LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Center Pauma Unified School District

CDS Code: 37-75614-0000000

School Year: 2024-25

LEA contact information:
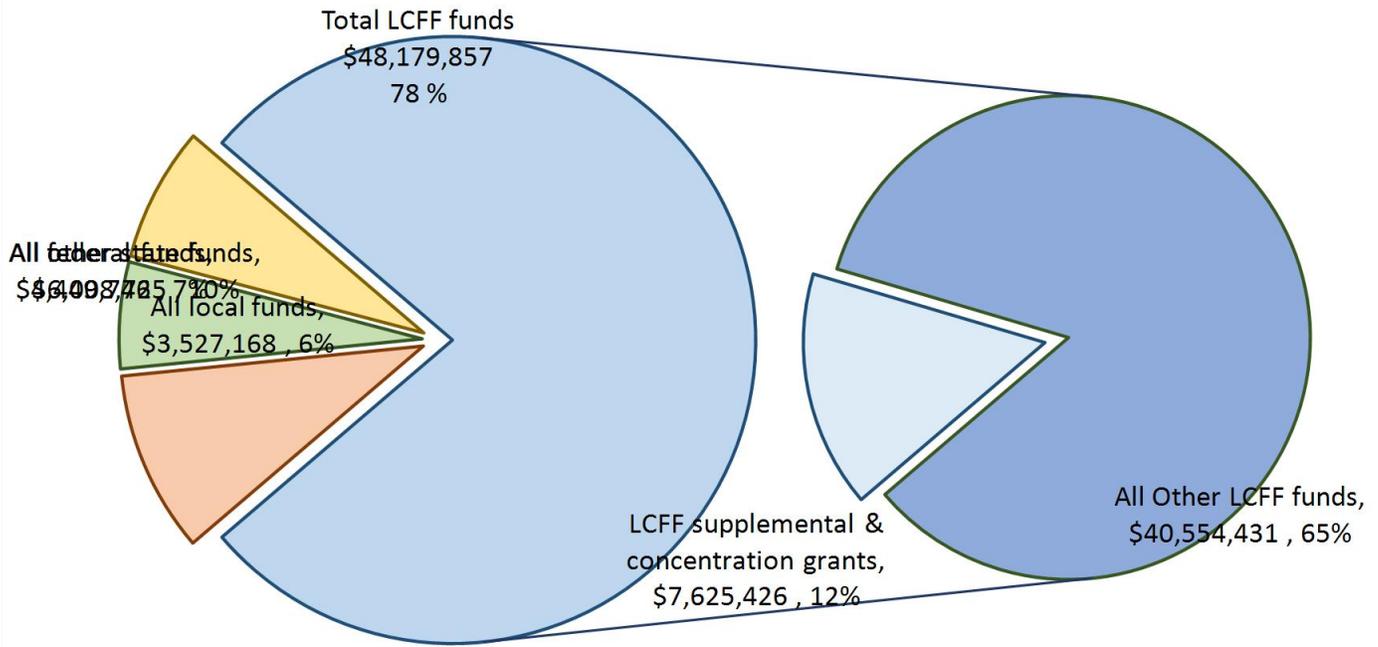
Ron McCowan

Superintendent

mccowan.ro@vcpusd.org

760-749-0464

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
$48,179,857
78 %

All federal funds,
$4,449,746 , 7%

All other state funds,
$6,008,725 , 10%

All local funds,
$3,527,168 , 6%

LCFF supplemental &
concentration grants,
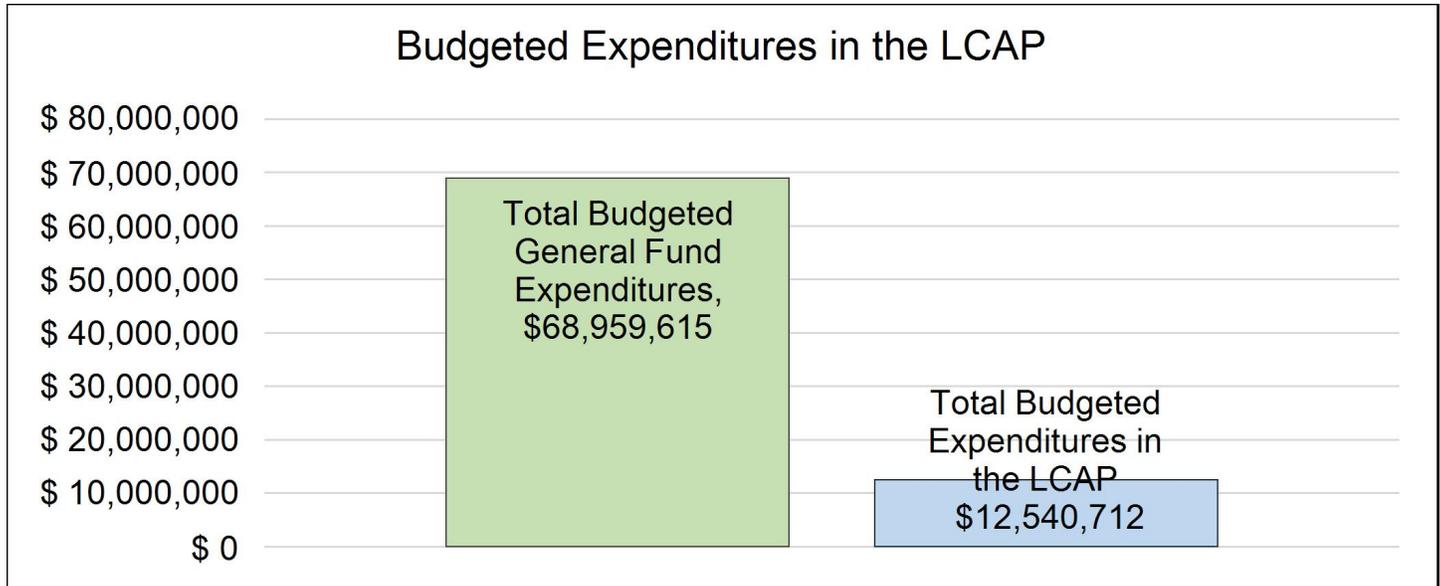$7,625,426 , 12%

All Other LCFF funds,
$40,554,431 , 65%

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

The text description for the above chart is as follows: The total revenue projected for Valley Center Pauma Unified School District is $62,165,496, of which $48179857 is Local Control Funding Formula (LCFF), $6008725 is other state funds, $3527168 is local funds, and $4449746 is federal funds. Of the $48179857 in LCFF Funds, $7625426 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

Total Budgeted General Fund Expenditures, $68,959,615

Total Budgeted Expenditures in the LCAP $12,540,712

This chart provides a quick summary of how much Valley Center Pauma Unified 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: Valley Center Pauma Unified School District plans to spend $68959615 for the 2024-25 school year. Of that amount, $12540712 is tied to actions/services in the LCAP and $56,418,903 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
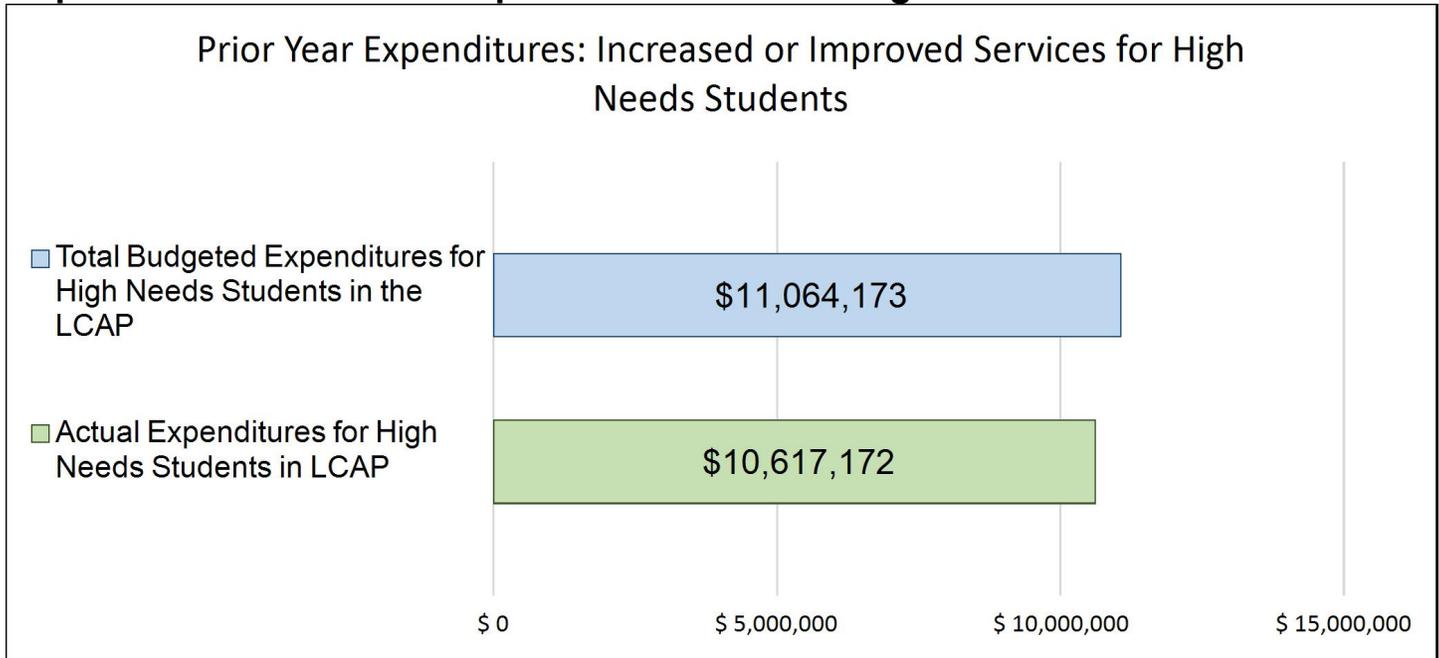
The budgeted expenditures that are not included in the LCAP will be used for the following: classroom instruction and support, as reflected in the salaries and benefits for teachers, counselors, psychologists, administrators, and a wide variety of classified support staff, accounting for roughly 80% of the district's total budget. The remainder is attributed to supplies and curricular materials, contracted services, and capital outlay. Examples would include classroom supplies, software subscriptions, technology (devices and infrastructure), fuel, maintenance and operations, outside special education tuition, utilities, insurance, legal fees, etc.

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

In 2024-25, Valley Center Pauma Unified School District is projecting it will receive $7625426 based on the enrollment of foster youth, English learner, and low-income students. Valley Center Pauma Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Center Pauma Unified School District plans to spend $11536951 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 — $11,064,173

☐ Actual Expenditures for High Needs Students in LCAP — $10,617,172

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

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

The text description of the above chart is as follows: In 2023-24, Valley Center Pauma Unified School District's LCAP budgeted $11064173 for planned actions to increase or improve services for high needs students. Valley Center Pauma Unified School District actually spent $10617172 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-447,001 had the following impact on Valley Center Pauma Unified School District's ability to increase or improve services for high needs students:

As we move through each school year, the school district may receive additional funds through grants and one-time funds that are not known during the LCAP planning process. This leads to some adjustments in order to ensure the best utilization of funds to meet student needs. Some LCAP actions and services that have traditionally been supported by supplemental and concentration grant funding are being supported through one-time funds, which are limited in scope, and have specific timelines that need to be met for their use.

The additional actions the school district is taking to improve services for high needs students fall into three broad goals. As it relates to student engagement and learning, the district continues to provides counseling and support services to increase attendance and improve learning by adding full-time counselors at each elementary site, two counselors at the middle school, and one to serve Oak Glen Continuation/Alternative Schools. Psychologists, social workers, and other support staff continue to be employed to reduce chronic absenteeism, and the district provides home-to-school transportation to ensure that students have the means to arrive at school safely every day of the year. As it relates to high-quality instruction, the district will continue to provide high-needs students with an ELD Teacher-on-Special-Assignment (TOSA), elementary instructional TOSA's, and intervention TOSA's at the Valley

Center High School and Valley Center Middle school. The summer school programs that have demonstrated success in supporting high-needs students will continue. Guidance technicians, and additional certificated FTE's at the secondary level to help ensure that specialized student needs are being met, all of whom will be supported by a special projects team, intervention resources, one-to-one devices and IT support. As it relates to timely information and input for decision-making, the district continue the position of a District TOSA to serve as a liaison and support for Native American students and their families, conduct parent workshops, and provide support to carry out efficient and timely communication with parents and other educational partners.

Many actions and services relate to improving and maintaining services for high needs students who are part of the unduplicated pupil percentage but are utilizing one-time and grant funding sources. These include the continued implementation of Positive Behavioral Interventions and Supports (PBIS) district wide developing MTSS and strategies to intervene in developing behaviors. Professional learning district-wide in areas related to state assessments focused on student group performance and strategies to support English Learners. A robust English Learner instructional program providing materials, training, and platforms to monitor student progress. Moving into the new school year, additional focus areas with goals have been added. These include address supports for students with disabilities who make up a significant portion of each unduplicated student group, work in ensuring that students with high needs are developing as college and career ready graduates as measured by the College and Career Indicator (CCI), and actions and services targeted towards Oak Glen High School and Valley Center Prep around high-need students through the use of the Equity Multiplier funding source.

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
Valley Center Pauma Unified School District	Ron McCowan Superintendent	mccowan.ro@vcpusd.org 760-749-0464

Goals and Actions

Goal

Goal #	Description
1	Every student is actively engaged in learning, feels safe at school and demonstrates good citizenship.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate-Parent Survey	Table 1.1: Students actively engaged in learning, feels safe at school and demonstrates good citizenship Baseline 80%	Table 1.1: Students actively engaged in learning, feels safe at school and demonstrates good citizenship. Overall: 81% Strongly Agree/Agree	Table 1.1: Students actively engaged in learning, feels safe at school and demonstrates good citizenship. School Safety: The school is a safe place. School Connectedness: The school connects with my student. Overall: 82% Strongly Agree/Agree	Students actively engaged in learning, feels safe at school and demonstrates good citizenship. School Safety: The school is a safe place. School Connectedness: The school connects with my student. 2024 Overall: 84% Strongly Agree/Agree	90% or above in each question/category on students actively engaged in learning, feels safe at school, and demonstrates good citizenship.
Priority 6 School Climate - Staff Survey	Table 1.2: Students actively engaged in learning, feels safe at school and demonstrates good citizenship. Baseline 75%-97%	Table 1.2: Students actively engaged in learning, feels safe at school and demonstrates good citizenship.	Table 1.2: Students actively engaged in learning, feels safe at school and demonstrates good citizenship.	Students actively engaged in learning, feels safe at school and demonstrates good citizenship. School Safety: Our school is a safe place.	90% or above in each question/category on students actively engaged in learning, feels safe at school, and demonstrates good citizenship.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Overall: 88% Strongly Agree/Agree	School Safety: Our school is a safe place. School Connectedness: Our school connects with my student. Overall: 69% Strongly Agree/Agree	School Connectedness: Our school connects with my student. 2024 Overall: 73% Strongly Agree/Agree	
Priority 6 School Climate-Student Survey	Table 1.3:Students actively engaged in learning, feels safe at school and demonstrates good citizenship Baseline 76%-89%	Table 1.3: Students actively engaged in learning, feels safe at school and demonstrates good citizenship Grade 5: 78%-90% Grades 9 & 11: 82%-89%	Table 1.3: Students actively engaged in learning, feels safe at school and demonstrates good citizenship VCPUSD gives the California Healthy Kids Survey (CHKS) in two year cycles with local surveys such as the Direction survey done on alternating years. Below is the 2022 data and local survey results. School Safety: I feel safe at school. School Connectedness: I feel like I belong at school.	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school. School Connectedness: I feel like I belong at school. 2024: 78%- 88%	90% or above in each question/category on students actively engaged in learning, feels safe at school, and demonstrates good citizenship.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Overall Grades 5: 74% Overall Grades 10 & 12: 82%		
Priority 5: Student Engagement - Attendance Rate	2019: Chronically Absent Rate at 15.7% Orange: English Learners, Socioeconomically Disadvantaged, & White Red: American Indian & Students with Disabilities 2020: Chronically Absent Rate at 5.59% 2020 Attendance Rate: 93.85%	2021: Chronically Absent Rate at 27.2% SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22 2021 Attendance Rate: 93.85%	2022 Chronic Absenteeism Rate at 41.3% SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22 Student Groups Reported "Very High" State Measure: American Indian, Asian, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students w/ Disabilities, White 2022 Attendance Rate: 88.93% Primary: 88.48% Lilac: 89.68%	2023 Chronic Absenteeism Rate: 37.9% Student Groups Orange: Homeless, Two or More Races Red: American Indian, White 2023 Attendance Rate: 89.76% Primary: 88.22% Lilac: 90.41% Elementary: 91.46% Pauma: 87.33% VCMS: 90.24% VCHS: 90.51% OGHS: 72.46% VC Prep: 100%	Growth on color bands on meter Orange 1 band to Yellow Red, 2 bands to Yellow Maintain or decrease chronically Absent Rate at 5.59% Attendance Rate: 96% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Elementary: 87.96% Pauma: 87.47% VCMS: 90.10% VCHS: 91.91% OGHS: 64.83% VC Prep: 99.97%		
Priority 6: School Climate-Suspension Rate	2020: 3.6%% (at least one suspension) American Indian, 8.6% Hispanic, 3,4% Low Socioeconomic Disadvantage, 4.5% SWD, 6.2%	2021 Suspension Rate: 0.3% American Indian, 0.6% Hispanic, 0.2% Low Socioeconomic Disadvantage, 0.3% SWD, 0.6%	2022 Suspension Rate: 6.5%. American Indian: 14.1% Hispanic: 6.1% Socioeconomically Disadvantaged: 7.2% SWD: 10.3%	2023 Suspension Rate: 3.9% American Indian: 7.7% Hispanic: 3.6% SED: 4.6% SWD: 5.5%	Decrease overall suspension rate to 2% American Indian to 4% SWD to 4%
Priority 5: Student Engagement-Dropout rates for high school and middle school	High school: 1% Dropout rate (.4% at VCHS, .9% at Oak Glen, and 6.2% at VCPrep) Middle School: 0% Dropout rate	High School: 4.8% Dropout rate (2.9% at VCHS, 4.8% at Oak Glen, and 20.7% at VCPrep; 7, 2, and 6 students respectively) Middle School: 0% Dropout rate	High School Dropout Rate: 4% VCHS: 0.4% Oak Glen HS: 26.9% VC Prep: 14.8% Middle School Dropout Rate: 0%	High School Dropout Rate: 4.6% VCHS: 2.6% Oak Glen HS: 9% VC Prep: 15.3% Middle School Dropout Rate: 0%	Maintain or decrease dropout rate below 1%; decrease dropout rate at VCPrep to 1%
Priority 6: School Climate-Expulsions	2020: 2 student expulsions were recorded	2021: 0 student expulsions were recorded	2022 Recorded Expulsions: 3	2023 Recorded Expulsions: 3	Maintain or decrease number of baseline expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Second Step Curriculum at elementary schools	Installation	At least 5 monthly lessons, per grade level and schoolwide, was built into the school day	At least 5 monthly lessons, per grade level and schoolwide, was built into the school day	Full Implementation TK-5 At least 5 monthly lessons, per grade level and schoolwide, was built into the school day	Full implementation in educational program, TK-5
Staff trained in Trauma informed Practices	20 Staff Members	10 Staff Members: Counseling	33 Staff Members (Continuing Training)	214 Staff - Crisis Preventive Institute (CPI) Verbal Deescalation (District-Wide Training - Trauma Informed Practices)	80% school site staff members trained in Trauma informed practices
Priority 1: Basic Services-School facilities are maintained in good repair	All schools rated "Good" on FIT report	All schools rated "Good" on FIT report	All schools rated "Good" on FIT report	All schools rated "Good" on FIT report	All schools maintain rating of "Good" on FIT report

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.

Overall, the implementation of the actions within Goal 1 closely matched the plan. The plan from past years has been to develop a systemic approach and build our districts Multitiered System of Supports (MTSS) that includes all educational partners. Initial steps has taken place such as a referral system to receive counseling services. Staff connections with students and families, meeting their needs has increase but with the main focus of decrease chronic absenteeism and disciplinary infractions work towards full implementation will need to continue.

Throughout the year, data on absences at all levels was collected as well as disciplinary actions at all levels. With the lead of administrators and assistance of counselors and social workers, we have followed up consistently when a student had attendance issues and explored different approaches to behavior at our school sites. The presence of our mental health experts, where there was no social worker and

counseling support was half as much as it is now in past years, has continued to make a difference in connecting with students and families. This connect helped to bridge relationships with families and allowed families to feel more confident in the support from site and district staff. Attendance letters focusing on ensuring families had information regarding their students attendance and available supports were provided systematically throughout the school year.

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

The majority of the estimated actual expenditures for Goal 1 do not demonstrate material differences from the budgeted expenditures. Actions with differences between budged expenditures and actual expenditures are the following:
1.7: Some of the services were partially funded out of one-time funds
1.14: Funded elsewhere

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

The implementation of actions within Goal 1 have furthered the district's efforts to achieve the goal of ensure that we are engaging students in their learning, providing and creating a meaningful learning environment that allows each one of our students to excel, not only in their passions but also to prepare them for college and career readiness. In particular, the increased mental health supports and counseling supports had a significant impact on students and schools. Parents and staff expressed appreciation for the mental health and counseling supports available at each school site. Although strong efforts were made to connect with families regarding absenteeism, chronic absenteeism rates were substantial during the previous and current school year. A reduction is absenteeism was seen and monitoring data suggests a continued decrease moving towards the coming school year.

Explanations of the effectiveness and progress of actions in meeting goals include:

Metric Targets Met: Use of SEL Curriculum, Maintenance of School Facilities
Metric Targets Not Met: Overall Survey Feedback (Increase in % strongly agree/agree); Suspension Rate (Decrease to 3.9% from previous year at 6.5%, decrease in all targeted student groups); Dropout Rates (Goal met at MS grades with 0% dropout, HS grades at 4.6%), Expulsion Count (3 reported expulsions in 2023, increase by 1 from baseline)

Student Engagement: Chronic Absenteeism and Attendance, Dropouts
1.1 & 1.2 Counseling Support; 1.6 Support Staff Discipline & Attendance; 1.7 Counseling & Tutoring; 1.8 Bussing; 1.10 District Social Worker; 1.12 Refinement of MTSS; 1.13 Attendance Monitoring and Communication; 1.15 Physical Health and Nutrition (Elementary PE Teachers) Data related to absenteeism and attendance suggest that these actions did make progress towards the goal with a decrease in Chronic Absenteeism 37.9% from the previous year at 41.3% and attendance rates increasing from 88.93% to 89.76%. Survey feedback suggests

that these actions were impactful with services provided to students and families. The growth in counseling supports placed at each school site met many of the increase needs of the students and families in our district. This growth included staff in many areas such as school counselors, and social workers. Each of these staff members had specific engagement with students and families. This increased level of engagement is evident in the progress that the district made towards it three year goals. Efforts in targeted communication around attendance and refining existing MTSS lead to parents having more information about resources that were accessible through the school district.

School Climate: Suspension, Expulsion
1.3 Administrators; 1.4 School Physiologists; 1.5 Support Staff: Campus Supervision; 1.6 Support Staff Discipline & Attendance; 1.9 Positive Behavioral Interventions & Supports (PBIS); 1.10 District Social Worker; 1.11 Social Emotional Curriculum; 1.12 Refinement of MTSS; 1.14 Professional Development and Training; 1.15 Physical Health and Nutrition (Elementary PE Teachers)
Over this three year LCAP cycle VCPUSD and most districts saw an overall negative impact on school climate with a higher level of suspensions and potential expulsions. Through the actions implemented during this three year cycle VCPUSD was able to maintain/return to its baseline for each data driven area. Suspensions reached a high point at 6.5% and then returned closer to the baseline at the end of the three year cycle to 3.9%. A success was that several targeted student groups did see an overall decrease in suspension rate over the three year cycle. The staff driven actions were evident to have a direct impact on this data and effective in ensuring that the spirit of the goal was intact and school climates were driven by positive interactions and supportive measures in response to behavior. The additional training in trauma informed practices and the revisiting of tiered approaches such as Positive Behavioral Interventions and Supports were effective in supporting Tier 1 level approaches to a supportive and positive school climate for all staff and will continue into the next three year LCAP cycle due to their overall success and positive feedback from all educational partners.

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.

Based on reflection and review we know that our actions have been effective in moving our district closer to our goals as we review our Dashboard progress and colors as well as our local data. Actions for the coming year have been added to address the continuing needs and emphasize actions that were not part of the planning process but in existence and continuing into the coming year. This includes the districtwide review, revision, and implementation of MTSS district wide. The school district has many aspects of MTSS in place but review of the existing systems of intervention is necessary and reflections on current and past practice suggest that the communication of these systems is not clear throughout our district with all educational partners. Staff feedback and reflection suggests that review in this area is also needed and the direct involvement of our educational partners with their ongoing feedback will help guide the collaborative review and any needed efforts towards fuller implementation. This focus will continue to align with the metrics and desired outcomes addressing attendance and school behavior with an increase effort towards restorative practices, positive interventions, and mental health supports.

