Board Adopted
Received 8/13/26

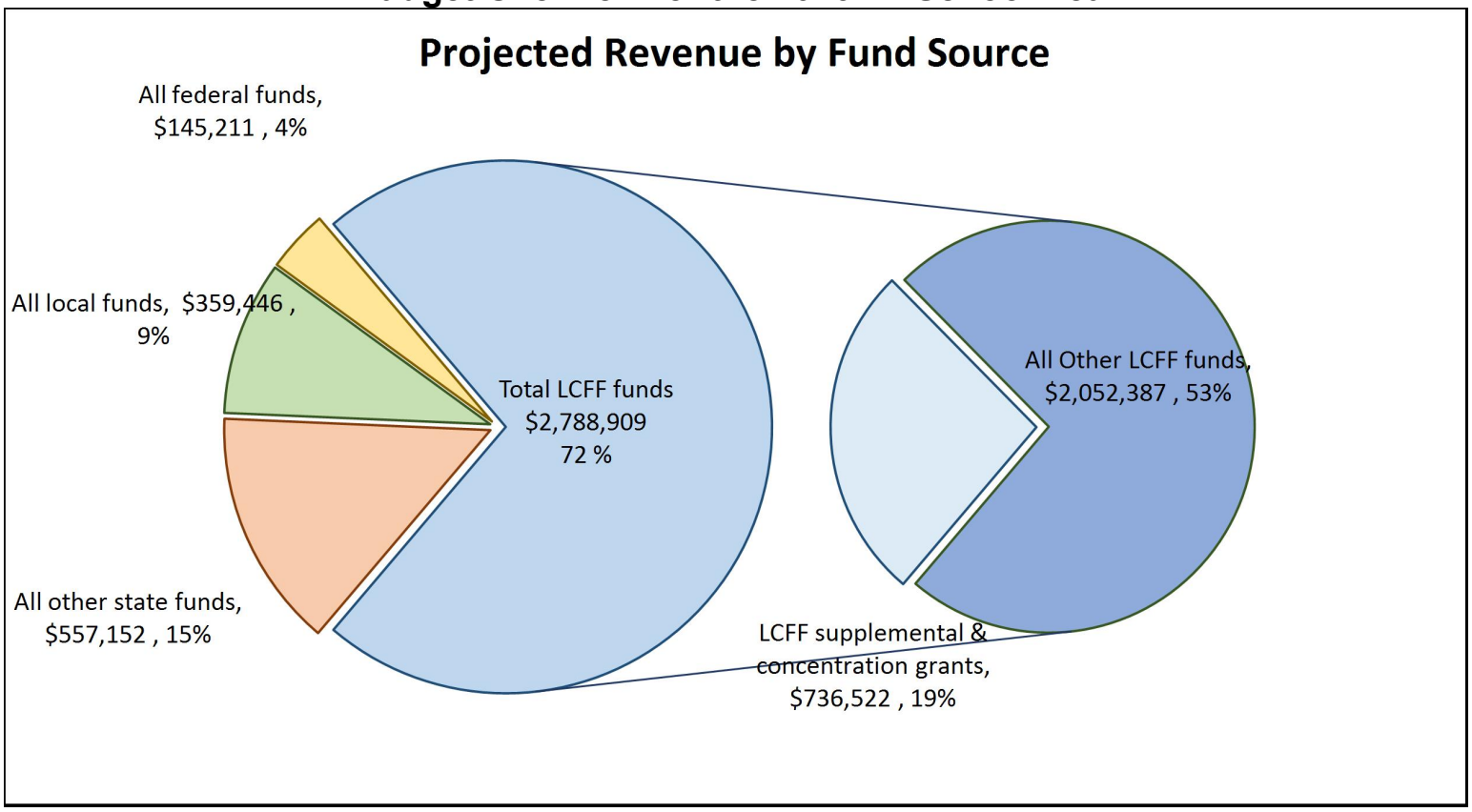
Vallecitos School District
5211 Fifth Street • Rainbow, CA 92028 • (760) 728-7092 • FAX (760) 728-7712
"A community school where we learn to achieve our dreams"

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Vallecitos Elementary School District
CDS Code: 37 68437 6040562
School Year: 2026-27
LEA contact information:
Meliton Sanchez
Superintendent
msanchez@vallecitossd.net
(760) 728-7092

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

## Budget Overview for the 2026-27 School Year

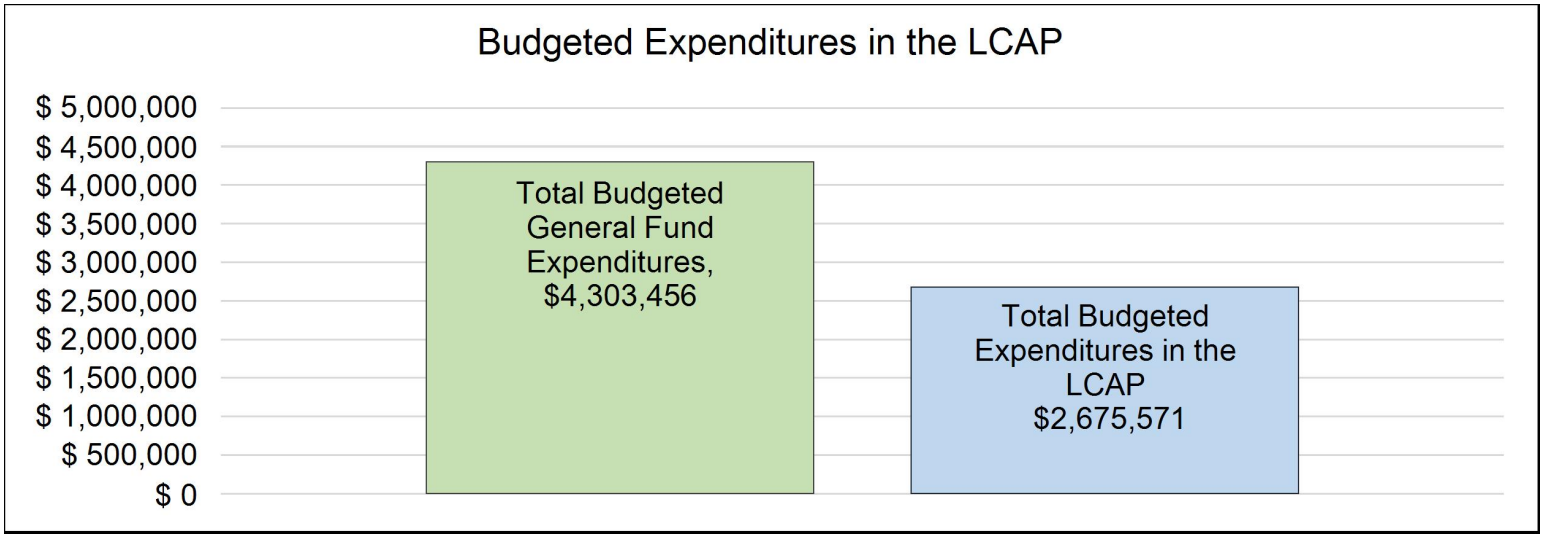



This chart shows the total general purpose revenue Vallecitos Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vallecitos Elementary School District is $3,850,718, of which $2,788,909 is Local Control Funding Formula (LCFF), $557,152 is other state funds, $359,446 is local funds, and $145,211 is federal funds. Of the $2,788,909 in LCFF Funds, $736,522 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: Vallecitos Elementary School District plans to spend $4,303,456.30 for the 2026-27 school year. Of that amount, $2,675,571.00 is tied to actions/services in the LCAP and $1,627,975.30 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP consist primarily of routine operational and administrative costs necessary to maintain district operations. These expenditures include Special Education services, transportation, food services, debt service, facilities maintenance, utilities, insurance, and business and administrative services.

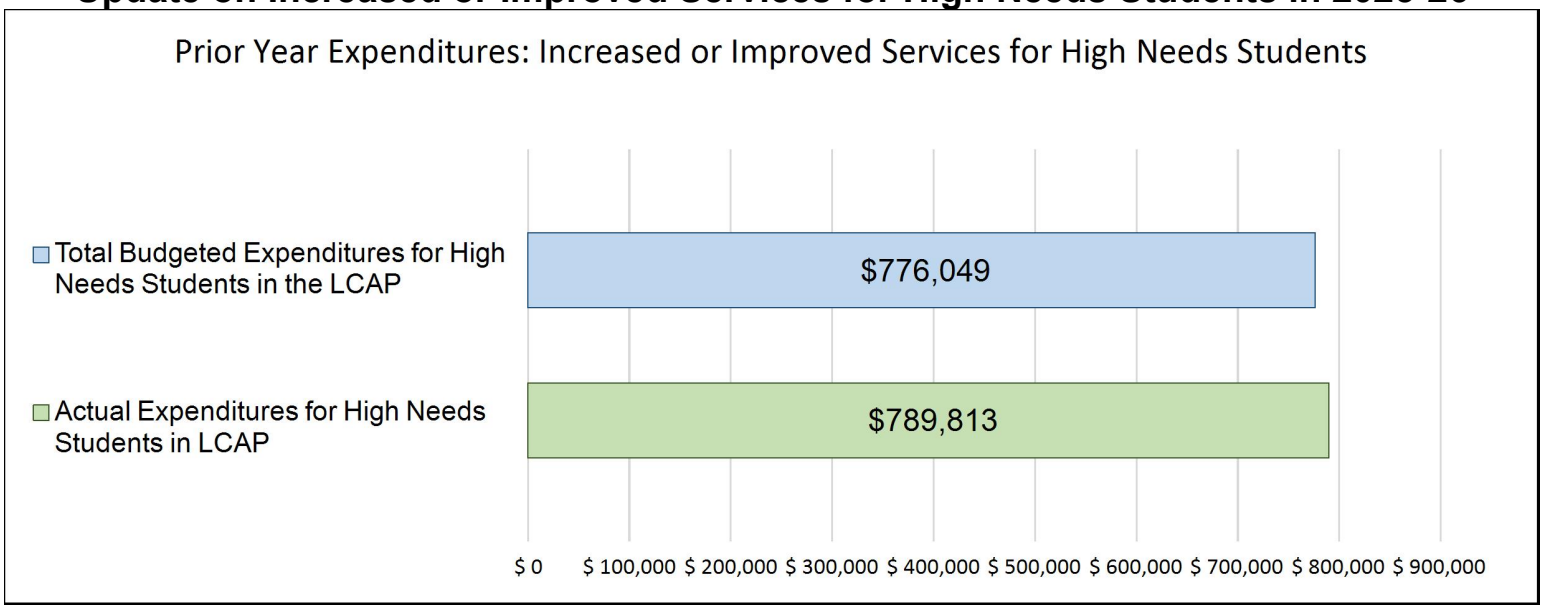
In addition, the district provides a variety of supplemental programs and services supported through other state, federal, and local funding sources that are not directly reflected in specific LCAP actions. These include programs funded through Title I, Title II, Title III, Expanded Learning Opportunities Program (ELOP), ASES, Proposition 28 Arts and Music in Schools funding, and other restricted grants. While these expenditures support student learning and enrichment opportunities, they are funded and accounted for separately from the actions and services included in the Local Control and Accountability Plan.

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

In 2026-27, Vallecitos Elementary School District is projecting it will receive $736,522 based on the enrollment of Foster Youth, English learner, and low-income students. Vallecitos Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Vallecitos Elementary School District plans to spend $774,959.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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




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

The text description of the above chart is as follows: In 2025-26, Vallecitos Elementary School District's LCAP budgeted $776,049.00 for planned actions to increase or improve services for high needs students. Vallecitos Elementary School District actually spent $789,813.00 for actions to increase or improve services for high needs students in 2025-26.

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# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Vallecitos Elementary School District | Meliton Sanchez<br>Superintendent | msanchez@vallecitossd.net<br>(760) 728-7092 |

# Plan Summary [2026-27]

## General Information

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

Vallecitos School District is located in the rural and unincorporated community of Rainbow in north eastern San Diego County. The school has served the community of Rainbow since 1885. Based on 2025-2026 census day enrollment counts, Vallecitos School District serves approximately 180 students in grades TK-8, which is a decline of 15 students compared to the previous year. This represents an enrollment decline of 7.7%.

Rainbow is a unique rural community nestled on the east side of I-15 between Temecula and Fallbrook. The community maintains a high concentration of agricultural nurseries, which serves as the basis of Rainbow's economy. Aside from two convenience stores and one restaurant, Rainbow does not offer many other opportunities for consumer or retail activity. San Diego County provides and maintains Rainbow Park, which is adjacent to the school and allows for student use. Vallecitos also receives support from a small, but dedicated group of parents, our School Site Council, DELAC, and several key volunteers from our educational community. These important educational partners offer physical support, financial support, valuable feedback, and aid in some of the decision making processes at Vallecitos. During the past school year, our PTO executed a number of events that improved the culture and connectedness of our school community. Our students also participated in several field trips that provided memorable experiences for the students, some of whom do not have many opportunities to experience life outside of Rainbow. The faculty and staff at Vallecitos intends to make a continuous effort to strengthen our partnerships during the current LCAP cycle as we work to make a positive impact on school culture and student achievement.

Vallecitos Elementary School District serves the following demographic:
84.4% Hispanic

12.2% Caucasian
1.7% Asian
0.6% African American
0.6% American Indian or Alaskan Native
0.6% Not Reported

Socioeconomic Disadvantaged: 81.11%
English language learners: 42.78%
Students with disabilities: 17%

During school year 2027-2027, Vallecitos Elementary School District plans to maintain one teacher per grade level, with the exception of two combination classes to balance sizes. In addition to our classroom teachers, Vallecitos will support a 1.0 FTE Reading Specialist, a 1.0 FTE English Learner Coordinator, a 1.0 FTE Special Education Resource Teacher, 1.0 FTE MTSS Coordinator, and a 1.0 FTE Social Emotional Learning Specialist/School Counselor (PPS credential). Our classified staff is expected to include 1.5 FTE support staff in the office, 2.0 FTE Custodians/Grounds Support, and approximately 1.0 FTE food service assistants. Our program also includes and seven instructional support aides who serve the duration of the school day. At the management level, Vallecitos employs a 1.0 FTE Superintendent/CBO/Principal, a 1.0 FTE Business Coordinator/Nutrition Director, and a 0.75 FTE School Psychologist. The faculty and staff utilize Multi-Tiered Systems of Support (MTSS) Framework to improve academic achievement, behavior outcomes, and to meet the social-emotional needs of all students. This dedicated team of employees ensure that we provide the conditions and supports necessary to help each and every one of our students achieve success.

## Reflections: Annual Performance

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

A review of the California School Dashboard and local measures demonstrates that Vallecitos Elementary School District has experienced meaningful improvement in student engagement and school climate over the last three years while continuing to face persistent academic challenges among several student groups.

During the 2022-23 and 2023-24 school years, the District experienced significant concerns related to attendance and school climate. Chronic absenteeism increased from 20.9 percent to 23.7 percent and the District fell into the Red performance level, with English Learners, Hispanic students, and socioeconomically disadvantaged students all performing in the Red range. Suspension rates also increased from 1.1 percent to 4.5 percent, placing the District and these same student groups in the Red performance level. At the same time, English Learner Progress improved to 61.1 percent, earning a Blue performance level, while English Language Arts and Mathematics remained in the Orange range.

Over the following year, the District focused heavily on attendance improvement, restorative practices, MTSS implementation, and social-emotional supports. Those efforts produced substantial gains. By 2024-25, chronic absenteeism had improved dramatically to 8.5 percent, moving the District from Red to Blue. Hispanic students and English Learners also improved into the Blue range, and Long-Term English Learners reached the Green level. District-wide suspension rates declined to approximately one percent, with Hispanic students, English

Learners, and socioeconomically disadvantaged students performing in the Blue range. These results suggest that investments in counseling services, alternatives to suspension, and restorative practices have had a positive impact on student engagement and school climate.

Academic outcomes present a more mixed picture. English Language Arts performance has shown gradual improvement over time. District-wide performance improved to a Distance from Standard of -5.9, and Hispanic students narrowed achievement gaps. White students performed well above standard, demonstrating that the District's core instructional program can produce strong results when barriers to learning are minimized. English Learners also experienced modest gains; however, Long-Term English Learners and Students with Disabilities continue to demonstrate substantial achievement gaps.

Mathematics remains the District's greatest area of need. Overall performance remains well below standard, and achievement gaps widened for English Learners, Long-Term English Learners, Students with Disabilities, and socioeconomically disadvantaged students. While White students performed close to standard, most student groups continue to struggle, reinforcing the need for sustained mathematics intervention, professional development, and increased emphasis on conceptual understanding and academic discourse.

The English Learner Progress Indicator also warrants attention. After reaching 61.1 percent in 2023, English Learner Progress declined to 38.7 percent in 2024. In contrast, Long-Term English Learners demonstrated strong progress and the District exceeded its local reclassification goals. These results suggest that supports for Long-Term English Learners are producing positive outcomes, while additional acceleration and language development supports are needed for students in the earlier stages of English acquisition.

