Vallecitos School District

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"A community school where we learn to achieve our dreams"

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallecitos School District

CDS Code: 37 68437 6040562

School Year: 2024-25

LEA contact information:
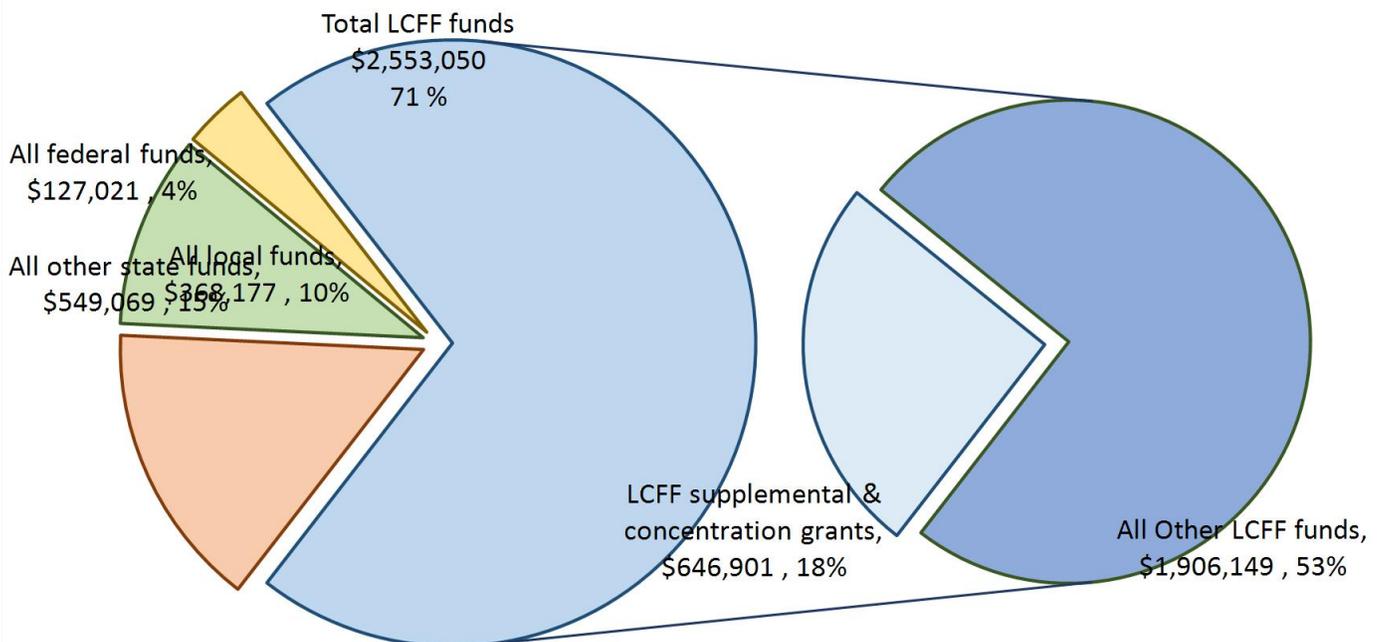
Meliton Sanchez

Superintendent/CBO

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(760) 728-7092 Ext. 229

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
$2,553,050
71 %

All federal funds,
$127,021 , 4%

All other state funds,
$549,069 , 15%

All local funds,
$368,177 , 10%

LCFF supplemental &
concentration grants,
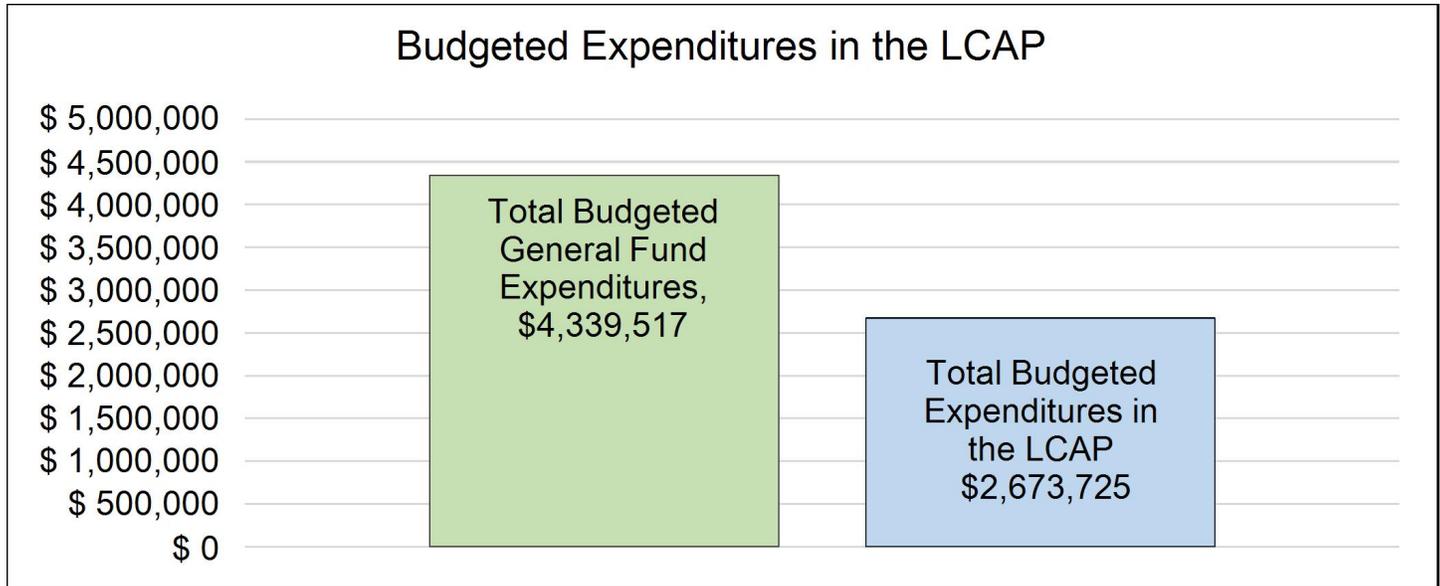$646,901 , 18%

All Other LCFF funds,
$1,906,149 , 53%

This chart shows the total general purpose revenue Vallecitos 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 Vallecitos School District is $3,597,317, of which $2,553,050 is Local Control Funding Formula (LCFF), $549,069 is other state funds, $368,177 is local funds, and $127,021 is federal funds. Of the $2,553,050 in LCFF Funds, $646,901 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

$ 5,000,000	
$ 4,500,000	
$ 4,000,000	Total Budgeted General Fund Expenditures, $4,339,517
$ 3,500,000	
$ 3,000,000	
$ 2,500,000	Total Budgeted Expenditures in the LCAP $2,673,725
$ 2,000,000	
$ 1,500,000	
$ 1,000,000	
$ 500,000	
$ 0	

This chart provides a quick summary of how much Vallecitos 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: Vallecitos School District plans to spend $4,339,517 for the 2024-25 school year. Of that amount, $2,673,725 is tied to actions/services in the LCAP and $1,665,792 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

For the school year, several General Fund Budget Expenditures are not included in the Local Control and Accountability Plan (LCAP). Routine maintenance costs, which ensure our school facilities remain safe and functional, represent a significant portion of these expenditures. This includes regular upkeep, repairs, and essential maintenance tasks necessary to provide a conducive learning environment.

Additionally, arts and music programs, which play a vital role in fostering students' creativity and well-rounded development, are funded through the General Fund. These programs cover costs such as instructor salaries, instruments, materials, and other resources essential for a comprehensive arts education.
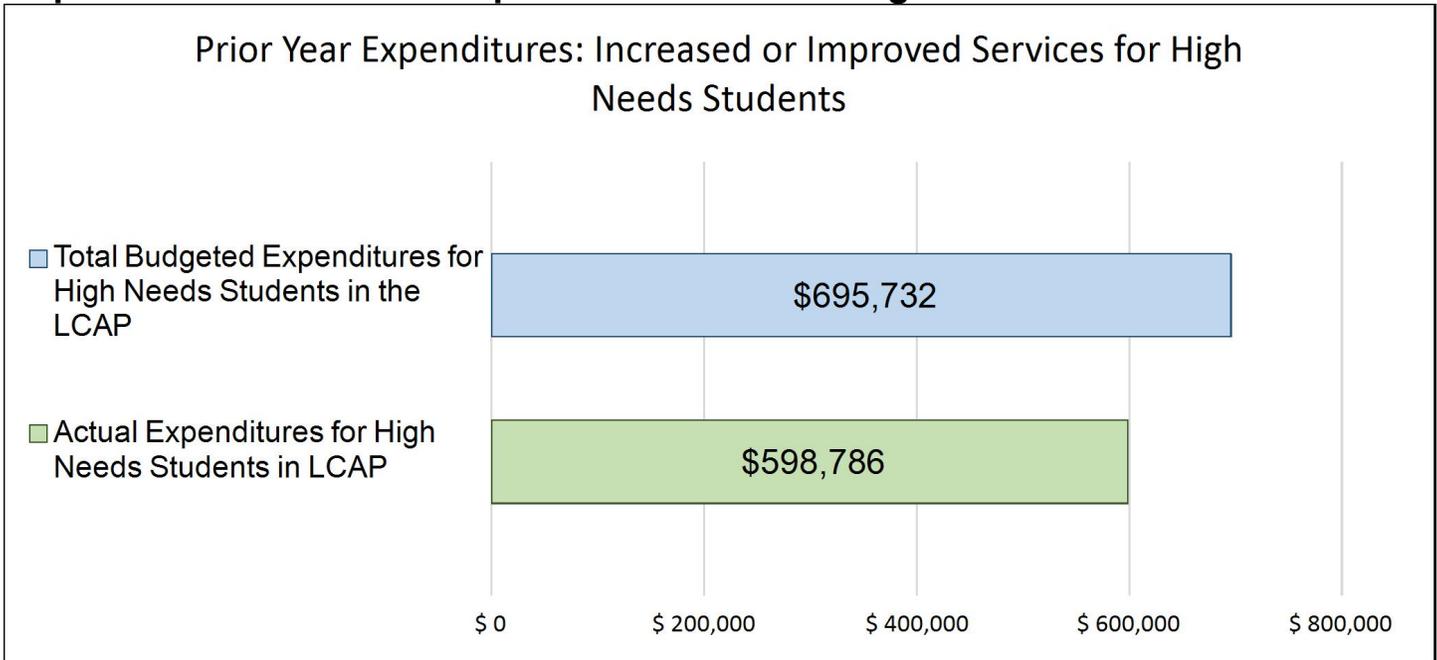
Furthermore, after-school and Expanded Learning Opportunity Programs (ELOP) are also supported by the General Fund. These programs provide students with additional academic support, enrichment activities, and a safe environment beyond regular school hours. They help in addressing various student needs, promoting academic achievement, and supporting working families. These crucial expenditures ensure the continued delivery of diverse and enriching educational experiences for our students, complementing the initiatives outlined in the LCAP.

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

In 2024-25, Vallecitos School District is projecting it will receive $646,901 based on the enrollment of foster youth, English learner, and low-income students. Vallecitos School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vallecitos School District plans to spend $730,050 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	$695,732
☐ Actual Expenditures for High Needs Students in LCAP	$598,786

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000

This chart compares what Vallecitos 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 Vallecitos 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, Vallecitos School District's LCAP budgeted $695,732 for planned actions to increase or improve services for high needs students. Vallecitos School District actually spent $598,786 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $96,946 had the following impact on Vallecitos School District's ability to increase or improve services for high needs students:

The recent funding adjustments did not significantly impact our actions and services, due to the availability of alternative financial resources. For example, ESSER funding and the School Climate Transformation grant have effectively covered the costs that would have otherwise been affected. These expiring funding streams have provided the necessary financial support to maintain our key programs and initiatives without disruption. As a result, we have been able to continue our efforts in enhancing educational outcomes and fostering a positive school climate. Our strategic allocation of these funds has ensured that critical services remain operational, thereby minimizing any adverse effects on our educational community. This approach has allowed us to uphold our commitment to providing quality education and support to our students, even in the face of shifting financial landscapes. The district maintains a separate resource for supplemental and concentration grants and will use the carryover to support some deficit spending in the 24-27 LCAP.

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
Vallecitos School District	Meliton Sanchez Superintendent/CBO	msanchez@vallecitossd.net (760) 728-7092 Ext. 229