For the 2024-2025 LCAP several adjustments were made to this goal based on the current years outcomes. The goal overall is not planned to change but additional metrics, actions, and target outcomes were adjusted. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

Changes to metrics that resulted from reflection and analysis include:
- Adjustment to student climate surveys (transition from CHKS to SWPBIS student surveys)
- Addition of metric for PBIS implementation and monitoring (Tiered Fidelity Inventory TFI)
- Transition of Trauma Informed Staff Training to Professional Development Metric based on meeting outcome and staff feedback
- Updated desired outcomes based on outcomes from current year and metric targets met, not met, and current status

Actions that resulted from reflection and analysis include:
- Continuation of actions that demonstrated impact (Counseling, Administration, Psychologists, Support Staff, Busing, Social Workers, Elementary PE Teachers)
- Addition of new action to support continue efforts in reducing suspension rates and increasing behavior interventions and restorative practices (District itinerant Psychologist)
- Successful implementation of PBIS leading to continuing action targeting additional tier levels in partnership with SDCOE
- Increase in funding level for attendance monitoring and communication through the SART process with additional material and staffing costs
- Changes to professional development and training actions, continuing professional learning in MTSS while transitioning focus to Goal 2 and academics

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	Every student receives high quality instruction leading to academic achievement and physical fitness, successfully preparing them for college and career readiness.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Graduation Rate	2020 Graduation Rate: 92.5%	2021 Graduation Rate: 88.7% English Learners: 73.3% SES: 88.5% Students with Disabilities: 83.3% American Indian: 89.2% Hispanic: 86.2% White: 92.3%	2022 Graduation Rate: 94.6% English Learners: 94.5% SES: 93.5% Students with Disabilities: 87.9% American Indian: 94.6% Hispanic: 93.4% White: 96.9%	2023 Graduation Rate: 93.4% English Learners: 94.6% SES/SED: 93% Students with Disabilities: 89.3% American Indian: 87.9% Hispanic: 94.6% White: 91.8%	Graduation Rate: 96%
College and Career Readiness Indicator (Priority 4)	2019-2020: 55.4% Prepared or approaching prepared American Indian: 34.4% Hispanic: 50% White: 69.3% EL: 18% Low SES: 48% SWD: 38.5% Homeless: 33%	2020-2021 EAP Data: SBAC ELA: 61.33% at met or exceeded standards American Indian: 44.45% Hispanic: 18.38 White: 70.51% EL: 12.5% Low SES: 59.23% SWD: 9.38%	The College/Career Readiness measure is not reported on the 2022 Dashboard. Reporting of this measure will resume in 2023. The following is data available for the individual qualifying	2023: 46.9% Prepared or approaching prepared American Indian: 18.2% Hispanic: 31.4% White: 60.3% EL: 16.2% Low SES: 27.4% SWD: 16.3% Homeless: 23.5%	65% or greater, Prepared or Approaching Prepared Increase of 6% or more in each student group

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SBAC Math: 23.77% at met or exceeded standards American Indian: 11.76% Hispanic: 18.38 White: 35% EL: 12.5% Nearly Met Low SES: 20.61% SWD: 3.03% Seal of Biliteracy: 5.5% See below for these measures: a-g CTE Completers	metrics for College & Career Readiness for 2022 graduating seniors: AP Testing w/ Score 3 or Higher on at least 2 Exams American Indian: No Students Hispanic: 3.9% White: 14.3% Two or More Races: 8.3% EL: No Students SED: 2.3% SWD: 9.38% Homeless: 4.5% Completed A-G Requirements American Indian: 10.8% Hispanic: 32.6% White: 52% Two or More Races: 33.3% EL: 9.1% SED: 29.7% SWD: 5.2% Homeless: 36.4% Completed at Least One Career Technical	College & Career Readiness metrics for 2023 graduating seniors: *Completed A-G Requirements American Indian: 6% Hispanic: 22.8% White: 43% Two or More Races: 29% EL: 4.8% SED: 24% SWD: 6.3% Homeless: Not Available (local determination) Completed at Least One Career Technical Education (CTE) Pathway American Indian: 15.2%% Hispanic: 13.4% White: 27.4% Two or More Races: 7.1% EL: 7.5% SED: 14.1% SWD: 10.7% Homeless: 11.8%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Education (CTE) Pathway American Indian: 2.7% Hispanic: 18.8% White: 26.5% Two or More Races: 8.3% EL: 16.4% SED: 18.5% SWD: 12.1% Homeless: 18.2% Completed at Least One CTE Pathway AND A-G Requirements American Indian: No Students Hispanic: 9.4% White: 19.4% Two or More Races: 8.3% EL: 3.6% SED: 9.9% SWD: 5.2% Homeless: 13.6% Additional reporting elements are available on the CA School Dashboard.	(A-G completion rates were not reported on the 2023 CA Schools Dashboard, this missing data impacted overall rates on the College and Career Readiness Indicator)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA Assessment Scores	2019-2020 SBAC Score: 39.45% Met or Exceeded Standards Growth Meter Green Band: White Yellow Band: English Learners and Homeless Orange Band: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities Red Band: Native Americans	2020-2021 SBAC Score: 34.61% Met or Exceeded Standards 24.12% Nearly Met SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22	2021-2022 SBAC Score: 29.63% Met or Exceeded Standards 25.63% Nearly Met SB 98 and AB 130 suspended the reporting of color band performance indicators in the Dashboard for 2020–21 and 2021–22 The Early Assessment Program (EAP) is signal of college academic preparation through CAASPP/SBAC) results for 11th Gr. Students. EAP ELA (Standard Exceeded: Level 4): 13.1%	2022-2023 SBAC Score: 30.57% Met or Exceeded Standards; 22.04% Nearly Met Standards Yellow: White Orange: American Indian, English Learners, Hispanic, SED, SWD Red: Homeless, Two or More Races The Early Assessment Program (EAP) is signal of college academic preparation through CAASPP/SBAC) results for 11th Gr. Students. EAP ELA (Standard Met: Level 3) 24.33% EAP ELA (Standard Exceeded: Level 4): 22.67%	SBAC Goal: 50% or greater, Met or Exceeded Standards Growth Meter Yellow and Green, move 1 color band Orange and Red: move 2 color bands
SBAC Math Assessment Scores	2019-2020 SBAC Score: 23.96% Met or Exceeded Growth Chart Meter	2020-2021 SBAC Score: 15.64% Met or Exceeded Standards 24.54% Nearly Met	2021-2022 SBAC Score: 15.72% Met or Exceeded Standards 24.68% Nearly Met	2022-2023 SBAC Score: 17.15% Met or Exceeded Standards; 25.47% Nearly Met Standards	Math SBAC: 50% or greater, Met or Exceeded Standards Growth Meter

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Orange Band: Hispanic, Homeless, Students with Disabilities, & White Red Band: Native American, English Learners, and Socioeconomically Disadvantaged	SB 98 and AB 130 suspended the reporting of performance indicators in the Dashboard for 2020–21 and 2021–22	SB 98 and AB 130 suspended the reporting of color band performance indicators in the Dashboard for 2020–21 and 2021–22 The Early Assessment Program (EAP) is signal of college academic preparation through CAASPP/SBAC) results for 11th Gr. Students. EAP Math (Standard Exceeded: Level 4): 2.9%	Yellow: White Orange: American Indian, Hispanic, SED, SWD Red: English Learners, Homeless, Two or More Races The Early Assessment Program (EAP) is signal of college academic preparation through CAASPP/SBAC) results for 11th Gr. Students. EAP Math (Standard Met: Level 3): 10.67% EAP Math (Standard Exceeded: Level 4): 6%	Orange and Red move two color bands
A-G Completion and CTE Completers	2019: 54.1% completed a-g requirements upon graduation 2020: 36.7% (not reported to dashboard) CTE Completers: 44% in Five Industries	2021: 42.2% completed a-g requirements upon graduation (Corrected) CTE Completers: 20.9%	2022 A-G Completion Rate: 39.9% CTE Pathway Completion Rate: 39%	2023 A-G Completion Rate: 30% (A-G completion rates were not reported on the 2023 CA Schools Dashboard, data provided is based on district determined levels of competion) CTE Pathway Completion Rate: 21%	60%, or more, of all seniors will complete a-g requirements at graduation 60% of students who participate in CTE pathways will complete the industry pathway courses

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress and English Learner Reclassification Rate	2019: On the English Learner Progress Indicator, 43.6% of the students are making progress towards English Proficiency Baseline Reclassification Rate: 3.7%	2021 English Learner Progress, 45.80% of students are scoring at a 4 or 3 level Reclassification Rate: 10%	2022 English Learning Progress: 55.7% of students on the ELPI were making progress towards English proficiency. Reclassification Rate: 11%	2023 English Learning Progress: 45.9% of students on the ELPI were making progress towards English proficiency. Reclassification Rate: 14%	60% of the students are making progress towards English Proficiency Reclassification Rate: 20%
Benchmark Assessments, TK-6: Average Scores on Assessments	Table 2.1:English Language Arts Benchmark Assessments Average Scores on Tests, in percentages 2021 mid-year Baseline Grade 2: 63%-68% Grade 4: 44%-65% Grade 6: 50%-67%	Table 2.4.a: English Language Arts Benchmark Assessments Average Scores on Tests, in percentages 2022 mid-year Grade 2: 47%-59% Grade 4: 46%-59% Grade 6: 37%-69%	English Language Arts Benchmark Assessments Average Scores on Tests, in percentages 2023 mid-year Grade 2: 52%-55% Grade 4: 45%-52% Grade 6: 51%-52%	English Language Arts Benchmark Assessments Average Scores on Tests, in percentages 2024 mid-year (Trimester 2 / Quarter 2) Grade 2: 51%-64% Grade 4: 36%-50% Grade 6: 52%-69%	70% or above average scores on Assessments, grades 2, 4, & 6
Renaissance: AR	Table 2.2: Grades 2-6 Renaissance: STAR 2021 Predicted Benchmark Reading	Table 2.5.a: Grades 2-6 Renaissance: STAR 2022 Predicted Benchmark Reading	Grades 2-6 Renaissance: STAR 2023 Predicted Benchmark Reading	Grades 2-6 Renaissance: STAR 2024 Predicted Benchmark Reading	60% or greater at grade level by end of year, Grades 2, 4, and 6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	@ Grade Level, in percentages Grade 2: 45.9% Grade 4: 26.1% Grade 6: 40.2%	@ Grade Level, in percentages Grade 2: 27% Grade 4: 25% Grade 6: 30%	@ Grade Level, in percentages Grade 2: 38% Grade 4: 26% Grade 6: 33%	@ Grade Level, in percentages Grade 2: 45% Grade 4: 36% Grade 6: 31%	
Independent Reading Level (IRL)	Table 2.3:Average IRL (Independent Reading Level Trend over 3 years) @ Trimester 2, STAR 2021 Baseline Grade 3: 2.94 Grade 4: 3.53 Grade 5: 4.47	Table 2.7: Average IRL (Independent Reading Level Trend over 3 years) @ Trimester 2, STAR Grade 3: 2.6 Grade 4: 3.1 Grade 5: 4.1	Average IRL (Independent Reading Level Trend over 3 years) @ Trimester 2, STAR Grade 3: 2.1 Grade 4: 3.6 Grade 5: 4.0	Average IRL (Independent Reading Level Trend) @ Trimester 2 , STAR Grade 3: 2.3 Grade 4: 3.1 Grade 5: 3.9	All students at grade level, Grade 3 Growth of 0.2 each year at grades 4 and 5
Lexia	Table 2.4: Students at Grade Level Material or above Baseline in Fall, 2021	2.6.a: Fall Baseline of 13% and April, 48% students at grade level material or above	Fall Baseline of 32% and April, 49% students at grade level material or above	Fall Baseline of 24% and April 59% students at grade level material or above	Student growth a minimum of 1 academic year in reading
Eureka Assessments, Math Domains	Table 2.5: Mastery level by Math Domains (1-4), Curriculum Assessments (Great Minds) 2021 K-5 Math Domains	Data no Longer Available via Publisher	Data no Longer Available via Publisher	Data no Longer Available via Publisher	Overall Mastery Score at 3 for each Domain, at each grade level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline: 1.67-2.66				
Secondary Grades: A-C percentages in Math and English	Table 2.6: Middle School (Quarter 2) and High School Grades (Semester 1 & Term 1 for Continuation High School) 2021 Baseline, earning C or better Middle school English, 58.5%; Math 61.7% Native American: English 38.3%, Math 42.7% Hispanic: English 59%, Math 61.4% High School English, 70.5%; Math 66.7% Native American: English 60%, Math 56.5% Hispanic: English 68.4%, Math 64.1%	Table 2.9: Middle School (Quarter 2) and High School Grades (Semester 1 & Term 1 for Continuation High School) 2022: Earning C or better Middle school English, 71%; Math 71% Native American: English 53%, Math 69% Hispanic: English 72%, Math 68% High School English, 82%; Math 57% Native American: English 72%, Math 49% Hispanic: English 78%, Math 52%	Middle School (Quarter 2) and High School Grades (Semester 1 & Term 1 for Continuation High School) 2023 Earning C or Better - Middle School: All Students: English 83%, Math 73% Native American: English 84%, Math 77% Hispanic: English 68%, Math 58% 2023 Earning C or Better - High School: All Students: English 81%; Math 54% Native American: English 87%, Math 61% Hispanic: English 66%, Math 37%	Middle School (Quarter 2) and High School Grades (Semester 1 & Trimester 1 for Continuation High School) 2024 Earning C or Better - Middle School: All Students: English 77%, Math 79% Native American: English 54%, Math 66% Hispanic: English 78%, Math 78% 2024 Earning C or Better - High School: All Students: English 87%; Math 62% Native American: English 71%, Math 51% Hispanic: English 86%, Math 62%	Increase A-C grade percentages in Math and English by 10% at middle school and 5% at high school (or more); Increase rates for Native American and Hispanic by 2% more than overall

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math Assessment, Elementary		2020-2021 Baseline Scores Lilac: 20.55% Met/Exceeded Standards and 28.31 Nearly Met Standards Elementary: 16.26% Met/Exceeded Standards and 25.06% Nearly Met Standards Pauma: 4.95% Met/Exceeded Standards and 22.77% Nearly Met Standards	2021-2022 Scores Lilac: 31.42% Met/Exceeded Standards and 26.67% Nearly Met Standards Elementary: 19.78% Met/Exceeded Standards and 24.04% Nearly Met Standards Pauma: 8.4% Met/Exceeded Standards and 33.61% Nearly Met Standards	2022-2023 Scores Lilac: 28.10% Met/Exceeded Standards and 29.52% Nearly Met Standards Elementary: 22.02% Met/Exceeded Standards and 29.36% Nearly Met Standards Pauma: 7.53% Met/Exceeded Standards and 19.86% Nearly Met Standards	Math SBAC: 50% or greater Met or Exceeded Growth Meter Orange and Red move two color bands
Priority 7: Broad Course of Study Programs - CTE 11 Elements of a High Quality Program	Table 2.7: Table 2.7: CTE Elements of a High Quality Program (Self Assessment) 2021 Program Baseline Score, 71%	Table 2.7: No change 2022 Program Score, 71%	2023 Program Score: 80%	2024 Program Score: 87%	Increase overall score to 84%
Physical Fitness Exam	Table 2.8: Percent of Students at Health Risk on the Physical Fitness Exam 2019 Baseline	The PFT was not administered in 2020	The Physical Fitness Test (PFT) was only measured by participation rate for 2021-2022 school year.	The Physical Fitness Test (PFT) was only measured by participation rate for 2022-2023 school year.	Reduce Percent of Students at Health Risk in 2% increments each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Aerobic Capacity: 9.2%-16.2% Body Composition: 16.8%-25.4%		2022 Participation Rate by Grade Level (participation in all components) Grade 5: 100% Grade 7: 92% Grade 9: 96%	2023 Participation Rate by Grade Level (participation in all components) Grade 5: 100% Grade 7: 93% Grade 9: 97%	
Priority 7: Broad Course of Study Programs and services - Integrated and Designated ELD	2021 Baseline: 40% TK-12 Classrooms integrating ELD strategies in the instructional day	60% of TK-12 Classrooms integrating ELD strategies in the instructional Day	70% of TK-12 Classrooms integrating ELD strategies in the instructional Day	80% of TK-12 Classrooms integrating ELD strategies in the instructional day	80% TK-12 Classrooms integrating ELD strategies in the instructional day
Priority 7: Dual Language Programs, grades TK-8 at the elementary and middle schools, including unduplicated pupils and pupils with exceptional needs	2020-2021: 41% enrolled in Dual Language	2021-2022: 39.6% enrolled in Dual Language	2022-2023: 43% enrolled in Dual Language	2023-2024: 42% enrolled in Dual Language	Increase to 50% enrolled in Dual Language
Development and Use of district wide common assessments	TK-8: Non-Uniform use of common curricular assessments in Math and English Grades 9-12: Develop common, core content assessments	TK-8: Use of curriculum common unit assessments in Math and ELA Grades 9-12: Developed common, core content assessments	TK-8: Use of curriculum common unit assessments in Math and ELA Grades 9-12: Use of curriculum common unit assessments in Math, Developed common, core content assessments in ELA	TK-8: Use of curriculum common unit assessments in Math and ELA Grades 9-12: Use of curriculum common unit assessments in Math, Developed common, core content assessments in ELA	TK-8: Use of common curricular assessments Grades 9-12: Full implementation of common, core content assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	Table 2.1: Parent Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2021 Baseline 67%-76%	Table 2.1.a: Parent Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2022: 71% - 82%	Parent Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2023: 79.79%	Parent Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2024: 85.56%	Parent Survey Data to 90% or above in each statement
Student Survey	Table 2.10: Student survey high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2021 Baseline 67%-83%	Table 2.3.a: Student survey high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness.	Student survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. VCPUSD gives the California Healthy Kids Survey (CHKS) in two year cycles with local surveys such as the Direction survey done on alternating years. Below is the 2022 data and local survey results.	Student survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2024: 83%	Student Survey to 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2023: 78%		
Staff Survey	Table 2.2: Staff survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2021 Baseline 67%-96%	Table 2.2.a: Staff survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2022: 66%-89%	Staff survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2023: 72.94%	Staff survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2024: 70.84%	Staff Survey to 90% or above in each statement
Priority 4: Pupil Achievement-AP Exam pass rate of 3 or higher	2020: 69% of students taking an AP test passed with a 3 or better	2021: 46.07% of students taking an AP test passed with a 3 or better	2022: 68% of students taking an AP test passed with a 3 or better	2023: 62% of students taking an AP test passed with a 3 or better	75% of students taking an AP test passing with a 3 or better
Priority 4: Pupil Achievement-SAT test takers	2020: SAT Test takers: 71% met benchmarks in ERW (Evidence Based Reading and Writing) and 49% met benchmarks in math	2021:8 students took the SAT	2022: 10 students took the SAT	2023: 17 students took the SAT	80% meet benchmarks in ERW and 60% meet benchmarks in math
Priority 1: Basic Services-Teachers appropriately assigned and fully credentialed in subject	100% of teachers are appropriately assigned and fully credentialed in subject areas and for pupils that they are teaching.	100% of teachers are appropriately assigned and fully credentialed in subject areas and for pupils that they are teaching.	100% of teachers are appropriately assigned and fully credentialed in subject areas and for pupils that they are teaching.	99% of teachers are appropriately assigned and fully credentialed in subject areas and for pupils that they are teaching.	Maintain 100% teachers fully credentialed in subject areas and for pupils that they are teaching.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
areas and for pupils that they are teaching.				Credentials in progress and expectation for 100% EOY.	
Priority 1:Every pupil in the district has sufficient access to standards-aligned instructional materials.	100% of all pupils has sufficient access to standards-aligned instructional materials.	100% of all pupils has sufficient access to standards-aligned instructional materials.	100% of all pupils has sufficient access to standards-aligned instructional materials.	100% of all pupils has sufficient access to standards-aligned instructional materials.	Maintain 100% of all pupils with sufficient access to standards-aligned instructional materials
Priority 2: Implementation of the academic content and performance standards adopted by the state.	Met: VCPUSD implements the content and performance standards adopted by the state	Met: VCPUSD implements the content and performance standards adopted by the state	Met: VCPUSD implements the content and performance standards adopted by the state	Met: VCPUSD implements the content and performance standards adopted by the state.	Met: VCPUSD implements the content and performance standards adopted by the state
Priority 7: 100% of students, including unduplicated pupils and pupils with exceptional needs, are enrolled in a broad course of study.	100% of student enrolled in a broad course of study as evidenced by master schedule analysis.	100% of student enrolled in a broad course of study as evidenced by master schedule analysis.	100% of student enrolled in a broad course of study as evidenced by master schedule analysis.	100% of students enrolled in a broad course of study as evidenced by master schedule analysis.	100% of student enrolled in a broad course of study as evidenced by master schedule analysis.

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 implementation of the actions within Goal 2 closely matched the plan. The actions implemented were impactful based on the aligned metrics with the district graduation rate remaining high and slow growth in state assessments and academic indicators. The college and career readiness area of the goal shows need for continued focus as measured by the College and Career Indicator (CCI) reported as low for

the district overall and very low for many reported student groups. The work of Teachers on Special Assignment (TOSA) in different areas such as suporting English Learners, Early Literacy, and Instruction was reported to be impactful in the success of targeted areas based on survey feedback.

Planned actions that differed in actual implementation include the following:

2.15 Implementation and Curricula Adoption - This action targeted curriculum implementation in two areas science (NGSS) and world languages. Elementary science implementation moved forward as planned. Middle school and high school dicussion around continued transition in materials occurred with self reflection on current practices and materials in place. Work continued with the San Diego County Office of Education NGSS team to review assessment data and develop planning/pacing document templates that can be used moving forward. The review and evaluation of materials will occur as the school year closes and move into summer and the 24-25 school year. The secondary world language teachers engaged in training to review their current practice and reflect on needs to move forward. The commitment of funding to continue with the materials adoption and review process will be moved to the 24-25 school year.

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

The following are the actions that had material differences between budgeted expenditures and estimated actual expenditures for Goal 2:
2.9 Intervention Resources: Some of the services were partially funded out of one-time funds
2.11 Site Computer Technicians: Actual expendiutres more than budgeted due to a 10% raise.
2.12 Secondary Intervention TOSA: Actual expenditures more than budgeted due to a 10% raise and a TOSA taking on a 6/5's assignment.
2.13 Intervention TOSA Pauma: TOSA was split between Pauma and OGHS, action listed 0.5 position at Pauma when staffing cost determination was done budget allocation did not match actual expenditures.
2.15 Implementaion and Curricula Adoption: Actual expendtures less than budget due to this service being paid for out of one-time funds.
2.22 Alternative Education: Some teaching positions were grant funded based on funds not know at time of LCAP planning.
2.23 English Learner Secondary Instruction: Original estimate included staffed sections from action 2.7 and have been omitted from estimated actual expenditures.

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

The implementation of actions within Goal 2 have furthered the district's efforts to achieve the goal of ensuring that we are provide the students will all of the resources around academic achievement and physical fitness, and looking our outcome and performance data connected to preparation to articulate between grade levels and eventually into the college and/or career environment. In particular, student performance data, observations, anecdotal evidence suggest our district's efforts in becoming a professional learning community and refining our systematic intervention practices are being successful. We know that our work is not done with feedback suggesting that PLC efforts will

need to continue to focus on the use of common formative assessments, clear data analysis protocols, and progress monitoring through the use of available state and local data systems. Overall, each action was effective in either meeting goals or making progress towards targets during the three-year LCAP cycle.

Explanations of the effectiveness and progress of actions in meeting goals include:

Metric Targets Met: Secondary Grades A-C Percentages; CTE HQ Elements; Integrated and Designated ELD; DW Common Assessments
Metric Targets Not Met: District Graduation Rate (Increase from 92.5% overall to 93.4%).; College and Career Readiness Indicator - CCI (decline from 55.4% to 46.9% prepared or approaching prepared) ; SBAC Assessment - ELA (decline from 39.45% to 30.57% meeting or exceeding standards) & Math (decline from 23.96% to 17.15% meeting or exceeding standards); A-G Completion (decrease from 54.1% to 30%) and CTE Completion (decrease 44% to 21%); English Learner Progress (increase from 43.6% to 45.9%) and Reclassification (increase from 3.7% to 14%); DL Enrollment (increase from 41% to 42%)

Student Achievement: Graduation Rate; College and Career Indicator, SBAC Assessment, A-G Completion, CTE Completion, ELPI, EL Reclassification
2.1 ELD TOSA; 2.3 Elementary Instructional TOSA; 2.4 Guidance Technicians; 2.5 Accelerating Learning through Summer School; 2.6 Elementary Band Teachers; 2.8 Special Projects Team, 2.12 Secondary Intervention TOSA; 2.13 Intervention TOSA: Pauma; 2.16 AP Test Supports; 2.17 College Readiness Support (EAP); 2.21 Library Technicians; 2.22 Alternative Education; 2.24 State Assessment Planning and Support
The growth in data related to student achievement indicates that the implemented actions were effective. The increase in graduation rates through initiatives such as summer school, guidance technicians, and secondary intervention TOSAs contributed to maintaining and enhancing graduation rates for each student group. Although not all metrics showed improvement at the secondary level, survey feedback suggests these areas were influential. The alternative education graduation rate increased, as did the rates for English learners, socioeconomically disadvantaged students, and students with disabilities. State assessments did not meet the target goal and decreased initially but showed improvement from the 2021-22 to the 2022-23 school year, indicating a potential upward trend in both language arts and math. English learner progress increased from 43.6% to 45.9%, suggesting that actions like ELD TOSAs positively impacted student progress. Reclassification rates grew from 3.7% to 14%, though still short of the 20% goal. These outcomes suggest that the district's EL target areas were effective and contributed to student growth. In terms of student achievement, the district met its goals in report card grades for both middle and high school English and mathematics. Significant increases were observed among all students, with specific student groups showing improvements in either English or both English and math. This indicates the effectiveness of intervention measures such as secondary intervention TOSAs, library technicians, and alternative education programs. Elementary schools demonstrated growth on state assessments in math and language arts, linked to elementary instructional TOSAs. At the secondary level, progress on AP exams saw a slight decrease from 69% to 62%. However, despite an initial drop, there is an anticipated return to desired outcomes for the 2023-24 academic year.