Enrollment has steadily increased from 188 students in 2022-23 to 190 students in 2023-24 and 195 students in 2024-25. During this period, the percentage of English Learners declined to approximately 44 percent while the number of students experiencing homelessness increased. These changing demographics, combined with California School Dashboard and local assessment results, continue to identify English Learners, socioeconomically disadvantaged students, and Students with Disabilities as groups requiring additional support.

As a result, the District's priorities for 2026-27 include sustaining the attendance gains achieved over the past two years through subgroup-specific outreach and family engagement; strengthening restorative practices and MTSS supports for Students with Disabilities; expanding counseling and mental health services; accelerating mathematics achievement through intervention and instructional coaching; and improving English Learner outcomes through a balanced focus on foundational literacy, academic language development, and designated and integrated ELD instruction.

Remaining Learning Recovery Emergency Block Grant funds will continue to support MTSS coordination, counseling, and Community Schools initiatives. These investments align with the District's needs assessment and are intended to improve academic achievement, maintain positive climate outcomes, reduce chronic absenteeism, and ensure that all students, particularly English Learners, socioeconomically disadvantaged students, and Students with Disabilities, experience continued academic and social-emotional growth. Actions 2.5 and 2.13.

# Reflections: Technical Assistance

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

Not applicable.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

N/A

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Certificated Faculty (Teachers) | Vallecitos teachers continue to shape each iteration of the Local Control and Accountability Plan through ongoing collaboration and direct engagement with district leadership. Throughout the year, teachers participate in bi-monthly team meetings focused on instructional practices, student needs, and school climate. These regular meetings provide opportunities for staff to discuss challenges, review student data, and provide feedback that informs district priorities.<br><br>In addition to these standing meetings, district leadership held dedicated Local Control and Accountability Plan input meetings during the spring and invited all certificated staff to participate in discussions regarding goals, actions, and services for the 2026-27 school year.<br><br>Because Vallecitos is a small, single-school district, teachers also have regular and direct access to district administration. Frequent interactions and informal conversations throughout the year provide additional opportunities for teachers to share concerns, identify emerging needs, and participate in the continuous improvement process.<br><br>Teacher feedback emphasized the importance of maintaining Guided Reading, intervention systems, and collaborative structures while continuing to strengthen supports for English learners, struggling students, and students with disabilities. Staff also expressed interest |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | in expanding enrichment opportunities and ensuring that staffing structures and instructional supports maximize student success. This feedback informed actions related to academic achievement, student engagement, school climate, and social-emotional wellness. |
| Classified Staff (To Include Other School Personnel) | Classified staff were provided the same opportunities as certificated staff to participate in the development of the 2026-27 Local Control and Accountability Plan. Throughout the year, classified employees participated in monthly meetings where they were able to discuss student needs, school climate, safety concerns, and operational priorities. Classified staff were also invited to participate in district surveys and dedicated Local Control and Accountability Plan input meetings held during the spring.<br><br>Because Vallecitos is a small, single-school district, classified staff maintain regular and direct access to district leadership. Frequent interactions and ongoing communication throughout the school year provide additional opportunities for staff to share immediate concerns, identify emerging needs, and provide input on district programs and priorities. Feedback from classified staff emphasized the importance of maintaining a safe and supportive school environment, continuing social-emotional and behavioral supports for students, and ensuring that staff have the equipment resources (such as radios, balls, and other play equipment necessary to effectively support student safety, learning and well-being. This feedback informed actions related to student engagement, school climate, safety, and social-emotional wellness. |
| Parents/Community | To engage parents and community members, Vallecitos Elementary School District hosted a Local Control and Accountability Plan listening session for the general public and invited all educational partners to participate. In addition, the District held separate listening sessions during the final District English Learner Advisory Committee and School Site Council meetings to provide meaningful opportunities for participation.<br><br>Parents and community members were also invited to complete annual surveys and provide input through ongoing conversations with district staff. Survey feedback highlighted strong appreciation for the |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | District's teachers, communication, and family-oriented culture, while also identifying interests in expanded enrichment opportunities, extracurricular activities, student safety, and continued support for students and families. This feedback informed actions related to academic achievement, student engagement, school climate, and family involvement.<br><br>Because Vallecitos is a small, single-school district, parents and community members have regular and direct access to district leadership. These frequent interactions throughout the year provide additional opportunities for educational partners to share concerns, celebrate successes, and provide input that helps shape district priorities and the development of the 2026-27 Local Control and Accountability Plan. |
| Bargaining Groups | Vallecitos maintains one bargaining unit, the Vallecitos Educators Association. District leadership and a representative of the bargaining unit engage in regular communication throughout the year to discuss campus issues, priorities, and emerging needs. In addition to these ongoing conversations, bargaining unit representatives were provided opportunities to participate in dedicated Local Control and Accountability Plan input discussions during the spring.<br><br>Because Vallecitos is a small, single-school district, collaboration between district leadership and the bargaining unit is frequent and informal, allowing concerns and ideas to be shared on a regular basis. Feedback from bargaining unit representatives included the importance of maintaining strong systems of student support, refining behavior intervention processes, providing meaningful opportunities for student engagement and belonging, recognizing staff contributions, and continuing professional learning opportunities for staff. This input informed actions related to student engagement, school climate, professional development, and social-emotional wellness. |
| Students | Students are engaged in the development of the Local Control and Accountability Plan through a variety of formal and informal processes. Student Council meets regularly to discuss student activities and school issues, and student leaders provide feedback to |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | district administration regarding programs and priorities. In addition, students were invited to participate in annual surveys and provide input regarding school climate, student engagement, and opportunities for improvement.<br><br>Because Vallecitos is a small, single-school district, students also have regular and direct access to district leadership. Frequent interactions with students throughout the school day provide valuable opportunities to gather feedback and better understand student experiences and needs. This level of access allows student voice to remain an important part of the continuous improvement process.<br><br>Student feedback reflected appreciation for the positive relationships they have with teachers, aides, and their peers, as well as the supportive nature of the school community. Students also expressed interest in additional activities and events, continued efforts to promote positive behavior and safety, and improvements to facilities and student services. This feedback informed actions related to academic achievement, student engagement, school climate, and social-emotional wellness. |
| Principals and Administrators | Vallecitos is a small, single-school district with a streamlined administrative structure. The Superintendent serves as the District's sole educational administrator and primary author of the Local Control and Accountability Plan and works closely with classified management staff to review student data, stakeholder feedback, fiscal information, and implementation needs. Frequent collaboration and ongoing communication ensure that administrative input is continuously incorporated into the development, monitoring, and refinement of the District's goals, actions, and services. |
| SELPA | Vallecitos maintains an ongoing partnership with the North Coastal Consortium for Special Education (NCCSE) through its assigned Coordinator, who joins the superintendent and principal for standing check-ins throughout the school year. These conversations focus on staffing ratios, compliance updates, and new evidence-based practices for inclusive settings. The Coordinator’s feedback is given strong consideration and is evidenced by the inclusion of Goal 1, Action 1.7, which dedicates LCFF Supplemental funding to |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | specialised academic instruction and related-service coordination for Students with Disabilities. By retaining para-educator hours, students are able to reamin in the least restrictive environment with maximum support allowing the students with IEPs to benefit from the same rigorous, standards-aligned curriculum as their peers. The resources devoted to this population and the shared monitoring of progress metrics illustrate the district's highly collaborative relationship with its NCCSE Coordinator. |

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

Vallecitos maintained a stakeholder-driven process throughout 2025-26 and used feedback from educational partners to shape the adopted 2026-27 Local Control and Accountability Plan. Teacher and classified staff input reinforced the importance of maintaining successful interventions and collaborative structures, including Guided Reading, Multi-Tiered System of Supports processes, and targeted academic supports. Staff also emphasized the need to strengthen mathematics instruction, continue social-emotional supports, and provide additional enrichment opportunities for students. These themes influenced actions related to academic achievement, student engagement, school climate, and student wellness.

Regular communication with representatives of the Vallecitos Educators Association helped ensure that bargaining-unit perspectives were considered throughout the development of the plan. Feedback from bargaining unit representatives supported continued professional learning, refinement of behavior intervention systems, and efforts to strengthen student engagement and school connectedness. Student voice was gathered through surveys, Student Council, and ongoing interactions with district leadership. Students expressed appreciation for the positive relationships they experience at school and requested additional activities, enrichment opportunities, and continued attention to safety and school climate. These themes helped inform actions related to student engagement, extracurricular opportunities, and social-emotional wellness. Parents and community members provided input through bilingual surveys, community forums, School Site Council, and the District English Learner Advisory Committee. Their feedback highlighted appreciation for the District's family-oriented culture and strong communication while also expressing interest in expanded enrichment opportunities, continued support for students and families, and maintaining a safe and supportive learning environment. This feedback reinforced the District's focus on academic achievement, attendance, school climate, and family engagement.

Throughout the year, the District also reviewed local data and California School Dashboard results and continued to consult with county and special education partners regarding the needs of Students with Disabilities and English Learners. These discussions supported the continued emphasis on mathematics achievement, English learner services, attendance, counseling supports, and Multi-Tiered System of Supports. The full draft Local Control and Accountability Plan was made available for public review prior to adoption, and feedback received throughout the process was incorporated into the final plan adopted by the Governing Board.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | All students will demonstrate proficiency or consistent growth in English Language Arts, Math, and Science. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | CAASPP English Language Arts (ELA): California School Dashboard Distance from Standard, CAASPP | 11.4 points below standard (22-23 Dashboard results) | The final results for the 2024-2025 CAASPP are pending. The data | 1.3 points below standard (2025 Dashboard results) | 8 points below standard (2027 Dashboard results)<br><br>AND | Improved by 10.1 points, reducing the Distance from Standard from 11.4 points below |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Level 3/4 performance, and Dashboard Growth (Grades 3–8). | 46% of 3rd-8th grade students at level 3 or 4 (23-24 results)<br><br>43% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results) | available at this time is as follows:<br><br>In 23-24, our CA School Dashboard Data is as follows:<br><br>5.9 points below standard (23-24 Dashboard results)<br><br>45% of 3rd-8th grade students at level 3 or 4 (24-25 preliminary results)<br><br>40% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (24-25 results) | 45% of students in grades 3-8 scored at Level 3 or 4 (2025 CAASPP results)<br><br>77.4% of students improved their ELA score from the prior year (2025 Dashboard Growth results) | 60% of 3rd-8th grade students score level 3 or 4 (2027 CAASPP results)<br><br>OR<br><br>70% of 4-8th grade students showing growth by 1 or more levels or remain at a level 4 (2027 CAASPP results) | standard to 1.3 points below standard. |
| 1.2 | CAASPP Mathematics: California School Dashboard Distance from Standard, CAASPP Level 3/4 performance, and Dashboard Growth (Grades 3–8). | 41.8 points below standard (22-23 Dashboard results)<br><br>32% of 3rd-8th grade students at level 3 or 4 (23-24 results)<br><br>27% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results) | The final results for the 2024-2025 CAASPP are pending.<br><br>41.8 points below standard (22-23 Dashboard results)<br><br>32% of 3rd-8th grade students at level 3 or 4 (23-24 results) | 54.3 points below standard (2025 Dashboard results)<br><br>32% of students in grades 3-8 scored at Level 3 or 4 (2025 CAASPP results)<br><br>Students demonstrated typical growth in Mathematics compared to | 30 points below standard (22-23 Dashboard results)<br><br>40% of 3rd-8th grade students at level 3 or 4 (23-24 results)<br><br>50% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results) | Declined by 12.5 points, increasing the Distance from Standard from 41.8 points below standard to 54.3 points below standard. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 27% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results) | students with similar prior achievement (2025 Dashboard Growth results). | | |
| 1.3 | CA Science Test Results | 52.2 points above standard (2023 Dashboard) | 52.2 points above standard (2024 Dashboard) | 50.1 points above standard (2025 Dashboard) | 55 points above standard (2027 Dashboard) | Declined by 2.1 points, decreasing from 52.2 points above standard to 50.1 points above standard. |
| 1.4 | iReady Reading Scores | 54% of students at Early On Grade Level or Above | 45% at Early On Grade Level or Above | 57.6% of students assessed were Early On Grade Level or Above on the i-Ready Reading Diagnostic (Winter 2025-26). | 64% of Students at Early On Grade Level or Above | Improved by 3.6 percentage points, increasing from 54% to 57.6% of students at Early On Grade Level or Above on the i-Ready Reading Diagnostic. |
| 1.5 | iReady Math Scores | 39% of students at Early On Grade Level or Above | 43% at Early On Grade Level or Above | 45.6% of students assessed were Early On Grade Level or Above on the i-Ready Mathematics Diagnostic (Winter 2025-26). | 45% of Students at Early On Grade Level or Above | Improved by 6.6 percentage points, increasing from 39% to 45.6% of students at Early On Grade Level or Above on the i-Ready Mathematics Diagnostic, exceeding the Year 3 target of 45%. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.6 | Informal Reading Inventory Assessment Scores | 57% of students Mid-Grade Level or Above | 73% of students Mid-Grade Level or Above | 79% of students at Mid-Grade Level or Above | 80% of students Mid-Grade Level or Above | Increased 22 percentage points from the baseline |
| 1.7 | Teachers are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching. Teacher Assignment Monitoring Outcomes (TAMO) – California School Dashboard | 93% | 100% | 90.5% Clear Teaching FTE (California Dashboard TAMO), Above State Average. | 100% | Declined by 2.5 percentage points, from 93.0% to 90.5% Clear Teaching FTE. |
| 1.8 | Every pupil, including English learners, has access to standards-aligned instructional materials and programs and services that support implementation of the California Common Core State Standards (CCSS) and the California English Language Development (ELD) Standards through designated and integrated ELD instruction, enabling students to gain academic content knowledge while developing English language proficiency. | 100% | 100% | 100% | 100% | No Change. 100% |
| 1.9 | ELPAC Results- % of Students Moving Up | 28% | 41% | 48% | 90% | Improved by 20 percentage points, increasing from |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | One Level or More (or staying at level IV) | | | | | 28% to 48% of English Learners moving up one proficiency level or maintaining Level 4 on the ELPAC. |
| 1.10 | Percent of English Learners reclassified as English proficient. | 11% | 8% | 10.3% | 25% | Declined by 0.7 percentage points, decreasing from 11% to 10.3% of English Learners reclassified as English proficient. |
| 1.11 | Percent of students with IEPs meeting their required minutes of services | 100% | 100% | 100% | 100% | No Change. 100% |
| 1.12 | % of Unduplicated pupils with identified need (MTSS process) participating in ELD and Reading Pull-out Programs | 100% | 100% | 100% | 100% | No Change. 100% |
| 1.13 | Number of Teachers participating in professional learning focused on the implementation of CCSS, NGSS, and/or ELD standards. | 100% of Teachers provide PD in this area during 23-24. | 100% | 0% | 100% of teachers will participate in professional learning focused on the implementation of CCSS, NGSS, and/or ELD standards. | We used this year's PD day to focus on wellness. Will resume in 26-27. |
| 1.14 | Percentage of students, including unduplicated pupils and students with exceptional needs, who | 100% of students have access to a broad course of study. | 100% | 100% | 100% of students have access to a broad course of study. | No Change. 100% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | have access to a broad course of study that includes core academic subjects, arts, physical education, English language development, intervention, and enrichment programs aligned to California academic standards. | | | | | |

# Goal Analysis [2025-26]

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

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

Thirteen of the fourteen budgeted actions for Goal 1 were fully or largely carried out. Personnel-based supports such as First, Best Instruction; the full-time ELD Coordinator; Reading Specialist; Guided Reading; push-in aides for IEP, ELD, and combination classrooms; and the full-day TK/Kindergarten program were staffed and maintained throughout the year. Core digital tools such as i-Ready and Renaissance remained active. Basic Services continued to provide students access to standards-aligned instructional materials, appropriately assigned teachers, and safe and well-maintained facilities.

With respect to substantive differences between plan and reality, several actions differed from the original plan.

Action 1.5- Maintain iReady Platform for Supplemental Instruction was implemented during the 2025-26 school year. However, after evaluating available resources and student needs, the district determined that expanding its existing Renaissance platform would provide a more comprehensive suite of assessment, literacy, mathematics, and English Learner supports. As a result, Action 1.5 will be discontinued in 2026-27 and the associated funding redirected to expand Action 1.6.

Action 1.8- Aide to Support Combination Classroom(s) was fully implemented. Operational experience during the year demonstrated that dedicated instructional aides would provide more consistent support than the shared aide model utilized in 2025-26. Beginning in 2026-27, each combination classroom will receive the support of a full-time instructional aide.

Action 1.11- Fund Stand Alone TK Classroom was replaced by Action 1.14. The district successfully implemented the new full-day TK/Kindergarten program during the 2025-26 school year and intends to continue the action in 2026-27.

Action 1.13- SIOP faculty training shows $0 spent. Due to competing priorities and the challenge of finding sufficient time for additional professional development, the district was unable to implement the planned SIOP training during the 2025-26 school year. The district intends to continue prioritizing instructional strategies that support English Learners and will explore opportunities to provide the training in future years.

Successes.