Goals and Actions

Goal

Goal #	Description
1	As a collaborative team, Vallecitos School District will improve student learning outcomes in reading/language arts as measured by the results of formative classroom indicators, summative benchmark assessments, and the California Assessment of Student Performance and Progress (CAASPP) exams.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Performance	54.26% met or exceeded standards on the 2018-2019 CAASPP for ELA.	60% met or exceeded standards on the 2020-2021 CAASPP for ELA.	46.09% met or exceeded standards on the 2021-2022 CAASPP for ELA.	44% of students met or exceeded standards on the 22-23 CAASPP and 46% in 23-24. Students making growth one or more levels or remaining at a 4 increased from 43% in the 22-23 school year to 55% in 23-24 (not including 3rd grade due to growth data not being available for the prior year).	65% of students will meet or exceed standards on the CAASPP for ELA.
District MAPS Summative Reading Assessment	45.1% of students in 2nd - 8th grade met their Growth Projection in Reading on the 2020-21 fall to spring administration.	63.1% of students in 1st - 8th grade met their Growth Projection in Reading on the 2021-2022 fall to spring administration.	65% of students in 1st - 8th grade met their Growth Projection in Reading on the 2022-2023 fall to spring administration.	For 2023-2024, VSD no longer implements MAPS testing. Beginning this year, we are using iReady to determine current levels for our K-8th grade students. The	55% of students in 2nd - 8th grade will meet their Growth Projection in Reading on the fall to spring administration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				end of year 23-24 baseline data for iReady Reading is as follows: 26% of our students are mid or above grade level; 19% are early on grade level; 32% of our students are one grade level below; 12% are two grade levels below; and 11% of our students are three or more grade levels below grade level expectations. Based on iReady Growth Projection Data for 2023-24, our median growth toward typical annual progress was 151% for Reading.	
District MAPS Summative Language Assessment	43.1% of students in 2nd - 8th grade met their Growth Projection in Language on the	69.6% of students in 2nd - 8th grade met their Growth Projection in Language on the	63% of students in 2nd - 8th grade met their Growth Projection in Language on the	For 2023-2024, VSD no longer implements MAPS testing. Beginning this year, we are using iReady	40% of students in 2nd - 8th grade will meet their Growth Projection in Language on the fall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-21 fall to spring administration.	2021-22 fall to spring administration.	2022-23 fall to spring administration.	assessment to determine current levels for our students. iReady does not have a pure language component so we will rely on the reading scores above to determine our effectiveness with this metric.	to spring administration. *Based on iReady growth projections, students reached 151% median percent progress toward annual typical growth in Reading during the 23-24 school year.
Appropriately credentialed and assigned teachers	100% of teachers are appropriately credentialed and assigned as evidenced by Williams compliance reporting and documentation.	100%	93% of our teachers held a valid and appropriate credential.	93% of our teachers hold a valid and appropriate credential for their assignment. No change since LCAP adoption.	Maintain 100% appropriately assigned and fully credentialed teachers.
Implementation of academic performance and content standards as evidenced by grade level instructional timelines.	District ensures instructional materials and supplies are standards aligned in 100% of classrooms as evidenced by grade level instructional timelines.	100%	97%	100%- Vallecitos made a significant investment in PLC training to support faculty in this specific area. The faculty participated in PLC training in August 2023 and January 2024. The District provides a sufficient amount of adopted and standards aligned instructional materials for each classroom.	Maintain 100% implementation of academic standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Quarterly student progress report, and semester report cards	100% of teachers provide quarterly students progress reports and semester report cards.	100%	100%- All teachers were able to distribute progress report cards according to the schedule outlined in the goal. Vallecitos is working toward using the Synergy integrated grade book expect to achieve full implementation for the 24-25 school year.	100%- All teachers were able to distribute quarterly progress reports and are on track to deliver the formal report card in early February for all students.	Maintain 100% of teachers providing progress reports.
English Learner instructional access	100% of English learner students have access to the Common Core State Standards and ELD standards to gain academic content knowledge and English language proficiency.	100%	100%	100%- All ELD identified students have access to CCSS in the classroom and all new-comers receive designated ELD via our pull-out program.	Maintain 100% EL instructional access.
English Learner Reclassification Rate	10.7% of English learner students are reclassified as Fluent English Proficient in 2020-2021.	11.8% of English learner students are reclassified as Fluent English Proficient in 2021-2022.	19% of English learner students are reclassified as Fluent English Proficient in 2022-2023.	11% of English learner students are reclassified as Fluent English Proficient in 2023-2024.	Maintain 10% or higher each year EL reclassification.
English Learner progress toward English proficiency	33.8% of English learners are making progress towards English proficiency (2018-2019).	36.8% of English learners are making progress towards English proficiency (2021-2022 *estimated)	According to 2021-2022 CA Dashboard data, 45.9% of English Learners at Vallecitos made adequate progress toward	According to 2022-2023 CA Dashboard, 61.1% of the English Learner population made progress towards English	48% of English Learner students demonstrate progress toward English proficiency on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			proficiency of the English language.	language proficiency. We are awaiting official results for 2023-2024. Based on preliminary data, in 2022-23, 45% of English Learners in 1st-8th grade improved 1 or more levels or remained at a 4 on the ELPAC. In 2023-24. 45% of English Learners in K-8th grade improved 1 or more levels or remained at a 4 on the ELPAC.	ELPAC over the previous year.
Other Pupil Outcomes	52.9% of 5th graders are within the HFZ for Body Composition. 46.4% of the 7th graders are within the HFZ for Body Composition	The 19-20 and 20-21 PFTs were suspended. The percent participation in 2021-22 was 100% for 5th and 7th grades.	Grade 5- 100% participation all areas except 1 student missed mile run. 100% participation for grade 7 in all areas.	According to local data, 100% of our students participated in physical fitness testing. We did have one student who did not participate in the mile run due to injury.	60% of 5th and 7th grade students are within the Healthy Fit Zone in Body Composition as evidenced by the Physical Fitness Testing (PFT).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students enrolled in a broad course of study.	100% of students are enrolled in a broad course of study including unduplicated pupils and pupils with exceptional needs.	100%	100%- Vallecitos was able to maintain and expand on this goal during 2022-2023. We added physical education and social-emotional learning courses to help our students access a more-well-founded education. We are able to accomplish this due to our Community Schools Implementation Grant. During 2022-2023, we also maintained a before and after school program that provides a number of enriching activities that broaden student experiences.	100% of our students are enrolled in a broad course of study.	Maintain 100% of students enrolled in a broad course of study.

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.

Vallecitos School District was able to execute the actions listed in Goal 1 with some effectiveness given current available data. We were able to maintain low average class sizes, an ELD Coordinator, and a Reading Specialist to support literacy development at Vallecitos. The faculty conducted their summative assessments at the established points during the year and are utilizing the outcomes to guide their instruction. Paraprofessionals continued to provide support for our students and will remain a priority in our LCAP. We did not meet our goal of having

100% fully qualified faculty. One of our teachers was not fully credentialed in their respective area and they resigned mid-spring. We were fortunate to have a retired educator with a current/valid teaching credential fill the assignment allowing us to reach the 100% metric toward the end of year three. For 24-25, we expect to be at 100% in this area.

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.

1.1- Vallecitos moved this action to 1.8.
1.5- The District implemented this and fully funded the ELD Coordinator. We did not fund an aide from this action.
1.7- Although the district spent more than planned, a portion of the cost was shifted to another resource for the current year.
1.9- We were only able to execute 1 college field trip to UCSD.
1.11- We accounted for basic services in this year's plan, which resulted in a material difference for budgeted v. estimated actual expenditures. We will continue to account for basic services in the 2025-2027 plan.

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

Given that the District did not meet our established ELA goal, we looked closely at our efforts to improve our ELA outcomes. The reasons that we did not meet the goal are attributed to decreasing student attendance patterns, a lack of consistency with utilizing the District's Core Adopted Curriculum, and a lack of training in responding to undesired student outcomes. The lack of training diminishes the quality of the data analysis and corresponding conversations that lead to meaningful targeted interventions. This holds true with action 1.7. Although we strategically place instructional supports in the classroom, we find that some of the students served are reluctant learners and a significant number of our aides do not have the capacity to support elevated behaviors. The behaviors have the ability to distract all students from their learning in certain cases. Addressing this issue is going to be an important priority for 24-25 and we will begin the year with professional development that seeks to address this concern and barrier to achievement.

In order to improve the culture around student achievement, we implemented an action that was intended to provide exposure to college and career (1.9) experiences. Unfortunately, we were only able to execute one field trip during the current year, but for the students who were able to participate in the trip, the experience was motivating, inspiring, and memorable. For the 2025-2027 LCAP, college and career will serve as its own standing goal and we plan to prioritize getting students off campus to experience the larger world outside of Rainbow. We believe that this action will positively impact our goals if we are able to implement them consistently.

Although our TK students are not included in our CAASPP results, action 1.10 is important toward laying the foundations for meeting our goal 1 initiatives. The class experienced a mid-late year resignation, which caused some disruption in the learning. For 24-25, we are placing one of our veteran teachers into the classroom and expect better outcomes for the students.

We were able to effectively implement action 1.4 and through this action, we implemented a guided reading program that provides targeted literacy instruction for four hours per week. We will continue this action for 24-24 and beyond. We were also successful at implementing the activities associated with action 1.5. We employed a full-time ELD Coordinator and she worked closely throughout the year to ensure that the students made adequate progress. Although, a number of our English Learner students performed well, many of our students remain below the expected achievement level for core subjects. Another bright spot was the implementation of the iReady on-line assessment platform (1.8). This was our first year of implementation so we are still working to determine its impact, but within the program, a significant number of student met or exceeded their expected growth.

During 24-25, the District will prioritize student attendance, the use of the District's core adopted curriculum, training to motivate students and manage difficult behaviors. We will also continue to provide beginning of the year and ongoing PLC training to improve our collaboration and responses designed to improve student outcomes.

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.

The current LCAP lists ELA and Math achievement as separate goals. For the 2024-2025 LCAP, we are going to combine achievement in all core subjects into one goal and revise Goal 2 to focus on school climate issues instead of Math achievement. Our new goal three will focus on readiness skills and experiences for college and career.

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	As a collaborative team, we will improve student learning in mathematics as measured by district summative and the CAASPP state exam. The Vallecitos faculty and staff will increase the number of students who are proficient in math by 20% in 2023-2024 and 10% for each year after.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Performance	39.24% met or exceeded standards on the 2018-2019 CAASPP for Math.	18.75% of 8th grade students met or exceeded standards on the 2020-2021 CAASPP for Math.	During 2021-2022 just 34.19% of students scored proficient or better in math. The result indicates a need to continue our focus on math instruction and achievement.	35% of students met or exceeded standards on the 22-23 CAASPP and 32% in 23-24. Students making growth one or more levels or remaining at a 4 decreased from 30% in the 22-23 school year to 27% in 23-24 (not including 3rd grade due to growth data not being available for the prior year.)	45% of students achieving at the level of standards met or exceed on the Math CAASPP assessment.
District MAPS Summative Mathematics Assessment	40.3% of students in 1st - 8th grade met their Growth Projection in Math on the 2020-21 fall to spring administration.	70.1% of students in 1st - 8th grade met their Growth Projection in Math on the 2021-22 fall to spring administration.	65% of students in 1st - 8th grade met their Growth Projection in Math on the 2022-23 fall to spring administration.	For 2023-2024, VSD no longer implements MAPS testing. Beginning this year, we are using iReady to determine current levels for our K-8th	49% of students in 1st - 8th grade will meet their Growth Projection in Math on the fall to spring administration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				grade students. The end of year 23-24 baseline data for iReady Math is as follows: 20% of our students are mid or above grade level; 19% are early on grade level; 41% of our students are one grade level below; 11% are two grade levels below; and 9% of our students are three or more grade levels below grade level expectations. Based on iReady Growth Projection Data for 2023-24, our median growth toward typical annual progress was 127% for Math.	
Appropriately Credentialed and Assigned Teachers	100% of teachers are appropriately credentialed and assigned as	100%	90% during 2022-2023. We have one teacher participating	93% of our teachers hold a valid and appropriate credential for their assignment.	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	evidenced by Williams reporting and documentation.		in a Teacher Intern program.	No change since LCAP adoption.	
Implementation of Academic Performance and Content Standards as Evidenced by Grade Level Instructional Timelines	District ensures standards aligned instructional materials and supplies in 100% of classrooms as evidenced by grade level instructional timelines.	100%	100%	100%- Vallecitos made a significant investment in PLC training to support faculty in this specific area. The faculty participated in PLC training in August 2023 and January 2024. The District provides a sufficient amount of adopted and standards aligned instructional materials for each classroom.	Maintain 100%
Sufficient Instructional Materials and Supplies as Measured by Board Resolution of Material Sufficiency	District ensures standards aligned instructional materials and supplies in 100% of classrooms as measured by board resolution of material sufficiency.	100%	100%	100%- All students had access to District adopted, core instructional materials.	Maintain 100%.
Quarterly Student Progress Report and Semester Report Cards	100% of teachers provide quarterly student progress reports and semester report cards.	100%	100%	100%- All teachers were able to distribute quarterly progress reports and are on track to deliver the formal report card in	Maintain 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				early February for all students.	
Online Math Software Usage	70% of students utilize the recommended usage minutes for mathematics programs.	Program Total time Next Gen Math 517 hrs 12min Imagine Math Facts 43 hrs 35min Imagine Math 31 hrs 48min My Path 101 hrs 30minProgram *Due to staff turnover and many different programs being used by students in inconsistent ways, the recommended usage for each program was not clear. We are switching to iReady next year in order to streamline our data and monitor student growth more accurately.	Program Total time Next Gen Math: N/A Imagine Math Facts: 734.4 hours Imagine Math: 526.26 hours My Path Math: 1,646.76 hours	In 2023-2024, the District transitioned to iReady. The usage statistics as of 06/013/2024 are as follows: * Students completing lessons 180/181. * 86% of students pass lessons at 70-100% * Average lesson time on task per student = 23 hours, 19 minutes	Maintain 70%.

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.

In the previous year, the goal of improving student learning in mathematics was carried out through various strategic actions. These included maintaining low class sizes, employing an ELD Coordinator, and implementing district-wide summative assessments. Teachers utilized the outcomes of these assessments to guide their instruction, and paraprofessionals provided support to enhance student learning. The transition to iReady assessments helped track student growth more effectively.

There were some substantive differences between planned actions and actual implementation. The district planned to achieve a 45% proficiency rate in the CAASPP Math assessment but only reached 32%. Inconsistencies in using the District's Core Adopted Curriculum and a lack of training in addressing undesired student outcomes were key challenges. Additionally, lower student attendance impacted the effectiveness of the planned actions. The faculty faced difficulties in data analysis and implementing targeted interventions due to insufficient training.

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.

This goal had no expenditures and were combined with Goal 1. The overall implementation of actions to achieve the goal of improving math proficiency involved several key strategies. The district maintained small class sizes and employed an ELD Coordinator to support English learners. Summative assessments were conducted, and results were used to guide instructional practices. Despite these efforts, the implementation process faced some challenges. Challenges included the inconsistent use of Core Curriculum, leading to disparities in instruction. The District also struggled with attendance issues and is working to make attendance a priority in 24-25. Decreasing student attendance patterns affected the continuity of learning and progress. The District also has limited time to provide sufficient training for teachers in data analysis and response to undesired outcomes hindered effective intervention strategies.

On a positive note, we observed significant growth in iReady assessments, indicating progress in student learning. We also continued to provide paraprofessional support for our students and will maintain this action in the new LCAP.

To address these challenges, the district plans to prioritize student attendance, ensure consistent use of the core curriculum, and provide ongoing PLC training to improve collaborative efforts and instructional responses.

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

Originally, the budget had planned for professional development and curriculum resources, with funds allocated to maintain small class sizes and paraprofessional support. However, the actual expenditures showed increased spending on professional development and PLC training, along with additional resources directed towards attendance improvement programs.

While the planned percentages of improved services anticipated an increase in math proficiency rates and student growth metrics, the estimated actual percentages revealed mixed results. There was notable growth in iReady assessments, but the CAASPP Math proficiency did not meet the expected proficiency and growth rates. This discrepancy highlights the need for the district to continue refining its strategies and resource allocation to better support student achievement and align with planned goals.

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.