State Standards: Integrated and Designated ELD, DW Common Assessments
2.1 ELD TOSA; 2.9 Intervention Resources; 2.14 Career Technical Education (CTE) Planning and Outcome Development; 2.15 Implementation and Curricula Adoption; 2.18 English Learner (EL) Support Classes; 2.20 Refine Professional Learning Community (PLC) Practices; 2.23 English Learner Secondary Instruction

In the implementation of state standards across the school district, integrated and designated English Language Development (ELD), supported by Teachers on Special Assignments (TOSA), proved highly impactful. The focus on ensuring state standards for English learners was maintained through secondary English learner instruction and support classes for students not yet proficient in English. Additional professional learning was provided, and the district continued to offer intervention resources that positively influenced individual student outcomes. In curriculum development, the work in Elementary Science Next Generation Science Standards (NGSS) was successful, with all elementary classrooms implementing the Mystery Science curriculum. Science curriculum and implementation at the secondary level will remain a focus moving into the 2024-25 school year. The refinement of Professional Learning Communities (PLC) throughout the district effectively addressed areas such as Cycles of Continuous Improvement and Collaborative Teacher Efficacy. These actions will continue to have an impact as the district builds on the progress made over the past three years.

Course Access: CTE HQ Elements, DL Enrollment
2.2 DW Literacy TOSA, 2.6 Elementary Band Teachers, 2.7 Additional School Sections; 2.10 1-to-1 Devices; 2.11 Site Computer Technicians; 2.12 Secondary Intervention TOSA; 2.14 Career Technical Education (CTE) Planning and Outcome Development; 2.16 AP Test Supports; 2.18 English Learner (EL) Support Classes; 2.19 District Wide Mathematics TOSA; 2.21 Library Technicians; 2.22 Alternative Education
Providing each student with access to courses, materials, and support in all academic areas was a primary focus over the three-year cycle. Actions such as appointing teachers on special assignments, hiring additional staff like elementary band teachers, and adding school sections proved impactful. Tools like one-to-one devices, including iPads and Chromebooks, along with site computer technicians, ensured students' access to digital materials and classroom intervention programs. AP test supports were implemented to ensure unduplicated student groups could take AP tests despite financial barriers. The District Alternative Education Program offered students access to courses in a different environment with varying levels of support and services. These actions were linked to the implementation of standards and overall student achievement, demonstrating effectiveness in progressing toward the goal during the three-year cycle.

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.

Changes to Goal 2 will be based around additional metrics and modified/new actions. Many existing actions were determined to be effective and although adjustments will be made many actions will continue. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

Changes in metrics and desired outcomes include the following:
- Addition of STAR Early Literacy Metric (Grade Equivalent Level TK-3)
- Transition from Eureka Math Metrics to iReady Math Metrics (Assessment Measure - At or Above Grade Level)
- Addition of % of Long Term English Learners (LTEL)
- Addition of # of Interim Assessments Blocks implemented district-wide

Specific changes in actions that resulted from reflection on prior practice include:
- With the implementation of professional development and training for all teachers, the work of supporting early literacy is clearer in each class and will lead to a transition the role of Early Literacy TOSA staff to responsibilities of Elementary Instructional TOSA to support classroom level staff, this change will also lead to an additional metic for the 24-25 school year with the implementation of the STAR Early Literacy measure
- LTEL monitoring will be incorporated into actions for this goal (updated as part of current EL monitoring practices)
- Professional Development and Learning actions will continue to target PLC with a focus on implementation of interim assessments aligned with state assessments

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	Parents, guardians and students are informed with timely district, school and classroom information and have opportunities to provide input for decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parent involvement in seeking input in making decisions for the school district and school site. - Parent district-wide survey	Table 3.0: Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2021 Baseline: 71%-81%	Table 3.0.a: Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2022: 71%-76%	Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2023: 81%	Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2024: 85%	90% or above on all statements
Student Survey	Table 3.1: Students are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2021 Baseline: 62%-67%	Table 3.2.a: Student voice matters 2022: 50-66%	Student voice matters VCPUSD gives the California Healthy Kids Survey (CHKS) in two year cycles with local surveys such as the Direction survey done on alternating years. Below is the 2022 data and local survey results.	Students are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2024: 74%	Survey responses to 90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2023: 63%		
Staff Survey	Table 3.2:Staff perception of parent communication and input for decision making. 2021 Baseline: 83%-95%	Table 3.1.a: Staff perception of parent communication and input for decision making. 2022: 60%-85%	Staff perception of parent communication and input for decision making. 2023: 78%	Staff perception of parent communication and input for decision making. 2024: 89%	Survey responses to 90% or above
Priority 3: Parent Involvement in parental participation in programs for unduplicated pupils and students with exceptional needs.-District wide Attendance at School Site Council and DELAC Meetings.	2021 Baseline: 80% of our SSC members attend all meetings	2022: 80% of SSC members attend all meetings	2023: 84% of SSC members attend all meetings	2024: 87% of SSC members attending meetings to date. 2024: 65% of DELAC/ELAC members attending all meetings.	90% of SSC and ELAC members attend all meetings
Priority 3: Parent Involvement in parental participation in programs for unduplicated pupils and students with exceptional needs .- Title VI Meeting parent representation	2021 Baseline: Currently do not meet the parent representation described in the by laws	2022: On average, Title VI meetings have 25-30 attendees: 36% are community members and 64% are VCPUSD staff. Of the 36 community members, 12% are parents.	2023: On average, Title VI meetings have 20-32 attendees: 50% are community members and 50% are VCPUSD staff. Of the 32 community members, 56% are parents.	2024: Title VI meetings have 17-32 attendees. 50% are community members and 50% are VCPUSD staff. Of the community members, 42% are parents.	Meet the parent representation described in the by laws

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
as described in the by-laws				Parent representation met.	
Priority 3: Parent Involvement in parental participation in programs for unduplicated pupils and students with exceptional needs . - Recruit for and develop ELAC Parent Committees	2021 Baseline: One school has an active ELAC Committee	2022: At least 1 member serving on ELAC/DELAC committee from each school	2023: At least 1 member serving on ELAC/DELAC committee from each school	2024: 8 out of 8 school sites have members serving on ELAC/DELAC commitee.	All schools with an active ELAC committee
District will offer a minimum of 2 parent workshops (in English and Spanish) each year on various topics that will strengthen parents as partners. (Attendance, literacy, technology, science nights, etc.)	2021 Baseline: 0 Workshops	2022: 0 Workshops	2023: 2 Workshop (Math / Reading District Wide)	2023: 6 Workshops (Site hosted/district wide)	2 or more workshops/year
Attendance at Back to School Night	Baseline Sept 2021	Back to School Night, Fall 2021: At least 50% attended virtually overall 2022 Spring Open House @ elementary schools: At least 50% of families estimated per school	Back to School Night: At least 50% attended (site reported) Spring Open House @ Elementary schools: At least 50% attended (site reported)	Back to School Night: Avg more than 50% attended (site reported). Spring Open House @ Elementary schools: At least 50% attended (site reported)	70% of our parents district wide will attend Back to School Night

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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.

All planned actions were implemented and the listed metrics suggest that effectiveness and impact was positive as our district moved through the school year. The implementation of the actions within Goal 3 closely matched the plan.

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

The majority of the estimated actual expenditures for Goal 3 do not demonstrate material differences from the budgeted expenditures. Actions with differences between budged expenditures and actual expenditures are the following:

3.2 Host District-Wide and Site Based Parent Workshops: Based on available funding sources and timelines, some workshops funded out of other grants

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

The planned actions made progress towards the goal of partnering with our families.

Explanations of the effectiveness and progress of actions in meeting goals include:

3.1 District TOSA: The work of the District TOSA continued to be a support for Native American students and families who makeup a significant part of the district unduplicated pupil percentage. The TOSA continued to supporting students directly in small group instruction, working with teachers to intervene, and monitoring student progress in core classes. Connection with parents was made as needed in areas of intervention, providing parents and families with resources, reporting and supporting the Title VI advisory process, and supporting both

district and school events. This action was effective in the continuing to strengthen communication with parents to help them navigate absenteeism, academic achievement, connecting with the school and teachers, and identifying non-academic needs that a student may need. The metric of survey feedback suggests impact was signficant to staff, parents, and students. Metrics outside of this goal will continue to be addressed with a focus on decreasing chronic absenteeism moving forward.

3.2 Host Districtwide Parent Workshops: Parent workshops were held this year and include financial aid and college application support at the high school level and family learning nights at the elementary level focusing on literacy, mathematics, and overall supports for families. These workshops were successful in making progress towards the strengthen parents as partners. With the metric being met our goal is to continue and increase our offerings and see additional progress reported on parent surveys as positive feedback. Significant work was also done in this area strengthening partnerships with outside agencies and the resources available through the San Diego County Office of Education.

3.3 Parent Communication: Using current digital platforms and the local newspaper are effective methods for communicating with most parents. Email and phone calls have become the main means to transmit information to our parents. Some schools/teachers use Dojo, Remind, and other free platforms to communicate with parents. However, this is not a district practice and a theme that emerged from parents is wanting more communication from teachers and more timely communication from the school and district.

3.4 Software Services: This action focuses specifically on the continued use of the Doctracking platform allowing for us to communicate our LCAP plan as well as our Comprehensive School Safety Plans (CSSP) and Site Plans for Student Achievement (SPSA) where we delineate the services we provide for our UPP. The use of the platform has grown to include the management of additionally planning documents such as the Arts, Media, and Instructional Materials Grant, the district Extended Learning Opportunities Program Plan, other grants and compliance driven documentation. The use of the platform has led to consistent management of these documents that can now be shared publicly in an accessible format and easily translated improving communication with our educational partner

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.

Goal 3 has not been changed significantly and continues to have the same target areas. Metrics and applicable actions were added based on feedback and needs over the past three years. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

In order to better measure progress in this goal area for associated actions the following metrics have been added:
- Active Parent Portal Accounts (Infinite Campus)
- Translated Documents (required documents translated and available for parents)

Specific additions that resulted from reflection on prior practice include:

- An action was added based on reflection to ensure that all district reported metrics and measures are available to drive collaboration and community based reporting.

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

Goals and Actions

Goal

Goal #	Description
4	Provide every VCPUSD student eligible for special education support and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Least Restrictive Environment (LRE) Rate of students with disabilities in Regular Class more than 80% Rate of students with disabilities in Regular Class less than 40% of the time. Rate of students with disabilities participating in a separate school. Rate of preschool students in regular program, separate class, and home.	2020-2021 LRE Rate greater than 80%: 45.09% 2020-2021 LRE Rate less than 40%: 10.31% 2020-2021 LRE Rate Separate School: 3.54%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2020-2021 LRE Rate greater than 80%: 46.72% 2020-2021 LRE Rate less than 40%: 10.31% 2020-2021 LRE Rate Separate School: 3.54%	2021-2022 LRE Rate greater than 80%: 48.11% 2021-2022 LRE Rate less than 40%: 11.16% 2023-2024 Compliance and Improvement Monitoring (CIM) Process - Data 52% of students w/IEPs spend 20% or less in general education setting	LRE Rate greater than 80% Statewide Target: great than 58% LRE Rate less than 40% Statewide Target: less than 19.5% LRE Rate Separate School Statewide Target: less than 2.9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Post-Secondary Outcomes Rate of student respondents that are enrolled in higher education or competitively employed.	2020-2021 Post School Outcome: 82.11%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2020-2021 Post School Outcome: 82.11%	2021-2022 Post School Outcome: 84.62%	Statewide Target: greater than 75.04%
4 Year Cohort Graduation Rate (SWD)	2020-2021 Graduation Rate (SWD): 75.86%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2021-2022 Graduation Rate (SWD): 87.9%	2022-2023 Graduation Rate (SWD): 89.3%	Statewide Target: greater than 90%
Suspension Rate (SWD)	2020-2021 Suspension Rate (SWD): 0.6%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2021-2022 Suspension Rate (SWD): 10.3%	2022-2023 Suspension Rate (SWD): 5.5%	Decrease suspension rate for SWD to 4%
Chronic Absenteeism Rate	2020-2019 Chronic Absenteeism (SWD) 23.1%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2021-2022 Chronic Absenteeism (SWD):48.4%	2022-2023 Chronic Absenteeism (SWD): 43%	Decrease Chronic Absenteeism to 23%
Parent Involvement Rate	2020-2021 Parent Involvement Rate: 98.98%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2020-2021 Parent Involvement Rate: 98.98%	2021-2022 Parent Involvement Rate: 99.15%	Statewide Target: greater than 95%
Rate of Students with Transition Goals/Services	2020-2021 Students w/ Transition Goals/Services: 95.81%	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2020-2021 Students w/ Transition Goals/Services: 95.81%	2020-2021 Students w/ Transition Goals/Services: 95.81%	Statewide Target: 100%
SBAC ELA Scores (SWD)	2020-2021 SBAC ELA Scores (SWD):	Goal Added in 2nd year of LCAP,	2021-2022 SBAC ELA Scores (SWD):	2022-2023 SBAC ELA Scores (SWD):	Increase Met or Exceeded to 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7.15% Met or Exceeded 15.79% Nearly Met	measured outcomes begin in Year 2	5.8% Met or Exceeded 15.59% Nearly Met	9.34% Met or Exceeded 12% Nearly Met	
SBAC Math Scores (SWD)	2020-2021 SBAC Math Scores (SWD): 5.60% Met or Exceeded 6.72% Nearly Met	Goal Added in 2nd year of LCAP, measured outcomes begin in Year 2	2021-2022 SBAC Math Scores (SWD): 6% Met or Exceeded 8% Nearly Met	2022-2023 SBAC Math Scores (SWD): 4.68% Met or Exceeded 12.04% Nearly Met	Increase Met or Exceeded to 15%

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.

All planned actions were implemented and the listed metrics suggest that effectiveness and impact was positive as our district moved through the school year. The implementation of the actions within Goal 4 closely matched the plan.

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.

Goal 3 did not include specific expenditures for actions and thus there are no material differences from the budgeted expenditures. Although expenditures were not included in the LCAP, those actions that did include related expenditures in other goal area did demonstrate materials differences between budgeted and actual expenditures.

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

The planned actions made progress towards the goal of ensuring the best possible outcomes for VCPUSD students with disabilities. This goal was added in the last year of the three year LCAP cycle with actions that were successful in bringing further attention to growth needed through the district. A summary of each action is provided below but much of this work with continue into the next LCAP cycle with the hope of further effective growth and lasting change.

Explanations of the effectiveness and progress of actions in meeting goals include:

4.1 Monitoring and Improvement - (Specific to Students with Disabilities): The work done to utilize designated Special Education staff to monitor improvement, build professional capacity, and build towards long-term outcomes and change was effective in bringing focus and additional clarity to areas that need continued efforts. Program specialists worked closely with site and district staff providing professional learning and training around IEP implementation and ongoing monitoring of student outcomes throughout the school year. Moving into the 24-25 school year this action will become more targeted on specific areas.

4.2 Specialized Staffing (Supporting LRE): The work done to support students in Least Restrictive Environment (LRE) and to maintain levels of support provided by specialized staff (ex. Instructional Aides) was effective and implemented throughout the year. Staffing shortage challenges did occur but specialized staffing was in place through providing staff with additional hours and working with case managers and site administration to ensure the best utilization of available staffing was effective in supporting student needs.

4.3 Professional Development: Professional development for teachers and staff on restorative practices, transition planning and IEP goal setting was effective. Each school site had a site team engage in Positive Behavior Interventions and Supports (PBIS) that incorporated restorative practices. All site teams had a Special Education teacher who incorporated ongoing needs to support students with disabilities. Growth occurred in the development of co-teaching at the secondary level with opportunities to visit other school sites for ideas and guidance. This area and Universal Design for Learning (UDL) will carry into the 24-25 school year for additional focus.
model.

4.4 Behavior Interventions (SWD): Access to tools/materials and deliver training for site teams to collaborate, develop, and track progress regarding Tier 1, 2, and 3 behavioral supports was implemented at the early stages. Although this work was impactful it will continued into the 24-25 school year for additional focus.

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.

Goal 4 has been refined in actions but metrics continues to have the same target areas. The desired outcomes were all identified based on the latest baseline data and reasonably expected outcomes each year.

Specific additions that resulted from reflection on prior practice include:
- The continuation of a program specialist addressing the MTSS aspects of working with SWD and the high number of UPP in student group.
- Professional learning aspects of this goal have been carried into the coming year with a focus on Universal Design for Learning (UDL) and training for the use of specialized programs supported students

- Reflection around how to address supported student placement in the appropriate Least Restrict Enviornment (LRE) has transition into a new action to review master schedules and student placed, models like co-teaching and inclusive strategies will be incorporated with a data driven approach to monitoring and systematic review

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
Valley Center Pauma Unified School District	Ron McCowan Superintendent	mccowan.ro@vcpusd.org 760-749-0464

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.

Valley Center-Pauma Unified (VCPUSD) is a TK-12 school district with 3801 students located in the rural agricultural area of Northern San Diego County, with a backdrop of the Palomar Mountains. The district has a 300 square mile boundary and serves a diverse group of students with the racial make-up of 61% Latino/Hispanic, 22.2% White, 8.8% American Indian, 4.6% Two or more races, and 1% or less in each of the following groups, African American, Asian, Filipino and Pacific Islander. Our Native American Indian students are from five Native American Indian Reservations, San Pasqual, Rincon, La Jolla, Pauma, and Pala. Of our 3801 students, approximately 25.6% are English Leaners, 0.3% are Foster Youth, 2.9% are Homeless, and 56.4% are Socioeconomically Disadvantaged. (Based on 2023 CA School Dashboard Enrollment Demographics)

VCPUSD is comprised of 8 schools: Valley Center High School (comprehensive high school), Oak Glen Continuation High School, Valley Center Middle School, Valley Center Elementary School (Grades 3-5), Lilac School (TK-5), Pauma School (TK-8), Valley Center Primary School (TK-2), and Valley Center Prep School (K-12 Independent Study). In grades K-8, VCPUSD offers a Dual Language Spanish Program, available to all students at the elementary level. Valley Center High School offers our students a rigorous A-G college prep. pathway and Career and Technical Education (CTE) Pathways for students to engage in while at the high school. Our pathways include A-G courses so students who elect to engage in the following CTE sectors that we offer can also complete their A-G coursework. Both pathways,

individual or together, prepare our students to be College and Career Ready. The high school offers pathways and/or certification in the following industries: Agriculture and Natural Resources, Arts, Media & Entertainment, Hospitality, Tourism & Recreation, and Transportation, and Building & Construction.

In serving the students in all our schools, the Valley Center-Pauma School District is driven by the mission, "As a learning community dedicated to personal growth and academic excellence, the Valley Center-Pauma Unified School District, in partnership with students, parents, and the community, will bring forth individuals who attain academic achievement, a passion for lifelong learning and respect for themselves and others." An important learning community educational partner are our Native American Education Centers from Rincon, La Jolla, San Pasqual, Pauma, and Pala. As a result of our learning community commitments, VCPUSD's overarching goal is to support a broad-based program that promotes academic and social/emotional success for all students. In order to achieve this mission and goal, the VCPUSD Board of Trustees has identified the following objectives: Increase Student Achievement, Focus on College and Career Readiness, Implement a Technology Rich Learning Environment, Ensure Fiscal Integrity/Conserve Resources, Maintain Effective Communication, and Promote Cultural Understanding of Our Diverse Community.

VCPUSD's LCAP is grounded in the district's core value and overarching goals around the success and supports of our students. Our efforts will continue to support numerous actions to improve student success in all subject areas, literacy skills, and citizenship. There will be an intentional focus on our unduplicated students with academic and social-emotional supports as well as TK-12 program offerings to increase access and college and career readiness.

Goal 1 (Broad): Every student is actively engaged in learning, feels safe at school and demonstrates good citizenship.
The purpose of this goal is to ensure that we are engaging students in learning by providing a meaningful learning environment that allows each one of our students to excel. A environment that is engaging and allows students to have a voice and take risks, becomes a safe space. VCPUSD wants all students who graduate from the district to serve and contribute to the community, creating a better place for all.

Goal 2 (Broad): Every student receives high quality instruction leading to academic achievement and physical fitness, successfully preparing them for college and career readiness.
This goal keeps VCPUSD on the cutting edge of high quality instruction. For example, the use of electronic devices that has put information in the hands of all learners, instantaneously. In order to keep up with the changes in public education, educators will need to continue to revamp, adapt, and engage with students in ways that "speak" to the students and families. As a district, college and career readiness is a goal for each student, starting at TK/Kindergarten. The second aspect of this goals is to achieve physical fitness. Part of being physically fit is addressing the socio-emotional and mental health of our students. Ultimately, the goal is to capitalize on a TK-12 matriculation process to prepare all students for College and Career, while being mindful of their physical and mental health.

Goal 3 (Broad): Parents, guardians and students are informed with timely district, school and classroom information and have opportunities to provide input for decision-making.
VCPUSD values the voices of our students and parents as district decisions are being made that impact student achievement as a partner throughout their childen's matriculation in the district. An important element of partnering with our parents and students is to make sure we have provided every opportunity for each to have input, and ensuring that we are connecting with our parents who speak only Spanish. Connections should not only be in forms, written communications, or a phone call, but also in how we welcome all parents into our school sites, participation in district wide meetings as site based decision making bodies, and as families who participate in school wide or district

wide events. As a district, we embrace the diverse student populations that we serve, as an asset. It is our responsibility to ensure these assets are celebrated and built upon as we continue to strengthen the VCPUSD learning community.

Goal 4 (Focus): By end of the 2026-2027 school, increase students served in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.
The need to ensure that all students eligible for special education support and services are served in the least restrictive environment - with standards-aligned instruction that enables them to meet or exceed standards - is a district priority. In the most recent CA Schools Dashboard results Students with Disabilities (SWD) had concerning performance levels for Chronic Absenteeism, Suspension Rate, and Academic Performance all in the lowest levels.

Goal 5 (Focus): By the end of the 2026-2027, increase the percentage of students who are prepared for college and career as measured by the College and Career Indicator (CCI) to 60% or higher with focus on student groups listed on the CA Schools Dashboard.
At the heart of VCPUSD's goals and mission as a district is to ensure that students have the skills and preparation to be successful after high school. The CCI is a tool used by the state of California to measure the preparedness of our students for college and careers. It provides a snapshot of how well our students are prepared for life beyond high school and helps us identify areas where we can improve to better prepare our students for the future. The 2023 CA Dashboard listed VCPUSD with a low status and several students groups place at the very low status level. Using the metrics listed to determine whether a student is prepared or nearly prepared VCPUSD will reexamine our programs and work to build a higher level of preparedness through improving state assessment scores, A-G requirements, and CTE pathway completion. Having the CCI broken out into a focus goal allows for tracking of each of these elements and targets additional resources to meet the targets for the next three years.

Goal 6 (Equity Multiplier): By the end of the 2026-2027 school year, Oak Glen High School and Valley Center Prep will, as applicable, improve academic performance, school climate, and student engagement for all students, with additional focus on student groups as indicated on the CA School Dashboard.
This focus goal specific to Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. OGHS qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 76.7% and percentage of Socioeconomically Disadvantaged students (85.9%). VC Prep qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 44.4% and percentage of Socioeconomically Disadvantaged students (69%). Improving stability rates is a shared goal across the Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes. Both Oak Glen High School and Valley Center Prep School are in need of improvement at the student group level for multiple student groups across the Dashboard Indicators.

The Engaging Educational Partners section highlights the overarching input that emerged across educational partner groups. The impact of educational partner engagement on the 2024-25 LCAP has again been significant, with input helping to guide improvements such as the development of new actions in goal area and revised framing of desired outcomes. Overarching themes and specific recommendations are discussed in more detail within the Engaging Educational Partners section of this plan.

