san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES℠

Please complete and send this coversheet when submitting the LCAP (do not attach to pdf). Submit to finrep@sdcoe.net.

LEA Name:	Vallecitos Elementary School District
Name and email address of submitter:	Meliton Sanchez / msanchez@vallecitossd.net
Title of submitter:	Superintendent / CBO
Please include the date when the board was informed about clarification and adjustments to the LCAP:	August 12, 2025
If board re-adopted, date of LCAP board adoption:	August 12, 2025
Link to posting of adopted LCAP on website:	www.vallecitossd.net/educationalservices
Names and email addresses to whom SDCOE response should be addressed:	Meliton Sanchez / msanchez@vallecitossd.net Mike Darnley / mdarnley@vallecitossd.net

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Vallecitos Elementary School District
CDS Code:	37 68437 6040562
LEA Contact Information:	Name: Meliton Sanchez Position: Superintendent / CBO Email: msanchez@vallecitossd.net Phone: (760) 728-7092 Ext. 229
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	$2,785,780.00
LCFF Supplemental & Concentration Grants	$718,823
All Other State Funds	$553,813.00
All Local Funds	$360,907.00
All federal funds	$136,370.00
Total Projected Revenue	$3,836,870

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	$4,337,213
Total Budgeted Expenditures in the LCAP	$2,709,172.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$776,049
Expenditures not in the LCAP	$1,628,041

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	$730,050.00
Actual Expenditures for High Needs Students in LCAP	$738,694.00

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	$57,226
2024-25 Difference in Budgeted and Actual Expenditures	$8,644

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Most General Fund costs outside the LCAP are from restricted funds and our Lottery entitlement. This includes, but is not limited to state Lottery instructional-materials expenses; Special Education encroachment; federal Titles I/II/III program costs; ASES after-school and ELO-P expanded-learning services; Routine Restricted Maintenance for facilities; and the STRS on-Behalf pension contribution recorded for audit purposes. Because these expenditures are tied to dedicated revenue or statutory requirements rather than to

	"increased or improved" services for unduplicated students, they are budgeted in Fund 01 but not itemized as LCAP actions.