Over the three-year LCAP cycle, Vallecitos School District implemented various actions to improve student outcomes, with mixed results. The effectiveness of these actions varied. The district found success with small class sizes and paraprofessional support, which provided students with individualized attention and contributed significantly to the growth observed in iReady assessments. The implementation of summative assessments also proved beneficial, as these assessments helped track student progress and guide instructional practices, showing some success in enhancing student learning.

However, certain actions were less effective. The lack of consistent application of the District's Core Adopted Curriculum resulted in ineffective instruction, which hindered progress toward achieving the goal. Additionally, insufficient training for teachers in data analysis and response to undesired outcomes limited the effectiveness of targeted interventions, reducing the overall impact of these efforts.

To address these issues, the district will combine achievement goals for all core subjects and revise the focus of Goal 2 to address school climate issues for the 2024-25 cycle. This change aims to streamline efforts and better support overall student achievement and well-being. Additionally, enhanced training and support for teachers will be prioritized to ensure more effective use of data and instructional strategies, ultimately improving student outcomes.

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	Improve school climate and parental involvement related to the mission, core values, and goals of the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwide Parent Involvement	65% attend Back to School Night 57.3% attend Open House	70% attended Back to School Night 81.5% attended Open House	46% attended Back to School Night 73.1% of parents attended our 22-23 Spring Open House.	58.2% of parents attended Back to School Night. We also hosted three Lunch-on-the-Lawn events that was well attended. 69.06% of parents attended the 23-24 Spring Open House.	70% participation in Back to School Night and Open House.
Communications Promoting School Events and Activities, in order to promote participation among parents of unduplicated students and individuals with exceptional needs,	45 Blackboard Messages sent Home	45 Blackboard Messages sent home by the Superintendent/Principal. 155 families connected on Class Dojo. 2,788 Class Dojo messages sent by 18 staff members to parents. Class Dojo = 257 families, 404	76 Blackboard Messages sent home by the Assistant Principal.	141 Blackboard Messages, including weekly newsletters, sent home by the Principal during the 2023-24 school year. 5 stories posted, and 21,651 positive feedback points earned by kids. Class Dojo = 202 families, 432 students,	50 Blackboard Message sent Home this year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students, 2,407 messages sent this year. 217 stories posted, and 21,651 positive feedback points earned by kids. 94 Class Dojo School District posts.		159 messages sent this year.14 stories posted, and 1,287 positive feedback points earned by kids.	
Increase the percentage of parents providing input through surveys on school climate and culture	10% response rate.	6%	11.6% of parents responded to the school's climate survey. 2% of parents responded to the electronic LCAP survey.	36% of parents responded to the school's climate survey.	20% response rate.
Facilities Inspection Tool	95.98% = "Good" Rating	Good	During the 2022-2023 school year, the Vallecitos School District reported an overall facilities rating of "Good."	91.52% = Good	Maintain a "Good" rating for the Facilities Inspection Tool for 2023-24.
Chronic Absenteeism Rate	7.3%	2.6%	20.9%	Approximately 17% of our students are considered chronically absent as of the mid–year update.	Decrease by 0.5% from the prior year.
Suspension Rate	0.9%	1%	1.1% suspended for at least one day.	1% suspension rate as for 23-24 school year.	Less than 1% suspension rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0%	0 Expulsions	The Vallecitos School District recommended one student for expulsion during the 2022-2023 school year. The expulsion was in pending status at the time of the District's LCAP publication. This expulsion represents 0.5% of the student body.	0.5% expulsion rate for the 23-24 school year.	Less than 1% expulsion rate
Average Daily Attendance Rate	96%	94%	92%	Vallecitos Elementary School ADA percentage is 94.16% for the 23-24 school year.	Maintain Attendance rate of 96% or above.
Middle School Dropout Rate	Below 1%	below 1%	Below 1%	Vallecitos Elementary School did not have any middle-school drop-outs.	Maintain below 1% MS drop out rate
Improve local measure of school climate based on survey results	20-21 School Climate survey: Families - 3.66 (4 is highest) felt safe Students - elem - 3.5 Students - MS - 3.2 Students feeling connected- elem - 3.68 ms - 3.22	21-22 School Climate survey: Families - 3.65 (4 is highest) felt safe Students - elem - 3.29 Students - MS - 3.26 Students feeling connected- elem - 3.38 ms - 3.08	22-23 School Climate survey: Lowest ranking is 1 and 4 is the highest ranking. Feel Safe Families - 3.08 Elementary Students- 3.32	23-24 School Climate survey: Lowest ranking is 1 and 4 is the highest ranking. Feel Safe Families - 3.7 Elementary Students- 3.37	Families - 3.9 Students - elem - 3.9 Students - MS - 3.6 Students feeling connected- elem - 3.9 ms - 3.6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Middle School Students- 3.08 Parents- 3.08 Staff- 4.00 Feel Connected- Elementary Students - 2.04 Middle School Students - 3.24 Parents- 3.54 Staff- 3.60	Middle School Students- 3.06 Parents- 3.08 Staff- 3.8 Feel Connected- Elementary Students - 2.85 Middle School Students - 2.88 Parents- 3.72 Staff- 3.35	

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 goal to improve school climate and parental involvement was pursued through various planned actions, with mixed results. While there was significant progress in parental engagement and communication, the response rates for surveys remained low. Facility improvements were partially successful, with some projects completed and others delayed due to resource constraints. The implementation of a Multi-Tiered Systems of Support (MTSS) showed significant progress, particularly with the hiring of a Social Emotional Learning Specialist and the enhancement of the PBIS system.

Our team made considerable progress with several areas over LCAP cycle. We offered a number of opportunities for parents to observe student learning, performances, and other events to promote parent, family, and community engagement. We effectively utilized various communication methods, such as our Blackboard all call system, the school website, and weekly newsletters for all of our educational partners. We also utilized Class Dojo and our marquee to regularly inform families about PTO activities, school-wide events, and related activities. Parent volunteers were actively involved in the classroom, field trips, and at PTO-sponsored events, enhancing the level of support and engagement. During each of these engagement opportunities, we took every advantage of surveying parents and families to help guide our program's initiatives.

We also connected with many community agencies to provide additional resources to students and families in need. The District fully implemented its free breakfast and lunch program through the Community Eligibility Provision and we are excited to improve our nutritional program with improvements to our kitchen infrastructure and conduct training that will result in an increase of speed scratch cooked meals for 24-25 and beyond.

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.

3.1- We spent 20% more than planned on this goal due an unplanned 5% salary/benefit increase for the person that this goal primarily funds. In addition, we also funded an ESL course series for our families that was taught by one of our TESOL credentialed teachers. We also charged some of our admin time costs spent pursuing this action. This would account for the bulk of the increased costs.
3.4- We spent 17% more on this action due to much increased activity in this area. We paid for additional supervision staff this year and invested additional administrative time and effort with ensuring our campus was a positive, safe, and nurturing place to be.
3.5- Vallecitos was able to implement a field trip for each classroom. We did not spend as much as expected, because our PTO offset some of our costs.
3.7- The GoGuardian contract cost a bit more than expected due to first year implementation costs.

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

There were material differences between budgeted and actual expenditures due to reallocations of resources to address emerging needs. Additional funds were directed towards professional development and attendance improvement initiatives, deviating from the original budget. These adjustments were necessary to address gaps in data analysis, instructional response, and student attendance, which impacted the planned percentages of improved services.3.1- Overall, Action 3.1 is effective in improving parental engagement and contributing to the goal of enhancing school climate. By regularly communicating with families through various channels such as the All Call system, Vallecitos website, teacher websites, newsletters, social media, and the marquee, we have successfully kept parents informed about important initiatives, school-wide events, and other activities that support a positive school culture. The result of this effort led to a greater sense of community and involvement. Utilizing parent volunteers in the classroom and at PTO-sponsored events has proven to be beneficial in strengthening the connection between parents and the school. Their presence and support have enhanced the overall school climate and created a welcoming environment for students and families. We look forward to increasing our efforts to promote parent involvement and communication on our campus.

We were able to successfully implement action 3.3m but we did so using other state funds. Our Social Emotional Learning Specialist was able to offer push-in lessons one-two times per week depending on the grade level and offers supplemental pull-out group support for students with higher level needs as identified through the MTSS team's referral process.

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

The actions under Goal 3 were effective in enhancing school climate and parental involvement. Communication improvements and increased parental participation in events were successful in building a stronger community. However, the low survey response rates and insufficient workshops indicate areas needing improvement. The MTSS framework's implementation was notably effective, particularly with the Social Emotional Learning Specialist and the PBIS system enhancements, contributing to a more positive school climate. Going forward, efforts will focus on addressing chronic absenteeism, maintaining high attendance rates, and refining actions to better involve parents and improve the school climate.The District will continue to pursue the initiatives listed in this goal for 24-25 and beyond. Pursuing initiatives that will improve our effectiveness at promoting a positive school climate and increasing connectedness to the school will become embedded in goal 2 for the next LCAP adoption. Of these areas, we will prioritize addressing chronic absenteeism and working to maintain a 95-96% attendance rate in 24-25.

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
Vallecitos School District	Meliton Sanchez Superintendent/CBO	msanchez@vallecitossd.net (760) 728-7092 Ext. 229

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.

Vallecitos School District is located in the rural and unincorporated community of Rainbow in north eastern San Diego County. The school has served the community of Rainbow since 1885. Based on 2023-2024 census day enrollment counts, Vallecitos School District serves approximately 190 students in grades TK-8. Rainbow is a unique community nestled on the east side of I-15 between Temecula and Fallbrook. The community maintains a high concentration of agricultural nurseries and agriculture serves as the basis of Rainbow's economy. Aside from a convenience store, a general store, and one restaurant, Rainbow does not offer many opportunities for consumer activity. The community maintains a nice park, which is adjacent to the school and allows for student use. Vallecitos also receives support from our dedicated PTO group, School Site Council, and DELAC. These important educational partners offer physical support, financial support, valuable feedback, and aid in some of the decision making processes at Vallecitos. Our PTO in particular also supported our site by helping to fund the end of year field trips for our students. They also executed a number of evening events that improved the culture and connectedness of our school community. The faculty and staff at Vallecitos looks forward to strengthening these partnerships in 24-27 as we work to make a positive impact to school culture and student achievement.

With respect to student groups, Vallecitos School serves the following demographic:

88.2% Hispanic
10% White
0.6% Asian
0.6% Black / African American

Socioeconomic Disadvantaged: 86%
English language learners: 54%
Students with disabilities: 11%

Currently, Vallecitos Elementary School maintains one teacher per grade level, but will incorporate combination classrooms during the 24-25 school year. In addition to our classroom teachers, Vallecitos also maintains a Reading Specialist, an English Learner Coordinator, a Physical Education & Health Teacher, and a Special Education Resource Teacher. Our classified staff includes three support staff in the office, two custodians, one food services assistant, and seven instructional aides. At the management level, Vallecitos employs a Superintendent/CBO, a Principal / MTSS Coordinator, a cafeteria supervisor, and a Business Manager. Our pupil supports include a half time school psychologist and a full time Social Emotional Learning Specialist. The faculty and staff utilize Multi-Tiered Systems of Support (MTSS) Framework to improve academic achievement, behavior outcomes, and to meet the social-emotional needs of all students. This dedicated team of employees ensure that we provide the conditions and supports necessary to help each and every one of our students achieve success.

Reflections: Annual Performance

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

Our biggest success in 22-23 was our English Learner Progress, reaching the highest level possible, Blue on the California School Dashboard. 61.1% of our English Learners made progress, an increase of 14.5% from the previous year. Our preliminary 23-24 ELPAC data does not show as much growth as the previous year, but we will wait to see what next year's Dashboard shows to confirm this information. We were also able to increase our Reclassification to Fluent English Proficient to 18%, a 9% increase from the previous year. Although not quite as high, in 23-24 our reclassification rate was 11%, exceeding our LCAP goal by 1%.

The district fell into the Red range for Chronic Absenteeism and Suspensions. In examining the Student Group Details, Hispanic, Socioeconomically Disadvantaged, and English Learners are the groups that are struggling the most in these areas.   Despite targeted efforts to improve our attendance outcomes during the 23-24 school year, we still fell short with our average daily attendance for the year landing at 94%. We also worked hard to minimize suspensions by engaging in restorative practices and providing alternatives to suspensions. These efforts were successful with our suspension rate dropping to 1% for 23-24.

We are in the Orange range for English Language Arts (ELA) and Mathematics scores, with our same special populations struggling the most--Hispanic, Socioeconomically Disadvantaged, and English Learners. Preliminary data for the 23-24 CAASPP shows that our students improved in ELA moving from 44% of students meeting or exceeding standards in 22-23 to 46% of students meeting or exceeding standards in 23-24. Additionally, our students showed enormous growth on the ELA CAASPP with 43% of students showing growth by 1 or more levels

(or remaining at a 4) in 22-23 jumping to 55% in 23-24. This growth is also evident in our iReady data which shows that in ELA , 21% of students started the year at early to above grade level, and by the end of the year, 45% of students reached this goal. Although many students fell short of meeting grade level standards, their growth was phenomenal; schoolwide our students met 151% of their progress toward annual typical growth.

Alternatively, our progress in mathematics was not as strong on the CAASPP. Preliminary data for the 23-24 CAASPP shows that our students declined in Mathematics, moving from 35% of students meeting or exceeding standards in 22-23 to 32% of students meeting or exceeding standards in 23-24. This trend was evident in their overall growth as well, with our students showing 30% growth by 1 or more levels (or remaining at a 4) in 22-23 declining to 27% in 23-24. However, our iReady data tells more positive story. In Mathematics, 9% of students started the year at early to above grade level, and by the end of the year, 39% of students reached this goal. Although many students fell short of meeting grade level standards, their growth was again impressive, with our K-8 students meeting 127% of their progress toward annual typical growth.

Reflections: Technical Assistance

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

Vallecitos Elementary is eligible for Technical Assistance/Differentiated Assistance based on the outcomes of English Learners, Hispanic students, and socio-economically disadvantaged students. The school district's 2023-2024 LCAP is working to address the various challenges faced by these student populations, especially in the areas of English/Language-Arts (ELA) and Math achievement. Data analysis is a key component of this process, with the team collecting and analyzing data at multiple levels - Satellite, Map, and Street. At the Satellite level, data from the California Dashboard and CDE was used to identify areas for improvement. At the Map level, attendance reports and behavior documentation were analyzed to implement targeted interventions, and at the Street level, student empathy interviews were conducted to gain insights into attendance patterns. Through this process, the team was able to identify strategies and programs to support student achievement and well-being, particularly in addressing chronic absenteeism.