Overall, VCPUSD's 2024-25 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of VCPUSD's LCAP goals to the LCFF State Priorities is provided below:
- State Priority 1 (Basic Conditions): LCAP Goals 1 and 2

- State Priority 2 (Common Core State Standards Implementation): LCAP Goal 2, 4, 5, 6
- State Priority 3 (Parent Engagement): LCAP Goals 1, 3, 4, 6
- State Priority 4 (Pupil Achievement): LCAP Goals 2, 4, 5, 6
- State Priority 5 (Pupil Engagement): LCAP Goal 1, 4, 6
- State Priority 6 (School Climate): LCAP Goal 1, 4, 6
- State Priority 7 (Course Access): LCAP Goal 2, 4, 5, 6

This LCAP represents the district's plan for continuing and expanding its efforts to ensure all students to learn, grow, and reach their greatness. This supports the district's vision of all students graduating with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision, the district is committed to the deep and complex work. The most important example of systems change that will continue is the implementation of a Multi-Tiered System of Supports (MTSS). MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students, address different outcomes between schools and across the district, and address performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the district continue to improve student outcomes by providing a cohesive, consistent approach to providing tiered supports based upon individual student needs will allow the district to measure and address learning needs and supports.

Reflections: Annual Performance

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

California School Dashboard Results
The 2023 California School Dashboard is a key component of the state's school accountability system which provides an assessment of student performance in relation to five state performance measures: Academics (English Language Arts and Mathematics), English Learner Progress, Suspension, Chronic Absenteeism, and Graduation Rate. The dashboard also includes information around five self-reported local indicators determined by the use of self reflection tools and climate surveys from the school year. VCPUSD's performance has grown in many areas and we are committed to continuously assessing our programs and systems to enhance educational outcomes for all students. The results on the dashboard represent aspects of the district's performance and provide valuable information about student learning, student engagement, and differences in outcomes for student groups. The information is used in conjunction with local data on student performance and progress, such as progress reports, student work, and teacher feedback. The learning experience of students in our district along with state and local data provides educators with a more detailed picture of strengths as well as areas of opportunity and needed growth. Below is a review and overview of identified needs based on the CA school dashboard. Refer to the metrics section and the goals analysis section of each goal for additional information. District level, school level, and student group performance is provided based on the following required criteria: 1) Any school with lowest performance level on one or more indicator on the 2023 Dashboard, 2) Any student group with the lowest performance level on one or more indicator on the 2023 Dashboard 3) Any student group within a school with the lowest performance level on one or more indicator on the 2023 Dashboard. The goals and actions listed in this LCAP are designed to address these areas with specific actions along with goals and strategies in each schools Site Plan for Student Achievement (SPSA) which in alignment addresses each of the school level indicator and low performing student groups.

Chronic Absenteeism (K-8): Yellow Indicator, 37.9% (declined 3.4%)
Chronic absenteeism is at 37.9%, a drop of 3.4% from last year. Two student groups are in the red level: American Indian students and white students. Homeless and two or more races are in the orange. All other groups are in yellow or higher, with American Indian students having the highest rate at 60.6%. At the school level Pauma Elementary was in the red level for this indicator with the follow school level student groups: Pauma Elementary (American Indian), Lilac (White, Two or More Races), VCMS (American Indian), Valley Center Primary (English Learners, Hispanic, White, SED).

Suspension Rate: Green Indicator, 3.9% (declined 2.6%)
Examining the suspension rate, the district resides in the green indicator level, with 3.9% of students suspended for a minimum of one day—a 2.6% decrease from the prior school year. No groups within the district fall into the red or orange indicator levels. One group is situated in the orange level, representing two or more races at 6.2%. Three groups occupy the yellow level: American Indian at 7.7%, Socioeconomically Disadvantaged at 4.6%, and Students with Disabilities at 4.8%. All aforementioned groups experienced a substantial decline in suspension rates compared to the previous year, with each group decreasing by 3% or more. At the school level Pauma Elementary was in the red level indicator with the following school level student groups: Pauma Elementary (American Indian, SED), Oak Glen High School (English Learners).

English Learner Progress: Orange indicator, 45.9% (declined 9.7%)
The English Learner Progress Indicator shows that 45.9% of English learners are making progress towards English language proficiency. This is a decline of 9.7% from the previous year, placing the district in the orange indicator level. The progress indicator shows that 33.8% of students maintained ELPI levels 1-3 and 20.3% decreased one or more level. At the school level Lilac Elementary and Valley Center Primary were at the red level indicator.

Graduation Rate: Yellow Indicator, 93.4% (declined 1.2%)
The district graduation rate is 93.4% in the yellow level, down 1.2% from last year. No student groups are in the red or lowest level. American Indian students are in the orange level at an 87.9% rate, down 6.7% from last year. White students are at 91.8%, down 5.2% in the yellow level. All other student groups were reporting in the green indicator level either maintaining or raising the graduation rate when compared to the previous year. The district graduation rate continues to be significantly higher that the state rate of 86.4% and our district has a higher graduation rate in all reported student groups.

College/Career Indicator (CCI - Status Only): Low
The district outcome for graduating seniors measured as part of the CCI was low with 13% reported as prepared and 23.9% approaching prepared. Performance levels were report as status only as "Very Low" for the following student groups: American Indian, Hispanic, English Learners, Homeless, SED, and SWD. At the school level Oak Glen High School was in the red level indicator with the following school level student groups: Oak Glen High School (Hispanic, SED), Valley Center High School (English Learners, SWD).

English Language Arts (State Assessment): Yellow Indicator, 63.3 points below standard (increased 18 points), 30.57% Meeting or Exceeding Standards
Two student group are in the red indicator level: Homeless and Two or More Races. Student groups in the orange indicator level all saw an increase from the previous year but are still below standard (American Indian, English Learners, Hispanic, Socioeconomic Disadvantages,

Students with Disabilities). White students also saw an increase from the previous year and are listed in the yellow indicator level. At the school level Pauma Elementary and Valley Center Prep were in the red level indicator with the following school level student groups: Pauma (English Learners, Hispanic, SED), Lilac (English Learners, Hispanic, SED, SWD), Valley Center Elementary (American Indian, SWD), Valley Center Middle School (Two or More Races).

Mathematics (State Assessment): Orange Indicator, 104.3 points below standard (increase 13.5 points), 17.15% Meeting or Exceeding Standards
Three student groups are in the red indicator level: English Learners, Homeless, and Two or More Races. Student groups in the orange indicator level all saw an increase from the previous year but are still below standard (American Indian, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities).White students also saw an increase from the previous year and are listed in the yellow indicator level. At the school level Pauma Elementary and Valley Center Prep were in the red level indicator with the following school level student groups: Pauma (English Learners, Hispanic, SED), Lilac (English Learners, SWD), Valley Center Middle (Two or More Races).

Local Indicators: Standard Met (Basics: Teachers, Instructional Materials, Facilities; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study; Implementation of Academic Standards)
Districts are required to report outcomes on five Local Indicators that apply to LEAs only, not individual schools. Districts are required to measure their progress based on locally collected data and report their results through the CA School Dashboard. This report addresses each of the local indicators and the locally collected data that determines whether the standards for the indicator have been met or not met. VCPUSD met all local indicators measures.

Reflections: Technical Assistance

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

The following is an overview of VCPUSD's eligibility to receive technical assistance consistent with Education Codes and the work underway as part of the assistance process:

Metrics from the 2023 California School Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. Overall, VCPUSD's performance results for all students and for specific student groups show that improvement is needed and gaps in student group performance persist. Data from the California School Dashboard and other state reports have highlighted many of our identified needs moving forward. At the same time, we continue to use local measures to show the growth rates that have occurred from our efforts. Working with the San Diego County Office of Education, VCPUSD is engaging in the differentiated assistance and support process.

The following areas and students groups are the focus of our work based on the 2023 CA Schools Dashboard:
Academic Performance (ELA & Math) - English Learners, Homeless (Growth - Socioeconomically Disadvantaged, Students with Disabilities, American Indian, and Hispanic)
Suspension Rate - (Growth) Homeless, Students with Disabilities, and American Indian
Chronic Absenteeism - American Indian (Continued Need), (Growth) English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic

The San Diego County Office of Education (SDCOE) is providing VCPUSD with Technical Assistance that meets the intent of the Local Control Funding Formula legislation, which encourages capacity-building, focuses on strengthening systems, and supports continuous improvement. The process has been productive and has illuminated key areas of work that will assist the VCPUSD in moving forward. A SDCOE staff member meets regularly with the District Administration and Assistant Superintendent to review progress in the LCAP development to address needed areas of focus.

Throughout this year, a differentiated assistance plan has continued targeting key actions to make progress in these areas. In addition, those school sites that are working through the Additional Targeted Support and Improvement (ATSI) process are aligning their work with the actions in this LCAP in their site plans (SPSA) to support the necessary growth and meeting the needs identified. In addition to helping the community understand the metrics that are reported on the California Dashboard and how the metrics were reported in 2023, staff are monitoring the actions we are taking in the district and on sites to address student needs. Presentations have been made sharing the sites' work to continue to monitor and address students' needs through a variety of resources and supports and ongoing opportunities to monitor overall progress.

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.

Pauma Elementary School

Support for Identified Schools

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

The Pauma Elementary School Plan for Student Achievement (SPSA) will be utilized to meet the requirements for the CSI plan. School leadership, teachers, parents, and members of the district educational services team contribute to the development, implementation, monitoring, and evaluation of these plans. The site will be provided professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Site and district leadership work in tandem to support student performance growth. In addition, a member of the district educational services team will be designated from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

Pauma Elementary School will utilize the SPSA document, creating a common practice with the district to complete needs assessment and action plans. The needs assessment includes review of performance data in alignment with the California School Dashboard. This includes Smarter Balanced Assessment Consortium (SBAC), suspension, and attendance data. Internal data allows for further analyzation and verification of the specific site needs. This process will support the school site to create an intervention plan and ensure quality implementation of strategies.

Pauma Elementary School qualifies for Comprehensive Support and Improvement through the following metrics in the red level on the California Schools Dashboard from the 2022-2023 school year:
Chronic Absenteeism, State Assessments: ELA and Mathematics, Suspension Rate

During plan development, sites are provided with LCAP aligned indicators and metrics by the district educational services team, initiating the process for discussion and feedback between sites and the district office. District leadership collaborate to collect the indicators to ensure compliance, alignment with district goals, and concurrence with site practices. This process poses clarifying questions such as, "Were you able to implement your actions and are you on target to meet your goals based on the following metrics?". Additionally, it prompts the school site to include specific information such as the gaps of specific student groups and evidence-based interventions in place to support those students. Site and district leadership collaborate with site staff to identify appropriate interventions, actions, use of funds and strategies to support student achievement. This helps guide the work for the school as they create their site plan and budget for the coming school year.

Interventions and expenditures are implemented in alignment with greatest areas of need at the site as uncovered by the needs assessment and correlating data. The outcome of this process is incorporated into the SPSA for monitoring throughout the school year to support progress towards stated goals. Educational partner feedback is documented in the SPSA, and the Pauma Elementary School must provide evidence, progress monitoring, and a description of the feedback received from staff, parent/community members, and students.

Monitoring and Evaluating Effectiveness

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

VCPUSD will work closely with Pauma Elementary to determine, reflect upon, and modify metrics using state and local data aligned with the VCPUSD LCAP for measuring progress and improvement to monitor the implementation of it's CSI plan and the effectiveness of processes and activities. VCPUSD will continues to build the capacity of the Pauma site administrator to access data to drive decisions and determine effectiveness of processes and activities. Educational partners will continue to be included throughout this process in alignment with the CSI plan developed and incorporated into the site SPSA.

The district educational services team works directly with the site leadership team to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to CSI identification. Implementation, monitoring, and evaluation occurs in a variety of intentional structures such as monthly meetings which includes staff to assist with the implementation plan. During the monthly meetings, the Continuous Cycle of Improvement Process Tool will be utilized to ensure actions are being implement and needs are being addressed. This data driven process will utilize metrics that have been identified in the SPSA

Coaching will be provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. The district educational services team will provides support with monitoring to ensure data (based on the CA Dashboard Indicators) is available and resources (trainings and/or professional development in various areas) needed to drive and implement work/actions is accessible.

Throughout the Continuous Cycle of Improvement Process, plans will be reviewed and/or revised and evaluated by the Pauma school site leadership. The evaluation process will include examining the level of action effectiveness in alignment with the correlating site metrics.

Based on the results, site leadership will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work will share progress with District Administrative Cabinet twice a year to provide updates, submit requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or how the plan improving/impacting the system as a whole.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committees	Ongoing data/feedback from parent advisory committees in School Site Councils and ELAC/DELAC are constantly being asked of and integrated into our plans moving forward. Both School Site Councils and ELAC/DELAC parent advisory leadership groups were asked to provide actions the district should prioritize in the following areas: ELA, Math, and Science achievement, Mental and Emotional Health, Chronic Absenteeism, Discipline, School Climate, Communication with Parents, and Safety on Campus. Our goal in these advisory committees is to ensure that parent groups and specific needs are appropriately represented and heard. School Site Councils include representation from parents of current students with disabilities (SWD) and at the secondary level student representatives that can speak to the student perspective and provide this important voice. Committees such as ELAC/DELAC and our Title VI parent advisory committee provide targeted feedback to ensure that the needs are all students are being discussed and incorporated in the LCAP planning process.This feedback provided us the time and opportunity to guide us in our work throughout the year and before finalizing the priorities of the LCAP. LCAP SSC Goals Overview and Input 12/2023 (All School Sites) LCAP ELAC Goals Overview and Input 12/2023 (All School Sites) LCAP Input SSC 2/2024 (All School Sites) LCAP Input ELAC 2/2024 (All School Sites) LCAP Input DLAC 2/2024

Educational Partner(s)	Process for Engagement
	LCAP Input Title VI Advisory Committee 2/2024
Parents	LCAP Input Meetings 10/05/2023, 12/11/2023, 2/2/2024 LCAP Parent Survey
Student Advisory Committee	LCAP Input Meeting 4/5/2024 Students provide their input on areas of importance for the LCAP.
Students	Student Survey Student Focus Group Site Meetings as Applicable by Grade Level
Teachers and School Personnel / Local Bargaining Units	LCAP Input Meetings 3/20/2024, 3/27/2024, 4/3/2024 LCAP Staff Survey VCPUSD engaged with bargaining units, inviting them to participate in LCAP engagement sessions with staff regarding LCAP content and presentations.
General Public, Students, Staff, and Families	Regular Board Meetings: 9/14/2023, 11/9/2023, 1/18/2024, 4/18/2024, 5/9/2024
Administration (Site Principals, Site Admin, and District Admin)	District Administration Meetings: 9/5/2023, 10/5/2023, 11/7/2023, 12/5/2023, 1/9/2024, 2/6/2024, 3/5/2024, 4/2/2024, 5/7/2024 District Principal Meetings: 9/20/2023, 10/17/2023, 11/16/2024, 2/15/2024, 4/17/2024, 5/16/2024

Educational Partner(s)	Process for Engagement
	These meetings were planned to cover key items at specific intervals throughout the LCAP development process beginning with feedback sessions in September on items of importance that principals felt should be included in the LCAP. That feedback was reviewed and included with the other educational partners engagement. In January, feedback was provided on areas of importance identified from the overall feedback from educational partners, and February was an update on how those areas of importance are being identified in the LCAP.
Equity Multiplier Meetings	Site Meetings (Applicable site SSC Meetings Engaging Applicable Educational Partners) OGHS/VC Prep 2/2/2024, 5/2/2024
SELPA	Members of the LCAP development team has attended and engaged at regional SELPA meetings providing an overview of district goals and actions and collecting feedback/comments. 12/14/2023, 3/14/2024, 5/16/2024

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

The annual and ongoing engagement of educational partners is a key part of Valley Center-Pauma Unified School District's (VCPUSD) LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, administrators, and community members. A range of educational partner engagement activities occurred throughout 2023-24 including listening sessions, meetings with district committees/groups, district surveys, input sessions for staff and families, and related board presentations. These sessions included a brief introduction to the LCAP, with the majority of time reserved for open sharing of input by all attendees. Although ongoing input is welcome, public comment on a posted draft, and the public hearing will finalize our engagement and collection of input with our partners. The input received from these activities helped to further articulate the VCPUSD community's priorities for the district and to inform the annual development of the LCAP.

Goal 1
The educational partner feedback reflects a desire for a supportive, safe, and inclusive school environment that recognizes the individual needs of students and fosters open communication between the school and families. All partners shared an appreciation for the efforts made by the school in addressing issues, but also a clear call for continuous improvement in policies and practices. Staff shared the importance of focused professional development and seeks more proactive measures in behavior management and school safety.

Parent/ Guardian Survey

The school provided all the resources needed (iPad, Chromebook, essential materials, etc.) to engage students in learning. (96%)
The school treats all students with respect. (91%)
The school is a safe place. (83%)
The school connects with my student. (86%)
The school enforces school rules equally for all students. (78%)
The school has clean and well-maintained facilities and grounds. (94%)
The school is welcoming and inclusive. (90%)

Staff Survey

Our school provided all the resources needed (iPad, Chromebook, essential materials, etc.) to engage students in learning. (83%)
Our school treats all students with respect. (89%)
Our school is a safe place. (67%)
Our school connects with students. (80%)
Our school has clear expectations for student behavior. (62%)
Our school has clean, sanitized and well-maintained facilities and grounds. (70%)
Our school is welcoming and inclusive. (86%)
Our school provides social emotional and mental health supports for students that need it. (80%)
At least 75% of students are engaged in learning so far this year. (69%)
At least 75% of students at our school treat staff and peers with respect. (72%)
Digital citizenship and media literacy skills are integrated into student instruction. (69%)
Our school has educational technology to effectively foster engaging student-centered learning environments. (79%)

Professional Development and Learning:
- There is a call for ongoing professional development opportunities, examples included continued work around effective PLCs and newer topics such as AI and its impact on education.
- Staff express a need for more hands-on workshops, relevant training, and collaboration time to improve instructional strategies and interventions.

Safety and Security:
- Continued work around campus security with visibility of staff as a suggestion to enhance safety and stricter enforcement of safety measures.
- Staff shared the positive implacts of work around PBIS and a desire to continue the development of clearer schoolwide behavior incentives and consequences, as well as more consistent follow-through when behaviors do occur.

Student Support and Engagement:
- Support in classrooms to help teachers to meet individual student needs effectively.
- The feedback calls for more support staff to address the needs of a large student population, including those requiring special education services.

- The importance of teacher-student connections is emphasized, with a need for more caring communities within classrooms.
- Request for more communication from teachers to parents about student performance.
- Suggestions include offering social groups, after-school activities, and more in-class activities / courses to cater to diverse interests.

Inclusivity and Accountability:
- Seeing students as individuals with unique learning styles, advocating for multiple methods of assessment beyond tests.
- Facilitate better relationships among students and to acknowledge good behavior.
- Holding students accountable for their actions, especially regarding bullying and inappropriate behaviors

Communication and Infrastructure:
- Parents request more frequent and detailed communication from the school, including updates on student progress and safety measures.
- Staff and parents shared feedback around continuing to modernize school facilities with updates to ensure a conducive learning environment.

Goal 2
The feedback reflects a community that values a well-rounded education with real-life applications, diverse course offerings, and a supportive learning environment. There is a strong emphasis on individualized student support, proactive communication, and preparing students for a variety of post-graduation paths.

Parent/ Guardian Survey
The school provides a quality education that focuses on the academic success of my child. (91%)
The school offers supports to promote learning at high levels. (83%)
The school promotes academic success for all students. (87%)
The school has teachers that go out of their way to help students. (87%)
The school focuses on improving student attendance. (83%)
The school is preparing my student to be college and career ready. (84%)

Staff Survey
Our school has an effective system to monitor all students' progress toward meeting or exceeding grade level academic standards. (71%)
Assessment data, both qualitative and quantitative, is analyzed and used to make instructional decisions. (67%)
I have adequate staff development opportunities for the effective implementation of the California Standards or to excel in my department/grade level. (60%)
Staff professional development / learning connects to access, support, and success of our students. (60%)
I have adequate technology for the effective implementation of the California Standards or to excel in my department / grade level. (81%)
Our staff regularly reviews current practices to determine the degree to which it focuses on successful student learning. (62%)
Students use technology to assist them in achieving the academic standards. (80%)
Our school has an atmosphere of trust, respect, and professionalism. (71%)
The staff's practices and activities facilitate access and success for diverse student needs. (78%)
Our school promotes academic success for all students. (81%)

Our staff go out of their way to help students. (89%)
Our staff views students through the strengths they bring with them. (83%)
Our school focuses on improving student attendance. (66%)
Our school is preparing all students to be college and career ready. (56%)
Our school has a technology infrastructure that adequately supports teacher and learning. This includes the use of staff and student devices, network, etc... (77%)
Educational technology at our school enhances student critical thinking, communication, collaboration, and creativity. (61%)

Curriculum and Instruction:
- Parents shared a desire for increased connections between the classroom and the home, with more help in ways families can support the learning process.
- The community shared appreciation for the district's diverse educational offerings at school sites, including varied courses, agriculture, trades, cooking, and arts, as well as extracurricular activities like sports and FFA.
- Parents shared requests for pathway to higher math exposure, advanced math and science classes, and more AP courses to prepare for college credit are evident.
- The community shared the dual immersion program is highly valued, and there is a request for more support for students learning Spanish, especially in the lower grades.

Student Support and Engagement:
- All partners shared an appreciation of after-school supports such as tutoring programs to provide additional supervision for working parents and supports for struggling students.
- Parents shared requests for teachers to proactively reach out to parents when students are struggling and to teach study skills effectively.
- All partners shared suggestions to build college/career culture with examples including having students visit universities and bringing in more guest speakers for assemblies to motivate students.

Career and College Readiness:
- Parents shared a call for more career pathway-oriented programs and for the school to help students explore trades, not just college readiness.

School Policies and Practices:
- Parents shared that standards for grades should not be lowered and that practice and memorization work should still be a part of the classroom environment.

Communication and Technology:
- Parents express a need for better communication from teachers and administrators, particularly regarding class assignments, assessments, and overall student progress.
- The use of Google Classroom and Infinite Campus is praised, but there is a desire for these platforms to be expanded to allow parents to download homework assignments and due dates in advance.

Extracurricular Activities and Programs:
- The community would like to see more art and science programs funded by the school, as well as the addition of clubs for chess, writing, books, etc.
- There is a call for the school to move beyond a one-size-fits-all approach and to offer more specialized classes in computer coding, engineering, and critical thinking.

Goal 3
The feedback indicates a community engaged in the school's communication efforts and supportive of additional resources and programs to enhance student learning and well-being. Parents are looking for more proactive communication regarding their children's progress and safety, as well as more inclusive and diverse opportunities for student engagement and support. The community values the current communication methods but also sees room for improvement in the consistency and effectiveness of these tools.

Parent/ Guardian Survey
The schools seeks parent input. (77%)
The school welcomes parents to participate in school activities. (84%)
The school keeps me well informed about school activities. (91%)
The school's front office is welcoming. (92%)
I feel valued at the school. (82%)

Staff Survey
District actions are targeted to improve parent, community, and student engagement. (88%)
School staff actions are targeted to improve parent, community and student engagement. (89%)
Our school ensures that parents understand student achievement as measured by the state's academic standards. (79%)
Our school seeks parent input. (78%)
Our school welcomes parents to participate in school activities. (89%)
Our school keeps parents well informed about school activities. (92%)
Our school uses multiple methods to communicate with parents. (94%)

Communication:
- Parents appreciate the use of voicemail messages, Class Dojo, and weekly newsletters to stay informed.
- Suggestions include more accurate communication with advance notice of dates and times, and the use of multiple methods such as text, call, email, and social media.

Student Support:
- Parents would like increased extracurricular offerings including clubs and more tutoring opportunities, especially in reading, math, and second languages.

School Policies and Practices:

- Community feedback includes requests for the school to provide more programs to welcome parents and allow for volunteer opportunities.
- There is a call for better support for emotional issues students face, such as bullying and relationship challenges.
- Suggestions included increasing physical activities and providing structured plans for support individual academic needs when applicable.

Infrastructure and Resources:
- Some parents are concerned about the safety of playground materials and suggest improvements.
- There is a desire for a more user-friendly school website/communication tools with useful information and a better understanding of the tools and resources available for parents.