The district successfully maintained its core instructional program and student support services throughout the year. Key personnel, including the ELD Coordinator, Reading Specialist, and instructional aides, remained in place, providing continuity of services for students. The district also successfully implemented the full-day TK/Kindergarten program and continued to provide students with access to standards-aligned instructional materials, a broad course of study, and appropriately assigned teachers.

Challenges.

As a small district, balancing competing priorities and finding sufficient time for additional professional development proved challenging. In addition, operational experience highlighted opportunities to strengthen support structures for combination classrooms and streamline digital instructional resources. These lessons learned informed adjustments incorporated into the 2026-27 LCAP.

Key take-aways for 2026-27.

The district's staffing investments and core instructional supports continue to provide a strong foundation for student learning. The district will continue to refine these supports by expanding Renaissance resources, assigning dedicated instructional aides to combination classrooms, and seeking opportunities to provide SIOP professional development. These adjustments are intended to strengthen instructional supports while maintaining the continuity of services that students and staff have come to rely upon.

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

Action 1.2 – Maintain Full-Time English Language Development Coordinator. Actual expenditures exceeded the original budget due to higher personnel costs than originally projected. ($119,898 actual compared to $105,629 budgeted due to step and column movement.)
Action 1.5 – Maintain iReady Platform for Supplemental Instruction. Actual expenditures were modestly higher than anticipated due to increased licensing costs. ($14,613 actual compared to $12,100 budgeted) The action was implemented as expected.
Action 1.6 – Maintain Renaissance Platform Access. Actual expenditures exceeded the original budget due to expanded utilization of Renaissance resources to support literacy and intervention efforts. ($7,631 actual compared to $6,677 budgeted.)
Action 1.7 – Support Push-in Aides for Unduplicated Students with IEPs. Actual expenditures exceeded the original budget due to increased staffing costs necessary to maintain services and support students in the least restrictive environment. We had higher needs than expected at budget. ($166,667 actual compared to $148,067 budgeted.)
Action 1.8 – Aide to Support Combination Classroom(s). Actual expenditures were lower than projected because we were not able to staff the aides completely full time in the classroom so personnel costs were less than originally anticipated. ($36,401 actual compared to $47,512 budgeted.) We will prioritize improvement for 26-27.

Action 1.9 – Push-in Support for ELD Students. Actual expenditures were lower than anticipated due to lower personnel costs than originally budgeted due to shifting some resources to SPED. ($37,553 actual compared to $46,424 budgeted.)
Action 1.11 – Fund Stand Alone TK Classroom. No expenditures were incurred for this action because the district transitioned to the full-day TK/K combination classroom model and funded those services through Action 1.14. ($0 actual compared to $1,330 budgeted.)
Action 1.12 – Rosetta Stone for Long-Term English Learners. The district did not implement this action during the 2025-26 school year, resulting in no expenditures. ($0 actual compared to $2,780 budgeted.)
Action 1.13 – SIOP Training to Faculty. The district did not implement this action during the 2025-26 school year due to competing priorities and limited time available for additional professional development activities.

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

The evidence to date shows that Goal 1's literacy-focused actions are yielding measurable gains, while mathematics achievement and persistent subgroup gaps remain areas requiring additional attention.

Instructional staffing and guided-reading supports.

Classroom teaching (Action 1.1), the full-time Reading Specialist (1.3), and Rainbow's Road to Reading (1.4) aligned well with student outcomes. i-Ready Reading results show that 58% of students were performing Early On Grade Level or Above at the end of the 2025-26 school year, an increase from 43% the prior year and 39% at baseline. These results suggest that tier-one instruction and targeted small-group interventions continue to positively impact literacy achievement. The district intends to maintain these supports and continue building on recent gains.

English-language development actions.

The ELD Coordinator (1.2) and push-in aides for ELD students (1.9) continued to provide designated and integrated English language development support. Eight of the district's 77 English Learner-eligible students were reclassified during the year, resulting in a reclassification rate of approximately 10.4%. In addition, ELPAC outcomes improved, with the number of students scoring at Level 4 increasing substantially while the number of students performing at Level 1 declined. These results suggest that language-development supports have been effective, although continued attention to accelerating English Learner achievement remains necessary. The district's failure to implement SIOP training limited its ability to provide additional instructional support strategies for English Learners.

Special-population scaffolds.

Push-in aides for students with IEPs (1.7) and for the combination classroom (1.8) helped maintain access to grade-level curriculum and required services. Students continued to receive their required supports and retained access to a broad course of study. These actions contributed to 100% of students with IEPs receiving their required services (Metric 1.11) and 100% of students maintaining access to a broad course of study (Metric 1.14), demonstrating that students continued to receive the supports necessary to access grade-level instruction. Despite those safeguards, persistent achievement gaps indicate that while these actions support access and compliance, additional strategies are needed to accelerate academic growth for students with disabilities. In response, the district will provide dedicated full-time instructional aides for each combination classroom beginning in 2026-27.

Math and digital-platform actions.

i-Ready (1.5) and Renaissance (1.6) provided consistent assessment data and instructional support throughout the year. i-Ready Math results show that 44% of students were performing Early On Grade Level or Above at the end of the 2025-26 school year. While these tools have provided valuable instructional information, mathematics achievement has not improved at the same pace as literacy achievement. These figures suggest that the diagnostic tools were implemented successfully but have not, on their own, shifted instructional practice enough to significantly accelerate mathematics achievement. Beginning in 2026-27, the district will expand its Renaissance resources to provide additional support in literacy, mathematics, and English language development.

Facilities and TK/K expansion.

Basic Services (1.10) and the full-day TK/Kindergarten program (1.14) ensured fully credentialed teachers, standards-aligned instructional materials, and expanded early learning opportunities. These actions continued to provide a strong foundation for student learning and access.  Basic Services (Action 1.10) supported 100% appropriately assigned teachers (Metric 1.7), 100% access to standards-aligned instructional materials (Metric 1.8), and 100% access to a broad course of study (Metric 1.14), indicating that the district maintained the core conditions necessary to support student learning.

Actions not carried out.

SIOP faculty training (1.13) shows $0 in actual expenditures, so its effectiveness cannot yet be judged. Due to competing priorities and the challenge of finding sufficient time for additional professional development, the district was unable to implement the planned training during the 2025-26 school year. The absence of this action likely limited the district's ability to further strengthen instructional strategies supporting English Learners.

Summary.

Literacy investments—high-quality first instruction, guided reading, and dedicated ELD staffing—continue to move students toward proficiency. English Learner outcomes also improved, as evidenced by increased ELPAC performance and a reclassification rate of approximately 10.4%. In contrast, mathematics achievement and persistent subgroup gaps continue to lag, and one planned professional development action was not delivered. In 2026-27, the district intends to build upon its literacy gains while strengthening mathematics instruction and expanding support for English Learners and students with disabilities.

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

Changes to Goal 1 for 2026-27

After reviewing 2025-26 results and gathering teacher and family feedback, only minor adjustments were made to Goal 1. No changes were made to the goal statement, metrics, or target outcomes.

The district discontinued Action 1.5 – Maintain iReady Platform for Supplemental Instruction and redirected those resources to expand Action 1.6 – Maintain Renaissance Platform Access. District leaders determined that expanding the existing Renaissance platform would provide a more comprehensive suite of assessment, literacy, mathematics, and English Learner supports while maintaining the same funding source.

In addition, based on operational experience during the 2025-26 school year, the district refined Action 1.8 – Aide to Support Combination Classroom(s). Rather than utilizing a shared aide model, each combination classroom will receive the support of a dedicated full-time instructional aide beginning in 2026-27. This change is intended to provide more consistent instructional support and better address the needs of students in combination settings.

No changes were made to Goal 1 metrics or target outcomes. The district continues to believe that the existing measures appropriately monitor progress toward improved academic achievement and English Learner outcomes.

How these changes link to prior reflection.

Reflection on 2025-26 results indicated that literacy-focused actions continue to produce encouraging gains, while mathematics achievement and persistent subgroup gaps remain areas requiring additional attention. Expanding Renaissance resources and strengthening support for combination classrooms are intended to improve instructional effectiveness and provide additional support to students without substantially altering the overall structure of Goal 1.