The team involved in the data analysis process included the District Superintendent, site principal, and DA coach. By engaging in the Root Cause Analysis process, they were able to delve deeper into the underlying issues affecting student attendance and well-being. By observing aspects of improvement science, liberatory design model, and systems thinking, the team identified the problem statement and root causes based on the data collected. They found that implementing the reading block and engaging in conversations with students and families had a positive impact on attendance. This information will be used to further develop strategies and programs to support student attendance and well-being, with a focus on addressing the high absenteeism rate at Vallecitos Elementary.

Overall, the work underway as part of receiving technical assistance at Vallecitos Elementary is focused on addressing the significant challenges faced by students, particularly in the areas of ELA and Math achievement, chronic absenteeism, and supporting diverse student populations. By engaging in a thorough data analysis process and Root Cause Analysis, the team has been able to identify key areas for improvement and implement targeted interventions to support student success. Moving forward, the information and insights gained through

these processes will guide the development of effective strategies and resources to improve student outcomes and ensure that all students have the support they need to thrive academically and socially.

Goal 1, Action 1 "First, Best Instruction in Core Subjects", Goal 1, Action 2 "Maintain Full-Time English Language Development Coordinator", and Goal 1, Action 9 "Push-in Support for ELD Students", Goal 1, explain the actions and services around English learners the Vallecitos team will implement based on the findings of the data and root cause analysis conducted.
,
Goal 2, Action 1 "Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year", Goal 2, Action 2 Home Visits for Tier II and III Attendance Concerns", Goal 2, Action 3 "Parent Engagement/Education Workshops", and Goal 2, Action 5 "Maintain Social-Emotional Learning Specialist (PPS Counselor)" explain the actions and services around chronic absenteeism the Vallecitos team will implement based on the findings of the data and root cause analysis conducted.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

Educational Partner(s)	Process for Engagement

In order to ensure a comprehensive and inclusive Local Control Accountability Plan (LCAP) for the Vallecitos School District, the District gathered valuable input from our educational partners. The district sought direct feedback from teachers, students, parents, the School Site Council, our SELPA Coordintor, and the District English Learner Advisory Committee (DELAC). Additionally, District and VEA leadership maintained a standing meeting schedule to ensure engagement and shared leadership opportunities at Vallecitos. Through the use of multiple data channels, the district engaged each educational partner to influence the goals and strategies incorporated into the LCAP.

Teachers and other school personnel played a vital role in shaping the LCAP priorities. Their expertise and on-the-ground experience were essential in identifying areas that required improvement and providing valuable insights into effective strategies. The district actively solicited feedback from all teachers, organizing meetings and conducting multiple surveys where they could voice their opinions and contribute to the decision-making process. District administration met with each teacher on an individual basis and devoted thirty minutes to having an end of year reflection conversation specifically designed to inform the LCAP. By incorporating teacher perspectives, the district ensured that the goals and strategies in the LCAP aligned with the needs and aspirations of the educators who directly impact student learning. The Superintendent and VEA President maintained a standing meeting every other Friday to discuss various areas of school business that included opportunities to discuss the development of the LCAP. Similarly, we were able to meet 1:1 with about 80% of our Classified staff team to engage with them for similar feedback. These were the first conversations of their kind with Classified staff in several years and we hope to engage 100% of our Classified and contracted staff teams for input with future updates.

Students, being the primary beneficiaries of the educational system, were also actively involved in the development of their LCAP. The district recognized the importance of incorporating student perspectives to create an engaging and inclusive learning environment. Through informal student conversations, leadership groups, and surveys, the district was able to gather input from students across different grade levels and demographic backgrounds. By valuing student voices, the district gained a deeper understanding of their needs, aspirations, and challenges, enabling them to incorporate student-centered goals and strategies in the LCAP.

Parents and community members are crucial partners in their children's education and were offered the opportunity to actively engage in the LCAP decision-making process. The district offered an online survey and held LCAP input opportunities via our School Site Council and DELAC. We encouraged parents to share their insights, concerns, and aspirations for their children, which allows the District to gain added perspective on the educational experience of our children. Their input also helps shape the goals and strategies in the LCAP, ensuring that they addressed the diverse needs of the student population and reflected the desires of parents for their children's education.

Our feedback from our advistory partners also play a crucial role in the development of our LCAP's goals and actions. We engaged in regular consultation with our SELPA Coordinator to ensure that the needs of our Special Education students were represented in the LCAP as demonstrated in Goal 1. The School Site Council and DELAC, comprised of parents, staff, administrators, and community members, served as an essential advisory body in developing the LCAP. The district collaborated closely with the council, organizing meetings to discuss the district's goals, progress, and challenges. The council members provided valuable input, ensuring that the LCAP was aligned with the collective vision and priorities of the school community. The District English Learner Advisory Committee (DELAC) also played a crucial role in shaping the LCAP's goals and strategies related to English Learners. The district actively engaged with the DELAC through meetings, presentations, and collaborative discussions similar to the engagement with our School Site Council. By incorporating the perspectives of this committee, the district ensured that the LCAP effectively addressed the specific needs and aspirations of English Learners, promoting equity and providing targeted support to this student population. The input from our DELAC is particularly important due to the significant size of our English Learner population.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate proficiency or consistent growth in English Language Arts, Math, and Science.	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 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In Vallecitos School District, our primary objective is to cultivate well-rounded students who possess the knowledge and skills needed for success in a rapidly changing world. This LCAP goal centers on ensuring proficiency or consistent growth in English Language Arts, Math, and Science for ALL students. By prioritizing these core subjects, Vallecitos will meet state standards and foster critical thinking, problem-solving, and analytical skills essential for our students' success in high school and beyond. We will strive for every student to have access to high-quality education and opportunities for growth.

This goal also prepares our students for college, careers, and active citizenship. Mastery in ELA supports literacy skills crucial for all subjects, while proficiency in Math lays a foundation for STEM fields and various professions. Science education provides an understanding of society, history, and the natural world, empowering students to be informed and engaged global citizens. In Vallecitos School District, we are committed to nurturing the potential within each student and ensuring they thrive academically and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASP ELA Results	11.4 points below standard (22-23 Dashboard results)			8 points below standard (2027 Dashboard results) AND	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		46% of 3rd-8th grade students at level 3 or 4 (23-24 results) 43% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)			60% of 3rd-8th grade students score level 3 or 4 (2027 CAASPP results) OR 70% of 4-8th grade students showing growth by 1 or more levels or remain at a level 4 (2027 CAASPP results)	
1.2	CAASP Math Results	41.8 points below standard (22-23 Dashboard results) 32% of 3rd-8th grade students at level 3 or 4 (23-24 results) 27% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)			30 points below standard (22-23 Dashboard results) 40% of 3rd-8th grade students at level 3 or 4 (23-24 results) 50% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	CA Science Test Results	35% of students At or Above Grade Level			45% of Students At or Above Grade Level	
1.4	iReady Reading Scores	54% of students at Early On Grade Level or Above			64% of Students at Early On Grade Level or Above	
1.5	iReady Math Scores	39% of students at Early On Grade Level or Above			45% of Students at Early On Grade Level or Above	
1.6	Informal Reading Inventory Assessment Scores	57% of students Mid-Grade Level or Above			80% of students Mid-Grade Level or Above	
1.7	Teachers are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching.	93%			100%	
1.8	Every pupil in the school district has sufficient access to standards-aligned instructional materials.	100%			100%	
1.9	ELPAC Results- % of Students Moving Up One Level or More (or staying at level IV)	45%			90%	
1.10	Percent of English Learners reclassified as English proficient.	11%			25%	
1.11	Percent of students with IEPs meeting their required minutes of services	100%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% of Unduplicated pupils with identified need (MTSS process) participating in ELD and Reading Pull-out Programs	100%			100%	
1.13	Number of Teachers participating in professional learning focused on the implementation of CCSS, NGSS, and/or ELD standards.	100% of Teachers provide PD in this area during 23-24.			100% of teachers will participate in professional learning focused on the implementation of CCSS, NGSS, and/or ELD standards.	
1.14	Percentage of students with access to a broad course of study that includes core academic subjects, arts, physical education, and enrichment programs.	100% of students have access to a broad course of study.			100% of students have access to a broad course of study.	

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	First, Best Instruction in Core Subjects	First, best instruction in core subjects entails implementing high-quality, evidence-based teaching practices tailored to meet the diverse needs of all learners. This includes differentiated instruction to accommodate varying learning styles and abilities, small-group instruction for targeted support, and the integration of technology to enhance engagement and comprehension. Given that approximately 50% of the student population are English Learners and 80% are socioeconomically disadvantaged, the school's approach will involve culturally responsive teaching strategies, language development support, and equitable access to resources and opportunities. Teachers will receive professional development focused on culturally relevant pedagogy, language acquisition strategies, and effective classroom management techniques. In order to build capacity schoolwide, the Reading Specialist, ELD Coordinator, and Principal will be trained on Diane Sweeney's Student Centered Coaching. All teachers will participate in at least two coaching cycles throughout the school year as classroom embedded professional development. The focus of these coaching sessions will be implementation of strategies for English Learners and Students with Disabilities, but will benefit ALL students. Part of Student Centered Coaching includes the coaching team working together to develop systems for collecting evidence of impact. This will take place year one and evidence will be collected and monitored regularly. Regular assessments will be used to monitor student progress and inform instructional decisions, with interventions provided as needed to address	$920,511.00	No