Goal 4:

Parent/Guardian Survey
The school's IEP team reviews all placement and service options available, at least annually, for my child. (82%)
The IEP team considers the effects to my child before recommending placement / services with a special education teacher. (91%)
My child with an IEP is working on standard-aligned coursework. (86%)
My child with an IEP is making academic progress. (89%)
My child with an IEP spends the majority of their day in a general education classroom. (90%)

Staff Survey
The IEP team reviews all student placement and service options available, at least annually. (89%)
The IEP team considers the effects to students before recommending placement/services with a special education teacher. (74%)
Students with an IEP are working on standard-aligned coursework. (79%)
Students with an IEP are making academic progress. (70%)
Students with an IEP spend the majority of their day in a general education classroom. (73%)

VCPUSD will continue successful previous actions and services, many influenced by educational partner feedback. Aspects of the VCPUSD 2024-2027 LCAP that have been influenced by educational partner input include, but are not necessarily limited to:
- The continuation of the Positive Behavior Intervention and Supports (PBIS) program moving into Tier 2 and Tier 3 levels, in alignment with district work in MTSS
- Professional learning (Development and Training) actions addressing many areas of feedback (curriculum, academic, behavior, student supports)
- Increase in attendance monitoring and communication as it relates to all educational partners (action relating to strengthing site team approach and parent notifications/communication)
- Additional systems to support data monitoring and provide accessible data beyond the CA Schools Dashboard to educational partners for better informed input and role in decision making
- Increased ability to monitoring college and career readiness (graduation requirements, A-G completion, CTE completion) with the addition of CTE and A-G approved courses that are high student interest

The spring engagement process was informed by input received throughout the school year, including results from surveys. Key educational partner priorities that emerged from these processes included Safety, Facilities, Communications, Enrichment and Intervention, Attendance and Wellness, Behavior Intervention, College and Career, Extracurriculars and Athletics, Social Emotional Resources/Supports, Academic Resources/Supports, Inclusion, Literacy and Math, and Parent Education and Engagement. The top priorities emerging from the feedback reaffirmed the district's existing broad goals and the new focus goal structure while informing many of the specific actions and services. Examples of this include:

- Updates to Focus Goal 4 and actions continuing to address Students with Disabilities (SWD)
- Additional of Focus Goal 5 with actions addressing College and Career Readiness as measured by the CA Schools Dashboard indicator (student groups performing at "very low" status level)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Every student is actively engaged in learning, feels safe at school and demonstrates good citizenship.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to ensure that we are engaging students in their learning, providing and creating a meaningful learning environment that allows each one of our students to excel, not only in their passions but also to prepare them for college and career readiness. Students who are in an environment that is engaging and allows them to have and voice and take risks in their learning creates a safe learning space as they deepen their understanding of the challenging curriculum and real world topics that may occur in class discussions. Overall, VCPUSD wants all students who graduate from the district to serve and contribute to the community, creating a better place for all.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Climate - Parent Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: The school is a safe place. School Connectedness: The school connects with my student.			90% or above for goal area and applicable statements.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: 88.17% Strong Agree/Agree				
1.2	School Climate - Staff Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: Our school is a safe place. School Connectedness: Our school connects with my student. 2024: 89.47% Strong Agree/Agree			90% or above for goal area and applicable statements.	
1.3	School Climate - Student Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school. School Connectedness: I feel like I belong at school. 2024: 78-88% Strong Agree/Agree			90% or above for goal area and applicable statements.	
1.4	Student Engagement - Attendance	2023 CA Dashboard Chronic Absenteeism Rate: 37.9% Student Groups			Chronic Absenteeism: 20% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange: Homeless, Two or More Races Red: American Indian, White 2023 Chronic Absenteeism Rate (Dataquest) Primary: 48% Lilac: 37.7% Elementary: 33.5% Pauma: 53.1% VCMS: 29.6% VCHS: 34.9% OGHS: 75.6% VC Prep: 0% 2023 Attendance Rate: 89.76% Primary: 88.22% Lilac: 90.41% Elementary: 91.46% Pauma: 87.33% VCMS: 90.24% VCHS: 90.51% OGHS: 72.46% VC Prep: 100%			Growth on CA Dashboard Color Levels (All groups at yellow or higher) Decrease individual school sites by 5% per year Attendance Rate: 94% or higher	
1.5	School Climate - Suspension Rate	2023 Suspension Rate: 3.9% American Indian: 7.7% Hispanic: 3.6% SED: 4.6% SWD: 5.5%			Suspension Rate: 3% or lower AI, Hispanic, SED, SWD: 4% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Student Engagement - Dropout Rates (High School and Middle School)	2023 High School Dropout Rate: 4.6% VCHS: 2.6% OGHS: 9% VC Prep: 15.3% 2023 Middle School Dropout Rate: 0%			High School Dropout Rate: 2% or lower; OGHS: 4% or lower VCPrep: 7% or lower Middle School Dropout Rate: Maintain at 0%	
1.7	School Climate - Expulsions	2023 Recorded Expulsions: 3			Recorded Expulsions: 2 or less	
1.8	Basic Services - Facility Inspection Tool (FIT)	All schools rated "Good" on FIT report			All schools maintain "Good" on FIT report	
1.9	PBIS Tiered Fidelity Inventory (TFI)	2024 Tier 1 Level TFI (Tier 2 and 3 Not Yet Inventoried) Primary: 70% Lilac: 70% Elementary: 70% Pauma: 87% VCMS: 83% VCHS: 90% OGHS: 63%			Tier 1 Level TFI: All Schools 80% or higher Tier 2 Level TFI: All Schools 70% or higher Tier 3 Level TFI: All Schools Implementation Level	

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	Counseling Support	Full time counselor staffing provided to each elementary school site, two counselors at Valley Center Middle School, and one counselor at Oak Glen Continuation School/Alternative Programs. Counselors will provide immediate and targeted support for students on the socio-emotional and mental health areas. By ensuring a connect with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed.

The counselors will prioritize support for unduplicated student groups that make up the largest percentage of students at each applicable school site including Foster Youth, Homeless Youth, and Students with Disabilities to support improving students' sense of belonging in an effort to combat Chronic Absenteeism. This will be done through facilitating SEL and working directing with classroom teachers to address needs. Counselors will participate in School Attendance Review Team (SART) meetings at their assigned sites to support high levels of absenteeism as listed on the CA Schools Dashboard for specific schools sites (Pauma) and student groups at Lilac (Two or More Races, White), Primary (English Learners, Hispanic, SED, White), Pauma (American Indian) and VCMS (American Indian). | $870,765.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
1.2	Counselor Support	Counselors will provide immediate and targeted support for students in the socio-emotional and mental health areas. By ensuring a connect with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. In addition, a counselor will focus efforts on working with high school students to complete A-G and/or CTE coursework, enabling each one to choose their pathway beyond high school. This service is directed towards our unduplicated students who makeup 62% of the Valley Center High School student population and student groups that are of the highest level of need based on local and state outcome data.	$36,429.00	Yes
1.3	Administrators	District and site administration will lead site work on restorative practices, trauma informed practices, safety at school, working collaboratively with counselors and site teams, to reduce the number of students that are chronically absent, focusing on all students but in particular our students with high levels of absenteeism, Native American and Students With Disabilities. In addition, staff will work to reduce the suspension rates for Native American, Hispanic, Low Income, and Students with Disabilities. Ensuring our students are engaged in school will increase their academic achievement. This service is directed towards our unduplicated students.	$394,836.00	Yes
1.4	School Psychologists	63% percent of our students with special needs are identified as part of our districts 67% UPP. The psychologists service is directed towards our unduplicated students.	$685,312.00	Yes
1.5	Support Staff: Campus Supervision	Staff provides a safe learning environment, interacting with students and ensuring that student needs are met. They provide an adult for students to connect to and potentially mentor/coach through school. The presence and connection of campus security can be measured on survey data regarding input on our schools feeling safe by students, parents, and staff. This action is directed towards our unduplicated students who makeup 62% of	$510,240.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the Valley Center High School student population, 69% of the Valley Center Middle School, and 76% of Oak Glen High School and student groups that are of the highest level of need in the areas of absenteeism and suspension based on state performance data.		
1.6	Support Staff: Behavior and Attendance	Support staff such as secretaries that work with student discipline support restorative practices at the middle school and high school grade levels, working collaboratively with the Assistant Principals, connecting with and supporting families when students may have, in the past, been suspended for a behavior. The middle school UPP is 68%, of which 23% are English Learners and 8% are American Indian. The high school UPP is 62%, of which 16% are English Learners and 8% are American Indian. With the data shown on the CA Schools dashboard and differentiated assistance designation based on several of our unduplicated student groups this actions is directing services towards our unduplicated students.

Similarly, attendance clerks at these school sites connect and support families around attendance. With UPPs of more than 60% at both the middle school and high school sites, these positions are working closely with families on a daily basis. These efforts are in addition to other practices to reduce the number of suspensions and reduce chronic absenteeism by keeping students in school. The support staff at schools sites play an important role in the site intervention process for attendance and behavior.   They prepare data and information for site MTSS meetings, at Oak Glen School these staff members will support the meetings that occur. With the high UPP count this will support the higher suspension rate for English Learners as reported in the red indicator level on the CA Schools Dashboard. | $412,407.00 | Yes |
| 1.7 | District Social Worker | Social workers provide a range of preventive, early intervention, and acute mental health assessments and treatments in group, individual, or family modalities. Supporting a school-wide foundation of positive discipline, safe climate, academic success, and mental and emotional wellness by helping develop and sustain a caring school environment that promotes problem-solving skills and positive behavior support. These services are directed | $125,650.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		towards our unduplicated students as an additional way to support student success through social emotional supports. This action is directed towards the needs of the 66% district UPP addressing health and wellness for low income, English Learners, and foster youth to decrease chronic absenteeism rates and increase overall connectedness to school.		
1.8	Physical Health and Nutrition (Elementary PE Teachers)	A skills based health and wellness education program that emphasizes physical fitness, nutrition education, and age-appropriate curriculum to address the California Health Education Standards will be provided in order to achieve health literacy for all students beginning at the elementary level. VCPUSD employs Elementary PE teachers who support students who are credentialed in physical education to cover topics that include but are not limited to the following: nutrition and physical activity concepts, human growth and development, injury prevention and safety, and healthy choices. At the elementary school level the percentage of students who are part of unduplicated student groups are 67% at Lilac, 66% at VC Elementary, and 83% at Pauma Elementary making the staffing aligned with this action directly serving the unduplicated student count.	$475,902.00	Yes
1.9	District Itinerant Psychologist	VCPUSD has implemented an alternative to suspension program called Reflect and Restore that uses restorative practices as its foundation. This program directly benefits the districts student groups that in the past have had higher suspension rates many of which are part of the districts UPP. This program provides attending students with mental health, SEL, academic, and counseling. In order to support this program highly qualified staff such as an itinerant psychologist is integral. Based on Dashboard data and identified needs, the psychologist supporting the Reflect and Restore program will support all students in grades 6-12 addressing school climate through an alternatives to suspension restorative program for which students groups at Pauma Elementary (American Indian, Socioeconomically Disadvantaged) and Oak Glen HS (English Learners) who have higher rates of suspension.	$104,329.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Counseling and Tutoring	Partnerships with Palomar Hospital and AmeriCorps provide immediate services to our students with high needs for socio-emotional or mental health concerns. Palomar counselors, upon referral, provide immediate and targeted support for students on the socio-emotional and mental health areas, particularly our students with disabilities. By ensuring a connection with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. Americorps provides a direct connect with students on campus, engaging students in their learning and ensuring that they are socio- emotionally ready to learn. They, can, serve as an added "counselor" ear for students, tutoring, and referring to school supports and providing an added adult on campus for students to connect with. These services are directed towards the needs of the 66% district UPP addressing health and wellness for low income, English Learners, and foster youth to decrease chronic absenteeism rates and increase overall connectedness to school.	$69,100.00	Yes
1.11	Transportation (Bussing)	The VCPUSD Unduplicated Pupil Percentage for 23-24 is 66%, approximately 77% of the students who ride the bus are unduplicated. Students in VCPUSD must arrive at school safely either by bus or car. There are no sidewalks for students to walk on that will separate them from traffic. Bussing is important for student attendance for safety and to ensure students that reside in more rural areas of the district can access a bus stop to get to school. Maintaining a Home to School transportation program for unduplicated students is critical.	$2,595,869.00	Yes
1.12	Attendance Monitoring and Communication	Student Services and site teams, including principals and applicable staff, will monitor student attendance using Infinite Campus reports at each school site. Students with high rates of absenteeism and/or on track to have more than 10% of the school year absent (chronically absent) will be noted for further support. Principal, site team, and Student Services will work together to support students with chronic absenteeism, including education of staff regarding the signs of students experiencing homelessness, and the development of individualized support plans for	$15,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students with chronic absenteeism. This work will be done at all school sites district-wide through the School Attendance Review Team (SART) process to address groups demonstrating the greatest attendance and engagement needs district-wide (American Indian, White). School sites who have have higher chronic absenteeism rates (Pauma Elementary) and student groups with higher need; Pauma Elementary (American Indian), Lilac Elementary (Two or More Races, White), VC Primary (English Learners, Hispanic, Socioeconomically Disadvantages, White), and VCMS (American Indian) will have additional monitoring and monthly check-ins from a member of the district student services team during the monthly scheduled SART meetings to support analysis of data and to determine how the district may be able to provide additional support and resources. Additional support will be provided for students experiencing homelessness to support regular attendance. Student services will work with principals and site teams to review and update procedures for notifying families of levels attendance concerns at-risk for affecting student success in school. Notifications and procedures will include communication regarding excessive unexcused and/or excused absences as well as supports available to families.		
1.13	Professional Development and Training	At the beginning of each school year staff are provided with professional growth and training related to how to best meet the needs of their students. This is incorporated into a full day at the beginning of the school year that all staff are invited to attend. This incorporates training topics such as cycles of improvement for Professional Learning Communities (PLCs) related to student outcomes, school climate, overall student engagement strategies and incorporates student socio-emotional wellness. The work done on this day also extends throughout the school year and provides a baseline of how staff teams will work together to address student group outcomes. This day is attended by teachers in the school district and directed towards our unduplicated students as an additional way to support student success on the metrics listed and aligned state priorities at the secondary level.	$96,671.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Positive Behavioral Interventions and Supports Implementation (PBIS)	Promote positive school climate by encouraging positive student behaviors. Support will be provided to all schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction. Efforts are aligned to the district's overall MTSS framework implementation. School sites have worked to revisit Tier 1 level interventions and supports, this work will continue to address Tier 2 level intervention and supports. Each school site has implemented the Tiered Fidelity Inventory (TFI) as a metric (1.9) to measure progress. School climate measures 1.3 and 1.5 will be used as metrics to measure progress. Each school site have an established PBIS team that will be supported by the district education services team. These meetings will review site data, plan strategies to intervene in developing behaviors, and develop information and resources that can be shared throughout the school site. This work will address suspension rates as reported on the CA Schools Dashboard, at Pauma Elementary this action will address the school level suspension indicator on the CA Schools Dashboard and at Pauma and Oak Glen HS focus students groups will be those with higher suspension rates: Pauma (American Indian, SED), Oak Glen HS (English Learners).	$29,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Every student receives high quality instruction leading to academic achievement and physical fitness, successfully preparing them for college and career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal focuses on keeping VCPUSD on the cutting edge of high quality instruction. The students that we serve today are very different from the students of yesterday, and will be of tomorrow. In order to keep up with the changes in public education, educators will need to continue to revamp, adapt, and engage with students in ways that "speak" to the students and families. As a district, college and career readiness is a goal for each student, starting at TK/Kindergarten. Over eighty three percent of our parents believe we are preparing students to be college and career ready and over seventy percent of students noted that their school has high standards for achievement. The second aspect of this goals is to achieve physical fitness. Part of being physically fit is addressing the socio-emotional and mental health of our students. Feedback from parents, certificated and classified employees and administrators collectively note the importance of providing immediate response and resources to our students and families so that students can engage in school. Ultimately, the goal is to capitalize on a TK-12 matriculation process to prepare all students for College and Career, while being mindful of their physical and mental health.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Graduation Rate	2023 Graduation Rate: 93.4% American Indian: 87.9% Hispanic: 94.6% White: 91.8% English Learners: 94.6% SED: 93%			Graduation Rate: 96% Increase reported student groups to 92% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 89.3%				
2.2	College and Career Readiness Indicator (CCI) (Priority 4)	2023: Status Low 13% Prepared, 23.9% Approaching Prepared CA Dashboard Status Level Very Low: American Indian, Hispanic, English Learners, Homeless, SED, SWD Met UC/CSU Requirements in Combined Graduation Rate All Students: 0%, American Indian: 0%, Hispanic: 0%, White: 0%, Two or More Races: 0%, English Learners: 0%, SED: 0%, SWD: 0%, Homeless: 0% Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate All Students: 16.4%, American Indian: 15.2%, Hispanic: 13.4%, White: 27.4%,			CCI: 50% Prepared No student groups at "Very Low" or Red Level (when reported in future years) Met UC/CUS Req: 60% Increase reported student groups to 50% or higher. Completed CTE Pathway: 40% Increase reported student groups to 30% or higher Met UC/CSU Req and Completed CTE Pathway: 40% Increase reported student groups to 30% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 7.1%, English Learners: 7.5%, SED: 14.1%, SWD: 10.7%, Homeless: 11.8% Met UC/CSU Requirements AND Completed at Least One CTE Pathway in Combined Graduation Rate All Students: 0%, American Indian: 0%, Hispanic: 0%, White: 0%, Two or More Races: 0%, English Learners: 0%, SED: 0%, SWD: 0%, Homeless: 0%				
2.3	SBAC ELA Assessment	2022-2023 SBAC Score: 30.57% Met or Exceeded Standards; 22.04% Nearly Met Standards CA Dashboard Color Meter: Yellow: White Orange: American Indian, English Learners, Hispanic, SED, SWD Red: Homeless, Two or More Races			SBAC Score: 50% or greater, Met or Exceeded Standards CA Dashboard Growth Meter: Yellow - move 1 color band Orange and Red - move 2 color bands	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	SBAC Math Assessment	2022-2023 SBAC Score: 17.15% Met or Exceeded Standards; 25.47% Nearly Met Standards CA Dashboard Color Meter; Yellow: White Orange: American Indian, Hispanic, SED, SWD Red: English Learners, Homeless, Two or More Races			SBAC Score: 40% or greater, Met or Exceeded Standards CA Dashboard Growth Meter: Yellow - move 1 color band Orange and Red - move 2 color bands	
2.5	A-G Completion (UC/CSU Req Met)	2023 A-G Completion Rate: 30% (data not reported on 2023 CA Schools Dashboard, local results)			A-G Completion Rate: 60% or higher	
2.6	CTE Pathway Completion	CTE Pathway Completion Rate: 21%			CTE Pathway Completion Rate: 40%	
2.7	English Learner Progress Indicator (ELPI)	2023 English Learning Progress: 45.9% 2023 Summative ELPAC 16.87% Level 4 (Well Developed) 31.40% Level 3 (Moderately Developed) 31.84% Level 2 (Somewhat Developed)			English Learning Progress: 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		19.89% Level 1 (Minimally Developed)				
2.8	English Learner Reclassification Rate	Reclassification Rate: 14%			Reclassification Rate: 20%	
2.9	Curriculum Assessment: Benchmark ELA TK-6	ELA Benchmark Assessments (Average Scores on Assessments) 2024 mid-year (Trimester 2 / Quarter 2): Grade 2: 57% Grade 4: 43% Grade 6: 61%			ELA Benchmark Assessments: 70% or above at grades 2,4,6 (Average Scores on Assessments)	
2.10	Curriculum Assessment: iReady Math TK-8	No Baseline Available (new metric for 2024-2025 school year)			70% At or Above Grade Level	
2.11	Secondary Grades: Report Card A-C Rate (ELA)	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2023 Reported Card A-C Rate Middle School: 77%, American Indian: 54% Hispanic: 78% High School: 87%; Native American: 71% Hispanic: 86%			2023 Report Card A-C Rate Middle School: 80% or higher High School: 80% or higher Increase Rate for Native American and Hispanic by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Secondary Grades: Report Card A-C Rate (Math)	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2023 Report Card A-C Rate Middle School: 79%, American Indian: 66% Hispanic: 78% High School: 62%; Native American: 51% Hispanic: 62%			2023 Report Card A-C Rate Middle School: 80% or higher High School: 80% or higher Increase Rate for Native American and Hispanic by 5%	
2.13	Course Access - CTE Elements of a High Quality Program (Priority 7)	2023 Program Score: 80%			Program Score: 90%	
2.14	Physical Fitness Test (PFT)	2023 Participation Rate: Grade 5: 100% Grade 7: 93% Grade 9: 97%			Participation Rate: 95% or higher for grades 5, 7, 9	
2.15	Student Survey	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2023: 83%			Student Survey: 90% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Staff Survey	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2023: 89.50%			Staff Survey: 90% or higher	
2.17	Parent Survey	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2023: 85.56%			Parent Survey: 90% or higher	
2.18	Pupil Achievement: AP Exam Pass Rate (Priority 4)	2023: 62% (passed with a 3 or better)			75% (passed with a 3 or better)	
2.19	Basic Services: Teacher Assignment and Credentialing (Priority 1)	Teachers appropriately assigned and fully credentialed: 99% (subject areas and for pupils that they are teaching)			Teachers appropriately assigned and fully credentialed: 100%	
2.20	Basic Services: Access to Standards-Aligned Instructional Materials (Priority 1)	Access to Standards-Aligned Instructional Materials: 100%			Access to Standards-Aligned Instructional Materials: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.21	State Standards: Implementation of Academic Content and Performance Standards (Priority 2)	Implementation of Academic Content and Performance Standards: Met			Implementation of Academic Content and Performance Standards: Met	
2.22	Course Access: Enrollment in Broad Course of Study, including unduplicated pupils and pupils with exceptional needs (Priority 7)	Enrollment in Broad Course of Study: 100% (evidenced by master schedule analysis)			Enrollment in Broad Course of Study: 100%	
2.23	Long Term English Learners (LTELs)	15.1% of students who are classified as LTELs 2023 Summative ELPAC (LTEL Only) 18.89% Level 4 (Well Developed) 38.25% Level 3 (Moderately Developed) 30.88% Level 2 (Somewhat Developed) 11.98% Level 1 (Minimally Developed)			Decrease to 10% or less	
2.24	STAR Benchmark Reading	41.1% At or Above Benchmark			70% At or Above Benchmark	
2.25	STAR Independent Reading Level (IRL)	2024: Average IRL (Independent Reading Level Trend) @ Trimester 2 , STAR Grade 3: 2.3 Grade 4: 3.1			Grade 3 at or above grade level (3.0 or higher). Grade 4 and 5, increase average by 0.4	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 3.9				
2.26	STAR Early Literacy (GE)	Fall / Spring Baseline Not Established for Grade Equivalent (GE)			Spring Outcome: 70% or higher at GE	
2.27	Lexia	Students in Grade Level Material (GLM) or Above Fall 2023: 24% in GLM Spring 2024: 59% in GLM			Spring Outcome: 70% or higher in GLM	
2.28	Interim Assessments (State Assessment Aligned)	Implementation of SBAC Interim Assessment Questions Implementation of 1 Interim Assessment Block (IAB)			Implementation of 3 IABs districtwide	
2.29	CA Science Test (CAST)	2022-2023 CAST Score: 15.89% Met or Exceeded Standards; 60% Nearly Met Standards			CAST Score: 40% or greater, Met or Exceeded Standards	
2.30	State Standards - Integrated and Designated ELD (Priority 2)	2023: 80% TK-12 Classrooms integrating ELD strategies in the instructional day			100% TK-12 Classrooms integrating ELD strategies in the instructional day	
2.31	Pupil Achievement: Early Assessment Program (EAP) (Priority 4)	The Early Assessment Program (EAP) is signal of college academic preparation through			Increase EAP ELA to 60%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP/SBAC) results for 11th Gr.\ Students. 2023 EAP ELA: 47% Met or Exceeded Standard Met: Level 3) 24.33% Standard Exceeded: Level 4): 22.67%				