Aside from these refinements, all other Goal 1 statements, metrics, target outcomes, and actions remain substantially unchanged for 2026-27.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | First, Best Instruction in Core Subjects | First, best instruction in core subjects entails implementing high-quality, evidence-based teaching practices tailored to meet the diverse needs of all learners. This includes differentiated instruction to accommodate varying learning styles and abilities, small-group instruction for targeted support, and the integration of technology to enhance engagement and comprehension.<br><br>Given that approximately 50% of the student population are English Learners and 80% are socioeconomically disadvantaged, the school's approach will involve culturally responsive teaching strategies, language | $890,296.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | development support, and equitable access to resources and opportunities. Teachers will receive professional development focused on culturally relevant pedagogy, language acquisition strategies, and effective classroom management techniques.<br><br>In order to build capacity schoolwide, the Reading Specialist, ELD Coordinator, and Principal will be trained on Diane Sweeney's Student Centered Coaching. All teachers will participate in at least two coaching cycles throughout the school year as classroom embedded professional development. The focus of these coaching sessions will be implementation of strategies for English Learners and Students with Disabilities, but will benefit ALL students. Part of Student Centered Coaching includes the coaching team working together to develop systems for collecting evidence of impact. This will take place year one and evidence will be collected and monitored regularly.<br><br>Regular assessments will be used to monitor student progress and inform instructional decisions, with interventions provided as needed to address gaps in learning. Family and community engagement will also be prioritized to ensure a collaborative approach to supporting student success. Overall, "First Best Instruction" in this context emphasizes equity, inclusivity, and excellence in teaching and learning. | | |
| **1.2** | Maintain Full-Time English Language Development Coordinator | Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development.<br><br>The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated | $119,629.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data.<br><br>Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students. | | |
| **1.3** | Maintain Full-Time Reading Specialist | Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners.<br><br>Through our Multi-Tiered Systems of Support (MTSS), the Reading Specialist will bring specialized expertise in literacy instruction, assessment, and intervention, working collaboratively with teachers to identify struggling readers, implement evidence-based interventions to students 1x1 and in small group setting, and monitor progress over time. They will conduct assessments to diagnose reading difficulties and develop individualized intervention plans.<br><br>The Reading Specialist will provide ongoing professional development to educators on effective literacy practices in the role of Instructional Coach, incorporating differentiated instructional strategies tailored to meet the unique needs of our special populations such as English Learners and Students with Disabilities. Through coaching cycles, the Reading Specialist and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. The Reading Specialist | $113,049.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | will support the integration of literacy instruction across the curriculum, ensuring that students have access to high-quality reading materials and opportunities for meaningful literacy engagement in all subject areas.<br><br>The Reading Specialist will also collaborate with families and community partners to promote a culture of literacy at home and in the broader community.<br><br>By allocating LCFF Supplemental and Concentration grant funds to fund the Reading Specialist position, the school demonstrates a commitment to addressing disparities in literacy achievement, fostering equitable access to literacy resources and support, and ultimately empowering all students to become proficient readers and lifelong learners. | | |
| **1.4** | Maintain and Support Rainbow's Road to Reading (Guided Reading) Program | Implement and sustain the Rainbows Road to Reading program as a cornerstone of literacy development within Vallecitos School District's LCAP. This guided reading initiative provides personalized instruction tailored to students' individual reading levels and needs. Through small group sessions led by trained educators, students receive targeted support to strengthen their reading comprehension, fluency, and vocabulary skills. By fostering a love for reading and improving literacy proficiency across all grade levels, the program enhances academic achievement, promotes equity, and empowers students with the foundational skills necessary for lifelong learning and success in all subject areas. | $3,700.00 | No |
| **1.5** | Maintain iReady Platform for Supplemental Instruction (Discontinued) | i-Ready is an online program for reading and/or mathematics that will help our teachers determine their students' needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows our teachers to meet the student exactly where they are and provides data to increase your student’s learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction. | $0.00 | No |
| **1.6** | Maintain Renaissance Platform Access | Accelerated Reader (AR) and myON both play pivotal roles in enhancing ELA achievement. AR engages students in independent reading by offering a wide range of leveled texts and assessing comprehension | $18,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | through quizzes, fostering reading fluency and comprehension skills. Meanwhile, myON provides access to a vast digital library with personalized recommendations, allowing students to explore diverse genres and topics aligned with their interests and reading levels. Together, these programs promote literacy development, expand vocabulary, and cultivate a love for reading, ultimately boosting ELA achievement by empowering students to become proficient, confident readers across various text types and formats. | | |
| **1.7** | Support Push-in Aides for Unduplicated Students with IEPs | This action allocates funding to enable special education aides to provide in-class support for unduplicated Students with Disabilities. Recognizing that these students often face unique challenges in achieving proficiency in core subjects, this initiative integrates aides into general education classrooms in order to provide the least restrictive environment for students. The aides will deliver personalized assistance, help differentiate instruction, and ensure that students can fully access and engage with the curriculum. This approach fosters an inclusive learning environment, addresses individual learning needs, and helps bridge achievement gaps.<br><br>By providing special education aides in the classroom, students receive immediate and tailored support, enhancing their ability to grasp and master core subject material. This action supports differentiated instruction and helps teachers manage diverse learning needs more effectively.<br><br>Effectiveness will be measured through student progress on standardized assessments, classroom grades, and achievement of IEP goals. Additional metrics include monitoring improvements in attendance and engagement, as well as collecting feedback from teachers, aides, and students to assess the overall impact of the support provided. | $132,093.00 | Yes |
| **1.8** | Aide to Support Combination Classroom(s) | This action funds the employment of aides in combination classrooms to specifically support unduplicated students, including those who are Socioeconomically Disadvantaged, English Learners, and Foster Youth. Combination classrooms, which group students from different grade levels, present unique instructional challenges. The presence of aides ensures | $45,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | that unduplicated students receive targeted assistance, helping them navigate and succeed in this complex learning environment.<br><br>Aides in combination classrooms provide personalized support and help differentiate instruction, ensuring that unduplicated students can effectively access and engage with the curriculum. This targeted assistance addresses the diverse learning needs of these students, helping them achieve proficiency and make adequate progress in core subjects.<br><br>The effectiveness of this action will be monitored through student progress on standardized assessments, classroom grades, and other academic performance indicators. Additional metrics include tracking attendance and engagement levels, as well as gathering feedback from teachers, aides, and students to evaluate the impact of the aides' support on student learning outcomes. | | |
| **1.9** | Push-in Support for ELD Students | This action establishes push-in support for our highest-need English Language Development (ELD) students. A dedicated support staff member will work directly within the classrooms to provide targeted assistance during regular instruction. This approach aims to address the unique language and academic needs of these students by offering immediate support with comprehension, language development, and task completion. By embedding support within the classroom environment, we ensure that our highest-need ELD students receive personalized assistance tailored to their specific learning challenges. This initiative facilitates greater integration into classroom activities while promoting language acquisition and academic success. | $45,800.00 | Yes |
| **1.10** | Basic Services | Non-instructional / Student support, administrative, and operational functions that consume LCFF funds to support our instructional program. | $786,167.00 | No |
| **1.11** | Fund Stand Alone TK Classroom | The Vallecitos Elementary School will fund a full-day Transitional Kindergarten (TK) classroom with supplemental and concentration dollars. This program will cater to the early educational needs of all students, with a specific focus on those from our high unduplicated population. The TK | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | classroom aims to provide a strong educational foundation through an enriched curriculum and targeted support, ensuring readiness for kindergarten and beyond. The extended hours will allow for comprehensive developmental activities, individualized attention, and family engagement opportunities, fostering a nurturing learning environment that supports both academic and social-emotional growth. | | |
| **1.12** | Rosetta Stone for Long-Term English Learners | To improve English proficiency among our Long-Term English Learners, we will purchase Rosetta Stone software to support their growth in English Language Arts, Math, and Science. This interactive platform offers personalized learning, enhancing listening, speaking, reading, and writing skills. With adaptive lessons tailored to individual needs and flexible online access, students can practice both in and out of school, helping close the achievement gap, improving English proficiency, and supporting their academic success across all subjects. May include other language acquisition programs if determined to better serve the need. | $2,780.00 | Yes |
| **1.13** | SIOP Training to Faculty | To support the development of language acquisition for our English Learners, we will conduct a professional development day focused on Sheltered Instruction Observation Protocol training. This training will equip educators with strategies to integrate language and content instruction, making lessons more accessible for English Learners. By enhancing teachers' abilities to deliver effective, language-focused instruction, we aim to improve EL student outcomes and ensure consistent growth across core academic subjects. Although Long-Term English Learners are the primary focus of this action, we will implement the training at a school wide level so that all students can benefit from specialized instructional techniques. | $4,000.00 | No |
| **1.14** | Fund Full Day TK/Kinder Combination Classroom (NEW ACTION) | The Vallecitos Elementary School will fund a full-day, combination Transitional Kindergarten (TK) and Kindergarten classroom with supplemental and concentration dollars. This program will cater to the early educational needs of all students, with a specific focus on students in Kindergarten from our high unduplicated population whose present levels are not developmentally appropriate for academic development in a rigorous Kindergarten classroom. The TK/K Full Day combination | $108,960.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | classroom aims to provide a strong educational foundation through an enriched curriculum and targeted support, ensuring readiness for kindergarten and beyond. The extended hours will allow for comprehensive developmental activities, individualized attention, and family engagement opportunities, fostering a nurturing learning environment that supports both academic and social-emotional growth. This action was developed in order to protect our full-day programs for both Tk and K in an era of financial uncertainty and budget cuts. | | |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Average Daily Attendance (LREBG) | 91.55% | 95.1% | 96.99% | 96% | Improved by 5.44% |
| 2.2 | Suspension Rate (LREBG) | 1% | 1% | 0.5% (Less than 1%) | 0.5% | Decreased by 0.5% from the baseline. |
| 2.3 | Chronic Absenteeism Rate (LREBG) | 23.7% | 8.7% | 6.7% | 10% | Decreased by 17% from the baseline. |
| 2.4 | Indicators from the Healthy Kids Survey for Parents- Average percent of respondents | -School is a safe place for my child: 50%<br>-School actively seeks input of parents: 43% | -School is a safe place for my child: 96% | -School is a safe place for my child: 96% | -School is a safe place for my child: 60% | (CHKS data not collected in Y2. Will resume in Y3) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | reporting “Strongly agree" and Agree"<br>-School is a safe place for my child.<br>-School actively seeks input of parents.<br>-School motivates students to learn. | -School motivates students to learn: 64% | -School actively seeks input of parents: 76%<br>-School motivates students to learn: 88% | -School actively seeks input of parents: 76%<br>-School motivates students to learn: 88%<br>(CHKS data not collected in Y2. Will resume in Y3) | -School actively seeks input of parents: 53%<br>-School motivates students to learn: 74% | |
| 2.5 | Indicators from the Healthy Kids Survey for 7th-8th grade students- Average percent of respondents reporting “Strongly agree" and "Agree"<br>-I feel safe at this school.<br>-I am happy to be at this school.<br>-I do things that make a difference.<br>-I try hard on my school work because I am interested in it. | -I feel safe at this school: 66%<br>-I am happy to be at this school: 67%<br>-I do things that make a difference: 27%<br>-I try hard on my school work because I am interested in it: 54% | -I feel safe at this school: 64%<br>-I am happy to be at this school: 55%<br>-I do things that make a difference: 29%<br>-I try hard on my school work because I am interested in it: 58% | -I feel safe at this school: 64%<br>-I am happy to be at this school: 55%<br>-I do things that make a difference: 29%<br>-I try hard on my school work because I am interested in it: 58% (CHKS data not collected in Y2. Will resume in Y3) | -I feel safe at this school: 80%<br>-I am happy to be at this school: 80%'<br>-I do things that make a difference: 50%<br>-I try hard on my school work because I am interested in it: 80% | (CHKS data not collected in Y2. Will resume in Y3) |
| 2.6 | Indicators from the Healthy Kids Survey for 3rd-6th Grade Students- Average percent of respondents reporting “Strongly agree" and "Agree"<br>-Do you feel safe at school? | -Do you feel safe at school? 72% (grades 3-6)<br>• Are you happy to be at this school? 73% (grades 3-6)<br>-Do the teachers and other grown-ups at school ask you | -Do you feel safe at school? 86% (grades 3-6)<br>• Are you happy to be at this school? 86% (grades 3-6) | -Do you feel safe at school? 86% (grades 3-6)<br>• Are you happy to be at this school? 86% (grades 3-6) | -Do you feel safe at school? 82% (grades 3-5)<br>• Are you happy to be at this school? 83% (grades 3-6) | (CHKS data not collected in Y2. Will resume in Y3) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | -Are you happy to be at this school?<br>-Do the teachers and other grown-ups at school ask you about your ideas?<br>-Do you get to do interesting activities at/when you participate in school? | about your ideas? 30% (grades 3-6)<br>-Do you get to do interesting activities at/when you participate in school? 52% (grades 3-6) | -Do the teachers and other grown-ups at school ask you about your ideas? 43% (grades 3-6)<br>-Do you get to do interesting activities at/whe43%n you participate in school? 50% (grades 3-6) | -Do the teachers and other grown-ups at school ask you about your ideas? 43% (grades 3-6)<br>-Do you get to do interesting activities at/whe43%n you participate in school? 50% (grades 3-6)<br>(CHKS data not collected in Y2. Will resume in Y3) | -Do the teachers and other grown-ups at school ask you about your ideas? 60% (grades 3-6)<br>-Do you get to do interesting activities at/when you participate in school? 72% (grades 3-6) | |
| 2.7 | Total # of chronically absent or at risk of being chronically absent students who received home visits / total number of chronically absent students= % | 10/40= 25% | 0/8= 0% | 3/12=25% | 100% of chronically absent or at-risk of being chronically absent students will receive at least one home visit. | Same as baseline. |
| 2.8 | Indicators from the Healthy Kids Survey to assess for perceptions of safety and connectedness for staff- Average percent of respondents reporting “Strongly agree" and "Agree"<br>-School is a safe place for staff. | -School is a safe place for staff: 85%<br>-Adults who work at this school support and treat each other with respect: 46%<br>-This school motivates students to learn:77% | -School is a safe place for staff: 94%<br>-Adults who work at this school support and treat each other with respect: 69%<br>-This school motivates students to learn:94% | -School is a safe place for staff: 94%<br>-Adults who work at this school support and treat each other with respect: 69%<br>-This school motivates students to learn:94% | -School is a safe place for staff: 100%<br>-Adults who work at this school support and treat each other with respect: 85%<br>-This school motivates students to learn:100% | (CHKS data not collected in Y2. Will resume in Y3) |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | -Adults who work at this school<br>support and treat each other with respect.<br>-This school motivates students to<br>learn:. | | | (CHKS data not collected in Y2. Will resume in Y3) | | |
| 2.9 | -Number of Engagement Opportunities<br>-% of attendance from families at each event. Each event will provide specific opportunities for unduplicated and exceptional needs students and/or their families to engage with targeted resources to support their well-being. Resources includes access to community partners such as the VIsta Community Clinic, Palomar College, the Fallbrook Regional Healthcare District, TURN Behavioral Health, Migrant Education resources, and other similar supports to support their needs.<br><br>AND<br>#<br>Indicators from the Healthy Kids Survey for | -1 Family Movie Night and -Orientation: unknown<br>-1 Cultural Celebration Night: unknown<br>-3 Lunch on the Lawns: unknown<br>-1 Back to School Night: 58% attendance from families<br>-1 Parent Teacher Conferences;<br>-1 Open House: 69% attendance from families<br>-4 DELAC Meetings: 4% attendance from families<br><br>AND<br><br>Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree" | • 1 Family Movie Night and Orientation- unknown<br>-Hispanic Heritage Celebration/DELAC- 31% attendance from families<br>• 3 Lunch on the Lawns- 52% attendance from families<br>• Fall Festival- unknown<br>-Parent Teacher Conferences- 78% attendance from families<br>Open House/Viking Arts and Culture Night- 75% attendance from families | -1 Family Movie Night and -Orientation: unknown<br>-1 Cultural Celebration Night: unknown<br>-3 Lunch on the Lawns: unknown<br>-1 Back to School Night: unknown<br>-1 Parent Teacher Conferences over two days;<br>-1 Open House: unknown<br>-4 DELAC Meetings: Approximately 11 individuals per meeting.<br>-1 Spring Fling Art Show<br>-1 Talent Show<br>1- Cyber Safety Assembly for Parents<br>-1 8th Grade Promotion | -1 Family Movie Night and Orientation: 90% attendance from families<br>-1 Back to School Night: 95% attendance from families<br>-4 DELAC/Cultural Celebration Nights: 70% attendance from families<br>-4 Lunch on the Lawns: 65% attendance from families<br>-1 Parent Teacher Conferences: 100% attendance from families<br>-1 Open House: 95% attendance from families<br>-1 Talent and Art Show: 75% attendance from families | We met or exceeded all of our baseline engagement expectations. CHKS data not collected in Y2. Will resume in Y3. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Parents- Average percent of respondents reporting "Strongly Agree"<br>-School encourages me to be an active partner.<br>-Parents feel welcome to participate in this school.<br>-School actively seeks the input of parents. | -School encourages me to be an active partner: 64%<br>-Parents feel welcome to participate in this school: 80%.<br>-School actively seeks the input of parents: 43% | -CALFresh Healthy Cooking Class- .5% attendance from families<br>-Mano a Mano Parent Workshops- 5% attendance from families<br><br>AND<br><br>Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"<br>-School encourages me to be an active partner: 64%<br>-Parents feel welcome to participate in this school: 80%.<br>-School actively seeks the input of parents: 43%<br>(CHKS data not collected in Y1/Y2. Will collect in Y3) | AND<br><br>Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"<br>-School encourages me to be an active partner: 64%<br>-Parents feel welcome to participate in this school: 80%.<br>-School actively seeks the input of parents: 43%<br>(CHKS data not collected in Y1/Y2. Will collect in Y3) | Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree"<br>-School encourages me to be an active partner: 80%<br>-Parents feel welcome to participate in this school: 100%.<br>-School actively seeks the input of parents: 75% | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | School facilities are maintained in good repair | 91.52% (FIT) | 85.27% (Fair) | 84.66% (Fair) | 96% (FIT) | Declined by 6.86 percentage points, decreasing from 91.52% (FIT) to 84.66% (Fair). |
| 2.11 | Pupil expulsion rates (LREBG) | 0.5% | 0.5% | 0% | 0% | Decrease of 1 student |
| 2.12 | Middle School dropout rates | 0% | 0% | 1.5% | 0% | Increased 1.5% |
| 2.13 | Number of home visits to follow-up on attendance and other achievement related concerns. The District will ensure that the needs of our unduplicated and special education services are prioritized in supported when determining which families to select for home visits. | Home visits for 15% of our chronically absent students. | Home visits for 0% of our chronically absent students. | Home visits for 25% of our chronically absent students. | Home visits for 85% of our chronically absent students. | Improved by 10 percentage points. |
| 2.14 | IEP meeting parent participation rate (LREBG) | 100% parent participation. | 100% parent participation | 100% parent participation | 100% parent participation. | No Change. |
| 2.15 | Number of parent engagement workshops designed specifically to support students with IEPs. (LREBG) | 0 per year. | 0 per year | 1 per year | 4 per year (quarterly). | Increase of 1 workshop |

# Goal Analysis [2025-26]

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

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

Vallecitos implemented the majority of the thirteen actions associated with Goal 2 and continued to make progress in the areas of attendance, school climate, student wellness, and family engagement. Eleven of the thirteen actions were fully implemented or implemented with only minor adjustments. Overall, the district maintained low suspension rates, sustained improvements in chronic absenteeism, and continued to provide meaningful opportunities for family engagement.

Implementation Highlights

Family engagement activities (Action 2.1) continued throughout the year and included Back-to-School Night, DELAC meetings, Lunch on the Lawn events, parent conferences, Open House, and various school celebrations. Translation services and community partnerships helped increase accessibility and participation for families.

Counseling and social-emotional supports (Action 2.5), Second Step lessons (Action 2.7), campus supervision (Action 2.11), and attendance incentives (Actions 2.4 and 2.13) were successfully implemented and supported positive student behavior and engagement. Staff also participated in Restorative Practices training and began integrating restorative approaches into the MTSS process prior to the use of additional disciplinary consequences.

The district continued to benefit from strong attendance outcomes and maintained low suspension rates while expanding collaboration among teachers, support personnel, and community partners.

Substantive Differences

Two actions were not fully implemented during the 2025-26 school year. Home visits (Action 2.2) were not implemented as originally planned. Continued improvements in attendance and the success of Tier I attendance incentives reduced the need for intensive Tier III outreach. Resources were redirected toward broader attendance and engagement efforts.

Similarly, the contracted psychological services identified in Action 2.12 were not utilized during the year. Student mental health and social-emotional needs were effectively addressed through existing internal capacity, including the PPS Counselor and MTSS processes, reducing the need for outside contracted services.

Leadership changes within the district required the redistribution of some responsibilities among existing personnel. Despite these adjustments, continuity of services was maintained and the district successfully implemented eleven of the thirteen Goal 2 actions.

Successes

Actions 2.1, 2.4, 2.5, 2.7, 2.11, and 2.13 proved particularly successful in supporting attendance, school climate, and family engagement. Chronic absenteeism remained in the Blue performance category overall and for most student groups, while suspension rates remained low. Staff training in restorative practices further strengthened the district's MTSS framework and increased the use of proactive interventions.

Challenges

The district's small size and limited staffing capacity continued to present challenges. Although Actions 2.2 and 2.12 were not implemented as originally planned, overall outcomes remained positive. The district also recognized that meeting LCAP goals and monitoring numerous state and local indicators required additional organizational capacity.

Overall Assessment

Goal 2 actions were largely implemented as planned and continued to support improvements in attendance, school climate, and family engagement. Of the thirteen actions associated with the goal, eleven were successfully implemented and two experienced substantive differences. Lessons learned during implementation highlighted the need for additional capacity to support family engagement and data collection. As a result, the district added a new Bi-Lingual Data and Family Engagement Clerk position for 2026-27. This position represents an important systems improvement and will assist with family outreach, translation services, CALPADS reporting, and the collection and monitoring of LCAP data. The district believes this position will provide the missing capacity necessary to maintain a sharper focus on continuous improvement and successful implementation of all LCAP outcomes.

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

Action 2.1 – Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. Actual expenditures exceeded the original budget due to higher personnel costs associated with planning, coordinating, and supporting family engagement activities throughout the school year. Despite the increased costs, the action was fully implemented as planned and provided multiple opportunities for meaningful parent and community engagement.
Action 2.3 – Parent Engagement/Education Workshops. We did not hold as many as planned. Also, we expected to spend more in presenter fees, but were able to get subsidized or lower costs in some cases.
Action 2.6 – Provide Student Field Trip Opportunities. Actual expenditures were lower than originally budgeted because the district was able to reduce transportation costs by combining grade levels for selected field trips and utilizing local walking field trips that did not require bus transportation. These efficiencies allowed the district to fully implement the planned educational experiences while reducing overall expenditures.
Action 2.7 – Maintain Second Step Social-Emotional Learning Curriculum. The year 1 payment covered a three year license. This was not know at the time of original adoption.
Action 2.8 – Maintain Partnership with Mano a Mano Foundation. We opted to not implement in 2026 due to low attendance and high cost in the prior year.
Action 2.9 – Maintain GoGuardian Platform. Actual expenditures varied modestly from the original budget due to annual licensing costs.
Action 2.11 – Campus Supervision. Actual expenditures differed from projections due to personnel costs associated with maintaining adequate supervision and student safety.

Action 2.12 – Psychological Services. Actual expenditures differed from the original budget because services we did not need to utilize the action this year.
Action 2.13 – Fund Portion of MTSS Coordinator – LREBG. Actual expenditures exceeded the original budget due to higher personnel costs associated with the MTSS Coordinator function and related support for data reviews, tiered interventions, and progress monitoring. We did implement this action.
Action 2.14 – Perfect Attendance Parties. Actual expenditures were slightly higher than budgeted due to the cost of attendance incentives, activities, and materials.

Overall, despite these variances, Goal 2 actions were implemented substantially as intended. Expenditure differences primarily reflected changes in personnel costs, participation levels, and the use of alternative funding sources. These differences did not materially impact the district's ability to provide attendance, social-emotional, and family engagement supports to students and families.

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

The attendance, climate, and engagement actions under Goal 2 continued to produce positive outcomes where they were fully implemented. Schoolwide attendance and climate metrics remained strong, suspension rates remained low, and family engagement opportunities continued to receive positive feedback from educational partners. While most actions proved effective, the district identified opportunities to strengthen targeted supports and data collection systems.

Attendance incentives and campus climate supports

Positive attendance incentives (Actions 2.4 and 2.13), campus supervision (Action 2.11), and MTSS supports coordinated through the PPS Counselor (Action 2.5) continued to support strong attendance outcomes. Chronic absenteeism remained in the Blue performance category overall and for most unduplicated student groups. These actions proved effective in maintaining the gains achieved in recent years and reinforced the district's emphasis on prevention and early intervention.

Restorative and SEL services

The PPS Counselor (Action 2.5), Second Step curriculum (Action 2.7), and staff training in Restorative Practices supported a positive school climate and helped maintain a district suspension rate of 0.5% (Metric 2.2) while contributing to a chronic absenteeism rate of 6.7% (Metric 2.3). The district began integrating restorative approaches into the MTSS process prior to the use of additional disciplinary consequences. These actions proved effective in promoting student connectedness and reducing exclusionary discipline practices. These efforts also contributed to maintaining a suspension rate of 0.5% (Metric 2.2) and reducing chronic absenteeism to 6.7% (Metric 2.3), demonstrating the effectiveness of counseling, MTSS coordination, and restorative practices in supporting student engagement and school climate. However, Students with Disabilities continued to require more intensive and individualized behavioral supports.