Action #	Title	Description	Total Funds	Contributing
		gaps in learning. Family and community engagement will also be prioritized to ensure a collaborative approach to supporting student success. Overall, "First Best Instruction" in this context emphasizes equity, inclusivity, and excellence in teaching and learning.		
1.2	Maintain Full-Time English Language Development Coordinator	Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development. The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students.	$103,186.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Maintain Full-Time Reading Specialist	Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners. Through our Multi-Tiered Systems of Support (MTSS), the Reading Specialist will bring specialized expertise in literacy instruction, assessment, and intervention, working collaboratively with teachers to identify struggling readers, implement evidence-based interventions to students 1x1 and in small group setting, and monitor progress over time. They will conduct assessments to diagnose reading difficulties and develop individualized intervention plans. The Reading Specialist will provide ongoing professional development to educators on effective literacy practices in the role of Instructional Coach, incorporating differentiated instructional strategies tailored to meet the unique needs of our special populations such as English Learners and Students with Disabilities. Through coaching cycles, the Reading Specialist and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. The Reading Specialist will support the integration of literacy instruction across the curriculum, ensuring that students have access to high-quality reading materials and opportunities for meaningful literacy engagement in all subject areas. The Reading Specialist will also collaborate with families and community partners to promote a culture of literacy at home and in the broader community. By allocating LCFF Supplemental and Concentration grant funds to fund the Reading Specialist position, the school demonstrates a commitment to addressing disparities in literacy achievement, fostering equitable access to literacy resources and support, and ultimately empowering all students to become proficient readers and lifelong learners.	$105,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program	Implement and sustain the Rainbows Road to Reading program as a cornerstone of literacy development within Vallecitos School District's LCAP. This guided reading initiative provides personalized instruction tailored to students' individual reading levels and needs. Through small group sessions led by trained educators, students receive targeted support to strengthen their reading comprehension, fluency, and vocabulary skills. By fostering a love for reading and improving literacy proficiency across all grade levels, the program enhances academic achievement, promotes equity, and empowers students with the foundational skills necessary for lifelong learning and success in all subject areas.	$3,669.00	No
1.5	Maintain iReady Platform for Supplemental Instruction	i-Ready is an online program for reading and/or mathematics that will help our teachers determine their students' needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows our teachers to meet the student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.	$12,400.00	No
1.6	Maintain Renaissance Platform Access	Accelerated Reader (AR) and myON both play pivotal roles in enhancing ELA achievement. AR engages students in independent reading by offering a wide range of leveled texts and assessing comprehension through quizzes, fostering reading fluency and comprehension skills. Meanwhile, myON provides access to a vast digital library with personalized recommendations, allowing students to explore diverse genres and topics aligned with their interests and reading levels. Together, these programs promote literacy development, expand vocabulary, and cultivate a love for reading, ultimately boosting ELA achievement by empowering students to become proficient, confident readers across various text types and formats.	$6,677.00	No
1.7	Support Push-in Aides for	This action allocates funding to enable special education aides to provide in-class support for unduplicated Students with Disabilities. Recognizing that these students often face unique challenges in achieving proficiency in	$148,578.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Unduplicated Students with IEPs	core subjects, this initiative integrates aides into general education classrooms in order to provide the least restrictive environment for students. The aides will deliver personalized assistance, help differentiate instruction, and ensure that students can fully access and engage with the curriculum. This approach fosters an inclusive learning environment, addresses individual learning needs, and helps bridge achievement gaps. By providing special education aides in the classroom, students receive immediate and tailored support, enhancing their ability to grasp and master core subject material. This action supports differentiated instruction and helps teachers manage diverse learning needs more effectively. Effectiveness will be measured through student progress on standardized assessments, classroom grades, and achievement of IEP goals. Additional metrics include monitoring improvements in attendance and engagement, as well as collecting feedback from teachers, aides, and students to assess the overall impact of the support provided.		
1.8	Aide to Support Combination Classroom(s)	This action funds the employment of aides in combination classrooms to specifically support unduplicated students, including those who are Socioeconomically Disadvantaged, English Learners, and Foster Youth. Combination classrooms, which group students from different grade levels, present unique instructional challenges. The presence of aides ensures that unduplicated students receive targeted assistance, helping them navigate and succeed in this complex learning environment. Aides in combination classrooms provide personalized support and help differentiate instruction, ensuring that unduplicated students can effectively access and engage with the curriculum. This targeted assistance addresses the diverse learning needs of these students, helping them achieve proficiency and make adequate progress in core subjects. The effectiveness of this action will be monitored through student progress on standardized assessments, classroom grades, and other academic performance indicators. Additional metrics include tracking attendance and engagement levels, as well as gathering feedback from teachers, aides,	$44,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and students to evaluate the impact of the aides' support on student learning outcomes.		
1.9	Push-in Support for ELD Students	This action establishes push-in support for our highest-need English Language Development (ELD) students. A dedicated support staff member will work directly within the classrooms to provide targeted assistance during regular instruction. This approach aims to address the unique language and academic needs of these students by offering immediate support with comprehension, language development, and task completion. By embedding support within the classroom environment, we ensure that our highest-need ELD students receive personalized assistance tailored to their specific learning challenges. This initiative facilitates greater integration into classroom activities while promoting language acquisition and academic success.	$52,315.00	Yes
1.10	Basic Services	Non-instructional / Student support, administrative, and operational functions that consume LCFF funds to support our instructional program.	$873,262.00	No
1.11	Fund Stand Alone TK Classroom	The Vallecitos Elementary School will fund a full-day Transitional Kindergarten (TK) classroom with supplemental and concentration dollars. This program will cater to the early educational needs of all students, with a specific focus on those from our high unduplicated population. The TK classroom aims to provide a strong educational foundation through an enriched curriculum and targeted support, ensuring readiness for kindergarten and beyond. The extended hours will allow for comprehensive developmental activities, individualized attention, and family engagement opportunities, fostering a nurturing learning environment that supports both academic and social-emotional growth.	$94,842.00	Yes
1.12	Rosetta Stone for Long-Term English Learners	To improve English proficiency among our Long-Term English Learners, we will purchase Rosetta Stone software to support their growth in English Language Arts, Math, and Science. This interactive platform offers	$2,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		personalized learning, enhancing listening, speaking, reading, and writing skills. With adaptive lessons tailored to individual needs and flexible online access, students can practice both in and out of school, helping close the achievement gap, improving English proficiency, and supporting their academic success across all subjects.		
1.13	SIOP Training to Faculty	To support the development of language acquisition for our English Learners, we will conduct a professional development day focused on Sheltered Instruction Observation Protocol training. This training will equip educators with strategies to integrate language and content instruction, making lessons more accessible for English Learners. By enhancing teachers' abilities to deliver effective, language-focused instruction, we aim to improve EL student outcomes and ensure consistent growth across core academic subjects. Although English Learners are the primary focus of this action, we will implement the training at a school wide level so that all students can benefit from specialized instructional techniques.	$4,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Vallecitos School District will maintain school safety, high levels of student attendance, foster a positive climate, and promote broad parent/community engagement.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal ensures legal compliance, prioritizes student well-being, meets community engagement expectations, drives positive educational outcomes, and demonstrates accountability. The goal reflects a commitment to providing a safe, welcoming environment conducive to learning, fostering strong attendance rates, nurturing a positive school climate, and actively engaging parents and the community in the educational process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average Daily Attendance	91.55%			96%	
2.2	Suspension Rate	1%			0.5%	
2.3	Chronic Absenteeism Rate	23.7%			10%	
2.4	Indicators from the Healthy Kids Survey for Parents- Average percent of respondents	• School is a safe place for my child: 50%			• School is a safe place for	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting "Strongly agree" and Agree" • School is a safe place for my child. • School actively seeks input of parents. • School motivates students to learn.	• School actively seeks input of parents: 43% • School motivates students to learn: 64%			my child: 60% • School actively seeks input of parents: 53% • School motivates students to learn: 74%	
2.5	Indicators from the Healthy Kids Survey for 7th-8th grade students- Average percent of respondents reporting "Strongly agree" and "Agree" • I feel safe at this school. • I am happy to be at this school. • I do things that make a difference. • I try hard on my school work because I am interested in it.	• I feel safe at this school: 66% • I am happy to be at this school: 67% • I do things that make a difference: 27% • I try hard on my school work because I am interested in it: 54%			• I feel safe at this school: 80% • I am happy to be at this school: 80%' • I do things that make a difference : 50% • I try hard on my school work because I am interested in it: 80%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Indicators from the Healthy Kids Survey for 3rd-6th Grade Students- Average percent of respondents reporting "Strongly agree" and "Agree" • Do you feel safe at school? • Are you happy to be at this school? • Do the teachers and other grown-ups at school ask you about your ideas? • Do you get to do interesting activities at/when you participate in school?	• Do you feel safe at school? 72% (grades 3-5) • Are you happy to be at this school? 73% (grades 3-6) • Do the teachers and other grown-ups at school ask you about your ideas? 30% (grades 3-6) • Do you get to do interesting activities at/when you participate in school? 52% (grades 3-6)			• Do you feel safe at school? 82% (grades 3-5) • Are you happy to be at this school? 83% (grades 3-6) • Do the teachers and other grown-ups at school ask you about your ideas? 60% (grades 3-6) • Do you get to do interesting activities at/when you	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					participate in school? 72% (grades 3-6)	
2.7	Total # of chronically absent or at risk of being chronically absent students who received home visits / total number of chronically absent students= %	10/40= 25%			100% of chronically absent or at-risk of being chronically absent students will receive at least one home visit.	
2.8	Indicators from the Healthy Kids Survey for Staff- A/verage percent of respondents reporting "Strongly agree" and "Agree" • School is a safe place for staff. • Adults who work at this school support and treat each other with respect. • This school motivates students to learn:.	• School is a safe place for staff: 85% • Adults who work at this school support and treat each other with respect: 46% • This school motivates students to learn:77%			• School is a safe place for staff: 100% • Adults who work at this school support and treat each other with respect: 85% • This school motivates students to learn:100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	- Number of Engagement Opportunities % of attendance from families at each event. Each event will provide specific opportunities for unduplicated students and/or their families to engage with targeted resources to support their well-being. Resources includes access to community partners such as the VIsta Community Clinic, Palomar College, the Fallbrook Regional Healthcare District, TURN Behavioral Health, Migrant Education resources, and other similar supports to	1 Family Movie Night and - Orientation: unknown 1 Cultural Celebration Night: unknown 3 Lunch on the Lawns: unknown 1 Back to School Night: 58% attendance from families 1 Parent Teacher Conferences; 1 Open House: 69% attendance from families 4 DELAC Meetings: 4% attendance from families AND Indicators from the Healthy Kids Survey for Parents- Average			1 Family Movie Night and Orientation: 90% attendance from families 1 Back to School Night: 95% attendance from families 4 DELAC/Cultural Celebration Nights: 70% attendance from families 4 Lunch on the Lawns: 65% attendance from families 1 Parent Teacher Conferences:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	support their needs. AND # Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree" • School encourages me to be an active partner. • Parents feel welcome to participate in this school. • School actively seeks the input of parents.	percent of respondents reporting "Strongly Agree" • School encourages me to be an active partner: 64% • Parents feel welcome to participate in this school: 80%. • School actively seeks the input of parents: 43%			100% attendance from families • 1 Open House: 95% attendance from families • 1 Talent and Art Show: 75% attendance from families Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree" • School encourages me to be an active partner: 80% • Parents feel welcome	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					to participate in this school: 100%. • School actively seeks the input of parents: 75%	
2.10	School facilities are maintained in good repair	91.52% (FIT)			96% (FIT)	
2.11	Pupil expulsion rates	0.5%			0%	
2.12	Middle School dropout rates	0%			0%	
2.13	Number of home visits to follow-up on attendance and other achievement related concerns. The District will ensure that the needs of our unduplicated and special education services are prioritized in supported when determining which families to select for home visits.	Home visits for 15% of our chronically absent students.			Home visits for 85% of our chronically absent students.	
2.14	IEP meeting parent participation rate	100% parent participation.			100% parent participation.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.15	Number of parent engagement workshops designed specifically to support students with IEPs.	0 per year.			4 per year (quarterly).	

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	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	During the school year, we will host the following events in order to engage with families and the community in positive ways and seek meaningful feedback from them: • 1 Family Movie Night and Orientation- This event starts the year off on a positive note and allows all families to learn the expectations for the year and receive their Parent/Student	$79,569.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Handbook. During this event we also recruit parents to volunteer for events and committees, survey families as to what workshops and events they would like to see throughout the year and the best days and times for these events to take place. • 2 Back to School Night- Families will have a chance to meet teachers and learn expectations for the school year. • 4 DELAC/Cultural Celebration Nights- Paired with DELAC meetings, these events allow families to share traditions, foods, and cultures with each other. We want all of our families to feel welcome and appreciated. • 4 Lunch on the Lawns: These events are opportunities for families to have lunch with their students. During these events, parents are also asked for feedback via surveys throughout the year. • 1 Parent Teacher Conferences: This is an opportunity for families to connect with each teacher and partner on the academic success of each student. • 1 Open House/Talent and Art Show: 75% attendance from families- This event allows students to showcase their academic, artistic, and other talents for the community. We want all of our students to feel seen and sharing their work and talents with an authentic audience is a means to make this happen.		
2.2	Home Visits for Tier II and III Attendance Concerns	Conduct regular home visits for our students who exhibit attendance patterns that lead to chronic absenteeism. This is an area where we are	$5,421.00	Yes

Action #	Title	Description	Total Funds	Contributing
		red on the CA School Dashboard for students categorized as English Learners, Hispanic, and Socioeconomically disadvantaged.		
2.3	Parent Engagement/Education Workshops	Host informational events to both educate and learn from parents and community ways to increase engagement, attendance, and achievement and reducing incidences of school violence, substance abuse, and other behaviors that adversely affect achievement. Topics include, but are not limited to substance abuse awareness, benefits of positive school attendance, and safety initiatives, such as digital citizenship and online safety.	$9,657.00	Yes
2.4	Viking Ticket Store	Through out PBIS initiative students earn Viking Tickets for demonstrating our Three Be's- Be Safe, Be Respectful, Be Responsible. The students are able to cash the tickets in for various kinds of merchandise distributed from the Viking Store, as well as experiences such as reading to students in another classroom or choosing a staff member's hairstyle for the day. The funds allocated in this action will encourage students to make an extra effort to add value to the campus environment. Vallecitos School District will support the Viking Store with supplemental and concentration grants due to the fact that we expect this action to provide advantages for students who are Socioeconomically Disadvantaged, homeless, foster youth, and English learners. Specifically, the store is intended to address their unique needs by motivating and inspiring positive behavior. By earning Viking Tickets through exemplary efforts and citizenship, these students will have access to desirable merchandise they might otherwise be unable to afford, fostering a sense of inclusivity and reducing financial disparities among peers. Additionally, for Socioeconomically Disadvantaged students, the Viking Store creates a reward system that acknowledges their hard work and incentivizes continued academic excellence. Homeless and foster youth can benefit from a sense of achievement and belonging, as they earn Viking Tickets through positive behaviors, boosting their self-esteem and integration into the school community. English learners will be motivated to	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engage actively in the learning process, as they can trade Viking Tickets for resources that aid language acquisition, such as books or educational games. While all students benefit from the Viking Store's positive reinforcement, the benefit of the Viking Store is targeted to our unduplicated pupils to ensure that vulnerable students are equally empowered to participate, fostering an inclusive and supportive learning environment for all.		
2.5	Maintain Social-Emotional Learning Specialist (PPS Counselor)	Maintain the presence of a dedicated Social-Emotional Learning (SEL) counselor within Vallecitos School District to provide targeted support and interventions for students' social and emotional development. The SEL counselor will facilitate SEL curriculum implementation, provide individual and group counseling sessions, and collaborate with staff to promote a positive school climate conducive to academic success and emotional well-being. This action will support Vallecitos in two of our under-performing areas, chronic absenteeism and suspensions.	$93,319.00	No
2.6	Experiential Field Trips	Each grade level will participate in at least one off-campus field trip on an annual basis. The District will engage with our Parent-Teacher Organization and faculty for input to determine the appropriate destinations for each grade level based on academic alignment, maturity levels, and similar factors. The action of providing off-campus field trip opportunities significantly benefits low-income, homeless, foster youth, and English learners by offering enriching experiences that may otherwise be inaccessible to them. The use of Supplemental and Concentration funds for this action will ensure that financial constraints do not hinder their participation, allowing them to partake in educational and cultural outings that foster experiential learning. For low-income students, this exposure to new environments can broaden their horizons, inspiring future aspirations and providing a context for classroom learning. Homeless and foster youth will benefit from a sense of belonging and normalcy, as field trips offer opportunities to bond with peers and supportive adults. Additionally, English learners will gain valuable exposure to real-world language usage, enhancing their language skills in practical settings. While all students benefit from off-campus trips, these grants will particularly empower	$5,900.00	No

Action #	Title	Description	Total Funds	Contributing
		vulnerable students, narrowing the opportunity gap and promoting a more equitable educational experience for all.		
2.7	Maintain Access to Second Step Platform	Second Step fosters a healthy, safe, and inclusive campus culture by equipping students with social-emotional skills to navigate challenges effectively. Through interactive lessons, students learn empathy, communication, and problem-solving, enhancing relationships and reducing conflicts. By addressing topics like bullying prevention and diversity appreciation, Second Step promotes respect and understanding, creating a supportive environment where all students feel valued and included. By cultivating a positive school climate grounded in empathy and cooperation, Second Step contributes to a culture of well-being, safety, and inclusivity, ultimately enhancing students' academic success and overall development.	$1,275.00	No
2.8	Mano A Mano Foundation Partnership	Implement the Mano A Mano program at Vallecitos School District, offering comprehensive support to underserved communities. This action involves collaborating with the foundation to provide educational resources, healthcare services, and community development initiatives tailored to the district's needs. By partnering with Mano A Mano, Vallecitos aims to address equity gaps, enhance student well-being, and foster community engagement, ultimately promoting a more inclusive and supportive learning environment for all students and families.	$6,000.00	Yes
2.9	Maintain GoGuardian Contract	GoGuardian is a digital learning management platform aimed at enhancing student engagement, safety, and academic success. This action involves integrating GoGuardian's suite of tools to monitor student online activity, provide real-time support, and facilitate personalized learning experiences. By implementing GoGuardian, Vallecitos aims to promote responsible digital citizenship, ensure online safety, and optimize learning outcomes in both traditional and remote learning environments, thus supporting the district's commitment to providing a secure and effective digital learning environment for all students.	$5,300.00	No

Action #	Title	Description	Total Funds	Contributing
		Although the action is school wide not contributing specifically to the needs of our unduplicated students, it provides significant supports to unduplicated students in a number of ways. Integrating GoGuardian into Vallecitos' digital learning environment provides tailored support for each of the unduplicated student groups. For our English Learners, GoGuardian enables educators to monitor online activity closely, ensuring that they access appropriate resources for language development. The platform's ability to track student progress and provide real-time feedback helps teachers identify areas where ELs may need additional support, allowing for targeted interventions that enhance their language acquisition and overall academic performance. Also, the students can communicate with the teacher through the platform privately, which reduces the fear and anxiety that newcomer EL's might experience when first having to communicate in their classroom.