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	District Wide English Language	The district wide ELD TOSA will work directly with staff and students/families to provide staff development in the implementation of	$132,816.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Development (ELD) TOSA	integrated and designated ELD in classrooms throughout the district. Providing students access to the curriculum, through strategies and adaptations of the curriculum and assessments, will allow English Learner students to grow and excel in their academics. The ELD TOSA will support the district language acquisition programs to support English Learners, work with site teams to monitor English Learner progress and Long-Term English Learner (LTEL) progress towards reclassification, and provide training and support for continuing implementation. While supporting all district schools, specific support will be given to VC Primary and Lilac Elementary through site visits and classroom support to aid in meeting EL progress as measured by the English Language Proficiency Indicator on the CA Schools Dashboard.		
2.2	Elementary Instructional TOSA	TOSA's at each elementary school (school-wide Title 1) provide direct student support to unduplicated students (small group instruction) that are below grade level in core subject areas. In addition, they provide site and district wide staff development in the core subject areas and district initiatives. Their impact on student achievement can be measured through local metrics as well as state metrics, for student groups showing growth in the color meter. The TOSA's will be an important level of support for unduplicated student groups to support improving academic outcomes. This will be done through student support and facilitating student centered coaching techniques with classroom teachers to address needs. In addition to unduplicated student groups overall, the TOSA's will work with site teachers and site leadership teams in developing interventions and supports for specific student groups at their school sites that are performing at lower levels on state assessments in ELA and Math as reported by the CA Schools Dashboard. These sites and applicable student groups include: ELA - Lilac (English Learners, Hispanic, SED, SWD), Pauma (English Learners, Hispanic, SED), VC Elementary (American India, SWD); Math - Lilac (English Learners, SWD), Pauma (English Learners, Hispanic, SED).	$227,839.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Secondary Intervention TOSA	Two Intervention TOSAs at Valley Center High School and Middle School provide direct student support to students (small group instruction) that are below grade level in core subject areas. In addition, they provide site wide staff development and coaching of teacher in the core subject areas on strategies that support the growth and success of unduplicated students. and district initiatives. At Valley Center High School and Middle School, intervention TOSAs participate in a student support team meeting during which students are reviewed based on academic, behavior, and attendance based measures following an MTSS approach. Student progress grades, credits towards graduation, and other data is regularly reviewed using a district-wide secondary intervention structure leading to actions often supported by the site TOSA. This work directly relates to student outcomes at these sites and focuses on student groups that high the highest level of need. These actions align to areas of improvement for both schools sites for low performing student groups as indicated on the CA Schools Dashboard in the following metrics: Valley Center MS ELA and Math (Two or More Races), Valley Center High School CCI (English Learners, SWD).	$277,392.00	Yes
2.4	District Wide Mathematics TOSA	District wide mathematics TOSA will be to support teachers with staff development to in the area of mathematics and provide a framework for intervention and small group instruction in grades TK-12. In addition, the TOSA will be working with families to build learning strategies for mathematics at home. The district-wide mathematics TOSA supports all school sites and grade levels with a focus on supporting the 66% UPP student groups that makeup the highest level percentage of students who are performing low in mathematics. Based on the CA Schools Dashboard, in addition to unduplicated student groups the TOSA will prioritize English Learners, Homeless students, and students of Two or More Races who have the lowest performance levels for the past year for the district overall.	$159,294.00	Yes
2.5	Guidance Technicians	The staff provides service, as a liaison, for counselors to students and families that guide and support a deeper understanding of high school graduation requirements, a-g requirements, CTE pathway offerings,	$173,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college planning (applications, financial aide, etc.), field trips to colleges and schedules on campus career speakers, available scholarships, FAFSA completion, and part of parent nights. With the very low level of performance of English Learners, SED, Homeless, SWD, American Indian, and Hispanic students on the College and Career Indicator this work around preparing students for college and career readiness through direct services providing by guidance technicians is a district focus. A-G rates for English Learners and low income students are significantly lower than the overall student performance. At Valley Center High School, 62% make up the UPP of which 23% are English Learners, are the focus of the guidance technicians time addressing these many areas to support growth in these student groups. The different measure that make up aspects of the College and Career Indicator (CCI) directly relate to the work of the guidance technicians who provide direct support to student groups with the highest level of needs. At Valley Center High School these staff members interact directly with English Learners and Student with Disabilities and will address the low performance of these two student groups as listed on the CA Schools Dashboard.		
2.6	Elementary Band Teachers	Band teachers provide an experience and an opener to many students who may not traditionally engage in music. These two teachers serve TK-5 students at School-wide Title I schools, are representative of the 68% UPP, and in some cases more than the 80%. Within this percentage, more than 25% are English Learners. Band at the Elementary level is not required, however, VCPUSD has implemented band due to the research behind the positive effects of music on academics is the purpose for including band in our elementary schools. This also has a longer trajectory for many students as this introduction provides an entrance into more advanced music in middle and high school. The wrap around curriculum that includes music for all elementary students is important for their academic and socio-emotional progress and potentially a passion.	$178,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	Special Projects Team	The Special Projects Team's work is to provide direct service to our English Learners, Native Americans, and Migrant students in the following ways: writes and updates grants to serve students and families, calls all Migrant families to communicate district changes and provides needed items to support student success, holds parent meetings to allow for collaboration and input, works with site leadership to facilitate programming for student success, and serves as district liaison to bring local community health services to families. The special projects team works with sites, TOSA, and student services to identify high need student groups and ensure supports and services and provided. This team supports the monitoring and reclassification process for English Learners and guides the district work in the implementation of designated and integrated ELD, language acquisition programs, with a focus on English Learners (EL), Long-Term English Learners (LTEL), and students who are Reclassified Fluent English Proficient (RFEP). With the district UPP at 66% comprised of 26% English Learners and 56% SED, the services provided by this team either directly to students and families or indirectly through guidance and support to each school site has a direct impact on all academic measures for high need student groups district-wide.	$288,663.00	Yes
2.8	Library Media Specialist	Library Media Technicians provide support to students through access to diverse literary and media options. Library media services are needed to support academic achievement, including reading comprehension programs, technology access, and digital media literacy skills for unduplicated students. Library Technicians provide additional support to unduplicated pupils, including one-on-one, small group and/or family support, for those who face barriers to library/media access.	$285,555.00	Yes
2.9	Site Computer Technicians	In order to support a 1:1 district vision for accelerating learning to close achievement gaps, the team ensures that our students have fluid access to their curricular materials as well as assessments. They serve the 66% of our UPP families and students in ensuring they have Internet access by training and supporting, many times one on one, the use of hotspots, troubleshooting access to the curriculum, providing phone support to families that call in. Many families come in person for Internet access support.	$168,088.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	English Learner (EL) Support Classes	Provide intervention and support classes at the secondary level to support EL students, targeting newcomer students.	$40,529.00	Yes
2.11	English Learner Secondary Instruction	Teachers work directly with curriculum and instruction staff as well as site leaders to ensure that English Learners are supported in all secondary classes throughout the school day. This integrated ELD instruction is part of each teachers lesson planning and incorporated directly into the instruction day. At Valley Center High School 15.7% of the school enrollment is English Learners with more than 14% reported as Long Term English Learners (LTEL). Overall the majority of students at the secondary level fall into the LTEL group with grades levels between 38% and 14%. This instruction supports students outside of a designated ELD classroom environment and meets the need of EL students have have not met reclassification criteria at the secondary level often students who have been designated as EL for multiple years in the school district.	$728,480.00	Yes
2.12	Alternative Education Program	The alternative education option provided to students at Oak Glen High School offers a different academic pathway so all students graduate meeting local district and state graduation requirements. There is an identified need in the district to provide this nontraditional school setting beneficial to students work on their course requirements and completing their high school diplomas. Although any student may participate based on need, unduplicated students are the majority of the enrollment making up 73% of the student count. VCPUSD provides the staff and facilities to operate Oak Glen High School, a WASC-accredited alternative education campus. Unduplicated student groups benefit greatly from the alternative education program provided and the school is structured to Students attending our accredited alternative high school have thrived in an environment that is smaller, more flexible with schedules and personalized to meet their unique learning needs. On the CA Schools Dashboard, the Alternative Education program at Oak Glen High School has very low performance on the different measure that make up aspects of the College and Career Indicator (CCI). The staff and	$474,467.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership team meets regularly to direct support to student groups with the highest level of needs. Oak Glen High School serves the purpose of meeting these needs for student who have the highest level of need. Staff members interact directly with Hispanic students and low income students (SED) who make up percentages of the school population large enough to be reported on the CA School Dashboard.		
2.13	Additional School Sections	Sections at the secondary provide for smaller class sizes to intervene in reading, mathematics, and science literacy. These classes meet the needs of Students with Disabilities, Native Americans, English Learners, and our Socioeconomically Disadvantaged students. Sections at our elementary and middle school dual language program serve the needs of our EL students. Sections at our high schools and middle schools levels are based on English Language Development (ELD) serving the need of our EL students.	$1,365,656.00	Yes
2.14	1-to-1 Devices	Providing devices to all students, for learning, has been part of VCPUSD's vision. 56.4% of our students are socioeconomically disadvantaged and this provides support funding to provide devices and hotspots to learn, research, and communicate. Technology access is critical for low income students who would not typically have connectivity to learning on a device at school and at home. This ensures our students have access to curriculum, research and programs for their success in school.	$192,355.00	Yes
2.15	Intervention Resources	In addition to the teaching and learning process in the classroom, computer based programs and curricular programs and tutoring provide an added resource for teachers to use when students are exhibiting learning gaps. These resources are integrated throughout the day for students and is part of the overall curricular program when we measure student success in both ELA and mathematics. With the goal of intervention for students with a higher level of need for support, these resources target the district 66% UPP and student groups (English Learners, Low Income/SED) that are low performing on the CA Schools Dashboard.	$95,524.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Professional Learning and Training	CAASPP assessment data suggests that continued growth and improvement is needed for all students in VCPUSD. As part of the differentiated assistance process, VCPUSD is working hard to address the low performance of unduplicated student groups. Part of this work is to align the DOK and rigor level of assessments used in classrooms with what will be seen by students on state assessments. Teachers at all school sites will engage in staff training and preparation time during specific staff meetings and district early release days. With the addition of use of CAASPP interim assessment blocks and the SBAC Tools for Teachers system teachers will work to incorporate formative tools that will provide data to help drive instruction and meet the needs of student groups especially those who are part of unduplicated groups. This district-wide work in both ELA and mathematics at all school sites and grade levels with a focus on supporting the 66% UPP student groups that makeup the highest level percentage of students who are performing low in both subject areas. Based on the CA Schools Dashboard, in addition to unduplicated student groups this work will prioritize English Learners, Homeless students, and students of Two or More Races who have the lowest performance levels for the past year for the district overall. Professional development for educators in English language learning equips teachers with essential skills and strategies to support diverse student needs. Through workshops and collaborative learning, educators gain insights into language acquisition theories, cultural competence, and effective instructional practices. Emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among English learners provide teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses. With the focus on each students journey as an EL, with a whole child view, professional development will also address the needs of students who have not yet reclassified in our district and fall under the student group Long Term English Learners (LTEL).	$76,847.00	No

Action #	Title	Description	Total Funds	Contributing
2.17	High School Summer Credit Recovery / Acceleration / Enrichment	VCPUSD will continue to provide a summer school program for students that addresses graduation requirements through credit recovery alternatives, UC/CSU A-G credit options, and enrichment opportunities that support college and career readiness.	$142,165.00	No
2.18	Elementary and Middle School Summer Extended Learning	VCPUSD will continue to provide a summer school program that extends the school year for students that addresses areas of academic support and intervention. The focus of the elementary and middle school programs is mathematics and language arts.	$174,899.00	No
2.19	Professional Learning Community (PLC) Practices	District and site teams will continue to refine the use of Professional Learning Community practices. Staff will utilize the adopted curriculum as the foundation of core and intervention instruction and reference district resources developed by teacher committees to support alignment across the district and within schools regarding pacing and assessment timelines. District and site teams will analyze trends in student progress by reviewing progress and assessment data, report card data and common formative assessments using clear data analysis protocols. Professional learning will be provided to principals, teachers, and support staff in the professional learning community (PLC) process with the California Principal's Support Network and other PLC training. Additional professional learning for staff to target areas they identify as needed to support their own learning will be provided through the support of contract services, site principals, the District's teachers on special assignment (TOSAs)	$37,500.00	No
2.20	English Learner Instructional Programs and Professional Development	In order to support English Learners throughout the district, VCPUSD has a instructional program made up of highly trained staffing, implemented language aquisition programs, intervention and supports, and monitoring programs. These programs focus on all English Learners with the emphasis of individual needs of English Learners (EL), Long-Term English Learners (LTEL), and Reclassified English Leaners (RFEP). Language aquisition programs have been put in place through the core curriculum at	$25,694.00	No

Action #	Title	Description	Total Funds	Contributing
		the elementary level and through curriculum provided to specific English Language Development (ELD) courses at the secondary level. This designated instruction provides the resources to teachers to meet the needs of ELs in their classrooms. Training is made available for these programs to ensure that teachers can fully implement the materials and have the support resources needed. In additional emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration through ongoing staff professional development. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among ELs providing teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses. Monitoring programs are in place to provide support staff and teachers access to a student information system that has all the academic information they need on their EL students (ex. ELPAC scores, reading levels). This allows for monitoring EL students overall, At-Risk groups such as LTEL, and RFEP students; and for teachers to set goals for their students and document interventions and strategies that have been implemented. Metrics to monitor effectiveness of this action include the ELPI and state assessments, reclassification rates, ELD implementation, reading levels, and secondary report card grades.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Parents, guardians and students are informed with timely district, school and classroom information and have opportunities to provide input for decision-making.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

VCPUSD values the voices of our students and parents as district decisions are being made that impact student achievement as a partner throughout their child/rens matriculation in the district. An important element of partnering with our parents and students is to make sure we have provided every opportunity for each to have input, and ensuring that we are connecting with our parents who speak only Spanish. Connections should not only be in forms, written communications, or a phone call, but also in how we welcome all parents into our school sites, participation in district wide meetings as site based decision making bodies, and as families who participate in school wide or district wide events. As a district, we embrace the diverse student populations that we serve, as an asset. It is our responsibility to ensure these assets are celebrated and built upon as we continue to strengthen the VCPUSD learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey - Parent involvement in seeking input in making decisions for the school district and school site (Priority 3)	Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2023: 85.18%			90% or above	
3.2	Student Survey	Students are informed with timely district, school and			90% or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		classroom information and opportunities to provide input for decision-making. 2023: 74%				
3.3	Staff Survey	Parents, guardians, and students are provided with timely district, school, and classroom information and opportunities to provide input for decision-making. 2023: 95.24%			90% or above	
3.4	Parent Involvement - School Site Council (SSC)	2023: 87% of SSC members attend all meetings			90% of SSC members attend all meetings	
3.5	Parent Involvement - English Learner Advisory Committee (DELAC/ELAC) (Priority 3)	2023: 65% of ELAC members attend all meetings			90% of ELAC members attend all meetings	
3.6	Parent Involvement - Title VI Advisory Committee (Priority 3)	2023: Title VI meetings have 17-32 attendees 50% community members and 50% staff. Of community members are 42% are parents			Increase parent participation to 75% of community members are parents.	
3.7	District / Site Hosted Parent Workshops	2023: 2 Workshop Series (multiple events)			6 or More Workshop / Year	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(Math / Reading District Wide) Parent/Guardian Participation: No Baseline Established - New metric for 2024-2025 school year English Learner: No Baseline Established Low-Income: No Baseline Established Foster Youth: No Baseline Established			(2 Focused on Identified Need for UPP families) Parent/Guardian Participation 10% Overall Targeted Workshops: 20% for all measured groups	
3.8	Site Parent Events	2023 Back to School Night: 54% (Average Across All School Site) 2023 Elementary Sites Open House: No Baseline Established Parent/Guardian Participation (Student Group) - New metric for 2024-2025 school year. English Learner: No Baseline Established Low-Income: No Baseline Established Foster Youth: No Baseline Established			70% Parent Attendance (Average Across All School Site) Parent/Guardian Participation (Student Group): 50% for all measured groups	
3.9	Active Parent Portal Account	Percentage of students with parents/guardians with active parent portal			100% of students with parents/guardians	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		account in the Student Information System (Infinite campus) 2023: 91%			have active parent portal account	
3.10	Translated Documents	2023: All Required Documents are Translated into Spanish			All Required Document are Translated	

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	District TOSA	There are cultural connections that a TOSA can make with parents to help them navigate absenteeism, academic achievement, connecting with the	$113,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school and teachers, and identifying non-academic needs that a student may need. In addition, the TOSA can help students to engage successfully in a College and Career readiness educational program. A TOSA can work collaboratively and proactively with both the district and parent to break down any misunderstandings. This TOSA position is developed to support our 9.92% of our American Indian population who are part of our unduplicated count as Low Income, Foster, and Homeless.		
3.2	District and School Parent Workshops	Holding regular and engaging workshops for parents so that we can partner in the rigors of literacy in core subjects will help to support parents in the home space as they work with their student. In addition, providing information on how to navigate online resources for student acceleration and to stay abreast on their student's academic progress and attendance through Infinite Campus, expectations of behavior to prevent referrals and/or suspensions, connecting with teachers and other staff through emails, and maneuvering the website for resources they may need will strengthen our two way communication. This service is directed towards our unduplicated students.	$3,500.00	Yes
3.3	Software Services	VCPUSD implements software services for the purposes of communicating information about our student outcomes and school performance to parents, the community, students, and our staff. This communication allows for information input and decision making about the goals and needed actions of the school district. Providing a single yet separate documents to communicate the district's critical services in academics, safety, and social emotional plans is served through Doctracking services. Doctracking allows for us to communicate our LCAP plan as well as our Safety and SPSA where we delineate the services we provide for our UPP. The development of a local district dashboard of key metrics and measures for the school district in an on-going and regularly updated manner is important to monitor and adjust actions during a school year rather than solely using end-of-year state data. This dashboard will be part of the districts software services and focus on our student groups that have the highest needs and are focus areas of the district. These groups (American Indian, Hispanic, English Learners, Homeless, SED, SWD) make up our 66% UPP. Aspects of the dashboard will be public accessible to all	$40,029.00	Yes

Action #	Title	Description	Total Funds	Contributing
		educational partners and help ensure accurate state reporting each school year.		
3.4	Translation Services	Stipends and hourly pay provided to school sites translation. Provide district translators for school and district document and events and activities. Additional document based translation services as needed to support families of English Learners.	$36,492.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By end of the 2026-2027 school, VCPUSD will increase students served in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Initially, VCPUSD added this additional required goal to address the student group: students with disabilities (SWD), who have been consistently low performing. The need to ensure that all students eligible for special education support and services are served in the least restrictive environment - with standards-aligned instruction that enables them to meet or exceed standards - is a district priority. In the most recent CA Schools Dashboard results Students with Disabilities (SWD) had concerning performance levels for Chronic Absenteeism, Suspension Rate, and Academic Performance all in the lowest levels. Through engaging conversations between general education and special education departments, it was determined the initial development and expansion of this goal was an ideal opportunity to ensure students with disabilities are provided with access and inclusion in the least restrictive environment through the development and modification of district systems and procedures. In addition, educational partners feedback has been received for support and resources that lead to a student with disabilities graduation and extension of access to college and career opportunities.

The actions within this goal are designed to enhance Multi-Tiered System of Supports (MTSS) and inclusionary practices that allow students with disabilities to receive high quality first instruction in the least restrictive environment through implementation of Universal Design for Learning (UDL). From the UDL lens and framework strategies will be identified and designed to support teaching and learning that helps students with disabilities. This will also help educators prepare our students with disabilities to access college and career academic programs that will provide the necessary skills for success to achieve graduation and success beyond. This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to students with disabilities. This includes actions that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students). In the measurable outcomes section below, it has been noted where key metrics appear in other goals. While redundant actions are not included, it is helpful to note that actions are working in alignment with this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Least Restrictive Environment (LRE) Rate of students with disabilities in Regular Class more than 80%	2022-2023: 46.70% in 80%			75% in 80% or more	
4.2	Post-Secondary Outcomes Rate of student respondents that are enrolled in higher education or competitively employed.	2021-2022 Post School Outcome: 84.62%			90% or higher	
4.3	4 Year Cohort Graduation Rate (SWD)	2022-2023 Graduation Rate (SWD): 89.3%			Greater than 90%	
4.4	Suspension Rate (SWD)	2022-2023 Suspension Rate (SWD): 5.5%			Decrease suspension rate for SWD to 3%	
4.5	Chronic Absenteeism Rate (SWD)	2022-2023 Chronic Absenteeism (SWD): 43%			Decrease Chronic Absenteeism to 34%	
4.6	Parent Involvement Rate Participation % in IEP Process	2022-2023 Parent Involvement Rate: 100%			Maintain 100%	
4.7	Rate of Students with Transition Goals/Services	2020-2021 Students w/ Transition Goals/Services: 95.81%			Increase to 100%	
4.8	SBAC ELA Scores (SWD)	2022-2023 SBAC ELA Scores (SWD): 9.34% Met or Exceeded			Increase Met or Exceeded to 22%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		12% Nearly Met				
4.9	SBAC Math Scores (SWD)	2022-2023 SBAC Math Scores (SWD): 4.68% Met or Exceeded 12.04% Nearly Met			Increase Met or Exceeded to 15%	
4.10	Parent Survey	Parent survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. (% strongly agree & agree) 2024: 87.53%			Parent Survey to 90% or above for goal area	
4.11	Staff Survey	Staff survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. (% strongly agree & agree)			Staff Survey to 90% or above for goal area	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: 85.83%				

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Services - Program Specialist	The student services program specialist will support sites with a multi-tiered system of support addressing proactive and pre-referral strategies for the behavior, academic, social, and emotional needs of students. This includes providing support for classroom management and student positive behavior interventions through the coordination and implementation of RTI & PBIS (pre-referral systems of support). Of the districts 66% unduplicated pupil percentage (UPP) roughly 17% are students with disabilities (SWD). On an ongoing basis the program specialist will consult with site administrators regarding program effectiveness, staff supports, IEP implementation and student needs. In addition to site staff, they	$162,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		collaborate with parents regarding concerns and/or questions about intervention programs, special education programs, and other related issues. As a member of the student services team, the program specialist will also provide and support staff professional development and training.		
4.2	Professional Learning - Universal Design for Learning (UDL)	Provide Universal Design for Learning (UDL) training and inclusive practices and strategies across all content areas and grade levels to promote classroom engagement and help remove barriers to student learning and increase student academic success.	$25,000.00	No
4.3	Instructional Program Review and Planning	To support the districts ongoing work in ensuring each student access their education in the appropriate least restrictive environment (LRE), a partnership will be established to review school site master schedules and the utilization of strategies around course access. This may include models like co-teaching and inclusive strategies to best meet students with high levels of learning needs. Planning Time will be provided at the start of each school year and between school cycles to create a process of review for LRE, size of classes, student placement, and decreasing stand alone core academic classes with implementation of inclusive practices). Trend data will be collected for student outcomes in partnership with outside support for data review and analysis of outcome data.	$17,000.00	No
4.4	Specialized Programs and Training	To support student needs structured, systematic, intervention programs and resources will be provided for students with disabilities (SWD). This includes reading programs such as the Sonday System for readers at different stages with methods to provide effective intervention in small-group settings. The implementation of these programs will include applicable staff training and ongoing support and resources to ensure a systematic and sustainable approach.	$21,600.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-2027 academic year, increase the percentage of students who are prepared for college and career as measured by the College and Career Indicator (CCI) to 60% or higher with focus on student groups listed on the California Schools Dashboard.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At the heart of VCPUSD's goals and mission as a district is to ensure that students have the skills and preparation to be successful after high school.   The CCI is a tool used by the state of California to measure the preparedness of our students for college and careers. It provides a snapshot of how well our students are prepared for life beyond high school and helps us identify areas where we can improve to better prepare our students for the future. The 2023 CA Dashboard listed VCPUSD with a low status and several students groups place at the very low status level. Using the metrics listed to determine whether a student is prepared or nearly prepared VCPUSD will reexamine our programs and work to build a higher level of preparedness through improving state assessment scores, A-G requirements, and CTE pathway completion. Having the CCI broken out into a focus goal allows for tracking of each of these elements and targets additional resources to meet the targets for the next three years.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College/Career Indicator (CCI)	2022-23: Status Low 13% Prepared, 23.9% Approaching Prepared Group Status: Vey Low American Indian, Hispanic English Learners, Homeless, Socioeconomically Disadvantaged,			60% Prepared	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities				
5.2	SBAC Scores for ELA	2022-2023 SBAC Scores (11th Gr. ELA) 47% Met or Exceeded 24.33% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 44% Hispanic: 39.79% White: 65% EL: 0% SED: 34.43% SWD: 8.34% Homeless: 22.23%			60% Meet or Exceed Standards	
5.3	SABC Scores for Math	2022-2023 SBAC Scores (11th Gr. Math) 16.67% Met or Exceeded Standards 23.67% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 5.26% Hispanic: 11.58% White: 33.75% EL: 0% SED: 7.15% SWD: 2.78% Homeless: 5.56%			40% Meet or Exceed Standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.4	Career Technical Education (CTE) Pathway Completion	Completed at Least One Career Technical Education (CTE) Pathway Overall: 21% American Indian: 15.2%% Hispanic: 13.4% White: 27.4% Two or More Races: 7.1% EL: 7.5% SED: 14.1% SWD: 10.7% Homeless: 11.8%			40% CTE Completion Rate Increase all student group participation by 10% or more	
5.5	Early College Credits (AP Exam Scores 3+, Articulated CTE, Dual and Concurrent Enrollment)	AP Exam Scores 2023: 62% of students taking an AP test passed with a 3 or better			70% Passing Rate (3 or better)	
5.6	A-G Completion (UC/CSU Eligibility)	A-G Completion Rate (local determination) Overall: 30% American Indian: 6% Hispanic: 22.8% White: 43% Two or More Races: 29% EL: 4.8% SED: 24% SWD: 6.3% Homeless: Not Available			60% A-G Completion Rate Increase for all student groups by 15% or more	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th Grade A-G Completion: Percentage of 12th grade class with 11 or more A-G courses complete: No Baseline Established				
5.7	State Seal of Biliteracy (SSB)	2022-2023: 3.7% Met Requirements			Increase % of students who me requirements to 6% or higher	
5.8	Transition Classroom and Work-Based Learning (WBL) Experiences	2022-2023: 1.8%			20% of applicable students participating in transition and WBL experience	
5.9	Pre-Apprenticeship Program	No Baseline Available (No programs established)			Establish at least 1 program	

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
5.1	Implementation of California College Guidance Initiative (CCGI)	The California College Guidance Initiative (CCGI) provides many tools that will be beneficial for students in Valley Center that are not currently easily accessible to our school community. the CCGI tools for monitoring a-g completion, exploring colleges and careers, and engaging parents. It provides real time assessment of where a student is in their matriculation and informs high school course selection. In addition, having the FAFSA and college applications (state) in one spot is an additional arm of the tool, allowing counselors data on the status of applications and reaching out to students for support. Supports available and information for EL, SWD, Hispanic, SED Implementation plan includes: staff professional development, student and parent workshops, and applicable materials and supplies. The implementation of the CCGI directly relates to the measures of the CA Schools Dashboard College and Career Indicator (CCI). District wide a team will be established consisting of secondary counselors, site administration, and members of district educational services. These team will meet monthly throughout the school year to plan for communication and use of the resources provided including training for staff, students, and families. Oak Glen High School overall and priority student groups district wide (American Indian, English Leaners, Hispanic, Homeless, SED, SWD) will be targeted for additional focus and outreach in order to address the very low level indicator of preparedness as reported.	$60,000.00	No
5.2	AP Examination Supports	Continue to provide resources to schools to support increased passage rates on AP exams. Providing tutoring supports or specialized exam preparation, for example, supports unduplicated students preparing for AP exams. Provide financial support for AP exam fees for students. Local data indicates that our low income students and English Learners are less likely to take the AP exams due to the cost of those exams for unduplicated	$15,128.00	No