Family engagement actions

Family and community engagement activities (Action 2.1), parent education efforts (Action 2.3), and community partnerships were implemented as planned. Continued participation in DELAC meetings, Lunch on the Lawn events, conferences, and other school activities

demonstrated strong family engagement and contributed to maintaining positive relationships between families and the school. Metric 2.9 demonstrates continued family participation through Back-to-School Night, DELAC meetings, Lunch on the Lawn events, Parent-Teacher Conferences, Open House, and other engagement activities. Educational partner feedback and participation data indicate these actions were effective in promoting meaningful family involvement and strengthening school-home partnerships.

Actions with limited implementation

Home visits for Tier II and Tier III students (Action 2.2) were not implemented as originally planned because improvements in attendance and the effectiveness of universal attendance supports reduced the need for intensive outreach. Also, action 2.8 (Maintain Partnership with Mano a Mano Foundation) was not implemented during the 2025–26 school year. As a result, the district is unable to determine its effectiveness based on available metrics or implementation data. Similarly, the outside psychological-services contract (Action 2.12) was not utilized, as student needs were effectively addressed through existing internal capacity and alternate funding sources. Consequently, the intended impact of these actions was only partially realized.

Overall reflection

Implemented actions successfully met the broad intent of Goal 2 by sustaining strong attendance, maintaining low suspension rates, and strengthening school climate and family engagement. The district also recognized that the increasing demands associated with monitoring multiple metrics, maintaining accurate data systems, and ensuring meaningful family engagement required additional capacity. As a result, the district added a Bi-Lingual Data and Family Engagement Clerk position for 2026-27. This action represents an important systems improvement and will provide the district with the capacity necessary to maintain a sharper focus on LCAP implementation, educational partner engagement, and continuous improvement.

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.

Last year's successes confirmed that the overall structure of Goal 2 is sound, so the statement of the goal and its primary metrics remain largely unchanged. Most existing actions will continue because they successfully supported improvements in attendance, school climate, and family engagement. Reflections on implementation identified the need to strengthen systems and organizational capacity rather than significantly alter the goal itself.

The district will continue to emphasize proactive and restorative approaches to student support. Staff training in Restorative Practices during 2025-26 reinforced the importance of early intervention and relationship-based problem solving. In 2026-27, the district will continue integrating restorative practices within the MTSS framework and will work to ensure strong collaboration and buy-in among support personnel, including the PPS Counselor, to support attendance, behavioral, and family engagement goals.

The most significant change for 2026-27 is the addition of a new Bi-Lingual Data and Family Engagement Clerk (0.5 FTE). Reflections on prior practice demonstrated that the district's limited staffing capacity made it increasingly difficult to maintain a sharp focus on multiple LCAP outcomes while simultaneously managing data collection, CALPADS reporting, educational partner outreach, translation services, and family engagement efforts. This new position will provide additional capacity to support bilingual communication, coordinate outreach and

invitations, assist with CALPADS data and reporting, and improve the district's ability to monitor progress toward LCAP metrics and outcomes. The district believes this position represents a critical missing piece in ensuring successful implementation of Goal 2 and continuous improvement efforts across the organization.

Because the remaining actions delivered their intended services and produced positive outcomes, no existing actions were removed. The goal statement, core metrics, and target outcomes remain substantially unchanged. Stakeholder feedback and analysis of local data support maintaining the current combination of attendance incentives, counseling services, campus supervision, family engagement opportunities, and MTSS supports while strengthening the district's capacity to implement and monitor these efforts effectively.

In sum, the district is maintaining the overall structure of Goal 2 while adding organizational capacity through the new Bi-Lingual Data and Family Engagement Clerk position and reinforcing restorative and MTSS practices. These refinements are intended to ensure continued progress toward the district's attendance, climate, wellness, and family engagement goals.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.1** | Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. | During the school year, we will host the following events in order to engage with families and the community in positive ways and seek meaningful feedback from them:<br><br>-1 Family Movie Night and Orientation- This event starts the year off on a positive note and allows all families to learn the expectations for the year and receive their Parent/Student Handbook. During this event we also recruit parents to volunteer for events and committees, survey families as to what workshops and events they would like to see throughout the year and the best days and times for these events to take place.<br><br>-2 Back to School Night- Families will have a chance to meet teachers and learn expectations for the school year.<br><br>-4 DELAC/Cultural Celebration Nights- Paired with DELAC meetings, these events allow families to share traditions, foods, and cultures with each other. We want all of our families to feel welcome and appreciated. | $51,662.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | -4 Lunch on the Lawns: These events are opportunities for families to have lunch with their students. During these events, parents are also asked for feedback via surveys throughout the year.<br><br>-1 Parent Teacher Conferences: This is an opportunity for families to connect with each teacher and partner on the academic success of each student.<br><br>-1 Open House/Talent and Art Show: 75% attendance from families- This event allows students to showcase their academic, artistic, and other talents for the community. We want all of our students to feel seen and sharing their work and talents with an authentic audience is a means to make this happen. | | |
| **2.2** | Home Visits for Tier II and III Attendance Concerns | Conduct regular home visits for our students who exhibit attendance patterns that lead to chronic absenteeism. This is an area where we are red on the CA School Dashboard for students categorized as English Learners, Hispanic, and Socioeconomically disadvantaged. | $0.00 | No |
| **2.3** | Parent Engagement/Education Workshops | Host informational events to both educate and learn from parents and community ways to increase engagement, attendance, and achievement and reducing incidences of school violence, substance abuse, and other behaviors that adversely affect achievement. Topics include, but are not limited to substance abuse awareness, benefits of positive school attendance, and safety initiatives, such as digital citizenship and online safety. | $26,000.00 | Yes |
| **2.4** | Viking Ticket Store | Through out PBIS initiative students earn Viking Tickets for demonstrating our Three Be's- Be Safe, Be Respectful, Be Responsible. The students are | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | able to cash the tickets in for various kinds of merchandise distributed from the Viking Store, as well as experiences such as reading to students in another classroom or choosing a staff member's hairstyle for the day.<br><br>The funds allocated in this action will encourage students to make an extra effort to add value to the campus environment.<br><br>Vallecitos School District will support the Viking Store with supplemental and concentration grants due to the fact that we expect this action to provide advantages for students who are Socioeconomically Disadvantaged, homeless, foster youth, and English learners. Specifically, the store is intended to address their unique needs by motivating and inspiring positive behavior. By earning Viking Tickets through exemplary efforts and citizenship, these students will have access to desirable merchandise they might otherwise be unable to afford, fostering a sense of inclusivity and reducing financial disparities among peers.<br><br>Additionally, for Socioeconomically Disadvantaged students, the Viking Store creates a reward system that acknowledges their hard work and incentivizes continued academic excellence. Homeless and foster youth can benefit from a sense of achievement and belonging, as they earn Viking Tickets through positive behaviors, boosting their self-esteem and integration into the school community. English learners will be motivated to engage actively in the learning process, as they can trade Viking Tickets for resources that aid language acquisition, such as books or educational games. While all students benefit from the Viking Store's positive reinforcement, the benefit of the Viking Store is targeted to our unduplicated pupils to ensure that vulnerable students are equally empowered to participate, fostering an inclusive and supportive learning environment for all. | | |
| **2.5** | Maintain Social-Emotional Learning Specialist (PPS Counselor) w/ Eventual LREBG funding. | Maintain the presence of a dedicated Social-Emotional Learning (SEL) counselor within Vallecitos School District to provide targeted support and interventions for students' social and emotional development. The SEL counselor will facilitate SEL curriculum implementation, provide individual and group counseling sessions, and collaborate with staff to promote a positive school climate conducive to academic success and emotional well- | $99,595.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | being. This action will support Vallecitos in two of our under-performing areas, chronic absenteeism and suspensions. | | |
| **2.6** | Experiential Field Trips | Each grade level will participate in at least one off-campus field trip on an annual basis. The District will engage with our Parent-Teacher Organization and faculty for input to determine the appropriate destinations for each grade level based on academic alignment, maturity levels, and similar factors. The action of providing off-campus field trip opportunities significantly benefits low-income, homeless, foster youth, and English learners by offering enriching experiences that may otherwise be inaccessible to them. The use of Supplemental and Concentration funds for this action will ensure that financial constraints do not hinder their participation, allowing them to partake in educational and cultural outings that foster experiential learning. For low-income students, this exposure to new environments can broaden their horizons, inspiring future aspirations and providing a context for classroom learning. Homeless and foster youth will benefit from a sense of belonging and normalcy, as field trips offer opportunities to bond with peers and supportive adults. Additionally, English learners will gain valuable exposure to real-world language usage, enhancing their language skills in practical settings. While all students benefit from off-campus trips, these grants will particularly empower vulnerable students, narrowing the opportunity gap and promoting a more equitable educational experience for all. | $7,200.00 | No |
| **2.7** | Maintain Access to Second Step Platform | Second Step fosters a healthy, safe, and inclusive campus culture by equipping students with social-emotional skills to navigate challenges effectively. Through interactive lessons, students learn empathy, communication, and problem-solving, enhancing relationships and reducing conflicts. By addressing topics like bullying prevention and diversity appreciation, Second Step promotes respect and understanding, creating a supportive environment where all students feel valued and included. By cultivating a positive school climate grounded in empathy and cooperation, Second Step contributes to a culture of well-being, safety, and inclusivity, ultimately enhancing students' academic success and overall development. | $1,275.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.8** | Mano A Mano Foundation Partnership | Implement the Mano A Mano program at Vallecitos School District, offering comprehensive support to underserved communities. This action involves collaborating with the foundation to provide educational resources, healthcare services, and community development initiatives tailored to the district's needs. By partnering with Mano A Mano, Vallecitos aims to address equity gaps, enhance student well-being, and foster community engagement, ultimately promoting a more inclusive and supportive learning environment for all students and families. | $0.00 | No |
| **2.9** | Maintain GoGuardian Contract | GoGuardian is a digital learning management platform aimed at enhancing student engagement, safety, and academic success. This action involves integrating GoGuardian's suite of tools to monitor student online activity, provide real-time support, and facilitate personalized learning experiences. By implementing GoGuardian, Vallecitos aims to promote responsible digital citizenship, ensure online safety, and optimize learning outcomes in both traditional and remote learning environments, thus supporting the district's commitment to providing a secure and effective digital learning environment for all students.<br><br>Although the action is school wide not contributing specifically to the needs of our unduplicated students, it provides significant supports to unduplicated students in a number of ways. Integrating GoGuardian into Vallecitos' digital learning environment provides tailored support for each of the unduplicated student groups. For our English Learners, GoGuardian enables educators to monitor online activity closely, ensuring that they access appropriate resources for language development. The platform’s ability to track student progress and provide real-time feedback helps teachers identify areas where ELs may need additional support, allowing for targeted interventions that enhance their language acquisition and overall academic performance. Also, the students can communicate with the teacher through the platform privately, which reduces the fear and anxiety that newcomer EL's might experience when first having to communicate in their classroom.<br><br>For our socioeconomically disadvantaged and foster youth students, GoGuardian helps bridge the digital divide by ensuring equitable access to | $7,900.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | educational content and resources. The platform's real-time monitoring ensures that these students stay focused on their academic tasks, minimizing distractions. Additionally, it provides data that can be used to identify and support students who may be struggling due to outside challenges, offering personalized assistance to meet their unique needs. GoGuardian's comprehensive monitoring tools help create a stable and secure online environment, which is crucial for students who may experience frequent changes in their living situations. The platform allows educators to provide consistent support and maintain continuity in learning, ensuring that foster youth have the tools and resources they need to succeed academically and emotionally. The program also works while the students are utilizing District issued Chromebooks at home, which promotes safety and stability while they're away from school. | | |
| **2.10** | Maintain Movie License | Maintaining a license with Swank provides Vallecitos School District with legal access to a diverse range of educational films and documentaries. This action ensures compliance with copyright laws while enriching curriculum with multimedia resources to support teaching and learning across various subjects. By maintaining the Swank movie license, Vallecitos promotes visual literacy, cultural awareness, and critical thinking skills among students. These films serve as valuable educational tools, enhancing classroom instruction, fostering student engagement, and facilitating deeper understanding of complex concepts, thus contributing to a comprehensive and enriching educational experience for all students. | $580.00 | Yes |
| **2.11** | Campus Supervision | The District will utilize campus supervisors to promote and maintain a safe and positive campus environment. Campus supervisors will monitor the campus during times when students are in transition or recess. Campus supervisors will promote our PBIS initiatives and Viking Ticket program. Funding campus supervision with supplemental and concentration grants will have a transformative impact on low-income, homeless, foster youth, and English learner students by addressing their unique challenges and enhancing their academic experience. Specifically, these actions will enable schools to implement targeted support systems for this vulnerable group, ensuring their safety, well-being, and access to valuable resources. Additional supervision will create a nurturing environment, which is | $85,626.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | especially critical for homeless and foster youth who lack stable homes. English learners will benefit from personalized language assistance during supervision hours, aiding their language development and comprehension skills. Moreover, this action allows the school to utilize our instructional aides for supervision and offers mentoring opportunities, fostering emotional support and educational guidance tailored to their individual needs. By recognizing and helping our most vulnerable populations address their specific hurdles, this action is expected to have a positive effect on academic performance and promote overall success, ultimately breaking the cycle of educational inequity. | | |
| **2.12** | Psychological Services | Provide targeted, Tier III psychological services to unduplicated students, including English learners, low-income students, and foster youth, to address their unique social-emotional needs. Services will include individual and group counseling, mental health assessments, and referrals to external providers as needed. This action aims to support students' mental well-being, enhance their academic performance, and reduce barriers to learning by offering culturally responsive, accessible care. The initiative will focus on early intervention and sustained support to improve overall student outcomes and foster a safe, inclusive school environment. | $7,500.00 | Yes |
| **2.13** | Fund Portion of MTSS Coordinator-(LREBG) | Fund .4 FTE MTSS Coordinator position to coordinate MTSS, including data reviews, tiered interventions, and progress monitoring for academic, attendance and SEL needs. | $65,109.00 | No |
| **2.14** | Perfect Attendance Parties | Each month Vallecitos will host a school-wide “Perfect Attendance Party” to recognize every TK–8 student who attended 100 percent of instructional minutes during the previous attendance period. Using Supplemental and Concentration funds, the district will provide age-appropriate incentives such as a lunchtime pizza social, music, petting Zoo, field trips, certificates, and other tokens or activities to honor the students' efforts. During 25-26, we will publicize honorees in bilingual newsletters and morning announcements. The celebrations serve as a Tier 1 positive-reinforcement strategy within our MTSS Attendance Plan: they highlight exemplary habits, reinforce the link between regular attendance and academic | $5,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | success, and create a campus-wide culture of belonging that is especially powerful for English Learners, socio-economically disadvantaged students, and foster youth, who make up more than 80 percent of our enrollment. By coupling public recognition with a joyful, inclusive event embedded in the school day, the action is designed to boost average daily attendance, reduce chronic absenteeism, and strengthen students' social-emotional connection to school. | | |
| **2.15** | Bi-Lingual Data / Engagement Clerk (0.5 FTE) | Bi-Lingual Data and Family Engagement Clerk (0.5 FTE): Provide a bilingual classified position to support communication and engagement with English learner and low-income families through translation and interpretation services, development of bilingual flyers and notices, outreach and meeting invitations, and assistance with CALPADS data management and reporting. This position will strengthen family engagement, improve access to information, support accurate identification and monitoring of student groups, and increase meaningful participation of unduplicated pupils and their families in district programs and services. | $24,000.00 | Yes |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Percent of Students in Grades 3-8 Who Visit College Campuses Each Year | 8.4% | 14% | 17% | 100% | Increased by 5.6% |
| 3.2 | Percent of Students Who Visit Off-Campus Places of Work Each Year | 13.68% | 100% | 100% | 100% | No change. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.3 | Number of Unique Off-Campus Places of Work Visited Each Year | 1 | 4 | 9 | 20 | Increased by 8 locations. |
| 3.4 | Number of Visits from Career Representatives Each Year (includes Virtual) | 3 | 26 | 13 | 20 | Increased by 10. |
| 3.5 | Percent of Students Fully Completing Xello/SchooLinks Profiles | 0% | 90% | 0% | 80% | No change from baseline. |

# Goal Analysis [2025-26]

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

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

The college, career, and future readiness goal was implemented largely as planned. Career exploration activities, community partnerships, field experiences, and digital tools continued to provide students with opportunities to explore future educational and career pathways. Overall, the district successfully implemented the majority of Goal 3 actions and maintained continuity of services.

Overall Implementation

Classroom lessons on career awareness, leadership, and soft skills continued to be integrated throughout the school year.
Each grade span participated in career, college, and community-based learning experiences.
Community members and educational partners continued to support career awareness activities and special events.
Students maintained access to digital college and career exploration tools and resources.

Substantive Differences Between Plan and Reality

No major actions were cancelled or deferred during the year. Most expenditures aligned closely with budgeted amounts, and services remained substantially consistent with those outlined in the adopted LCAP. Minor differences in expenditures were attributable to normal fluctuations in transportation costs, materials, and staffing expenses.

Successes Experienced

Career awareness and future-readiness activities remained highly visible throughout the year. Students continued to benefit from field trips, leadership opportunities, and community partnerships. Staff reported strong student engagement and positive participation in career exploration activities. Existing actions proved effective in maintaining exposure to college and career pathways and supporting the district's vision of preparing students for success beyond eighth grade.