For our socioeconomically disadvantaged and foster youth students, GoGuardian helps bridge the digital divide by ensuring equitable access to educational content and resources. The platform's real-time monitoring ensures that these students stay focused on their academic tasks, minimizing distractions. Additionally, it provides data that can be used to identify and support students who may be struggling due to outside challenges, offering personalized assistance to meet their unique needs. GoGuardian's comprehensive monitoring tools help create a stable and secure online environment, which is crucial for students who may experience frequent changes in their living situations. The platform allows educators to provide consistent support and maintain continuity in learning, ensuring that foster youth have the tools and resources they need to succeed academically and emotionally. The program also works while the students are utilizing District issued Chromebooks at home, which promotes safety and stability while they're away from school. | | |
| **2.10** | Maintain Movie License | Maintaining a license with Swank provides Vallecitos School District with legal access to a diverse range of educational films and documentaries. This action ensures compliance with copyright laws while enriching curriculum with multimedia resources to support teaching and learning across various subjects. By maintaining the Swank movie license, | $480.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		Vallecitos promotes visual literacy, cultural awareness, and critical thinking skills among students. These films serve as valuable educational tools, enhancing classroom instruction, fostering student engagement, and facilitating deeper understanding of complex concepts, thus contributing to a comprehensive and enriching educational experience for all students.		
2.11	Campus Supervision	The District will utilize campus supervisors to promote and maintain a safe and positive campus environment. Campus supervisors will monitor the campus during times when students are in transition or recess. Campus supervisors will promote our PBIS initiatives and Viking Ticket program. Funding campus supervision with supplemental and concentration grants will have a transformative impact on low-income, homeless, foster youth, and English learner students by addressing their unique challenges and enhancing their academic experience. Specifically, these actions will enable schools to implement targeted support systems for this vulnerable group, ensuring their safety, well-being, and access to valuable resources. Additional supervision will create a nurturing environment, which is especially critical for homeless and foster youth who lack stable homes. English learners will benefit from personalized language assistance during supervision hours, aiding their language development and comprehension skills. Moreover, this action allows the school to utilize our instructional aides for supervision and offers mentoring opportunities, fostering emotional support and educational guidance tailored to their individual needs. By recognizing and helping our most vulnerable populations address their specific hurdles, this action is expected to have a positive effect on academic performance and promote overall success, ultimately breaking the cycle of educational inequity.	$69,718.00	Yes
2.12	Psychological Services	Provide targeted psychological services to unduplicated students, including English learners, low-income students, and foster youth, to address their unique social-emotional needs. Services will include individual and group counseling, mental health assessments, and referrals to external providers as needed. This action aims to support students' mental well-being, enhance their academic performance, and reduce barriers to learning by offering culturally responsive, accessible care. The initiative will focus on	$6,021.00	Yes

Action #	Title	Description	Total Funds	Contributing
		early intervention and sustained support to improve overall student outcomes and foster a safe, inclusive school environment.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Implement comprehensive college and career readiness programs across Vallecitos School District to equip TK-8 students with essential skills, knowledge, and resources for future academic success and career pathways.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Promoting college and career initiatives for Vallecitos School District is essential to prepare students for future success. By implementing comprehensive programs from TK-8th grades that promote college and career readiness, the district ensures students receive early exposure to various career pathways and are equipped with the necessary skills and knowledge to pursue those pathways beyond Vallecitos. This goal reflects a commitment to fostering a culture of lifelong learning, empowering students to make informed decisions about their education and career aspirations. It also aligns with broader educational objectives to promote equity, access, and opportunity for all students, regardless of background or socioeconomic status. When looking at parent surveys from 23-24, only 17% of our students had parents who completed a four year degree or higher and over 85% of our students are socioeconomically disadvantaged indicating a need to help our families navigate systems of higher education and skilled labor that will promote upward social mobility.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of Students in Grades 3-8 Who Visit College Campuses Each Year	8.4%			100%	
3.2	Percent of Students Who Visit Off-Campus Places of Work Each Year	13.68%			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of Unique Off-Campus Places of Work Visited Each Year	1			20	
3.4	Number of Visits from Career Representatives Each Year (includes Virtual)	3			20	
3.5	Percent of Students Fully Completing Xello Profiles	0%			80%	

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	College Field Trips	To advance college and career readiness i then Vallecitos School District, we will facilitate annual visits to three colleges per year. This action exposes students to diverse higher education institutions, offering firsthand insights into academic programs, campus life, and career pathways. By organizing college field trips, Vallecitos equips students with the knowledge and inspiration to pursue post-secondary education and career goals. These visits foster exploration, aspiration, and informed decision-making, empowering students to envision their future paths and take proactive steps toward achieving academic success and fulfilling their potential in college and beyond.	$3,660.00	Yes
3.2	Career Visits / Field Trips	Vallecitos School District will organize workplace field trips or visits for the students. This action immerses students in real-world career environments, providing hands-on experiences and insights into various professions and industries. By visiting workplaces, students gain practical knowledge, explore career interests, and connect classroom learning to future aspirations. The field trips foster career exploration, cultivate essential workplace skills, and inspire students to set academic and career goals aligned with their interests and strengths. Through experiential learning opportunities, Vallecitos prepares students for success in post-secondary education and diverse career pathways.	$6,800.00	Yes
3.3	Linda Vista Innovation Center Field Trips	Our 6th and 7th graders will have the opportunity to participate in a series of field trips to the Linda Vista Innovation Center, an innovative hub where students explore, create, and learn through hands-on educational experiences. This immersive trip will expose students to six innovation labs, each simulating work environments in industries crucial to our regional economy, including Design Thinking, Information and Communication Technology, Advanced Manufacturing, Health and Biotech, Esports, and Middle School STEAM. This field trip is particularly beneficial for English Learners (ELs), socioeconomically disadvantaged, and homeless or foster youth students. It provides them with exposure to diverse career pathways and hands-on learning experiences, fostering a deeper understanding of real-world applications of STEM concepts. Additionally, the trip promotes inclusivity by ensuring all students have equal access to innovative educational opportunities, regardless of their	$3,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
		background or socioeconomic status. By using supplemental and concentration funds to support this action, we prioritize equity and provide underserved students with access to enriching experiences that can inspire their academic and career aspirations.		
3.4	Implement Xello Online Career Exploration Program for Middle Grade Students	Xello is a widely used online career exploration and planning platform designed to help students from elementary school and middle school prepare for their future careers and educational paths. Xello provides a range of tools and resources to assist students in understanding their strengths, interests, and potential career options. Xello is designed to empower students to make informed decisions about their future by providing comprehensive, personalized career and education planning tools. It aims to enhance student engagement, improve educational outcomes, and better prepare students for the transition from school to work or further education.	$646.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$646,901	$77,951

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
34.285%	4.362%	$82,023.47	38.647%

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
1.3	**Action:** Maintain Full-Time Reading Specialist **Need:** With over 80% of our student population being unduplicated pupils, there is a critical need to enhance literacy skills across the school. Many students require additional support to achieve grade-level proficiency in reading, which is fundamental to their overall academic success. According to 2023 CAASPP ELA	Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners.	The effectiveness of this action will be measured by tracking students' progress on local reading assessments, improvements in classroom reading grades, and overall literacy rates. Additional metrics include monitoring engagement levels in reading activities

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

	data, English Learners were 43.8 points below the standard and declined 12.2 points from the previous year. Socioeconomically disadvantaged students were 24.3 points below the standard and declined 5.4 points. During 2023, we also administered the Pearson QRI-7 to all students in grades 1-8 and the data showed significant deficiencies among our unduplicated population.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Through our Multi-Tiered Systems of Support (MTSS), the Reading Specialist will bring specialized expertise in literacy instruction, assessment, and intervention, working collaboratively with teachers to identify struggling readers, implement evidence-based interventions to students 1x1 and in small group setting, and monitor progress over time. They will conduct assessments to diagnose reading difficulties and develop individualized intervention plans.
		
		The Reading Specialist will provide ongoing professional development to educators on effective literacy practices in the role of Instructional Coach, incorporating differentiated instructional strategies tailored to meet the unique needs of our special populations such as English Learners and Students with Disabilities. Through coaching cycles, the Reading Specialist and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. The Reading Specialist will support the integration of literacy instruction across the curriculum, ensuring that students have access to high-quality reading materials and opportunities for meaningful literacy engagement in all subject areas.
		
		The Reading Specialist will also collaborate with families and community partners to promote a culture of literacy at home and in the broader community.
		
		By allocating LCFF Supplemental and Concentration grant funds to fund the Reading
			and collecting feedback from teachers, students, and parents to evaluate the impact of the guided reading program and the specialist's support.

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
		Specialist position, the school demonstrates a commitment to addressing disparities in literacy achievement, fostering equitable access to literacy resources and support, and ultimately empowering all students to become proficient readers and lifelong learners.	
1.11	**Action:** Fund Stand Alone TK Classroom **Need:** Our unduplicated pupils, including low-income students, English learners, and foster youth, often face significant barriers to academic success. These students are at risk of falling behind without early intervention due to limited access to quality preschool education, language development opportunities, and socio-emotional support. Addressing these needs is critical to closing achievement gaps and ensuring equitable educational outcomes. The identified need is to provide an early, robust educational start that addresses these barriers and sets a strong foundation for future academic success. **Scope:** 　LEA-wide 　Schoolwide	The full-day TK classroom will specifically address the needs of unduplicated pupils by offering extended learning time, targeted instructional strategies, and additional support services. This program will include language development activities, socio-emotional learning, and family engagement practices tailored to the unique needs of these students. By providing this program on an LEA-wide basis, we ensure that all eligible students, particularly those from disadvantaged backgrounds, have access to these critical resources. This inclusive approach promotes equity and leverages our supplemental and concentration funds to maximize educational opportunities for our most vulnerable populations.	To evaluate the effectiveness of the full-day TK classroom, we will use several metrics. These include the percentage of students meeting or exceeding developmental benchmarks in language, literacy, and math; attendance rates; and parent engagement levels. Additionally, we will track the progress of unduplicated pupils through formative assessments and longitudinal data on their academic performance in subsequent grades. Surveys will be administered to parents and teachers to gather qualitative feedback on the program's impact. These metrics will help us assess the program's success in addressing the identified needs and inform any

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
			necessary adjustments to improve outcomes.

2.1	**Action:**
	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.
	
	Need:
	Effective parent and community engagement are crucial for fostering a supportive and involved school environment. Building strong connections between the school, parents, and the community enhances student success, promotes positive school culture, and encourages collaboration among educational partners.
	
	Scope:
	  LEA-wide
	  Schoolwide
		This action aims to address the identified need by providing multiple opportunities throughout the school year for parents and the community to engage with the school. Events such as Lunch on the Lawn, Movie Nights, Back-to-School/Open House, Digital Citizenship Workshops, Cultural Celebrations, and Student Performances are organized to encourage participation and interaction. These events create avenues for parents and community members to connect with school staff, learn about school initiatives, and participate in their child's educational journey.
		
		This action is principally directed to serve the UPP students at Vallecitos School District by creating inclusive opportunities that foster engagement from historically underserved communities. Many of our UPP students, including English learners and low-income families, benefit significantly from strong connections between home and school. Events such as Lunch on the Lawn, Movie Nights, and Cultural Celebrations are designed to be accessible and welcoming, encouraging participation from diverse backgrounds.
		
		By offering Digital Citizenship Workshops and Back-to-School/Open House events, we aim to empower parents with the knowledge and resources they need to support their children's education, thereby directly addressing the unique challenges faced by UPP students. These activities not only enhance understanding and collaboration among educational partners but also
			• Number of Engagement Opportunities
			• % of attendance from families at each event.
			
			AND
			#
			Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"
			• School encourages me to be an active partner.
			• Parents feel welcome to participate in this school.
			• School actively seeks the input of parents.

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
		promote a positive school culture that values every student's success. Our engagement efforts are implemented schoolwide to ensure a unified approach to community involvement, promoting an inclusive environment where all families, especially those of UPP students, feel valued and involved in the educational process. This comprehensive strategy is aligned with our commitment to equity and excellence in education for every student at Vallecitos School District.	

2.2	**Action:**
	Home Visits for Tier II and III Attendance Concerns
	
	Need:
	Students categorized as English Learners, Hispanic, and Socioeconomically Disadvantaged are disproportionately affected by chronic absenteeism, negatively impacting their academic achievement and overall well-being. Addressing attendance concerns through targeted interventions is essential to ensure these students have equitable access to education and support.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Conducting regular home visits for students exhibiting attendance patterns leading to chronic absenteeism provides personalized support and intervention. This proactive approach allows school staff to connect directly with students and families, identify underlying issues contributing to absenteeism, and provide resources and assistance to improve attendance. By building relationships and offering tailored support, home visits aim to address barriers to attendance and promote a positive school experience for all students.	Effectiveness will be measured by tracking changes in attendance rates, reductions in chronic absenteeism among targeted students, and improvements in overall school attendance. Additionally, monitoring academic progress, behavior, and engagement levels following home visits will provide insight into the impact of interventions on student outcomes. These metrics justify the use of unduplicated funds for all students, as improving attendance benefits the entire school community by promoting a supportive

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 inclusive learning environment.

2.3	**Action:**
	Parent Engagement/Education Workshops
	
	Need:
	Effective parent engagement is vital for enhancing student achievement and fostering a safe and supportive school environment. Addressing issues such as low attendance, substance abuse, and school violence requires collaborative efforts between parents, the community, and the school. Providing parent engagement and education workshops offers an opportunity to empower parents with information and resources to support their child's academic success and well-being.
	
	Scope:
	  LEA-wide
	  Schoolwide
		Hosting informational workshops on topics like substance abuse awareness, positive school attendance, and safety initiatives allows for meaningful dialogue between parents, the community, and school staff. These workshops provide a platform for sharing knowledge, discussing concerns, and exploring strategies to address challenges impacting student achievement and safety. By promoting collaboration and providing valuable information, the action aims to strengthen parent-school partnerships and create a supportive environment conducive to student success.
		
		This action principally serves UPP students by offering targeted support through Parent Engagement and Education Workshops. Many UPP students, including those from low-income and English learner families, face unique challenges that can impact attendance, academic achievement, and overall well-being. By focusing on issues like substance abuse awareness, positive school attendance, and safety initiatives, these workshops are tailored to address the specific needs of these students.
		