LCFF Budget Overview for Parents

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CDS Code: 37 68437 6040562

School Year: 2025-26
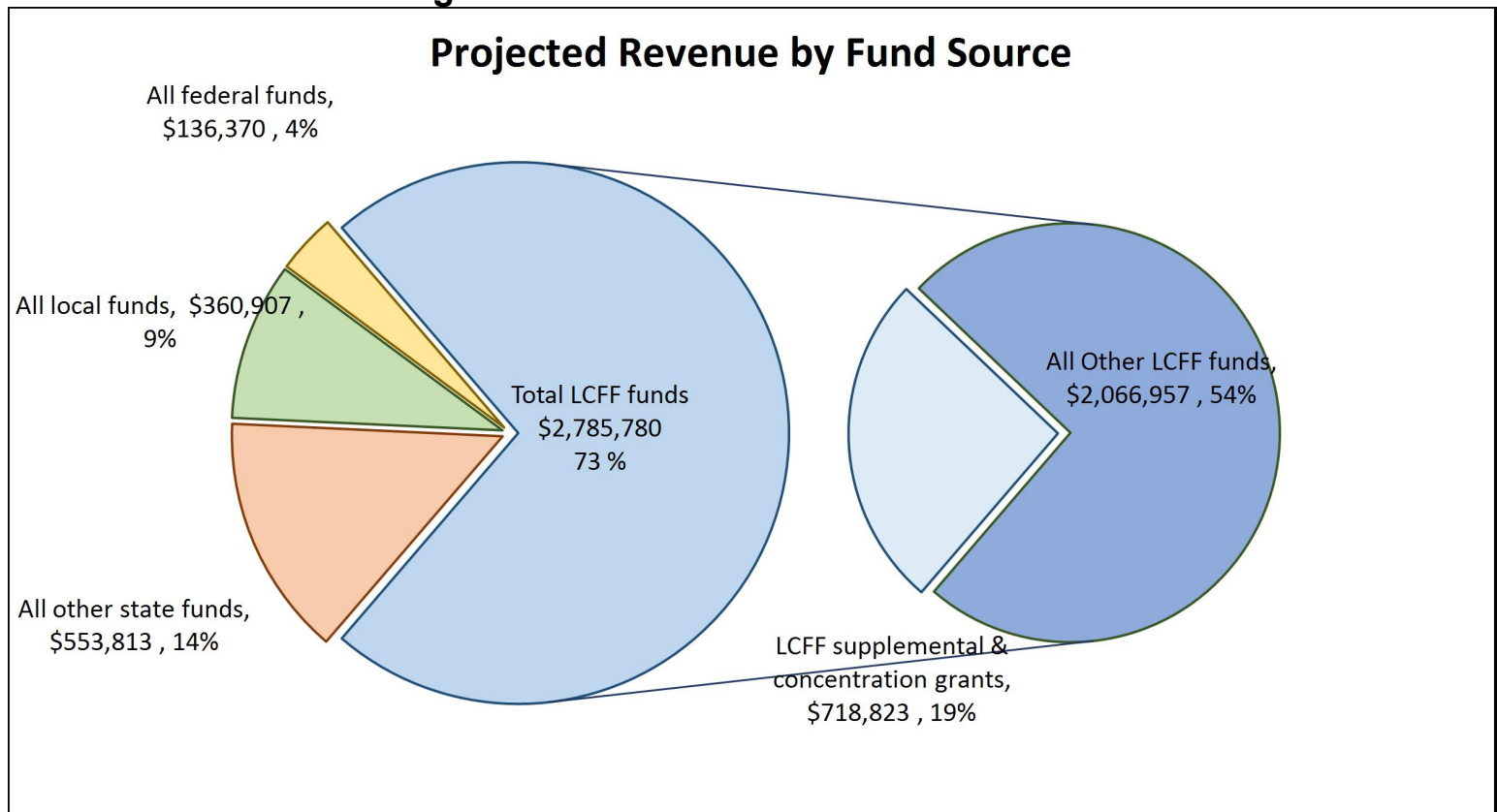
LEA contact information:

Meliton Sanchez

Superintendent / CBO

msanchez@vallecitossd.net

(760) 728-7092 Ext. 229

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

- All federal funds, $136,370 , 4%
- All local funds, $360,907 , 9%
- All other state funds, $553,813 , 14%
- Total LCFF funds $2,785,780 73 %
- All Other LCFF funds, $2,066,957 , 54%
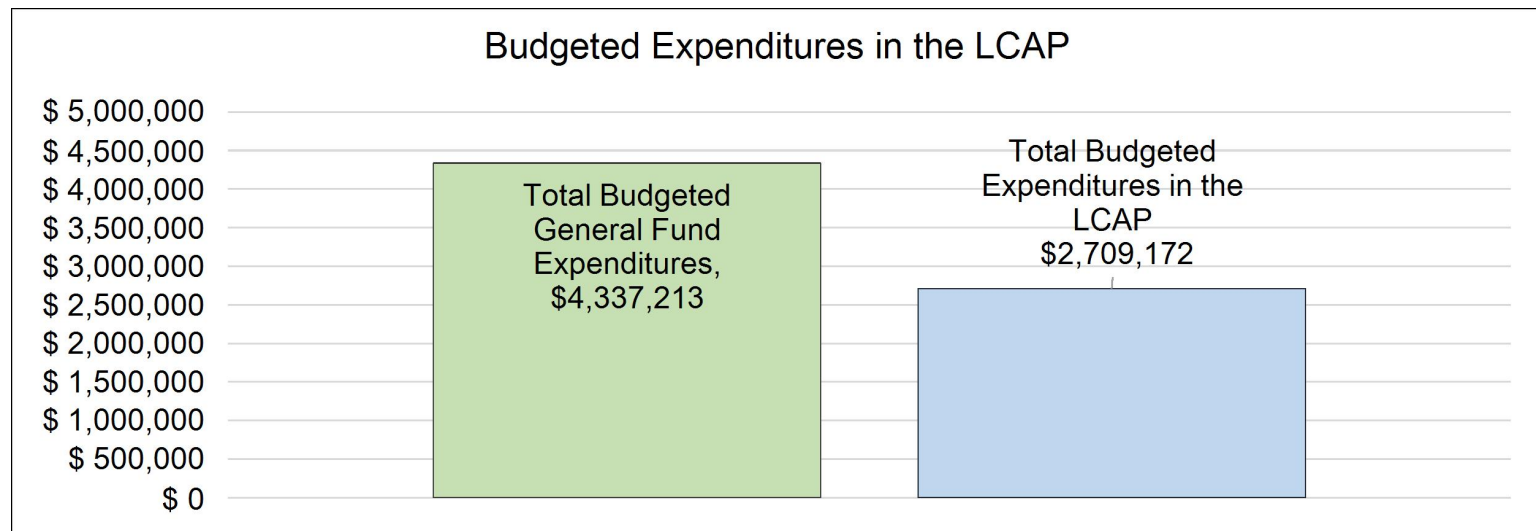- LCFF supplemental & concentration grants, $718,823 , 19%