Challenges Encountered

While the actions themselves proved effective, reflections on implementation highlighted the need for broader organizational ownership of Goal 3. Much of the planning, coordination, and monitoring of activities depended heavily on classroom personnel and district administration. Greater buy-in and participation from non-classroom-based positions, including counseling, intervention, family engagement, and support staff, are necessary to ensure that college, career, and future readiness is embedded throughout the educational program rather than concentrated within isolated activities. Limited staffing capacity and competing priorities associated with operating a small district also presented challenges in sustaining and expanding these efforts.

Overall Assessment

Goal 3 was implemented largely as designed and continued to provide students with meaningful opportunities to explore college, career, and future pathways. Existing actions proved effective and no substantive changes to the overall goal are warranted. Reflections on implementation suggest that future success will depend less on adding new programs and more on strengthening collaboration and shared ownership among both classroom and non-classroom personnel. Building stronger support systems and increasing engagement from counseling, intervention, family engagement, and other support positions will help ensure that college, career, and future readiness becomes a districtwide responsibility and an integral part of the student experience.

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

Action 3.1 – Actual expenditures were lower than originally budgeted because we did not execute as many trips as originally planned. We will continue to improve this effort in the final year.
Action 3.2 – Actual expenditures for career exploration field trips were lower than originally budgeted because not all planned visits occurred during the 2025-26 school year.
Action 3.5 – Actual expenditures were modestly lower than originally budgeted due to lower implementation costs that anticipated with the new SchoolLinks platform. The annual cost of this agreement is $2,500.

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

Effectiveness of Goal 3 Actions (2025-26)

Vallecitos' college, career, and future-readiness initiatives continued to provide students with meaningful exposure to post-secondary pathways. Overall, the actions proved effective in maintaining student interest and providing authentic career experiences. However, implementation was uneven and several of the district's intended outcomes were not fully realized.

Digital exploration platform (Action 3.5 – SchooLinks)

The district implemented SchooLinks in place of the originally planned Xello platform. Although the transition preserved student access to an online interest inventory and goal-setting tool, the platform was not utilized to the extent originally envisioned. Changes in administrative responsibilities, competing priorities, and limited organizational capacity affected the district's ability to fully integrate SchooLinks into the educational program during its first year of implementation. As a result, student portfolio completion and meaningful use of the platform fell short of expectations, limiting the district's ability to collect and analyze quantitative measures of growth.

Classroom lessons and advisory modules (Action 3.1)

Career-awareness lessons and advisory activities continued throughout the year and exposed students to a variety of careers and future pathways. These actions proved effective in maintaining awareness and interest among students. However, implementation varied across classrooms and grade levels, indicating a need for stronger coordination, clearer implementation expectations, and more consistent monitoring to ensure all students receive comparable college and career readiness experiences.

Field trips to colleges and workplaces (Action 3.2)

Workplace visits and career exploration activities proved highly effective in increasing student exposure to future career opportunities. Students demonstrated strong interest and engagement during these experiences. Although participation remained high, Metric 3.2 indicates the district did not fully meet its target for college campus visits, demonstrating that additional coordination will be needed to fully achieve the intended outcome of ensuring that 100% of students in grades 3-8 visited a college campus. While students benefited from the experiences that were provided, additional attention will be required to fully meet this metric in future years.

Guest speakers and Career Day (Actions 3.3 and 3.4)

Community partnerships continued to provide students with authentic exposure to careers and professions. Guest speakers and Career Day activities generated strong student engagement and reinforced the district's commitment to preparing students for future success. Student participation in these activities supported continued progress toward the district's local college and career readiness metrics by expanding awareness of postsecondary options and workforce opportunities. These activities proved effective in maintaining the visibility of college and career readiness across grade levels.

Equity of access and measurable impact

All students, including unduplicated pupils, had access to career awareness lessons, field trips, and guest speakers. However, the district's ability to measure the impact of these actions was limited by inconsistent implementation of SchooLinks and the absence of complete student portfolio data. Consequently, Goal 3 lacked a strong quantitative measure of growth, relying instead on qualitative indicators such as student engagement, educational partner feedback, and anecdotal evidence.

Summary

Most Goal 3 actions functioned as intended and continued to expose students to colleges, careers, and future pathways. However, the district did not fully achieve its intended outcomes related to college visits and student portfolio completion. Reflections on implementation suggest that the challenge lies less with the actions themselves and more with strengthening organizational systems and implementation capacity. Going forward, the district will establish clearer implementation expectations, strengthen cross-functional collaboration, and provide more consistent oversight to ensure that college and career readiness becomes a shared responsibility across the organization.

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.

Reflections on 2025-26 implementation suggest that the overall structure of Goal 3 remains sound; therefore, the goal statement, college and career readiness metrics, and end-of-year target outcomes remain unchanged. No substantive changes have been made to the actions associated with this goal.

All existing actions, including college and workplace visits, guest speakers, Career Day activities, classroom advisory lessons, and the SchooLinks platform, will continue with substantially the same budgets, timelines, and success criteria established in the previous year.

Although no major changes were made to the goal or its actions, reflections on prior practice highlighted the importance of strengthening implementation and organizational support. During 2026-27, the district will emphasize increased collaboration and shared ownership among both classroom and non-classroom personnel to ensure that college and career readiness activities are consistently implemented and that the SchooLinks platform is utilized more effectively. Particular attention will be given to increasing support and buy-in from counseling, intervention, and other support staff so that college and career readiness becomes a districtwide responsibility rather than an isolated initiative.

In summary, no significant changes were made to Goal 3. Instead, the district's focus for 2026-27 will be on improving implementation fidelity, strengthening staff collaboration, and ensuring that existing actions are fully realized to better meet the established metrics and target outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | College Field Trips | To advance college and career readiness i then Vallecitos School District, we will facilitate annual visits to three colleges per year. This action exposes students to diverse higher education institutions, offering firsthand insights into academic programs, campus life, and career pathways. By organizing college field trips, Vallecitos equips students with the knowledge and inspiration to pursue post-secondary education and career goals. | $3,800.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | These visits foster exploration, aspiration, and informed decision-making, empowering students to envision their future paths and take proactive steps toward achieving academic success and fulfilling their potential in college and beyond. | | |
| **3.2** | Career Visits / Field Trips | Vallecitos School District will organize workplace field trips or visits for the students. This action immerses students in real-world career environments, providing hands-on experiences and insights into various professions and industries. By visiting workplaces, students gain practical knowledge, explore career interests, and connect classroom learning to future aspirations. The field trips foster career exploration, cultivate essential workplace skills, and inspire students to set academic and career goals aligned with their interests and strengths. Through experiential learning opportunities, Vallecitos prepares students for success in post-secondary education and diverse career pathways. | $5,050.00 | Yes |
| **3.3** | Linda Vista Innovation Center Field Trips | Our 6th and 7th graders will have the opportunity to participate in a series of field trips to the Linda Vista Innovation Center, an innovative hub where students explore, create, and learn through hands-on educational experiences. This immersive trip will expose students to six innovation labs, each simulating work environments in industries crucial to our regional economy, including Design Thinking, Information and Communication Technology, Advanced Manufacturing, Health and Biotech, Esports, and Middle School STEAM. This field trip is particularly beneficial for English Learners (ELs), socioeconomically disadvantaged, and homeless or foster youth students. It provides them with exposure to diverse career pathways and hands-on learning experiences, fostering a deeper understanding of real-world applications of STEM concepts. Additionally, the trip promotes inclusivity by ensuring all students have equal access to innovative educational opportunities, regardless of their background or socioeconomic status. By using supplemental and concentration funds to support this action, we prioritize equity and provide underserved students with access to enriching experiences that can inspire their academic and career aspirations. This action supports metric 3.3, which measures our effectiveness at exposing students to various places of work. | $7,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **3.4** | Implement Xello Online Career Exploration Program for Middle Grade Students (Discontinued) | Xello is a widely used online career exploration and planning platform designed to help students from elementary school and middle school prepare for their future careers and educational paths. Xello provides a range of tools and resources to assist students in understanding their strengths, interests, and potential career options. Xello is designed to empower students to make informed decisions about their future by providing comprehensive, personalized career and education planning tools. It aims to enhance student engagement, improve educational outcomes, and better prepare students for the transition from school to work or further education. | $0.00 | No |
| **3.5** | Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION) | Vallecitos will utilize SchooLinks for career exploration and provide a district-wide license for all students in grades TK-8. Our School Counselor will lead implementation and embed the platform's SEL curriculum, which includes self-awareness, growth mindset, goal-setting, and responsible decision-making into her lessons and interventions. Students will build age-appropriate career portfolios beginning in grade 3, complete interest and skills inventories in grades 5-6, and develop four-year high-school plans by grade 8, aligning with our Portrait of a Graduate outcomes.<br><br>Over 80 percent of Vallecitos students are unduplicated pupils; therefore, a school-wide strategy is the most efficient and equitable way to meet their identified needs for early career exploration, college awareness, and social-emotional skill development. Universal access ensures the intended pupil groups benefit without stigmatization, and the built-in SEL lessons directly target the gaps in self-management and future-orientation highlighted in our local climate survey and chronic-absenteeism data. Providing the SchooLinks platform school-wide thus constitutes a "contributing" action that will improve services for unduplicated pupils beyond what is provided to other students. This action was added to replace Action 3.4, which was to implement Xello. However, the cost of Xello was much more than anticipated at LCAP adoption so we reevaluated the action and determined that moving forward with SchooLinks. This program serves the same purpose as Cello, but we | $3,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | determined that SchooLinks was the better option for our program due to the inclusion of a strong SEL component. | | |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $736,522 | $91,493 |

**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 |
|---|---|---|---|
| 36.318% | 0.435% | $8,915.56 | 36.753% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.3** | **Action:**<br>Maintain Full-Time Reading Specialist<br><br>**Need:**<br>With over 80% of our student population being unduplicated pupils, there is a critical need to enhance literacy skills across the school. Many students require additional support to achieve grade-level proficiency in reading, which is fundamental to their overall academic success. According to 2023 CAASPP ELA | Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners. | The effectiveness of this action will be measured by tracking students' progress on local reading assessments (1.6), iReady Reading Scores (1.4) and CAASPP ELA results (1.1). |

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Specialist position, the district demonstrates a commitment to addressing disparities in literacy achievement, fostering equitable access to literacy resources and support, and ultimately empowering all students to become proficient readers and lifelong learners. | |
| **1.14** | **Action:**<br>Fund Full Day TK/Kinder Combination Classroom (NEW ACTION)<br><br>**Need:**<br>Our unduplicated pupils, including low-income students, English learners, and foster youth, often face significant barriers to academic success. These students are at risk of falling behind without early intervention due to limited access to quality preschool education, language development opportunities, and socio-emotional support. Addressing these needs is critical to closing achievement gaps and ensuring equitable educational outcomes. The identified need is to provide an early, robust educational start that addresses these barriers and sets a strong foundation for future academic success.<br><br>**Scope:**<br>LEA-wide | The full-day TK/K Combination classroom will specifically address the needs of unduplicated pupils by offering extended learning time, targeted instructional strategies, and additional support services. This program will include language development activities, socio-emotional learning, and family engagement practices tailored to the unique needs of these students. By providing this program on an LEA-wide basis, we ensure that all eligible students, particularly those from disadvantaged backgrounds, have access to these critical resources. This inclusive approach promotes equity and leverages our supplemental and concentration funds to maximize educational opportunities for our most vulnerable populations. | 1.4, 1.5, 1.6 |
| **2.1** | **Action:**<br>Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.<br><br>**Need:** | This action aims to address the identified need by providing multiple opportunities throughout the school year for parents and the community to engage with the school. Events such as Lunch on the Lawn, Movie Nights, Back-to-School/Open House, Digital Citizenship Workshops, Cultural | 2.1, 2.4, and 2.9. |

| 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 |
|---|---|---|---|
| | Effective parent and community engagement are crucial for fostering a supportive and involved school environment. Building strong connections between the school, parents, and the community enhances student success, promotes positive school culture, and encourages collaboration among educational partners.<br><br>**Scope:**<br>LEA-wide | Celebrations, and Student Performances are organized to encourage participation and interaction. These events create avenues for parents and community members to connect with school staff, learn about school initiatives, and participate in their child's educational journey.<br><br>This action is principally directed to serve the UPP students at Vallecitos School District by creating inclusive opportunities that foster engagement from historically underserved communities. Many of our UPP students, including English learners and low-income families, benefit significantly from strong connections between home and school. Events such as Lunch on the Lawn, Movie Nights, and Cultural Celebrations are designed to be accessible and welcoming, encouraging participation from diverse backgrounds.<br><br>By offering Digital Citizenship Workshops and Back-to-School/Open House events, we aim to empower parents with the knowledge and resources they need to support their children's education, thereby directly addressing the unique challenges faced by UPP students. These activities not only enhance understanding and collaboration among educational partners but also promote a positive school culture that values every student’s success.<br><br>Our engagement efforts are implemented schoolwide to ensure a unified approach to community involvement, promoting an inclusive environment where all families, especially those of UPP students, feel valued and involved in the educational process. This comprehensive strategy | |

| 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 |
|---|---|---|---|
| | | is aligned with our commitment to equity and excellence in education for every student at Vallecitos School District. | |
| **2.3** | **Action:**<br>Parent Engagement/Education Workshops<br><br>**Need:**<br>Effective parent engagement is vital for enhancing student achievement and fostering a safe and supportive school environment. Addressing issues such as low attendance, substance abuse, and school violence requires collaborative efforts between parents, the community, and the school. Providing parent engagement and education workshops offers an opportunity to empower parents with information and resources to support their child's academic success and well-being.<br><br>**Scope:**<br>LEA-wide | Hosting informational workshops on topics like substance abuse awareness, positive school attendance, and safety initiatives allows for meaningful dialogue between parents, the community, and school staff. These workshops provide a platform for sharing knowledge, discussing concerns, and exploring strategies to address challenges impacting student achievement and safety. By promoting collaboration and providing valuable information, the action aims to strengthen parent-school partnerships and create a supportive environment conducive to student success.<br><br>This action principally serves UPP students by offering targeted support through Parent Engagement and Education Workshops. Many UPP students, including those from low-income and English learner families, face unique challenges that can impact attendance, academic achievement, and overall well-being. By focusing on issues like substance abuse awareness, positive school attendance, and safety initiatives, these workshops are tailored to address the specific needs of these students.<br><br>The workshops empower parents with vital information and resources to support their children's education, thereby fostering a safe and supportive environment. By equipping parents with the tools to address challenges such as low attendance and school violence, we enhance the | 2.1, 2.2, 2.3, 2.4, 2.9, 2.14, and 2.9. |

| 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 |
|---|---|---|---|
| | | ability of families to contribute positively to their children's success.<br><br>These workshops are implemented on a schoolwide basis to ensure that all parents, especially those of UPP students, have the opportunity to engage in meaningful dialogue and collaboration with the school. By building strong partnerships between parents, the community, and the school, we create a cohesive approach that supports the unique needs of UPP students, aligning with Vallecitos School District's commitment to equity and academic excellence for all students. | |
| **2.4** | **Action:**<br>Viking Ticket Store<br><br>**Need:**<br>Creating a positive school culture and motivating students to exhibit exemplary behavior and effort is essential for fostering a supportive learning environment. However, some students, particularly those who are socioeconomically disadvantaged, homeless, foster youth, and English learners, may face additional challenges in accessing resources and experiencing a sense of belonging and achievement.<br><br>**Scope:**<br>LEA-wide | The Viking Ticket store incentivizes positive behavior and effort by providing students with tangible rewards for their actions. By earning Viking Tickets through exemplary behavior and effort, students can exchange them for merchandise or experiences, fostering a sense of achievement, belonging, and motivation. The allocation of funds from supplemental and concentration grants ensures that all students, especially those from vulnerable backgrounds, have access to the Viking Ticket store and its benefits, thus addressing their unique needs and promoting inclusivity. | 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, and 2.6 |
| **2.10** | **Action:**<br>Maintain Movie License | Maintaining a movie license with Swank provides equitable access to a wide range of educational films and documentaries, supporting the diverse | 2.4, 2.5, 2.6, and 2.9 |