		The workshops empower parents with vital information and resources to support their children's education, thereby fostering a safe and supportive environment. By equipping parents with the tools to address challenges such as low attendance and school violence, we enhance the ability of families to contribute positively to their children's success.
			Effectiveness will be assessed through metrics such as workshop attendance rates, participant feedback, and changes in parent engagement levels and behaviors. Additionally, tracking improvements in attendance, reductions in incidences of substance abuse and school violence, and academic achievement outcomes will provide insight into the impact of the workshops on student success and well-being. These metrics justify the use of unduplicated funds for all students by demonstrating the broader benefits of enhancing parent engagement and addressing issues that affect the entire school community.

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
		These workshops are implemented on a schoolwide basis to ensure that all parents, especially those of UPP students, have the opportunity to engage in meaningful dialogue and collaboration with the school. By building strong partnerships between parents, the community, and the school, we create a cohesive approach that supports the unique needs of UPP students, aligning with Vallecitos School District's commitment to equity and academic excellence for all students.	

2.4	**Action:**
	Viking Ticket Store
	
	Need:
	Creating a positive school culture and motivating students to exhibit exemplary behavior and effort is essential for fostering a supportive learning environment. However, some students, particularly those who are socioeconomically disadvantaged, homeless, foster youth, and English learners, may face additional challenges in accessing resources and experiencing a sense of belonging and achievement.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The Viking Ticket store incentivizes positive behavior and effort by providing students with tangible rewards for their actions. By earning Viking Tickets through exemplary behavior and effort, students can exchange them for merchandise or experiences, fostering a sense of achievement, belonging, and motivation. The allocation of funds from supplemental and concentration grants ensures that all students, especially those from vulnerable backgrounds, have access to the Viking Ticket store and its benefits, thus addressing their unique needs and promoting inclusivity.	Effectiveness will be monitored through metrics such as student participation in the Viking Ticket store, changes in behavior and effort levels, and feedback from students, teachers, and parents. Additionally, tracking academic performance, attendance rates, and disciplinary incidents will provide insights into the impact of the Viking Ticket store on student outcomes and school climate. These metrics justify the use of unduplicated funds for all students by demonstrating the equitable distribution of resources to support positive behavior and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			achievement for all students, especially those from underserved backgrounds.

2.8	**Action:**
	Mano A Mano Foundation Partnership
	
	Need:
	Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to critical educational resources, healthcare services, and community support. These gaps can hinder their academic performance and overall well-being, exacerbating existing inequities and limiting their potential for success.
	
	Scope:
	  LEA-wide
	  Schoolwide
		The partnership with the Mano A Mano Foundation aims to bridge equity gaps by providing tailored support to the district's most vulnerable students. Through educational workshops, healthcare services, and community development initiatives, the foundation addresses the specific needs of unduplicated pupils. This collaboration ensures students have access to vital resources that promote academic success, health, and well-being. Implementing this program on an LEA-wide basis ensures all students benefit from a comprehensive support system, fostering an inclusive and supportive learning environment that enhances engagement and community involvement.	Effectiveness will be monitored through various metrics, including student attendance and participation in Mano A Mano programs, academic performance data, and health outcomes. Surveys of students, parents, and teachers will assess the perceived impact of the services provided. Additionally, tracking the frequency and outcomes of healthcare interventions and community engagement activities will provide insight into the program's effectiveness. These metrics will help evaluate the success of the partnership in addressing the needs of unduplicated pupils and promoting a more equitable educational environment.

2.10	**Action:** Maintain Movie License **Need:**	Maintaining a movie license with Swank provides equitable access to a wide range of educational films and documentaries, supporting the diverse learning needs of unduplicated pupils. These multimedia resources enhance classroom	Effectiveness will be monitored through metrics such as student engagement and feedback, teacher

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

	Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to diverse and enriching multimedia resources at home. This gap can limit their exposure to cultural, historical, and educational content, which is essential for a well-rounded education and development of critical thinking skills.
	
	Scope:
	  LEA-wide
	  Schoolwide
		instruction, making complex concepts more accessible and engaging. By integrating films that promote visual literacy and cultural awareness, the district ensures that all students, especially those from underserved backgrounds, benefit from enriched educational experiences. Offering this resource on an LEA-wide basis ensures compliance with copyright laws and provides a consistent, high-quality educational tool across all schools in the district.	evaluations of instructional impact, and the frequency of film utilization in classrooms. Additionally, tracking improvements in comprehension and critical thinking skills through assessments and classroom discussions will help evaluate the impact of multimedia resources on student learning outcomes. These metrics will ensure the Swank movie license effectively supports the educational needs of unduplicated pupils and enhances the overall learning environment.

2.11	**Action:** Campus Supervision **Need:** Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, face heightened challenges such as instability, language barriers, and lack of consistent support and safety. These challenges can negatively impact their academic performance, social-emotional well-being, and overall school experience. **Scope:**	Implementing campus supervision addresses the needs of unduplicated pupils by creating a safe and supportive school environment. Campus supervisors enhance safety during transitions and recess, promote Positive Behavioral Interventions and Supports (PBIS), and offer personalized support. For homeless and foster youth, stable supervision provides a sense of security and belonging. English learners benefit from language assistance and mentoring, aiding their language development and comprehension. Providing this action on an LEA-wide basis ensures that all students, especially the most vulnerable, have equal access to a nurturing environment, which supports their academic and social-emotional development.	Effectiveness will be monitored through metrics such as the number of disciplinary incidents, attendance rates, and student surveys on safety and well-being. Teacher and supervisor observations will assess student behavior and engagement. Additionally, tracking the participation and progress of unduplicated pupils in PBIS initiatives and the Viking Ticket program will

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 Schoolwide		help evaluate the program's impact. These metrics will ensure that campus supervision effectively supports unduplicated pupils, promoting a safe, positive, and inclusive school environment conducive to their academic success.
3.1	**Action:** College Field Trips **Need:** Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack exposure to higher education opportunities and resources. This can result in limited aspirations and preparedness for post-secondary education and career pathways. **Scope:** LEA-wide Schoolwide	College field trips address the needs of unduplicated pupils by providing them with direct exposure to college environments, academic programs, and potential career paths. These experiences demystify higher education, making it more attainable and less intimidating. For low-income, homeless, and foster youth, the trips offer a glimpse of opportunities that may seem out of reach, thereby inspiring them to pursue higher education. English learners benefit from exposure to diverse academic settings, enhancing their understanding and motivation. Implementing this action on an LEA-wide basis ensures that all students, particularly the most vulnerable, receive equal opportunities to explore and aspire to higher education, promoting equity and informed decision-making. This action is principally directed to UPP students, by providing college field trips that expand their exposure to higher education opportunities. These students often face barriers that limit their access to information about college and career pathways. By visiting college campuses, they gain firsthand experience of academic programs and campus	Effectiveness will be monitored through metrics such as the number of students participating in college field trips, student surveys measuring changes in college aspirations and preparedness. Feedback from students and teachers will provide insights into the impact of the trips on students' motivation and understanding of higher education. Additionally, tracking the academic performance and engagement of participating students will help evaluate the long-term benefits of the college visits, ensuring the action supports the goal of advancing college and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		life, which helps to demystify higher education and make it feel more attainable. For low-income, homeless, and foster youth, these trips offer an inspiring view of opportunities that might otherwise seem out of reach, motivating them to pursue higher education. English learners benefit from seeing diverse academic settings, which can enhance their understanding of the educational landscape and increase their motivation. By implementing college field trips on an LEA-wide basis, Vallecitos School District ensures that all students, particularly UPP students, have equal access to these empowering experiences. This action supports the district's commitment to equity by promoting informed decision-making and encouraging aspirations for higher education among our most vulnerable students, aligning with our goal of ensuring academic success for all.	career readiness for unduplicated pupils.
3.2	**Action:** Career Visits / Field Trips **Need:** Many unduplicated pupils, such as those from low-income families, English learners, and foster youth, may lack exposure to diverse career options and lack the resources to explore potential career paths effectively. They may also struggle with envisioning themselves in various professions due to limited exposure to real-world workplaces. **Scope:**	This action provides unduplicated pupils with firsthand exposure to various careers through workplace visits and field trips, helping them overcome barriers related to limited exposure and resources. By immersing students in real-world environments, they can explore different professions, understand workplace expectations, and envision themselves in future careers. Providing these experiences on an LEA-wide or schoolwide basis ensures equitable access for all students, particularly those from underserved backgrounds, fostering inclusivity and reducing disparities in career readiness.	Pre and post-visit surveys assessing students' knowledge of career options, confidence in setting career goals, and understanding of workplace expectations. Participation rates of unduplicated pupils in career-related extracurricular activities or programs post-visit, indicating sustained

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 Schoolwide	This action is principally directed to UPP students, including those from low-income families, English learners, and foster youth, by offering career visits and field trips that expand their exposure to diverse career options. These students often face significant barriers to exploring potential career paths due to limited resources and exposure to various professions. By providing firsthand experiences through workplace visits, students can immerse themselves in real-world environments, gaining insights into different professions and workplace expectations. These visits help UPP students envision themselves in future careers by offering tangible examples of professional opportunities that might otherwise seem unattainable. This exposure is crucial for helping them overcome challenges related to limited career awareness and resources. By implementing career visits and field trips on an LEA-wide basis, Vallecitos School District ensures that all students, particularly UPP students, have equitable access to these empowering experiences. This action supports the district's commitment to fostering inclusivity and reducing disparities in career readiness by promoting equal opportunities for career exploration and encouraging aspirations among our most underserved students, aligning with our goal of preparing all students for future success.	interest and engagement in career exploration. Tracking of post-secondary education choices and career pathways chosen by unduplicated pupils, measuring the impact of workplace visits on their academic and career decisions.
3.3	**Action:** Linda Vista Innovation Center Field Trips **Need:**	Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, and homeless or foster youth, often face barriers to accessing hands-on learning experiences and	Pre and post-trip surveys assessing students' understanding of STEM concepts, career interests,

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

	Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, and homeless or foster youth, often face barriers to accessing hands-on learning experiences and exposure to diverse career pathways. They may lack resources and opportunities to explore STEM fields and may struggle to see the relevance of their classroom learning to real-world applications.
	
	Scope:
	  LEA-wide
	  Schoolwide
		exposure to diverse career pathways. They may lack resources and opportunities to explore STEM fields and may struggle to see the relevance of their classroom learning to real-world applications.	and confidence in pursuing STEM-related pathways. Tracking participation rates of unduplicated pupils in STEM-related extracurricular activities or programs post-trip, indicating sustained engagement and interest in STEM fields. Observing changes in academic performance and attendance among unduplicated pupils following the field trips, indicating potential impacts on motivation and engagement.

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
1.2	**Action:** Maintain Full-Time English Language Development Coordinator **Need:** English Learners (ELs) at Vallecitos require specialized support to develop language	Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in	The effectiveness of this action will be monitored through metrics such as EL students' progress on the ELPAC, performance in core subject areas, and reclassification rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	proficiency and succeed academically in core subjects. These students often face barriers in accessing the curriculum due to language differences, which can impact their overall academic performance. **Scope:** Limited to Unduplicated Student Group(s)	facilitating their academic success and linguistic development. The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students.	Additional measures include tracking attendance and engagement, and gathering feedback from teachers, students, and parents to assess the overall impact of the coordinator's support on student outcomes.
1.7	**Action:** Support Push-in Aides for Unduplicated Students with IEPs **Need:**	Allocating funds to enable special education aides to push into general education classrooms provides direct, in-the-moment support for unduplicated Students with Disabilities. These aides deliver personalized assistance, help	The effectiveness of this action will be measured through various metrics, including student progress on standardized

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Unduplicated Students with Disabilities often encounter significant barriers to achieving proficiency in core subjects due to their unique learning needs. These students require additional support to ensure they can access and engage with the curriculum effectively. **Scope:** Limited to Unduplicated Student Group(s)	differentiate instruction, and foster an inclusive classroom environment. By addressing individual learning challenges, this approach ensures that these students receive the targeted help they need to make adequate progress alongside their peers.	assessments, classroom grades, and attainment of IEP goals. Additional indicators will include tracking improvements in attendance and engagement levels, as well as collecting qualitative feedback from teachers, aides, and students. These metrics will provide a comprehensive understanding of the impact of the support provided by special education aides.
1.8	**Action:** Aide to Support Combination Classroom(s) **Need:** Unduplicated students in combination classrooms, which combine two different grade levels, often face challenges in accessing grade-appropriate instruction and support. Students who are Socioeconomically Disadvantaged, English Learners, and Foster Youth often require additional assistance to ensure they can meet academic standards. **Scope:** Limited to Unduplicated Student Group(s)	Employing aides in combination classrooms provides targeted support to unduplicated students. These aides assist with differentiated instruction, ensuring that each student can engage with the curriculum at their appropriate level. By providing personalized help, aides help unduplicated students overcome learning barriers and make adequate progress in core subjects.	Effectiveness will be assessed through various metrics, such as student progress on standardized tests, classroom grades, and other academic performance indicators. Additional measures include monitoring attendance and engagement levels and collecting feedback from teachers, aides, and students. These metrics will provide a comprehensive evaluation of the impact of the aides' support on student