Action #	Title	Description	Total Funds	Contributing
		students and their families may have deterred students from attempting the exams.		
5.3	Career Technical Education (CTE) Pathways	Continue to provide capstone course experiences for five career technical education pathways for secondary students with dedicated staff to help lead program development and growth.	$75,002.00	No
5.4	Increased Student Access to A-G Courses	Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.	$31,300.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Over the end of the 2026-2027 school year, Oak Glen High School and Valley Center Prep school will, as applicable, improve academic performance (Math and ELA CAASPP scores, college and career indicator), school climate (suspension rate), and student engagement (graduation rate) for all students, with additional focus on student group American Indian, Hispanic, English Learner, and Socioeconomically Disadvantaged as indicated on the CA School Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This focus goal specific to Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. OGHS qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 76.7% and percentage of Socioeconomically Disadvantaged students (85.9%). VC Prep qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 44.4% and percentage of Socioeconomically Disadvantaged students (69%). Improving stability rates is a shared goal across the Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes. Both Oak Glen High School and Valley Center Prep School are in need of improvement at the student group level for multiple student groups across the Dashboard Indicators. Following is a summary of students groups that received the lowest performance level rating on the 2023 California School Dashboard for one or more indicators:

Oak Glen High School
All Students: College and Career Indicator (CCI)
Hispanic: College and Career Indicator (CCI):
English Learners: Suspension Rate
Socioeconomically Disadvantaged: College and Career indicator (CCI)

Valley Center Prep School
All Students: SBAC ELA, SBAC Math

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	SBAC ELA	2022-2023 ELA Valley Center Prep: 40.91% Met or Exceed Standards Hispanic: 39.13% Socioeconomically Disadvantaged: 39.28% Oak Glen High School: 15.63% Met or Exceed Standards Hispanic: 16% Socioeconomically Disadvantaged: 17.86%			VC Prep: 50% Meet of Exceed Increase 10% for Student Groups OGHS: 30% Meet of Exceed Increase 10% for Student Groups	
6.2	College and Career Indicator	2023 CA Schools Dashboard Valley Center Prep: 3.8% Prepared Socioeconomically Disadvantaged: 5.9% Oak Glen High School: 0% Prepared Hispanic: 0% English Learners: 0% Homeless: 0% Socioeconomically Disadvantaged: 0%			VC Prep: 50% Prepared Student Groups at 30% or higher OGHS: 40% Prepared Student Groups at 30% or higher	
6.3	Suspension Rate	2023 CA Schools Dashboard Valley Center Prep: 0%			VCPrep: Maintain at 0% OGHS: Decrease to 4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oak Glen High School: 8.3% American Indian: 15.8% White: 9.1% English Learners: 10.8% Homeless: 0% Socioeconomically Disadvantaged: 9.5% Students with Disabilities: 7.1%			Decrease 5% for Student Groups	
6.4	Graduation Rate	2023 CA Schools Dashboard Valley Center Prep: 81.5% Socioeconomically Disadvantaged: 83.3% Oak Glen High School: 87.3% Hispanic: 92.1% English Learners: 94.4% Homeless: 90.9% Socioeconomically Disadvantaged: 87.3%			VC Prep: 90% Increase 5% Student Groups OGHS: 92% Increase Student Groups to 90% or higher	
6.5	Chronic Absenteeism	2023 Dataquest Valley Center Prep: NA Oak Glen High School: 75.6% English Learner: 55.6%			OGHS: 40% or lower Decrease Student Groups to 50% or lower	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 75.7% Homeless: 61.5% Students with Disabilities: 71,4% American Indian: 89.5% Hispanic: 69% Hispanic White: 90.9%				
6.6	SBAC Math	2022-2023 Math Valley Center Prep: 4.54% Met or Exceed Standards Hispanic: 0% Socioeconomically Disadvantaged: 0% Oak Glen High School: 0% Met or Exceed Standards Hispanic: 0% Socioeconomically Disadvantaged: 0%			VC Prep: 25% Meet of Exceed Increase Student Groups to 20% or higher OGHS: 25% Meet or Exceed Increase Student Groups to 20% or higher	
6.7	Non-Stability Rates	2023 OGHS: 76.7% 2023 VC Prep: 44.4%			Decrease OGHS by 25% or more. Decrease VCPrep to below threshold at 25%	

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
6.1	Chronic Absenteeism Interventions	OGHS and VC Prep will implement preventative measures such as attendance awareness campaigns and building positive school culture to help reduce chronic absenteeism and enhance school connectedness. For students that are on-track to becoming chronically absent, tiered interventions will be put in place. Particular attention will be placed on focus student groups American Indian, Hispanic, English Learner, and Socioeconomically Disadvantaged as indicated on the CA School Dashboard.	$10,300.00	No
6.2	Community Engagement	Provide services through staff between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement information and educational programs with families and educators to benefit student academic success through the practice of	$34,560.00	No

Action #	Title	Description	Total Funds	Contributing
		family and community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and academic success of all students. Strategic engagement of families of targeted groups will expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making. Parent engagement in student learning is a key predictor of student success, especially for unduplicated student families who may have lower rates of engagement and participation due to work schedules, transportation, and ability to access school events and resources.		
6.3	Career Technical Education (CTE) Expansion and Exploration	Career Technical Education (CTE) Pathways will be expanded at Oak Glen High School (OGHS) as an important college and career preparation option. This is particularly important for unduplicated students to maximize the available opportunities to develop and demonstrate college and career readiness, as well as to explore and complete initial steps on specific career pathways that can lead to a distinct post-secondary career option. Through this action CTE sections assigned to school site will be increased and materials will be provided to support growth and the establishment of a full CTE pathway available to students. The CA School Dashboard identifies OGHS with 0% of students prepared as measured by the College and Career Indicator (CCI). This action directly address this school-wide area of need through the CTE completion metric that is an alternative path to preparedness for students who do not meet A-G course requirements. When reviewing each students path to college and career preparedness these courses will prioritize enrollment for Hispanic and Socioeconomically Disadvantage (SED) students who make up a large percentage of the school population. This action will also provide a level of access to alternative models for CTE completion through online hybrid course work at Valley Center Prep.	$30,500.00	No
6.4	Behavior Interventions	Additional behavioral interventions will be implemented at Oak Glen High School (OGHS) by Incorporating evidence-based strategies such as	$7,740.00	No

Action #	Title	Description	Total Funds	Contributing
		Restorative Justice, PBIS, SEL, and Trauma-Informed Approaches, which have been shown to not only lower suspension rates but also improve overall school climate. This action is tailored to the unique context of OGHS. On the CA Schools Dashboard, English Learners are identified as a student group with a red level indicator for suspension rate. In addition to the actions that benefit all students, additional focus will be made to monitor this student group and build a more positive school climate and level of connectedness with staff training that is unique to supporting English Learners.		
6.5	Professional Learning and Training	Engaging learners and collective efficacy cycles. Provide for release time and additional training for current supplementals. Time for preparation and planning of curriculum alignment. Provide staff will opportunities to attend professional learning related to specific site needs and learning needs to student populations.	$20,048.00	No
6.6	Academic Interventions	Additional instructional resources and intervention staffing will be added to facilitate student access to the curriculum, enhance classroom engagement, and foster academic achievement in the academic courses. Materials will emphasize hands-on activities within the classroom. Examples include materials to support CAASPP preparation and standards preparation, specific subject matter supplementals and interventions that support an individualized learning path. Intervention efforts will target English Language Arts and Mathematics with student group work focusing on student performance as indicated on the CA schools dashboard.	$71,565.00	No
6.7	Additional Sections and Staffing	Additional sections at Oak Glen High School will be made available with a focus on course content support English Language Arts and Mathematics. At Valley Center Prep, as enrollment declines staffing will be maintained to give teachers elementary, middle, and high school groupings to be able to better support students and ensure they are making appropriate academic progress. At both school sites this will allow for support for students transitioning between grade levels, schools, and progress towards graduation and college and career readiness.	$97,913.00	No

Action #	Title	Description	Total Funds	Contributing

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
$7625426	$591829

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
19.481%	0.000%	$0.00	19.481%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Counseling Support **Need:** Address absenteeism and supports for students to reengage successfully when chronic absenteeism occurs. Immediate and targeted support for socio-emotional and mental health areas.	By ensuring a connection with student and family in a timely manner, students will receive the services they need to engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. Maintaining the previous years increase in counseling staff at elementary school sites, Valley Center Middle School, Oak Glen Continuation School and Valley Center Prep to work specifically with our UPP students and families.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

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
	Evidence of needs include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED) **Scope:** Schoolwide	Schoolwide Scope: These actions are being providing school wide basis as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
1.2	**Action:** Counselor Support **Need:** Provide immediate and targeted support to reduce chronic absenteeism levels and suspension rates for English Learners, Low Income, and American Indian students. In addition support students in completing A-G courses and/or CTE pathways. Evidence of these needs include: 2023 CA Schools Dashboard - Suspension Rate (VCHS - 4.1% all, 7.6% EL, 7.3% SED); 2023 CDE DataQuest - Chronic Absenteeism (VCHS - 34.9% all, 45.2% EL, 40.1% SED) 2023 CA Schools Dashboard - Graduation Rate (93.4%, Orange Indicator Group - American Indian), CCI (13% Prepared District Wide & 16.5% Prepared VCHS, Very Low Indicator Groups - American Indian, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities),	By ensuring a connection with student and family in a timely manner, students will receive the services they need to engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. Maintaining the previous years increase in counseling staff at Valley Center High School to work specifically with our UPP students and families on understanding graduation expectations along with completion of a-g and/or CTE will lead to graduates that are prepared to launch into college, military, trade, or the workforce. Schoolwide Scope: These actions are being providing school wide basis as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.3	**Action:** Administrators **Need:** Reduce suspension rates for American Indian, Hispanic, Low Income, and Students with Disabilities. Evidence of needs include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED) **Scope:** Schoolwide	Administrative staff will lead site work on restorative practices, trauma informed practices, safety at school, working collaboratively with counselors and site teams, to reduce the number of students that are chronically absent, focusing on all students but in particular our students in the dashboard as a red rating (All students to include Foster Youth, Hispanic, Native American and Students With Disabilities. In addition, staff will work to reduce the suspension rates for Native American, Hispanic, Low Income, and Students with Disabilities.) Our Low Income percentages for the Red Zone student groups are Native American (9.2%), Hispanic (65.81%), and the 33% of our Students with Disabilities are English Learners. Ensuring our students are engaged in school will increase their academic achievement. Schoolwide Scope: These actions are being providing school wide basis at VC Primary, Lilac Elementary, Pauma Elementary, VC Elementary, Valley Center Middle, Valley Center High, and Oak Glen High as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.4	**Action:** School Psychologists **Need:**	The psychologists service is directed towards our unduplicated students so that the implementation of intentional layers of academic and social emotional supports to impact the needs of	1.1, 1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of need include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White) **Scope:** LEA-wide	students. This is particularly important to support SED students to make sure they have access to basic health and wellness support to be ready to learn each day. LEA-wide Scope: These actions are being providing district wide as staff provide services districtwide to all students but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
1.5	**Action:** Support Staff: Campus Supervision **Need:** A review of data indicates that many VCPUSD students need additional support in the areas of conflict resolution, positive behavior intervention, and additional trusted adults on campus. Evidence of need include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED) **Scope:** Schoolwide	This support staff plays an integral role in establishing a healthy climate at each school site, establishing positive relationships with students outside of the classroom. This work will contribute to decreased suspensions and chronic absenteeism, and increased attendance for student groups who are seeing lower outcomes that others such as English Learners, low income or SED, and foster and homeless youth. This service is directed towards our unduplicated students. Schoolwide Scope: These actions are being providing school wide basis at Valley Center Middle, Valley Center High, and Oak Glen High as staff and role effects all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

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
1.6	**Action:** Support Staff: Behavior and Attendance **Need:** A review of data indicates that unduplicated students groups have higher suspension rates and chronic absenteeism levels. The support staff that works with behavior and attendance are often the first staff member to connect with a student and their family. Evidence of needs include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED) **Scope:** Schoolwide	This action will support students and families to ensure students are in school to learn which will directly impact student outcomes. Schoolwide Scope: These actions are being providing school wide basis at Valley Center High, Valley Center Middle, and Oak Glen High as staff and role effects all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.7	**Action:** District Social Worker **Need:** Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of needs include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED)	This action will continue to provide additional wellness supports across schools.The district social worker supports all school sites with an intentional focus on unduplicated students.This is particularly important for unduplicated students, as they can often experience less access to wellness and social-emotional support services outside of school. Schoolwide Scope: These actions are being providing school wide basis as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Physical Health and Nutrition (Elementary PE Teachers) **Need:** Increases in school attendance, decreases in unhealthy and unsafe behaviors, and its positive effect on school climate measured by our survey feedback. Evidence of needs include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED) **Scope:** Schoolwide	This contact point between students and teachers around health education has become impactful in addressing school behavior, safety, and overall engagement in our elementary schools. This impact is bringing around positive outcomes for students in our unduplicated groups for which school engagement is a key factor. Schoolwide Scope: These actions are being providing school wide basis at Lilac Elementary, Pauma Elementary, and VC Elementary as staff work with all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.9	**Action:** District Itinerant Psychologist **Need:** Alternative to suspension program with high level of student supports. Evidence of needs include: 2023 CA Schools Dashboard - Suspension Rate (3.9% all, 3.9% EL, 4.6% SED)	Funded staff provide direct services and students who attend are not suspended bringing down district and student group suspension counts. Schoolwide Scope: These actions are being providing school wide basis as staff will potentially work with all students at Valley Center High, Valley Center Middle, Oak Glen High, and Pauma Elementary but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.10	**Action:** Counseling and Tutoring **Need:** Improve unduplicated student academic and behavioral outcomes, in particular students in need of Tier 2 and 3 support. Evidence of these include: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED) **Scope:** LEA-wide	VCPUSD's performance on the 2023 CA Schools Dashboard Indicators and local measures indicates a significant need for continued Tier 2 and 3 supports, in particular for unduplicated students. Continuing to refine our districtwide Multi Tiered System of Supports (MTSS) will promote a more efficient and effective delivery of targeted support that addresses each student's individual needs. LEA-wide Scope: These actions are being providing district wide as staff provide services districtwide to all students but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.11	**Action:** Transportation (Bussing) **Need:** Ensure student access to school for the percentage of students who have the highest level of need and access district supplied transportation. Evidence of need: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Parent Survey	This action allows VCPUSD to ensure that our students have transportation to and from school which will directly impact student outcomes with a focus on low income students who have the highest level of need. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students accessing the service increasing attendance rates based on the identified need. Through providing it district-wide it	1.1, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	will positively impact attendance rates and levels of chronic absenteeism for all students.	
1.12	**Action:** Attendance Monitoring and Communication **Need:** As listed on the CA Schools Dashboard unduplicated student groups in VCPUSD tend to have higher rates of chronic absenteeism and lower attendance than other students, often leading to the need of additional support structures in place to address and support improvement. Evidence of need: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White) **Scope:** LEA-wide	This is intended to increase student success by decreasing chronic absenteeism and increasing attendance through the use of targeted and individualized interventions. The intent of this action is to provide systematic communication through a myriad of MTSS supports. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students in the area of need.	1.1, 1.2, 1.3, 1.4
1.13	**Action:** Professional Development and Training **Need:** High level of chronic absenteeism and survey data suggests a need for staff to have an opportunity to see the whole picture of their students. This work will lead to higher levels of engagement and address the need of	This action will support students, especially EL, FY, and SED, in aligning instructional practice and curriculum needs, both vertically and horizontally, to support positive student outcomes. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students in the area of need.	1.1, 1.2, 1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who have the highest suspension rates and high chronic absenteeism rates. Evidence of needs: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% all, 39.8% EL, 42.6% SED, Red Indicator Groups - American Indian, White), Suspension Rate (3.9% all, 3.9% EL, 4.6% SED), Parent Survey, Staff Survey **Scope:** LEA-wide	Through providing it district-wide it will positively impact student engagement related metrics (attendance rates, levels of chronic absenteeism, and suspension rates) for all students.	
2.2	**Action:** Elementary Instructional TOSA **Need:** Instruction TOSAs have demonstrated to be an integral part of address lower performing unduplicated student groups. Evidence of needs include: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED, Red Indicator Groups - Homeless, Two or More Races), SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners, Homeless, Two or More Races) **Scope:** Schoolwide	Instructional TOSAs will work in conjunction with TK-5 teams, collaboration teams, classroom teachers, and Educational Services to support and improve student outcomes for unduplicated student groups. Schoolwide Scope: These actions are being providing school wide basis as staff work with all students at VC Primary, Lilac Elementary, Pauma Elementary, and VC Elementaryl but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.3, 2.4, 2.9, 2.10, 2.28

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Secondary Intervention TOSA **Need:** At the secondary level intervention TOSAs have demonstrated to be an integral part of address lower performing unduplicated student groups directly both inside and outside of the classroom and subject based environment. Evidence of these include: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED, Red Indicator Groups - Homeless, Two or More Races), SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners, Homeless, Two or More Races) College & Career Indicator (CCI 13% All, 1.1% EL, 7.8% SED, Very Low Indicator Groups - EL, SED, Homeless, SWD, AI, Hispanic) **Scope:** Schoolwide	Intervention TOSAs will work in conjunction with administration, support staff,, collaboration teams, classroom teachers, and Educational Services to support and improve student outcomes for unduplicated student groups. Schoolwide Scope: These actions are being providing school wide basis as staff work with all students at Valley Center Middle and Valley Center High but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.1, 2.2, 2.5, 2.11, 2.12
2.4	**Action:** District Wide Mathematics TOSA **Need:** Improve secondary school math outcomes throughout district as demonstrated by local report card data and state assessment data in which VCPUSD is performing below the state average overall and for unduplicated student groups.	District Math TOSA position directly collaborates and supports teacher throughout the district. Work is done in support new programs and implementing curriculum resources beyond the typical teacher role. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest	2.4, 2.10, 2.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of needs include: 2023 CA Schools Dashboard - SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners, Homeless, Two or More Races) **Scope:** LEA-wide	percentage of students needing the service in the determined areas of need.	
2.5	**Action:** Guidance Technicians **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Increase the percentage of all students, and in particular unduplicated students, applying to 4-year college and career preparation programs. Evidence of needs include: 2023 CA Schools Dashboard - Graduation Rate (93.4% All, 94.6% EL, 93% SED); College & Career Indicator (CCI 13% All, 1.1% EL, 7.8% SED, Very Low Indicator Groups - EL, SED, Homeless, SWD, AI, Hispanic); 2023 A-G Completion (30% all students, 20% low income, 7% English Learners) **Scope:** Schoolwide	VCPUSD has taken a number of actions to provide services that will support unduplicated students to stay in school on target to graduate and to be prepared for college and careers. In this action, specific school sites will continue to invest additional resources for school counseling and Guidance Technicians to support low-income students who are also to increase graduation rates, and improve A-G completion rates at Valley Center High School. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at Valley Center High School but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.1, 2.2, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Elementary Band Teachers **Need:** Increase the percentage of unduplicated students participating in Music Education. Band teachers provide an experience and an opener to many students who may not traditionally engage in music. VCPUSD has implemented band due to the research behind the positive effects of music on academics is the purpose for including band in our elementary schools Evidence of needs include: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED, Red Indicator Groups - Homeless, Two or More Races), SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners, Homeless, Two or More Races) **Scope:** Schoolwide	VCPUSD has invested in the access to music classes at the elementary grade levels with instructors to provide students with more opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness and have a positive effect on academics. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at VC Primary, VC Elementary, Lilac Elementary, and Pauma Elementary but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.2, 2.3, 2.15, 2.17, 2.22, 2.23
2.7	**Action:** Special Projects Team **Need:** The Special Projects team will work in conjunction with all school sites, collaboration teams, classroom teachers, and Educational Services to support and improve student academic performance outcomes for unduplicated student groups with a specific	The Special Projects Team's work is to provide direct service to our English Learners, Native Americans, and Migrant students in the following ways: writes and updates grants to serve students and families, calls all Migrant families to communicate district changes and provides needed items to support student success, collaborates with our Title VI partners (including TANF and Indian Health), works on accessing transportation for students, holds parent meetings	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.23, 2.30

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
	focus on English Learners and Low Income student groups and families. Evidence of needs include: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED), SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners) ; English Learning Progress Indicator (ELPI 45.9%); College & Career Indicator (CCI 13% All, 1.1% EL, 7.8% SED, Very Low Indicator Groups - EL, SED, AI) **Scope:** LEA-wide	to allow for collaboration and input, works with site leadership to facilitate programming for student success, and serves as district liaison to bring local community health services to families. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	
2.8	**Action:** Library Media Specialist **Need:** Library media specialists at school sites to support engagement and growth in student reading and comprehension skills. Evidence of needs include: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED, Red Indicator Groups - Homeless, Two or More Races), **Scope:** LEA-wide	This action will support students access to high interest books to support reading comprehension which will directly impact student outcomes. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.3, 2.4, 2.24, 2.25, 2.26, 2.27

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Site Computer Technicians **Need:** Ensure student access to technology devices integral to instruction and learning. Evidence of needs include: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 21.91% SED), SBAC Math (17.15% All, 10.29% SED); Survey Responses Goal 2 (Student: 90%, Staff:89.50%, Parent: 85.56%) **Scope:** LEA-wide	This action will support the technology department to ensure that all students have access to devices that are key elements of instruction and have a direct impact on student outcomes LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	2.3, 2.4, 2.9, 2.10, 2.11, 2.12, 2.15, 2.16, 2.17, 2.20
2.11	**Action:** English Learner Secondary Instruction **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for reclassification. With the largest percentage of students who meet the LTEL criteria at the secondary level this is a clear need. Evidence of need includes: 2023 CA Schools Dashboard - ELPI (45.9% Making Progress), SBAC ELA (30.57% All, 3.78% EL), SBAC Math (17.15% All, 3.22% EL, Red Indicator Group - English Learners); 2023 Dataquest - Reclassification (14%), LTEL (14.1%)	VCPUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and reclassification. This work will be in alignment with the district English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. Schoolwide Scope: This action is being providing school wide basis as related staff and action benefits all students at Valley Center High School, Valley Center Middle School, and Oak Glen High School but with a focus on the English Learners who are the target of the action and the highest percentage of students in the determined area of need.	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.11, 2.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.12	**Action:** Alternative Education Program **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Improve CCI rates with alternative programing and a high level of staff support. Evidence of need includes: 2023 CA Schools Dashboard - Graduation (93.4% VCPUSD All, 87.3% OGHS All), CCI (13% VCPUSD All, 0% OGHS All , "Very Low" student group - Hispanic, SED) **Scope:** Schoolwide	VCPUSD will continue to support an avenue for alternative education that provides intensive support for students struggling in traditional school settings. The intensive support is intended to help get students, in particular unduplicated students, back on track to return to the traditional school settings when prepared and ready. Schoolwide Scope: This action is being providing school wide as staff and related services are available to all students at Oak Glen High School but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need and population at the school.	2.1, 2.2, 2.3, 2.4, 2.11, 2.12,
2.13	**Action:** Additional School Sections **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of needs includes: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED, Red Indicator Groups -	The additional sections added to school sites ensures that teachers have more time with students who benefit from additional intervention and lead improved student learning and students having more time in a class focused on a specific need during the school day. This is particularly important to low income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the additional sections assigned for unduplicated students, dedicated	2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless, Two or More Races), SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners, Homeless, Two or More Races) **Scope:** Schoolwide	teacher to student time also increases aiding in staff knowing students targeted needs, being able to analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at Valley Center Middle School, Valley Center High School, and Oak Glen High School but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
2.14	**Action:** 1-to-1 Devices **Need:** Ensure student access to technology devices integral to instruction and learning. Evidence of need includes: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 21.91% SED), SBAC Math (17.15% All, 10.29% SED); Surveys Responses Goal 2 (Student: 90%, Staff:89.50%, Parent: 85.56%) **Scope:** LEA-wide	This action will support the technology department to ensure that all students have access to devices that are key elements of instruction and have a direct impact on student outcomes LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	2.3, 2.4, 2.9, 2.10, 2.11, 2.12, 2.15, 2.16, 2.17, 2.20
2.15	**Action:** Intervention Resources	Providing school sites with additional intervention resources and approved supplemental programs, services, and related supplies impacts	2.24, 2.25, 2.26, 2.27