| 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 |
|---|---|---|---|
| | **Need:**<br>Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to diverse and enriching multimedia resources at home. This gap can limit their exposure to cultural, historical, and educational content, which is essential for a well-rounded education and development of critical thinking skills.<br><br>**Scope:**<br>LEA-wide | learning needs of unduplicated pupils. These multimedia resources enhance classroom instruction, making complex concepts more accessible and engaging. By integrating films that promote visual literacy and cultural awareness, the district ensures that all students, especially those from underserved backgrounds, benefit from enriched educational experiences. Offering this resource on an LEA-wide basis ensures compliance with copyright laws and provides a consistent, high-quality educational tool across all schools in the district. | |
| **2.11** | **Action:**<br>Campus Supervision<br><br>**Need:**<br>Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, face heightened challenges such as instability, language barriers, and lack of consistent support and safety. These challenges can negatively impact their academic performance, social-emotional well-being, and overall school experience.<br><br>**Scope:**<br>LEA-wide | Implementing campus supervision addresses the needs of unduplicated pupils by creating a safe and supportive school environment. Campus supervisors enhance safety during transitions and recess, promote Positive Behavioral Interventions and Supports (PBIS), and offer personalized support. For homeless and foster youth, stable supervision provides a sense of security and belonging. English learners benefit from language assistance and mentoring, aiding their language development and comprehension. Providing this action on an LEA-wide basis ensures that all students, especially the most vulnerable, have equal access to a nurturing environment, which supports their academic and social-emotional development. | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, and 2.11 |
| **2.14** | **Action:**<br>Perfect Attendance Parties<br><br>**Need:**<br>Chronic absenteeism data show that Vallecitos' unduplicated pupils missed school | Hosting monthly Perfect-Attendance Parties as a universal, school-day celebration is the most effective way to remove the attendance barriers faced by Vallecitos' unduplicated pupils while nurturing a campus culture that keeps them coming back. English Learners, socio- | 2.1, 2.3, 2.5, and 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 |
|---|---|---|---|
| | at higher rates compared to their non-UPP peers. This undermines achievement and weakens their sense of belonging. Monthly Perfect-Attendance Parties tackle this need head-on by coupling a joyful, school-wide celebration with public recognition that every qualifying student can attain. The event is held during the regular day and features bilingual announcements, culturally responsive music, and no-cost activities, which removes financial or transportation barriers that might exclude low-income or foster students and avoids the stigma of pull-out rewards. The promise of immediate, peer-visible recognition motivates regular attendance, reinforces positive habits, and builds SEL competencies such as self-management and goal-setting that research links to improved attendance. In short, the parties provide a Tier 1, trauma-informed incentive that directly addresses the attendance and engagement gaps of unduplicated pupils while fostering an inclusive climate that benefits the entire student body, fully justifying the use of Supplemental and Concentration funds.<br><br>**Scope:**<br>LEA-wide | economically disadvantaged students, and foster youth account for more than four-fifths of our enrollment so isolating incentives to a subset of students would fragment implementation, dilute impact, and risk stigmatizing the very youth we intend to serve. A school-wide rollout instead turns regular attendance into a shared, visible norm: every student sees peers from all backgrounds being honored, reinforcing the message that consistent presence is both attainable and expected.<br><br>Providing the parties LEA-wide also ensures that low-income and foster students—who often lack transportation, outside-of-school rewards, or paid extracurricular outlets—have equitable access to a joyful, no-cost event embedded within the instructional day. Supplemental and Concentration funds cover inclusive incentives and bilingual publicity so families of English Learners can celebrate achievements alongside their children. By combining public recognition, social belonging, and immediate positive reinforcement within Tier 1 of our MTSS Attendance Plan, the action directly targets the root causes of chronic absenteeism among unduplicated pupils while simultaneously strengthening engagement and climate for all students outcomes, which justify the use of these funds on a school-wide basis. | |
| **2.15** | **Action:**<br>Bi-Lingual Data / Engagement Clerk (0.5 FTE)<br><br>**Need:**<br>Analysis of local data and educational partner input indicates a need to strengthen communication, outreach, and engagement | The Bi-Lingual Data and Family Engagement Clerk (0.5 FTE) provides translation and interpretation services, develops bilingual communications and flyers, assists with family outreach and meeting invitations, and supports accurate CALPADS data management and reporting. These services increase access to | 2.1, 2.2, 2.3, 2.4, 2.9, 2.14, and 2.9. |

| 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 |
|---|---|---|---|
| | with English learner and low-income families. Families of unduplicated pupils benefit from timely access to translated information, meaningful opportunities for participation, and accurate student data systems that support identification, monitoring, and access to services. Language barriers and limited access to information may impede engagement and understanding of available educational programs and supports.<br><br>**Scope:**<br>LEA-wide | information and promote meaningful participation for English learner and low-income families. Because more than 80 percent of the district's enrollment consists of unduplicated pupils and the identified needs are prevalent across grade spans and student groups, the district provides this action on an LEA-wide basis. The district expects that reducing communication barriers and increasing family engagement will contribute to improved attendance, increased educational partner participation, and improved outcomes for English learners and low-income students. | |
| **3.1** | **Action:**<br>College Field Trips<br><br>**Need:**<br>Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack exposure to higher education opportunities and resources. This can result in limited aspirations and preparedness for post-secondary education and career pathways.<br><br>**Scope:**<br>LEA-wide | College field trips address the needs of unduplicated pupils by providing them with direct exposure to college environments, academic programs, and potential career paths. These experiences demystify higher education, making it more attainable and less intimidating. For low-income, homeless, and foster youth, the trips offer a glimpse of opportunities that may seem out of reach, thereby inspiring them to pursue higher education. English learners benefit from exposure to diverse academic settings, enhancing their understanding and motivation. Implementing this action on an LEA-wide basis ensures that all students, particularly the most vulnerable, receive equal opportunities to explore and aspire to higher education, promoting equity and informed decision-making.<br><br>This action is principally directed to UPP students, by providing college field trips that expand their exposure to higher education opportunities. These students often face barriers that limit their access | 2.1, 2.3, 2.5, 3.1, and 3.5 |

| 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 |
|---|---|---|---|
| | | to information about college and career pathways. By visiting college campuses, they gain firsthand experience of academic programs and campus life, which helps to demystify higher education and make it feel more attainable.<br><br>For low-income, homeless, and foster youth, these trips offer an inspiring view of opportunities that might otherwise seem out of reach, motivating them to pursue higher education. English learners benefit from seeing diverse academic settings, which can enhance their understanding of the educational landscape and increase their motivation.<br><br>By implementing college field trips on an LEA-wide basis, Vallecitos School District ensures that all students, particularly UPP students, have equal access to these empowering experiences. This action supports the district's commitment to equity by promoting informed decision-making and encouraging aspirations for higher education among our most vulnerable students, aligning with our goal of ensuring academic success for all. | |
| **3.2** | **Action:**<br>Career Visits / Field Trips<br><br>**Need:**<br>Many unduplicated pupils, such as those from low-income families, English learners, and foster youth, may lack exposure to diverse career options and lack the resources to explore potential career paths effectively. They may also struggle with envisioning themselves in various professions due to limited exposure to real-world workplaces. | This action provides unduplicated pupils with firsthand exposure to various careers through workplace visits and field trips, helping them overcome barriers related to limited exposure and resources. By immersing students in real-world environments, they can explore different professions, understand workplace expectations, and envision themselves in future careers. Providing these experiences on an LEA-wide or schoolwide basis ensures equitable access for all students, particularly those from underserved | 2.3, 2.5, and 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 |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | backgrounds, fostering inclusivity and reducing disparities in career readiness.<br><br>This action is principally directed to UPP students, including those from low-income families, English learners, and foster youth, by offering career visits and field trips that expand their exposure to diverse career options. These students often face significant barriers to exploring potential career paths due to limited resources and exposure to various professions. By providing firsthand experiences through workplace visits, students can immerse themselves in real-world environments, gaining insights into different professions and workplace expectations.<br><br>These visits help UPP students envision themselves in future careers by offering tangible examples of professional opportunities that might otherwise seem unattainable. This exposure is crucial for helping them overcome challenges related to limited career awareness and resources.<br><br>By implementing career visits and field trips on an LEA-wide basis, Vallecitos School District ensures that all students, particularly UPP students, have equitable access to these empowering experiences. This action supports the district's commitment to fostering inclusivity and reducing disparities in career readiness by promoting equal opportunities for career exploration and encouraging aspirations among our most underserved students, aligning with our goal of preparing all students for future success. | |
| **3.3** | **Action:**<br>Linda Vista Innovation Center Field Trips | Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, | 2.6, 3.2, 3.3, 3.4, and 3.5 |

| 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 |
|---|---|---|---|
| | **Need:**<br>Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, and homeless or foster youth, often face barriers to accessing hands-on learning experiences and exposure to diverse career pathways. They may lack resources and opportunities to explore STEM fields and may struggle to see the relevance of their classroom learning to real-world applications.<br><br>**Scope:**<br>LEA-wide | and homeless or foster youth, often face barriers to accessing hands-on learning experiences and exposure to diverse career pathways. They may lack resources and opportunities to explore STEM fields and may struggle to see the relevance of their classroom learning to real-world applications. | |
| **3.5** | **Action:**<br>Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION)<br><br>**Need:**<br>Our English Learners, socio-economically disadvantaged students, and foster youth consistently demonstrate gaps in college and career-readiness indicators: lower “Prepared” rates on the CA School Dashboard, limited awareness of post-secondary options reported in student surveys, and fewer completed Individual Academic and Career Plans. They need early, structured opportunities to explore careers, set academic goals, build self-management skills, and connect learning to real-world pathways. SchooLinks provides these supports in a single, developmentally scaffolded platform that pairs interest | Implementing SchooLinks as a school-wide action directly targets the readiness gaps of Vallecitos’ unduplicated pupils, which include English Learners, socio-economically disadvantaged students, and foster youth, while maintaining an inclusive instructional framework for every student. These groups make up more than 80 percent of our enrollment, so limiting the platform to a subgroup would fragment delivery, stigmatize participation, and weaken fidelity. A universal rollout ensures that every classroom integrates SchooLinks’ college- and career-readiness lessons, SEL skill-builders, and goal-tracking tools into Tier 1 instruction, giving unduplicated students daily exposure to the exact supports our needs assessment identified: future orientation, self-management strategies, and explicit links between academics and real-world pathways. | 3.1, 3.2, and 3.5 |

| 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 |
|---|---|---|---|
| | inventories and SEL lessons with goal-tracking tools and family engagement features in multiple languages. Because unduplicated pupils are enrolled across every classroom and benefit most when the platform is embedded in Tier 1 instruction, implementing SchooLinks school-wide ensures universal access, eliminates stigmatizing pull-out models, and allows teachers to weave college- and career-readiness instruction into core content for all students, thereby directly addressing the identified needs of our unduplicated youth while strengthening overall program coherence.<br><br>**Scope:**<br>LEA-wide | Providing the program LEA-wide also eliminates common access barriers. The platform is embedded in the regular school day and its parent portal auto-translates into multiple languages, low-income and EL families who often lack reliable internet, transportation, or English proficiency receive the same real-time milestones, FAFSA/CADAA reminders, and progress reports as any other household. Supplemental and Concentration funds cover site licenses, teacher PD, and bilingual outreach, leveraging economies of scale so that one coherent system replaces disparate, smaller programs and allows staff to monitor usage and growth for unduplicated pupils in a single dashboard.<br><br>In short, a school-wide deployment of SchooLinks ensures equitable access, normalizes college-going expectations, and provides data-driven interventions without isolating or labeling students, which fully addresses the identified needs of our unduplicated youth and justifying the use of Supplemental and Concentration resources on an LEA-wide basis. | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.2** | **Action:** | Funding an English Language Development Coordinator through LCFF Supplemental and | The effectiveness of this action will be monitored |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Maintain Full-Time English Language Development Coordinator<br><br>**Need:**<br>English Learners (ELs) at Vallecitos require specialized support to develop language proficiency and succeed academically in core subjects. These students often face barriers in accessing the curriculum due to language differences, which can impact their overall academic performance.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development.<br><br>The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data.<br><br>Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students. | through metrics such as EL students' progress on the ELPAC, performance (1.9) and reclassification rates (1.10). |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.7** | **Action:**<br>Support Push-in Aides for Unduplicated Students with IEPs<br><br>**Need:**<br>Unduplicated Students with Disabilities often encounter significant barriers to achieving proficiency in core subjects due to their unique learning needs. These students require additional support to ensure they can access and engage with the curriculum effectively.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Allocating funds to enable special education aides to push into general education classrooms provides direct, in-the-moment support for unduplicated Students with Disabilities. These aides deliver personalized assistance, help differentiate instruction, and foster an inclusive classroom environment. By addressing individual learning challenges, this approach ensures that these students receive the targeted help they need to make adequate progress alongside their peers. | The effectiveness of this action will be measured through various metrics, including student progress on standardized assessments (1.1 and 1.2), Additional indicators will include tracking improvements in attendance levels ( |
| **1.8** | **Action:**<br>Aide to Support Combination Classroom(s)<br><br>**Need:**<br>Unduplicated students in combination classrooms, which combine two different grade levels, often face challenges in accessing grade-appropriate instruction and support. Students who are Socioeconomically Disadvantaged, English Learners, and Foster Youth often require additional assistance to ensure they can meet academic standards.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Employing aides in combination classrooms provides targeted support to unduplicated students. These aides assist with differentiated instruction, ensuring that each student can engage with the curriculum at their appropriate level. By providing personalized help, aides help unduplicated students overcome learning barriers and make adequate progress in core subjects. | The effectiveness of this action will be measured through various metrics, including student progress on standardized assessments (1.1 and 1.2), Additional indicators will include tracking improvements in attendance levels ( |
| **1.9** | **Action:**<br>Push-in Support for ELD Students<br><br>**Need:** | Providing push-in support for our highest-need ELD students addresses these challenges by offering immediate, in-class assistance. A designated support staff member will work directly with these students during regular class time, | Effectiveness will be tracked through student progress on English language proficiency assessments (1.9) and |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Our highest-need English Language Development (ELD) students require intensive, targeted support to develop language proficiency and succeed academically. These students face significant challenges in accessing the curriculum and require additional assistance to bridge language gaps.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | helping to clarify instructions, scaffold learning, and provide language development activities. This approach ensures that ELD students receive the targeted support they need within the context of their daily lessons, promoting better integration and understanding. | improvements in academic performance (1.1, 1.2, 1.3, 1.4, 1.5), and achievement of language development goals (1.9 and 1.10) |
| **1.12** | **Action:**<br>Rosetta Stone for Long-Term English Learners<br><br>**Need:**<br>English Learners in our district require targeted support to enhance their proficiency in English Language Arts, a critical component for academic success across all subjects. The achievement gap between ELs and their peers in Math and Science is often widened by language barriers, highlighting the need for specialized language acquisition resources. Personalized and adaptive learning tools are essential to cater to individual learning styles and improve language proficiency.<br><br>To address these needs, Vallecitos will provide Rosetta Stone access to our EL students. Rosetta Stone offers an interactive language learning platform designed to improve listening, speaking, reading, and writing skills. Its adaptive technology tailors lessons to meet the unique needs and pace of each student, ensuring personalized learning experiences. By enhancing language skills, EL | Rosetta Stone offers an interactive platform that targets the four critical language domains: listening, speaking, reading, and writing. The adaptive learning technology within Rosetta Stone personalizes lessons to align with each student's individual needs and pace, ensuring a customized learning experience.<br><br>The platform provides flexible online access, allowing students to practice their language skills both in and out of school, increasing opportunities for learning and retention. This flexibility ensures that ELs have the resources to enhance their language acquisition outside the traditional classroom setting. The use of Rosetta Stone will empower our EL students to achieve proficiency and consistent growth in core academic areas, ultimately supporting their academic success and integration into the broader school community. | English Language Proficiency Assessments: Track progress in English proficiency through standardized assessments such as the English Language Proficiency Assessments for California (ELPAC) (1.9), focusing on improvement in listening, speaking, reading, and writing domains.<br><br>Academic Performance: Monitor changes in academic performance in English Language Arts, Math, and Science by analyzing grades and standardized test scores to assess whether improved language skills correlate with better understanding and performance in these |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | students will be better equipped to engage with academic content in Math and Science, ultimately closing the achievement gap. Additionally, Rosetta Stone offers flexible, online access, allowing students to practice and apply their language skills both in and out of school, thus increasing opportunities for learning and retention. This initiative aims to support our EL students in achieving proficiency and consistent growth in core academic areas.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | | subjects. (1.1, 1.2, 1.3, 1.4, 1.5)<br><br>Reclassification Rates: Monitor the rate of English Learners being reclassified as Fluent English Proficient (RFEP) to determine if there is an increase in the number of students meeting the criteria for reclassification. (1.10) |
| **2.12** | **Action:**<br>Psychological Services<br><br>**Need:**<br>Unduplicated pupils face unique and compounded challenges that significantly impact their social-emotional well-being and academic performance. These students are more likely to encounter stressors such as economic instability, language barriers, and disrupted family environments, which can lead to higher levels of anxiety, trauma, and emotional distress. These factors often translate into difficulties in the classroom, manifesting as behavioral issues, disengagement, absenteeism, and lower academic achievement.<br><br>Without access to consistent and culturally responsive mental health services, these challenges remain unaddressed, perpetuating | This action directly addresses the unique social-emotional needs of unduplicated pupils by providing targeted psychological services. Students who are designated as unduplicated often face heightened stress and trauma due to economic instability, language barriers, and/or disrupted family circumstances. These challenges can negatively impact their academic performance and overall well-being.<br><br>By providing access to culturally responsive mental health services, including individual and group counseling, mental health assessments, and referrals to external providers, the school aims to create a supportive environment where unduplicated pupils can thrive. These services will help students develop coping strategies, build resilience, and manage their emotions, leading to improved focus and behavior in the classroom. Early intervention is a key component, ensuring | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.11, and 2.12 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | a cycle of unmet needs that hinder both learning and personal development. Access to psychological services that address the specific needs of unduplicated pupils are essential to bridge this gap. Such services can provide early intervention, support for emotional regulation, and strategies for coping with stress and trauma, thereby fostering resilience and improving students' ability to focus and succeed academically.<br><br>Access to psychological services can help create a more inclusive and supportive school environment, where unduplicated pupils feel seen, understood, and valued. Addressing their social-emotional needs is not just about improving academic outcomes but also about ensuring equity and supporting the whole child to reach their full potential.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | that students receive the help they need before challenges escalate into more serious issues.<br><br>Moreover, by addressing these underlying social-emotional challenges, the action helps remove barriers to learning, allowing unduplicated pupils to engage more fully in their education. This contributes to equity by ensuring that all students, regardless of their background, have access to the support they need to succeed academically and personally, ultimately fostering a more inclusive and supportive school community. | |

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

Not applicable. Vallecitos Elementary School District meets its increased or improved services requirement through budgeted LCFF expenditures for contributing actions and does not utilize a Planned Percentage of Improved Services methodology.