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			learning and overall academic achievement.
1.9	**Action:** Push-in Support for ELD Students **Need:** Our highest-need English Language Development (ELD) students require intensive, targeted support to develop language proficiency and succeed academically. These students face significant challenges in accessing the curriculum and require additional assistance to bridge language gaps. **Scope:** Limited to Unduplicated Student Group(s)	Providing push-in support for our highest-need ELD students addresses these challenges by offering immediate, in-class assistance. A designated support staff member will work directly with these students during regular class time, helping to clarify instructions, scaffold learning, and provide language development activities. This approach ensures that ELD students receive the targeted support they need within the context of their daily lessons, promoting better integration and understanding.	Effectiveness will be tracked through student progress on English language proficiency assessments (e.g., ELPAC), improvements in classroom performance, and achievement of language development goals. Additional metrics include monitoring attendance and engagement, and collecting feedback from teachers and students to evaluate the impact of the push-in support on student learning outcomes and language acquisition.
1.12	**Action:** Rosetta Stone for Long-Term English Learners **Need:** English Learners in our district require targeted support to enhance their proficiency in English Language Arts, a critical component for academic success across all subjects. The achievement gap between ELs and their peers in Math and Science is often widened by language barriers, highlighting the need for specialized language acquisition resources. Personalized and adaptive learning tools are essential to cater to individual learning styles and improve language proficiency.	Rosetta Stone offers an interactive platform that targets the four critical language domains: listening, speaking, reading, and writing. The adaptive learning technology within Rosetta Stone personalizes lessons to align with each student's individual needs and pace, ensuring a customized learning experience. The platform provides flexible online access, allowing students to practice their language skills both in and out of school, increasing opportunities for learning and retention. This flexibility ensures that ELs have the resources to enhance their language acquisition outside the traditional classroom setting. The use of Rosetta Stone will	English Language Proficiency Assessments: Track progress in English proficiency through standardized assessments such as the English Language Proficiency Assessments for California (ELPAC), focusing on improvement in listening, speaking, reading, and writing domains. Academic Performance: Monitor changes in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	To address these needs, Vallecitos will provide Rosetta Stone access to our EL students. Rosetta Stone offers an interactive language learning platform designed to improve listening, speaking, reading, and writing skills. Its adaptive technology tailors lessons to meet the unique needs and pace of each student, ensuring personalized learning experiences. By enhancing language skills, EL students will be better equipped to engage with academic content in Math and Science, ultimately closing the achievement gap. Additionally, Rosetta Stone offers flexible, online access, allowing students to practice and apply their language skills both in and out of school, thus increasing opportunities for learning and retention. This initiative aims to support our EL students in achieving proficiency and consistent growth in core academic areas. **Scope:** Limited to Unduplicated Student Group(s)	empower our EL students to achieve proficiency and consistent growth in core academic areas, ultimately supporting their academic success and integration into the broader school community.	academic performance in English Language Arts, Math, and Science by analyzing grades and standardized test scores to assess whether improved language skills correlate with better understanding and performance in these subjects. Rosetta Stone Usage Data: Analyze usage reports from Rosetta Stone to track student engagement, time spent on the platform, and completion of language learning modules to ensure students are actively utilizing the resource. Student and Teacher Feedback: Gather feedback from both students and teachers through surveys or interviews to evaluate the perceived effectiveness of Rosetta Stone in improving language skills and its impact on overall academic performance.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Reclassification Rates: Monitor the rate of English Learners being reclassified as Fluent English Proficient (RFEP) to determine if there is an increase in the number of students meeting the criteria for reclassification.
2.12	**Action:** Psychological Services **Need:** Unduplicated pupils face unique and compounded challenges that significantly impact their social-emotional well-being and academic performance. These students are more likely to encounter stressors such as economic instability, language barriers, and disrupted family environments, which can lead to higher levels of anxiety, trauma, and emotional distress. These factors often translate into difficulties in the classroom, manifesting as behavioral issues, disengagement, absenteeism, and lower academic achievement. Without access to consistent and culturally responsive mental health services, these challenges remain unaddressed, perpetuating a cycle of unmet needs that hinder both learning and personal development. Access to psychological services that address the specific needs of unduplicated pupils are essential to bridge this gap. Such services can	This action directly addresses the unique social-emotional needs of unduplicated pupils by providing targeted psychological services. Students who are designated as unduplicated often face heightened stress and trauma due to economic instability, language barriers, and/or disrupted family circumstances. These challenges can negatively impact their academic performance and overall well-being. By providing access to culturally responsive mental health services, including individual and group counseling, mental health assessments, and referrals to external providers, the school aims to create a supportive environment where unduplicated pupils can thrive. These services will help students develop coping strategies, build resilience, and manage their emotions, leading to improved focus and behavior in the classroom. Early intervention is a key component, ensuring that students receive the help they need before challenges escalate into more serious issues. Moreover, by addressing these underlying social-emotional challenges, the action helps remove barriers to learning, allowing unduplicated pupils to	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	provide early intervention, support for emotional regulation, and strategies for coping with stress and trauma, thereby fostering resilience and improving students' ability to focus and succeed academically. Access to psychological services can help create a more inclusive and supportive school environment, where unduplicated pupils feel seen, understood, and valued. Addressing their social-emotional needs is not just about improving academic outcomes but also about ensuring equity and supporting the whole child to reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	engage more fully in their education. This contributes to equity by ensuring that all students, regardless of their background, have access to the support they need to succeed academically and personally, ultimately fostering a more inclusive and supportive school community.	

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.

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 Vallecitos School District will utilize additional concentration grant funding to increase staff providing direct services to English learners, low-income, and foster youth students. This initiative will enhance support by supporting paraeducators for Special Education, ELD, Transitional Kindergarten (TK), and combination classrooms. Actions 1.7 and 1.8 support hiring additional classified staff to support students compared to the previous year.

In Special Education, push-in paraeducators will support individualized education programs, offering targeted academic and functional skills assistance. For ELD, the paraeducator will provide focused language acquisition support, aiding teachers in small group instruction and one-on-one support. In TK, the paraeducator will help manage classrooms, facilitate activities, and provide individualized attention to early learners. Combination classrooms will also benefit from additional paraeducator support, ensuring balanced support for students across multiple grade levels.

This plan aims to improve academic performance, promote equity, and enhance teacher effectiveness by maintaining low student-to-staff ratios. Effectiveness will be monitored through student achievement data, attendance, engagement levels, feedback from staff and students, ELD reclassification outcomes, and progress on IEP goals.

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	N/A	14.6:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	10.85:1

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	$1,886,824	646,901	34.285%	4.362%	38.647%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,526,453.00	$101,245.00	$0.00	$46,027.00	$2,673,725.00	$2,284,396.00	$389,329.00

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	First, Best Instruction in Core Subjects	All	No			All Schools	Ongoing (2024-2027)	$920,511.00	$0.00	$920,511.00	$0.00	$0.00	$0.00	$920,511.00	0%
1	1.2	Maintain Full-Time English Language Development Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing (2024-2027)	$100,326.00	$2,860.00	$100,326.00	$0.00	$0.00	$2,860.00	$103,186.00	
1	1.3	Maintain Full-Time Reading Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$103,594.00	$1,616.00	$103,710.00	$0.00	$0.00	$1,500.00	$105,210.00	
1	1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program	All	No			All Schools	August 2024 - Ongoing	$0.00	$3,669.00				$3,669.00	$3,669.00	0%
1	1.5	Maintain iReady Platform for Supplemental Instruction	All	No			All Schools	August 2024 - Ongoing	$0.00	$12,400.00				$12,400.00	$12,400.00	0%
1	1.6	Maintain Renaissance Platform Access	All	No			All Schools	August 2024 - Ongoing	$0.00	$6,677.00	$0.00			$6,677.00	$6,677.00	0%
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$147,578.00	$1,000.00	$143,322.00	$4,256.00	$0.00	$1,000.00	$148,578.00	
1	1.8	Aide to Support Combination Classroom(s)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$44,321.00	$0.00	$44,321.00	$0.00	$0.00	$0.00	$44,321.00	

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
					s)											
1	1.9	Push-in Support for ELD Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$52,315.00	$0.00	$52,315.00	$0.00	$0.00	$0.00	$52,315.00	
1	1.10	Basic Services	All	No			All Schools	July 2024 - Ongoing	$560,262.00	$313,000.00	$873,262.00	$0.00	$0.00	$0.00	$873,262.00	0%
1	1.11	Fund Stand Alone TK Classroom	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$93,742.00	$1,100.00	$94,842.00				$94,842.00	
1	1.12	Rosetta Stone for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	August 2024 - Ongoing	$0.00	$2,780.00	$180.00		$2,600.00		$2,780.00	
1	1.13	SIOP Training to Faculty	All	No			All Schools	January 2025	$0.00	$4,000.00		$4,000.00			$4,000.00	
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	$79,027.00	$542.00	$79,569.00				$79,569.00	
2	2.2	Home Visits for Tier II and III Attendance Concerns	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	$4,425.00	$996.00	$5,421.00				$5,421.00	
2	2.3	Parent Engagement/Education Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	$9,237.00	$420.00	$9,657.00	$0.00	$0.00	$0.00	$9,657.00	
2	2.4	Viking Ticket Store	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Weekly / Ongoing (2024-2027)	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Maintain Social-Emotional Learning Specialist (PPS Counselor)	All	No			All Schools	Ongoing	$93,319.00	$0.00	$2,630.00	$90,689.00			$93,319.00	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
2	2.6	Experiential Field Trips	All	No			All Schools	Annually	$0.00	$5,900.00	$0.00	$0.00	$0.00	$5,900.00	$5,900.00	0%
2	2.7	Maintain Access to Second Step Platform	All	No			All Schools	Thee-Year License.	$0.00	$1,275.00	$0.00	$0.00	$0.00	$1,275.00	$1,275.00	0%
2	2.8	Mano A Mano Foundation Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Annually in September	$0.00	$6,000.00	$3,000.00			$3,000.00	$6,000.00	
2	2.9	Maintain GoGuardian Contract	All	No			All Schools	Ongoing (2024-2027)	$0.00	$5,300.00		$2,000.00		$3,300.00	$5,300.00	0%
2	2.10	Maintain Movie License	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Renew Annually	$0.00	$480.00	$180.00	$300.00			$480.00	
2	2.11	Campus Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$69,718.00	$0.00	$69,718.00			$0.00	$69,718.00	
2	2.12	Psychological Services		Yes	Limited to Unduplicated Student Group(s)		All Schools	August 2024 - Ongoing	$6,021.00	$0.00	$6,021.00				$6,021.00	
3	3.1	College Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Three college visits annually from 2024-2027.	$0.00	$3,660.00	$3,660.00				$3,660.00	
3	3.2	Career Visits / Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	Annually (2024-2027)	$0.00	$6,800.00	$6,800.00	$0.00	$0.00	$0.00	$6,800.00	
3	3.3	Linda Vista Innovation Center Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-2027 2-3 times Annually	$0.00	$3,208.00	$2,008.00	$0.00	$0.00	$1,200.00	$3,208.00	
3	3.4	Implement Xello Online Career Exploration Program for Middle Grade Students	All	No			All Schools	September 2024 - Ongoing	$0.00	$646.00	$0.00	$0.00	$0.00	$646.00	$646.00	0%

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
$1,886,824	646,901	34.285%	4.362%	38.647%	$730,050.00	0.000%	38.692 %	**Total:**	$730,050.00
								LEA-wide Total:	$383,565.00
								Limited Total:	$346,485.00
								Schoolwide Total:	$383,565.00

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	Maintain Full-Time English Language Development Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$100,326.00	
1	1.3	Maintain Full-Time Reading Specialist	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$103,710.00	
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$143,322.00	
1	1.8	Aide to Support Combination Classroom(s)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$44,321.00	
1	1.9	Push-in Support for ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$52,315.00	
1	1.11	Fund Stand Alone TK Classroom	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$94,842.00	
1	1.12	Rosetta Stone for Long-Term English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	$180.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$79,569.00	
2	2.2	Home Visits for Tier II and III Attendance Concerns	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,421.00	
2	2.3	Parent Engagement/Education Workshops	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,657.00	
2	2.4	Viking Ticket Store	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.8	Mano A Mano Foundation Partnership	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.9	Maintain GoGuardian Contract				All Schools		0%
2	2.10	Maintain Movie License	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$180.00	
2	2.11	Campus Supervision	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$69,718.00	
2	2.12	Psychological Services	Yes	Limited to Unduplicated Student Group(s)		All Schools	$6,021.00	
3	3.1	College Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,660.00	
3	3.2	Career Visits / Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$6,800.00	
3	3.3	Linda Vista Innovation Center Field Trips	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,008.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,198,393.00	$3,258,489.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Essential Standards and Assessments	No	$13,885.00	$0
1	1.2	Before / After School Enrichment and Intervention Opportunities	No	$215,796.00	$228,648
1	1.3	Tier I Instruction	No	$1,115,037.00	$1,051,149
1	1.4	Tier II and Tier III Support for reading intervention.	Yes	$138,108.00	$147,501
1	1.5	English Language Development Support	Yes	$116,058.00	$103,844
1	1.6	Itinerant Staff Support	No	$0.00	$0.00
1	1.7	Tier II, III Instruction	Yes	$246,024.00	$316,809
1	1.8	Tier II and Tier III Supplemental Instruction	Yes	$15,000.00	$13,885
1	1.9	College and Career Readiness (Field Trips/Campus Visits)	Yes	$3,500.00	$660
1	1.10	Transitional Kindergarten	Yes	$78,399.00	77,858

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	1.11	Basic Services (All other administrative or operational activities paid with LCFF funds)	No	$0	$1,024,394
2	2.1	Essential Standards and Assessments	No	$0.00	$0.00
2	2.2	Tier I Core Instruction	No	$0.00	$0.00
2	2.3	Itinerant Staff Support	No	$0.00	$0.00
2	2.4	After School Intervention	No	$0.00	$0.00
3	3.1	Parental Engagement	Yes	$59,711.00	$72,125
3	3.2	Safe and Operational Facilities	No	$48,000.00	$48,000
3	3.3	Multi-Tiered Systems of Support	Yes	$89,943.00	$85,570
3	3.4	Campus Safety and Positive School Climate	Yes	$43,432.00	$72,682
3	3.5	Field Trips	Yes	$6,000.00	$3,274
3	3.6	Viking Store	Yes	$4,500.00	$4,500
3	3.7	Increase on-task engagement and internet safety for students while online.	Yes	$5,000.00	$7,590

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)
$664,075	$695,732.00	$598,786.00	$96,946.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Tier II and Tier III Support for reading intervention.	Yes	$138,108	$147,501		
1	1.5	English Language Development Support	Yes	$116,058	$103,844		
1	1.7	Tier II, III Instruction	Yes	$246,024	$97,808		
1	1.8	Tier II and Tier III Supplemental Instruction	Yes	$3,000	$0		
1	1.9	College and Career Readiness (Field Trips/Campus Visits)	Yes	$3,500	$660		
1	1.10	Transitional Kindergarten	Yes	$73,399	$76,658		
3	3.1	Parental Engagement	Yes	$59,711	$78,530		
3	3.3	Multi-Tiered Systems of Support	Yes	$0	$0		
3	3.4	Campus Safety and Positive School Climate	Yes	$43,432	$77,729		
3	3.5	Field Trips	Yes	$6,000	$3,966		
3	3.6	Viking Store	Yes	$1,500	$4,500		
3	3.7	Increase on-task engagement and internet safety for students while online.	Yes	$5,000	$7,590		

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)
$1,880,277	$664,075	.89%	36.208%	$598,786.00	0.000%	31.846%	$82,023.47	4.362%

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:

    o The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

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

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

    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- ▪ If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

  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:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

- 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.

- o 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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