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Improve unduplicated student outcomes on California School Dashboard indicators districtwide. Evidence of needs includes: 2023 CA Schools Dashboard - SBAC ELA (30.57% All, 3.78% EL, 21.91% SED, Red Indicator Groups - Homeless, Two or More Races), SBAC Math (17.15% All, 3.22% EL, 10.29% SED, Red Indicator Groups - English Learners, Homeless, Two or More Races) **Scope:** LEA-wide	unduplicated students' academic success as well as promotes school connectedness through support and high engagement activities. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	
3.1	**Action:** District TOSA **Need:** This position supports college and career readiness programs for the secondary students, including college trips, American Indian student conferences, career visits, support cultural events at schools, etc., for students. The TOSA will provides guidance to diversify our curriculum, while maintaining alignment with the state standards, and will support the Director of Special Projects in training Title VI aides, who provide direct academic and socio-emotional support to American Indian students, with culturally proficient actions.	There are cultural connections that a TOSA can make with parents to help them navigate absenteeism, academic achievement, connecting with the school and teachers, and identifying non-academic needs that a student may need. In addition, the TOSA can help students to engage successfully in a College and Career readiness educational program. A TOSA can work collaboratively and proactively with both the district and parent to break down any misunderstandings. This TOSA position is developed to support our 8.8% of our American Indian population who qualify for Free and Reduced Lunch, Foster, and Homeless. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of need includes: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% All, 60.6% American Indian 42.6% SED), Suspension Rate (3.9% All, 7.7% American Indian, 4.6%SED), SBAC ELA (30.57% All, 17.95% American Indian, 21.91% SED), SBAC Math (17.15% All, 8.28% American Indian, 10.29% SED) **Scope:** LEA-wide	percentage of students applicable to the work being done in the determined areas of need.	
3.2	**Action:** District and School Parent Workshops **Need:** Feedback from surveys and input meetings from parents of English learners and low-income students indicated an interest from the parents in more training and workshops on how to help their child be actively engaged and successful in school. Evidence of need includes: Surveys Goal 3 - (Parent 95.24%, Staff 85.18%%, Student 91%, specific feedback and comments), Parent Engagement - (54% Attendance Back to School Night) See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:**	The District will continue to support parents by providing them with the opportunity to attend a variety of conferences and trainings, in their primary language, at the school site, and outside of the school to support the development of parenting skills and leadership capacity. These skills will allow parents of unduplicated students to be more actively engaged and effective in participating in the success of their child's education. LEA-Wide Scope: This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.	3.1, 3.7

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		
3.3	**Action:** Software Services **Need:** The ability to communicate key data and information related to the school district and student outcomes is important in collecting informed input around district goals, actions, and use of resources. Evidence of need includes: Surveys Goal 3 - (Parent 95.24%, Staff 85.18%%, Student 91%, specific feedback and comments) See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	Providing a single data, outcomes, and documents to communicate the district's critical services in academics, safety, and social emotional plans is served through public facing software services. These services allows for us to communicate ongoing monitoring data, outcome data, our LCAP plan as well as our Safety and SPSA where we delineate the services we provide for our UPP. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	3.9
4.1	**Action:** Student Services - Program Specialist **Need:** Student Services - Program Specialist is an integral part of address lower performing unduplicated student groups that makeup our SWD student group by guiding the district MTSS and interventions. Evidence of need includes: 2023 CA Schools Dashboard - Chronic Absenteeism (37.9% All, 43%SWD, 42.6% SED), Suspension Rate	The Student Services - Program Specialist will work in conjunction with administration, site staff, parents, classroom teachers, and Educational Services to support and improve student outcomes for unduplicated student groups and students with disabilities. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	4.1, 4.2, 4.3, 4.6, 4.7, 4.8, 4.9

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
	(3.9% All, 5.5% SWD, 4.6%SED), SBAC ELA (30.57% All, 9.34% SWD, 21.91% SED), SBAC Math (17.15% All, 4.68% SWD, 10.29% SED); CDE Dataquest - LRE @ 80% (46.70%); Surveys Goal 4 - (Parent 87.53%, Staff 85.83%) **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** District Wide English Language Development (ELD) TOSA **Need:** Providing a TOSA to focus on teacher, parent, and student training/support and maintaining the necessary technical components of our emerging EL program. Evidence of needs include: English Learning Progress Indicator (ELPI 45.9%), SBAC ELA (3.78% EL), SBAC Math (3.22% EL, Red Indicator Groups - English Learners), College & Career indicator (CCI 1.1% EL "Very Low")	This action will ensure all requirements are being met for our EL's which will directly impact student outcomes and the academic success of our EL students. The ELD TOSA will directly interact and support EL students through mentoring, monitoring progress towards English language proficiency and reclassification, and support English learner academic achievement.	2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
2.10	**Action:** English Learner (EL) Support Classes **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for reclassification. Evidence of need includes: 2023 CA Schools Dashboard - ELPI (45.9% Progress); SBAC ELA (30.57% All, 3.78% EL),, SBAC Math (17.15% All, 3.22% EL, Red Indicator Groups - English Learners); 2023 Dataquest - Reclassification (14%) **Scope:** Limited to Unduplicated Student Group(s)	VCPUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and reclassification. This work will be in alignment with the district English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. English Learners, and in particular those EL's who have recently immigrated to the United States, can benefit from additional support Designated ELD Courses (middle and high school) will continue with a focus on students who are newcomers into our district.	2.3, 2.4, 2.7, 2.8
3.4	**Action:** Translation Services **Need:** Parents of English learners need access to information in their primary language. Evidence of need includes: Feedback from surveys and input meetings from parents of English learners indicated a continued need	This action will ensure that our Spanish speaking families are able to be an active partner in the educational experience which will directly impact student outcomes. Interpretation and translation services provided as a supplement to the mandated written communications will allow parents of English learners additional opportunities to participate in educational functions and increase their engagement in decision-making.	3.1, 3.5, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	for translation services in order to be able to access information about their students education. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)		

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

No limited actions contributing with a planned percentage.

Additional Concentration Grant Funding

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

The district is using the additional concentration grant add-on funds to increase the number of certificated staff who provide instruction and direct support to unduplicated students through additional school sections, support classes, and Teachers on Special Assignment (TOSAs) that work directly with students and to increase the number of certificated staff who provide instruction to foster youth, English Learners, and low-income students.

The additional sections (2.13) added to school sites ensures that teachers have more time with students who benefit from additional intervention and lead improved student learning and students having more time in a class focused on a specific need during the school day. This is particularly important to low income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with grade-level standards. With the additional sections assigned for unduplicated students, dedicated teacher to student time also increases aiding in staff knowing students targeted needs, being able to analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. Additional sections are also added through English Learner (EL) support classes (2.10) that align supplemental actions for English Learners to support continued language acquisition growth and reclassification.

Two Intervention TOSAs (2.3) will continue at Valley Center High School and Middle School providing direct student support to students (small group instruction) that are below grade level in core subject areas. With Valley Center High School's unduplicated count of 61% and Valley Center Middle School's count of 66% this additional staff work directly with students in the areas of academic intervention in all core subject matters with targets towards meeting graduation requirements the high school level and passing course grades at both secondary school sites. A district TOSA (3.1) will continue to provide support at both VCHS and VCMS to provide direct support to the 9.92% of our American Indian population who are part of our unduplicated count as Low Income, Foster, and Homeless. In addition, these positions provide site wide staff development and coaching of teacher in the core subject areas on strategies that support the growth and success of unduplicated students. and district initiatives.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	Primary 1:25; Elementary 1:16; Lilac 1:19; Pauma 1:14; VC Middle School 1:20; Valley Center HS 1:20; Oak Glen 1:16
Staff-to-student ratio of certificated staff providing direct services to students	NA	Primary 1:25; Elementary 1:27; Lilac 1:28; Pauma 1:19; Valley Center Middle School 1:29; Valley Center High School 1:42; Oak Glen 1:20

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	39142466	7625426	19.481%	0.000%	19.481%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,809,577.00	$731,135.00	$0.00	$0.00	$12,540,712.00	$11,119,775.00	$1,420,937.00

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	Counseling Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, VCMS, OGHS/VC Prep	2024-2027	$870,765.00	$0.00	$870,765.00				$870,765.00	
1	1.2	Counselor Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	2024-2027	$36,429.00	$0.00	$36,429.00				$36,429.00	
1	1.3	Administrators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCMS, DSC, SPED, VCHS	2024-2027	$394,836.00	$0.00	$394,836.00				$394,836.00	
1	1.4	School Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$685,312.00	$0.00	$685,312.00				$685,312.00	
1	1.5	Support Staff: Campus Supervision	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	2024-2027	$510,240.00	$0.00	$510,240.00				$510,240.00	
1	1.6	Support Staff: Behavior and Attendance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	2024-2027	$412,407.00	$0.00	$412,407.00				$412,407.00	
1	1.7	District Social Worker	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$125,650.00	$0.00	$125,650.00				$125,650.00	

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
			Low Income			Low Income										
1	1.8	Physical Health and Nutrition (Elementary PE Teachers)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Lilac, Pauma K-5	2024-2027	$475,902.00	$0.00	$475,902.00				$475,902.00	
1	1.9	District Itinerant Psychologist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Center Middle School, Pauma School, Valley Center High School, Oak Glen High School 6-12	2024-2025	$104,329.00	$0.00	$104,329.00				$104,329.00	
1	1.10	Counseling and Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$69,100.00	$69,100.00				$69,100.00	
1	1.11	Transportation (Bussing)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,823,700.00	$772,169.00	$2,595,869.00				$2,595,869.00	
1	1.12	Attendance Monitoring and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$15,204.00	$15,204.00				$15,204.00	
1	1.13	Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$96,671.00	$0.00	$96,671.00				$96,671.00	
1	1.14	Positive Behavioral Interventions and Supports Implementation (PBIS)	All	No			All Schools	2024-2026	$0.00	$29,000.00		$29,000.00			$29,000.00	
2	2.1	District Wide English Language Development (ELD) TOSA	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2024-2027	$132,816.00	$0.00	$132,816.00				$132,816.00	

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)											
2	2.2	Elementary Instructional TOSA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Primary, Lilac TK-5	2024-2025	$227,839.00	$0.00	$227,839.00				$227,839.00	
2	2.3	Secondary Intervention TOSA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS. VCMS 6-8, 9-12	2024-2025	$277,392.00	$0.00	$277,392.00				$277,392.00	
2	2.4	District Wide Mathematics TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$159,294.00	$0.00	$159,294.00				$159,294.00	
2	2.5	Guidance Technicians	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	2024-2027	$173,575.00	$0.00	$173,575.00				$173,575.00	
2	2.6	Elementary Band Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Lilac, Primary TK-5	2024-2027	$178,105.00	$0.00	$178,105.00				$178,105.00	
2	2.7	Special Projects Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$288,663.00	$0.00	$288,663.00				$288,663.00	
2	2.8	Library Media Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, Pauma, VCHS, VCMS	2024-2027	$285,555.00	$0.00	$285,555.00				$285,555.00	
2	2.9	Site Computer Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$168,088.00	$0.00	$168,088.00				$168,088.00	

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
2	2.10	English Learner (EL) Support Classes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: VCHS, VCMS	2024-2027	$40,529.00	$0.00	$40,529.00				$40,529.00	
2	2.11	English Learner Secondary Instruction	English Learners	Yes	School wide	English Learners	Specific Schools: VCHS 9-12	2024-2027	$728,480.00	$0.00	$728,480.00				$728,480.00	
2	2.12	Alternative Education Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: OGHS 10-12	2024-2027	$474,467.00	$0.00	$474,467.00				$474,467.00	
2	2.13	Additional School Sections	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS, VCMS	2024-2027	$1,365,656.00	$0.00	$1,365,656.00				$1,365,656.00	
2	2.14	1-to-1 Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$192,355.00	$192,355.00				$192,355.00	
2	2.15	Intervention Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$95,524.00	$95,524.00				$95,524.00	
2	2.16	Professional Learning and Training	English Learners, Homeless, Two or More Races, SED, SWD	No			All Schools	2024-2025	$61,347.00	$15,500.00		$76,847.00			$76,847.00	
2	2.17	High School Summer Credit Recovery / Acceleration / Enrichment	All	No			All Schools 9-12	2024-2026	$125,665.00	$16,500.00		$142,165.00			$142,165.00	
2	2.18	Elementary and Middle School Summer Extended Learning	All	No			All Schools K-8	2024-2027	$174,899.00	$0.00		$174,899.00			$174,899.00	
2	2.19	Professional Learning Community (PLC) Practices	All	No			All Schools	2024-2025	$0.00	$37,500.00		$37,500.00			$37,500.00	
2	2.20	English Learner Instructional Programs and Professional Development	English Learners, Long-Term English Learners	No			All Schools	2024-2027	$0.00	$25,694.00		$25,694.00			$25,694.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	District TOSA	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: VCMS, VCHS	2024-2025	$113,202.00	$0.00	$113,202.00				$113,202.00	
3	3.2	District and School Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.3	Software Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$40,029.00	$40,029.00				$40,029.00	
3	3.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$36,492.00	$0.00	$36,492.00				$36,492.00	
4	4.1	Student Services - Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$162,676.00	$0.00	$162,676.00				$162,676.00	
4	4.2	Professional Learning - Universal Design for Learning (UDL)	Students with Disabilities	No			All Schools	2024-2026	$25,000.00	$0.00		$25,000.00			$25,000.00	
4	4.3	Instructional Program Review and Planning	Students with Disabilities	No				2024-2025	$0.00	$17,000.00		$17,000.00			$17,000.00	
4	4.4	Specialized Programs and Training	Students with Disabilities	No			All Schools	2024-2027	$0.00	$21,600.00		$21,600.00			$21,600.00	
5	5.1	Implementation of California College Guidance Initiative (CCGI)	All	No			Specific Schools: Valley Center High School, Oak Glen High School, Valley Center Prep 9-12	2024-2025	$51,166.00	$8,834.00		$60,000.00			$60,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.2	AP Examination Supports	Socioeconmic Disadvantaged	No			Specific Schools: Valley Center High School, Valley Center Prep School 9-12	2024-2027	$0.00	$15,128.00		$15,128.00			$15,128.00	
5	5.3	Career Technical Education (CTE) Pathways	All	No			Specific Schools: Valley Center High School, Oak Glen High School 9-12	2024-2027	$75,002.00	$0.00		$75,002.00			$75,002.00	
5	5.4	Increased Student Access to A-G Courses	All	No			Specific Schools: Valley Center High School, Valley Center Prep School 9-12	2024-2027	$31,300.00	$0.00		$31,300.00			$31,300.00	
6	6.1	Chronic Absenteeism Interventions	All	No			Specific Schools: Oak Glen High School, Valley Center Prep School	2024-2027	$0.00	$10,300.00	$10,300.00				$10,300.00	
6	6.2	Community Engagement	All	No			Specific Schools: Oak Glen High School, Valley Center Prep	2024-2027	$34,560.00	$0.00	$34,560.00				$34,560.00	
6	6.3	Career Technical Education (CTE)	All	No			Specific Schools: Oak Glen	2024-2027	$24,000.00	$6,500.00	$30,500.00				$30,500.00	

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
		Expansion and Exploration					High School, Valley Center Prep 9-12									
6	6.4	Behavior Interventions	All	No			Specific Schools: Oak Glen High School	2024-2027	$3,240.00	$4,500.00	$7,740.00				$7,740.00	
6	6.5	Professional Learning and Training	All	No			Specific Schools: Oak Glen High School, Valley Center Prep	2024-2027	$5,048.00	$15,000.00	$20,048.00				$20,048.00	
6	6.6	Academic Interventions	All	No			Specific Schools: Oak Glen High School, Valley Center Prep	2024-2027	$61,565.00	$10,000.00	$71,565.00				$71,565.00	
6	6.7	Additional Sections and Staffing	All	No			Specific Schools: Oak Glen High School, Valley Center Prep	2024-2025	$97,913.00	$0.00	$97,913.00				$97,913.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
39142466	7625426	19.481%	0.000%	19.481%	$11,536,951.00	0.000%	29.474 %	**Total:**	$11,536,951.00
								LEA-wide Total:	$5,096,692.00
								Limited Total:	$209,837.00
								Schoolwide Total:	$6,230,422.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, VCMS, OGHS/VC Prep	$870,765.00	
1	1.2	Counselor Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	$36,429.00	
1	1.3	Administrators	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, DSC, SPED, VCHS	$394,836.00	
1	1.4	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$685,312.00	
1	1.5	Support Staff: Campus Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	$510,240.00	
1	1.6	Support Staff: Behavior and Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	$412,407.00	

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	1.7	District Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,650.00	
1	1.8	Physical Health and Nutrition (Elementary PE Teachers)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Lilac, Pauma K-5	$475,902.00	
1	1.9	District Itinerant Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Center Middle School, Pauma School, Valley Center High School, Oak Glen High School 6-12	$104,329.00	
1	1.10	Counseling and Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,100.00	
1	1.11	Transportation (Bussing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,595,869.00	
1	1.12	Attendance Monitoring and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,204.00	
1	1.13	Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,671.00	
2	2.1	District Wide English Language Development (ELD) TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$132,816.00	
2	2.2	Elementary Instructional TOSA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Primary, Lilac TK-5	$227,839.00	
2	2.3	Secondary Intervention TOSA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS. VCMS 6-8, 9-12	$277,392.00	
2	2.4	District Wide Mathematics TOSA	Yes	LEA-wide	English Learners Foster Youth	All Schools	$159,294.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Guidance Technicians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	$173,575.00	
2	2.6	Elementary Band Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Lilac, Primary TK-5	$178,105.00	
2	2.7	Special Projects Team	Yes	LEA-wide	English Learners Low Income	All Schools	$288,663.00	
2	2.8	Library Media Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, Pauma, VCHS, VCMS	$285,555.00	
2	2.9	Site Computer Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$168,088.00	
2	2.10	English Learner (EL) Support Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: VCHS, VCMS	$40,529.00	
2	2.11	English Learner Secondary Instruction	Yes	Schoolwide	English Learners	Specific Schools: VCHS 9-12	$728,480.00	
2	2.12	Alternative Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OGHS 10-12	$474,467.00	
2	2.13	Additional School Sections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS, VCMS	$1,365,656.00	
2	2.14	1-to-1 Devices	Yes	LEA-wide	Low Income	All Schools	$192,355.00	
2	2.15	Intervention Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,524.00	
2	2.17	High School Summer Credit Recovery / Acceleration / Enrichment				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	District TOSA	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: VCMS, VCHS	$113,202.00	
3	3.2	District and School Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
3	3.3	Software Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,029.00	
3	3.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$36,492.00	
4	4.1	Student Services - Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,676.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,902,940.00	$18,534,524.00

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	Counseling Support	No	$46,750.00	62716
1	1.2	Counseling Support	Yes	$1,140,251.00	1195706
1	1.3	Administrators	Yes	$386,675.00	2297252
1	1.4	Psychologists	Yes	$351,409.00	923909
1	1.5	Support Staff: Campus Supervision	Yes	$417,736.00	543606
1	1.6	Support Staff: Discipline and Attendance	Yes	$317,976.00	610452
1	1.7	Counseling and Tutoring	Yes	$71,700.00	71700
1	1.8	Bussing	Yes	$2,372,381.00	2384924
1	1.9	Positive Behavioral Intervention and Supports Implementation (PBIS)	No	$60,361.00	48169
1	1.10	District Social Worker	Yes	$111,203.00	121671
1	1.11	Implement Social-Emotional Curriculum	No	$11,195.00	2898

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Refinement of MTSS	No	$18,028.00	7996
1	1.13	Attendance Monitoring and Communication	Yes	$800.00	802
1	1.14	Professional Development and Training	Yes	$150,000.00	798785
1	1.15	Physical Health and Nutrition (Elementary PE Teachers)	Yes	$433,212.00	472964
2	2.1	ELD TOSA	Yes	$137,078.00	137078
2	2.2	District wide Literacy TOSA	Yes	$250,972.00	274054
2	2.3	Elementary Instructional TOSA	Yes	$527,766.00	564238
2	2.4	Guidance Technicians	Yes	$171,225.00	171225
2	2.5	Accelerating Learning through Summer School (non-ESY)	No	$158,099.00	204757
2	2.6	Elementary Band Teachers	Yes	$157,691.00	172517
2	2.7	Additional School Sections	Yes	$1,359,427.00	2854797
2	2.8	Special Projects Team	Yes	$213,225.00	631927
2	2.9	Intervention Resources	Yes	$76,120.00	115591

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.10	1-to-1 Devices	Yes	$156,480.00	205345
2	2.11	Site Computer Technicians	Yes	$142,028.00	308247
2	2.12	Secondary Intervention TOSA	Yes	$263,135.00	404642
2	2.13	Intervention TOSA: Pauma	Yes	$85,472.00	85472
2	2.14	Career Technical Education (CTE) Planning and Outcome Development	No	$1,504.00	604
2	2.15	Implementation and Curricula Adoption	No	$34,236.00	120
2	2.16	AP Test Supports	No	$15,128.00	7132
2	2.17	College Readiness Support (EAP)	No	$27,932.00	30756
2	2.18	English Learner (EL) Support Classes	Yes	$53,636.00	287356
2	2.19	District Wide Mathematics TOSA	Yes	$109,614.00	153607
2	2.20	Refine Professional Learning Community (PLC) Practices	No	$15,000.00	8434
2	2.21	Library Technicians	Yes	$137,179.00	199021
2	2.22	Alternative Education	Yes	$651,811.00	896332
2	2.23	English Learner Secondary Instruction	Yes	$1,037,632.00	1037632

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.24	State Assessment Planning and Support	Yes	$75,000.00	75000
3	3.1	District TOSA	Yes	$104,088.00	113230
3	3.2	Host district wide and school based parent workshops	Yes	$3,500.00	3500
3	3.3	Parent Communication	No	$17,200.00	17200
3	3.4	Software Services	Yes	$8,750.00	8750
3	3.5	Translation Services	Yes	$22,335.00	22410
4	4.1	Monitoring and Improvement - (Specific to Students with Disabilities)	No	$0.00	0
4	4.2	Specialized Staffing (Supporting LRE)	No	$0.00	0
4	4.3	Professional Development	No	$0.00	0
4	4.4	Behavior Interventions (SWD)	No	$0.00	0

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)
$7,966,542.00	$11,064,173.00	$10,617,172.00	$447,001.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Counseling Support	Yes	$1,140,251.00	$1,195,706.00		
1	1.3	Administrators	Yes	$386,675.00	$442,932.00		
1	1.4	Psychologists	Yes	$351,409.00	$316,915.00		
1	1.5	Support Staff: Campus Supervision	Yes	$353,838.00	$370,021.00		
1	1.6	Support Staff: Discipline and Attendance	Yes	$317,976.00	$365,059.00		
1	1.7	Counseling and Tutoring	Yes	$71,700.00	$57,100.00		
1	1.8	Bussing	Yes	$2,372,381.00	$2,384,924.00		
1	1.10	District Social Worker	Yes	$111,203.00	$121,671.00		
1	1.13	Attendance Monitoring and Communication	Yes	$800.00	$802.00		
1	1.14	Professional Development and Training	Yes	$150,000.00	$0.00		
1	1.15	Physical Health and Nutrition (Elementary PE Teachers)	Yes	$433,212.00	$472,964.00		
2	2.1	ELD TOSA	Yes	$137,078.00	$132,181.00		
2	2.2	District wide Literacy TOSA	Yes	$250,972.00	$271,710.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Elementary Instructional TOSA	Yes	$158,330.00	$164,533.00		
2	2.4	Guidance Technicians	Yes	$171,225.00	$156,392.00		
2	2.6	Elementary Band Teachers	Yes	$157,691.00	$172,517.00		
2	2.7	Additional School Sections	Yes	$1,359,427.00	$1,330,827.00		
2	2.8	Special Projects Team	Yes	$213,225.00	$246,382.00		
2	2.9	Intervention Resources	Yes	$76,120.00	$67,540.00		
2	2.10	1-to-1 Devices	Yes	$156,480.00	$205,345.00		
2	2.11	Site Computer Technicians	Yes	$142,028.00	$153,813.00		
2	2.12	Secondary Intervention TOSA	Yes	$263,135.00	$274,900.00		
2	2.13	Intervention TOSA: Pauma	Yes	$85,472.00	$68,513.00		
2	2.18	English Learner (EL) Support Classes	Yes	$53,636.00	$51,748.00		
2	2.19	District Wide Mathematics TOSA	Yes	$109,614.00	$153,607.00		
2	2.21	Library Technicians	Yes	$137,179.00	$141,756.00		
2	2.22	Alternative Education	Yes	$651,811.00	$412,447.00		
2	2.23	English Learner Secondary Instruction	Yes	$1,037,632.00	$726,999.00		
2	2.24	State Assessment Planning and Support	Yes	$75,000.00	$13,272.00		
3	3.1	District TOSA	Yes	$104,088.00	$113,230.00		
3	3.2	Host district wide and school based parent workshops	Yes	$3,500.00	$425.00		
3	3.4	Software Services	Yes	$8,750.00	$8,531.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Translation Services	Yes	$22,335.00	$22,410.00		

To Add a Row: Click "Add Row."
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

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)
39964824	$7,966,542.00	1.58%	21.514%	$10,617,172.00	0.000%	26.566%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

  - The school or schools to which the goal applies

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

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

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

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

Broad Goal
Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

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

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

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

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

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

    - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

    - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

  o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    - The reasons for the ineffectiveness, and

    - How changes to the action will result in a new or strengthened approach.

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- 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:

  o **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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