## Additional Concentration Grant Funding

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

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

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

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

| **Staff-to-student ratios by type of school and concentration of unduplicated students** | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | 14.6:1 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 10.85:1 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $2,027,956 | 736,522 | 36.318% | 0.435% | 36.753% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $2,451,912.00 | $175,214.00 | $0.00 | $48,445.00 | $2,675,571.00 | $2,278,051.00 | $397,520.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | First, Best Instruction in Core Subjects | All | No | | | All Schools | Ongoing (2024-2027) | $877,296.00 | $13,000.00 | $890,296.00 | $0.00 | $0.00 | $0.00 | $890,296.00 | 0% |
| 1 | 1.2 | Maintain Full-Time English Language Development Coordinator | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | Ongoing (2024-2027) | $119,629.00 | $0.00 | $119,259.00 | $0.00 | $0.00 | $370.00 | $119,629.00 | |
| 1 | 1.3 | Maintain Full-Time Reading Specialist | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | August 2024 - Ongoing | $111,549.00 | $1,500.00 | $111,549.00 | $0.00 | $0.00 | $1,500.00 | $113,049.00 | |
| 1 | 1.4 | Maintain and Support Rainbow's Road to Reading (Guided Reading) Program | All | No | | | All Schools | August 2024 - Ongoing | $0.00 | $3,700.00 | | | | $3,700.00 | $3,700.00 | 0% |
| 1 | 1.5 | Maintain iReady Platform for Supplemental Instruction (Discontinued) | All | No | | | All Schools | August 2024 - June 2026 | $0.00 | $0.00 | | | | $0.00 | $0.00 | 0% |
| 1 | 1.6 | Maintain Renaissance Platform Access | All | No | | | All Schools | August 2024 - Ongoing | $0.00 | $18,000.00 | $0.00 | | | $18,000.00 | $18,000.00 | 0% |
| 1 | 1.7 | Support Push-in Aides for Unduplicated Students with IEPs | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | August 2024 - Ongoing | $132,093.00 | $0.00 | $132,093.00 | $0.00 | $0.00 | $0.00 | $132,093.00 | |
| 1 | 1.8 | Aide to Support Combination Classroom(s) | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | August 2024 - Ongoing | $45,800.00 | $0.00 | $45,800.00 | $0.00 | $0.00 | $0.00 | $45,800.00 | |
| 1 | 1.9 | Push-in Support for ELD Students | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated | English Learners<br>Foster Youth | All Schools | August 2024 - Ongoing | $45,800.00 | $0.00 | $45,800.00 | $0.00 | $0.00 | $0.00 | $45,800.00 | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | Student Group(s) | Low Income | | | | | | | | | | |
| 1 | 1.10 | Basic Services | All | No | | | All Schools | July 2024 - Ongoing | $494,607.00 | $291,560.00 | $786,167.00 | $0.00 | $0.00 | $0.00 | $786,167.00 | |
| 1 | 1.11 | Fund Stand Alone TK Classroom | All | No | | | All Schools | August 2024 - Ongoing | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 1 | 1.12 | Rosetta Stone for Long-Term English Learners | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | August 2024 - Ongoing | $0.00 | $2,780.00 | $2,780.00 | | | | $2,780.00 | |
| 1 | 1.13 | SIOP Training to Faculty | All | No | | | All Schools | January 2025 | $0.00 | $4,000.00 | | $4,000.00 | | | $4,000.00 | |
| 1 | 1.14 | Fund Full Day TK/Kinder Combination Classroom (NEW ACTION) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-2028 | $108,960.00 | $0.00 | $108,960.00 | | | | $108,960.00 | |
| 2 | 2.1 | Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing (2024-2027) | $46,487.00 | $5,175.00 | $51,662.00 | | | | $51,662.00 | |
| 2 | 2.2 | Home Visits for Tier II and III Attendance Concerns | All | No | | | All Schools | Ongoing (2024-2027) | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.3 | Parent Engagement/Education Workshops | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Ongoing (2024-2027) | $14,000.00 | $12,000.00 | $21,000.00 | $0.00 | $0.00 | $5,000.00 | $26,000.00 | |
| 2 | 2.4 | Viking Ticket Store | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Weekly / Ongoing (2024-2027) | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 2 | 2.5 | Maintain Social-Emotional Learning Specialist (PPS Counselor) w/ Eventual LREBG funding. | All | No | | | All Schools | Ongoing (LREBG Funds in 27-28) | $99,595.00 | $0.00 | $490.00 | $99,105.00 | | | $99,595.00 | 0% |
| 2 | 2.6 | Experiential Field Trips | All | No | | | All Schools | Annually | $0.00 | $7,200.00 | $0.00 | $0.00 | $0.00 | $7,200.00 | $7,200.00 | 0% |
| 2 | 2.7 | Maintain Access to Second Step Platform | All | No | | | All Schools | Thee-Year License. | $0.00 | $1,275.00 | $0.00 | $0.00 | $0.00 | $1,275.00 | $1,275.00 | |
| 2 | 2.8 | Mano A Mano Foundation Partnership | All | No | | | All Schools | Annually in September | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.9 | Maintain GoGuardian Contract | All | No | | | All Schools | Ongoing (2024-2027) | $0.00 | $7,900.00 | | | | $7,900.00 | $7,900.00 | 0% |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.10 | Maintain Movie License | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Renew Annually | $0.00 | $580.00 | $580.00 | | | | $580.00 | |
| 2 | 2.11 | Campus Supervision | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | August 2024 - Ongoing | $85,626.00 | $0.00 | $85,626.00 | | | $0.00 | $85,626.00 | |
| 2 | 2.12 | Psychological Services | English Learners<br>Foster Youth<br>Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | August 2024 - Ongoing | $7,500.00 | $0.00 | $500.00 | $7,000.00 | | | $7,500.00 | |
| 2 | 2.13 | Fund Portion of MTSS Coordinator- (LREBG) | All | No | | | All Schools | 2025-2028 | $65,109.00 | $0.00 | | $65,109.00 | | | $65,109.00 | |
| 2 | 2.14 | Perfect Attendance Parties | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2025-2028 | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 2 | 2.15 | Bi-Lingual Data / Engagement Clerk (0.5 FTE) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Begins August 2026 | $24,000.00 | $0.00 | $24,000.00 | | | | $24,000.00 | |
| 3 | 3.1 | College Field Trips | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Three college visits annually from 2024-2027. | $0.00 | $3,800.00 | $3,800.00 | | | | $3,800.00 | |
| 3 | 3.2 | Career Visits / Field Trips | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | Annually (2024-2027) | $0.00 | $5,050.00 | $5,050.00 | $0.00 | $0.00 | $0.00 | $5,050.00 | |
| 3 | 3.3 | Linda Vista Innovation Center Field Trips | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027<br>2-3 times Annually | $0.00 | $7,000.00 | $3,500.00 | $0.00 | $0.00 | $3,500.00 | $7,000.00 | |
| 3 | 3.4 | Implement Xello Online Career Exploration Program for Middle Grade Students (Discontinued) | All<br>Students with Disabilities | No | | | All Schools | September 2024 - Ongoing | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | 0% |
| 3 | 3.5 | Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION) | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | January 2025 and ongoing. | $0.00 | $3,000.00 | $3,000.00 | | | | $3,000.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $2,027,956 | 736,522 | 36.318% | 0.435% | 36.753% | $774,959.00 | 0.000% | 38.214 % | **Total:** | $774,959.00 |
| | | | | | | | | **LEA-wide Total:** | $428,727.00 |
| | | | | | | | | **Limited Total:** | $346,232.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.2** | Maintain Full-Time English Language Development Coordinator | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $119,259.00 | |
| **1** | **1.3** | Maintain Full-Time Reading Specialist | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $111,549.00 | |
| **1** | **1.7** | Support Push-in Aides for Unduplicated Students with IEPs | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $132,093.00 | |
| **1** | **1.8** | Aide to Support Combination Classroom(s) | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $45,800.00 | |
| **1** | **1.9** | Push-in Support for ELD Students | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $45,800.00 | |
| **1** | **1.12** | Rosetta Stone for Long-Term English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $2,780.00 | |

| 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 | 1.14 | Fund Full Day TK/Kinder Combination Classroom (NEW ACTION) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $108,960.00 | |
| 2 | 2.1 | Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $51,662.00 | |
| 2 | 2.3 | Parent Engagement/Education Workshops | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $21,000.00 | |
| 2 | 2.4 | Viking Ticket Store | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,000.00 | |
| 2 | 2.10 | Maintain Movie License | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $580.00 | |
| 2 | 2.11 | Campus Supervision | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $85,626.00 | |
| 2 | 2.12 | Psychological Services | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | All Schools | $500.00 | |
| 2 | 2.14 | Perfect Attendance Parties | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,000.00 | |
| 2 | 2.15 | Bi-Lingual Data / Engagement Clerk (0.5 FTE) | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $24,000.00 | |
| 3 | 3.1 | College Field Trips | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,800.00 | |
| 3 | 3.2 | Career Visits / Field Trips | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $5,050.00 | |
| 3 | 3.3 | Linda Vista Innovation Center Field Trips | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $3,500.00 | |
| 3 | 3.5 | Implement SchooLinks Online Career Exploration | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $3,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | Program for Students in K-5. (NEW ACTION) | | | Low Income | | | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $2,709,172.00 | $2,711,027.73 |

| 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** | First, Best Instruction in Core Subjects | No | $821,946.00 | $788,177.00 |
| **1** | **1.2** | Maintain Full-Time English Language Development Coordinator | Yes | $105,629.00 | $119,898.00 |
| **1** | **1.3** | Maintain Full-Time Reading Specialist | Yes | $112,785.00 | $113,176.00 |
| **1** | **1.4** | Maintain and Support Rainbow's Road to Reading (Guided Reading) Program | No | $3,700.00 | $3,700.00 |
| **1** | **1.5** | Maintain iReady Platform for Supplemental Instruction | No | $12,100.00 | $14,613.00 |
| **1** | **1.6** | Maintain Renaissance Platform Access | No | $6,677.00 | $7,631.00 |
| **1** | **1.7** | Support Push-in Aides for Unduplicated Students with IEPs | Yes | $148,067.00 | $166,667.00 |
| **1** | **1.8** | Aide to Support Combination Classroom(s) | Yes | $47,512.00 | $36,401.00 |
| **1** | **1.9** | Push-in Support for ELD Students | Yes | $46,424.00 | $37,553.00 |
| **1** | **1.10** | Basic Services | No | $887,182.00 | $919,765.16 |
| **1** | **1.11** | Fund Stand Alone TK Classroom | Yes | $1,330.00 | $0.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.12 | Rosetta Stone for Long-Term English Learners | Yes | $2,780.00 | $0.00 |
| 1 | 1.13 | SIOP Training to Faculty | No | $4,000.00 | $0.00 |
| 1 | 1.14 | Fund Full Day TK/Kinder Combination Classroom (NEW ACTION) | Yes | $152,497.00 | $143,199.00 |
| 2 | 2.1 | Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. | Yes | $48,875.00 | $59,019.00 |
| 2 | 2.2 | Home Visits for Tier II and III Attendance Concerns | No | $0.00 | $0.00 |
| 2 | 2.3 | Parent Engagement/Education Workshops | Yes | $15,960.00 | $4,558.00 |
| 2 | 2.4 | Viking Ticket Store | Yes | $5,000.00 | $5,000.00 |
| 2 | 2.5 | Maintain Social-Emotional Learning Specialist (PPS Counselor) w/ Eventual LREBG funding. | No | $100,398.00 | $105,109.77 |
| 2 | 2.6 | Experiential Field Trips | No | $5,900.00 | $2,372.00 |
| 2 | 2.7 | Maintain Access to Second Step Platform | No | $1,275.00 | $0.00 |
| 2 | 2.8 | Mano A Mano Foundation Partnership | Yes | $6,000.00 | $0.00 |
| 2 | 2.9 | Maintain GoGuardian Contract | No | $7,550.00 | $6,702.00 |
| 2 | 2.10 | Maintain Movie License | Yes | $510.00 | $504.00 |

| 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) |
|---|---|---|---|---|---|
| | | | | | |
| **2** | **2.11** | Campus Supervision | Yes | $70,561.00 | $83,648.00 |
| **2** | **2.12** | Psychological Services | Yes | $7,489.00 | $0.00 |
| **2** | **2.13** | Fund Portion of MTSS Coordinator-(LREBG) | No | $62,792.00 | $73,144.80 |
| **2** | **2.14** | Perfect Attendance Parties | Yes | $5,059.00 | $5,559.00 |
| **3** | **3.1** | College Field Trips | Yes | $4,130.00 | $1,730.00 |
| **3** | **3.2** | Career Visits / Field Trips | Yes | $5,050.00 | $3,829.00 |
| **3** | **3.3** | Linda Vista Innovation Center Field Trips | Yes | $7,000.00 | $6,572.00 |
| **3** | **3.4** | Implement Xello Online Career Exploration Program for Middle Grade Students (Discontinued) | No | $0.00 | $0.00 |
| **3** | **3.5** | Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION) | Yes | $2,994.00 | $2,500.00 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $741,519 | $776,049.00 | $789,813.00 | ($13,764.00) | 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 | Maintain Full-Time English Language Development Coordinator | Yes | $102,006.00 | $119,898.00 | | |
| 1 | 1.3 | Maintain Full-Time Reading Specialist | Yes | $111,285.00 | $113,176.00 | | |
| 1 | 1.7 | Support Push-in Aides for Unduplicated Students with IEPs | Yes | $147,067.00 | $166,667.00 | | |
| 1 | 1.8 | Aide to Support Combination Classroom(s) | Yes | $47,512.00 | $36,401.00 | | |
| 1 | 1.9 | Push-in Support for ELD Students | Yes | $46,424.00 | $37,553.00 | | |
| 1 | 1.11 | Fund Stand Alone TK Classroom | Yes | $1,330.00 | $0.00 | | |
| 1 | 1.12 | Rosetta Stone for Long-Term English Learners | Yes | $180.00 | $0.00 | | |
| 1 | 1.14 | Fund Full Day TK/Kinder Combination Classroom (NEW ACTION) | Yes | $152,497.00 | $143,199.00 | | |
| 2 | 2.1 | Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. | Yes | $48,875.00 | $59,019.00 | | |
| 2 | 2.3 | Parent Engagement/Education Workshops | Yes | $15,960.00 | $4,558.00 | | |
| 2 | 2.4 | Viking Ticket Store | Yes | $5,000.00 | $5,000.00 | | |

| 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** | **2.8** | Mano A Mano Foundation Partnership | Yes | $6,000.00 | $0.00 | | |
| **2** | **2.10** | Maintain Movie License | Yes | $130.00 | $504.00 | | |
| **2** | **2.11** | Campus Supervision | Yes | $70,561.00 | $83,648.00 | | |
| **2** | **2.12** | Psychological Services | Yes | $489.00 | $0.00 | | |
| **2** | **2.14** | Perfect Attendance Parties | Yes | $5,059.00 | $5,559.00 | | |
| **3** | **3.1** | College Field Trips | Yes | $4,130.00 | $1,730.00 | | |
| **3** | **3.2** | Career Visits / Field Trips | Yes | $5,050.00 | $3,829.00 | | |
| **3** | **3.3** | Linda Vista Innovation Center Field Trips | Yes | $3,500.00 | $6,572.00 | | |
| **3** | **3.5** | Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION) | Yes | $2,994.00 | $2,500.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $2,050,522 | $741,519 | 2.79% | 38.952% | $789,813.00 | 0.000% | 38.518% | $8,915.56 | 0.435% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## *Purpose*

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

# Requirements and Instructions

**General Information**

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

**Reflections: Annual Performance**

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

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

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

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

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

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

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

**Reflections: Technical Assistance**

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

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

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

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

### Schools Identified

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

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

### Support for Identified Schools

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

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

### Monitoring and Evaluating Effectiveness

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

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

# Engaging Educational Partners

## *Purpose*

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

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

# Requirements

## *Requirements*

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

# Goals and Actions

## *Purpose*

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

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

## *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

## Baseline

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

## Year 1 Outcome

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

## Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

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

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

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

## Metric(s) to Monitor Effectiveness

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

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

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

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

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

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

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

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

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