutoring-intervention	Yes	$74,800.00	0
1	1.5	Provide Kindergarten Bridge Program- early intervention	Yes	$11,500.00	11713
1	1.6	ELA Intervention	Yes	$400,000.00	319640.59
1	1.7	Class size reduction	Yes	$3,750,000.00	3991114
1	1.8	Classroom budget	Yes	$40,000.00	25411
1	1.9	Accelerated Math Program / Algebra	Yes	$7,000.00	0
1	1.10	Recruitment and Retention of Highly Qualified Teachers	Yes	$128,600.00	90966.50
1	1.11	Support Services for Special Education	No	$184,500.00	118439.41

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	Support Services for English Language Learners	Yes	$260,500.00	314682.20
1	1.13	Homeless and Foster Youth:	Yes	$50,000.00	2817.64
1	1.14	Upgrade School Library	Yes	$150,000.00	77056.93
1	1.15	Curriculum Specialist/TOSA	Yes	170,000.00	157518.48
1	1.16	STEM Teachers -NEW	Yes	$440,000.00	420223.23
2	2.1	Continue Counseling Services: Provide Additional School Counselor	Yes	$200,000.00	204467.84
2	2.2	Provide SEL Program	Yes	$10,000.00	10645.87
2	2.3	School Psychologist	No	$111,000.00	141533.33
2	2.4	Professional Development for Staff - SEL	Yes	$60,000.00	6050
3	3.1	Parent Education Resource Center	Yes	$80,000.00	318647.12
3	3.2	Utilize Parent Communication Tools	Yes	$75,000.00	70317.73
3	3.3	Community Activities	Yes	$35,000.00	27292.31
3	3.4	Educational learning opportunities	Yes	$51,000.00	3514.20

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)
4	4.1	Opportunities for student engagement.	Yes	$70,000.00	90202.43
4	4.2	School Safety	No	$175,000.00	37732.88
4	4.3	Deferred Maintenance	No	$500,000.00	451942.84
4	4.4	Ongoing & Major Maintenance	No	$500,000.00	309952.97
4	4.5	PBIS implementation District Wide	Yes	$50,000.00	12598.43
4	4.6	Music Teacher-Enrichment:/ Arts	No	$119,000.00	114917.59
4	4.7	Field Trips	Yes	$70,000.00	5463.58
4	4.8	Update students playground	No	$300,000.00	329441.89
4	4.9	At Risk-School Safety Coordinators	Yes	$105,000.00	69242.17
4	4.10	School Medical Services	Yes	$140,000.00	116531.48

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3269234	$6,422,900.00	$5,457,526.68	$965,373.32	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	Technology	Yes	$380,000.00	291821.50	0	
1	1.4	Tutoring-intervention	Yes	$74,800.00	0	0	
1	1.5	Provide Kindergarten Bridge Program- early intervention	Yes	$11,500.00	11713	0	
1	1.6	ELA Intervention	Yes	$400,000.00	244802	0	
1	1.7	Class size reduction	Yes	$3,750,000.00	3413649.42	0	
1	1.8	Classroom budget	Yes	$35,000.00	25411.70	0	
1	1.9	Accelerated Math Program / Algebra	Yes	$7,000.00	0	0	
1	1.10	Recruitment and Retention of Highly Qualified Teachers	Yes	$78,600.00	77011.50	0	
1	1.12	Support Services for English Language Learners	Yes	$110,000.00	0	0	
1	1.13	Homeless and Foster Youth:	Yes	$50,000.00	2606	0	
1	1.14	Upgrade School Library	Yes	$150,000.00	75,138.18	0	
1	1.15	Curriculum Specialist/TOSA	Yes	$170,000.00	143767.48	0	
1	1.16	STEM Teachers -NEW	Yes	$440,000.00	399723.06	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	2.1	Continue Counseling Services: Provide Additional School Counselor	Yes	$20,000.00	99435.15	0	
2	2.2	Provide SEL Program	Yes	$10,000.00	10645.87	0	
2	2.4	Professional Development for Staff - SEL	Yes	$60,000.00	6050	0	
3	3.1	Parent Education Resource Center	Yes	$80,000.00	312920.01	0	
3	3.2	Utilize Parent Communication Tools	Yes	$75,000.00	35317.73	0	
3	3.3	Community Activities	Yes	$35,000.00	17292.31	0	
3	3.4	Educational learning opportunities	Yes	$51,000.00	3514.08	0	
4	4.1	Opportunities for student engagement.	Yes	$70,000.00	104395.57	0	
4	4.5	PBIS implementation District Wide	Yes	$50,000.00	12718.43	0	
4	4.7	Field Trips	Yes	$70,000.00	5463.58	0	
4	4.9	At Risk-School Safety Coordinators	Yes	$105,000.00	69242.17	0	
4	4.10	School Medical Services	Yes	$140,000.00	94887.94	0	

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6739955	3269234	0	48.505%	$5,457,526.68	0.000%	80.973%	$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:

    o 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]).

    o 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.

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

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and

- For charter schools, see Education Code Section 47606.5 (California Legislative Information).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

- o 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.

- o 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.

- o 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.

- o 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.

- o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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%).

  o 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)**

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

- **5. Total Planned Percentage of Improved Services**

  o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

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

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

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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