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 $3,836,870, of which $2,785,780.00 is Local Control Funding Formula (LCFF), $553,813.00 is other state funds, $360,907.00 is local funds, and $136,370.00 is federal funds. Of the $2,785,780.00 in LCFF Funds, $718,823 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Vallecitos Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Vallecitos Elementary School District plans to spend $4,337,213 for the 2025-26 school year. Of that amount, $2,709,172.00 is tied to actions/services in the LCAP and $1,628,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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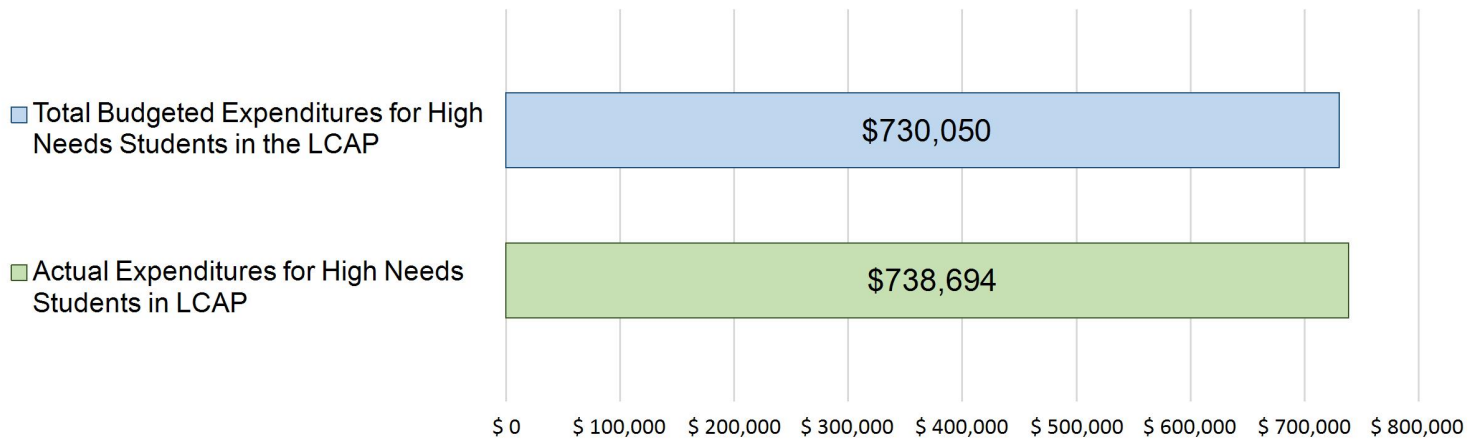
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Vallecitos Elementary School District is projecting it will receive $718,823 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 $776,049 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $730,050

Actual Expenditures for High Needs Students in LCAP: $738,694

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 2024-25, Vallecitos Elementary School District's LCAP budgeted $730,050.00 for planned actions to increase or improve services for high needs students. Vallecitos Elementary School District actually spent $738,694.00 for actions to increase or improve services for high needs students in 2024-25.

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

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CDS Code: 37 68437 6040562

School Year: 2025-26
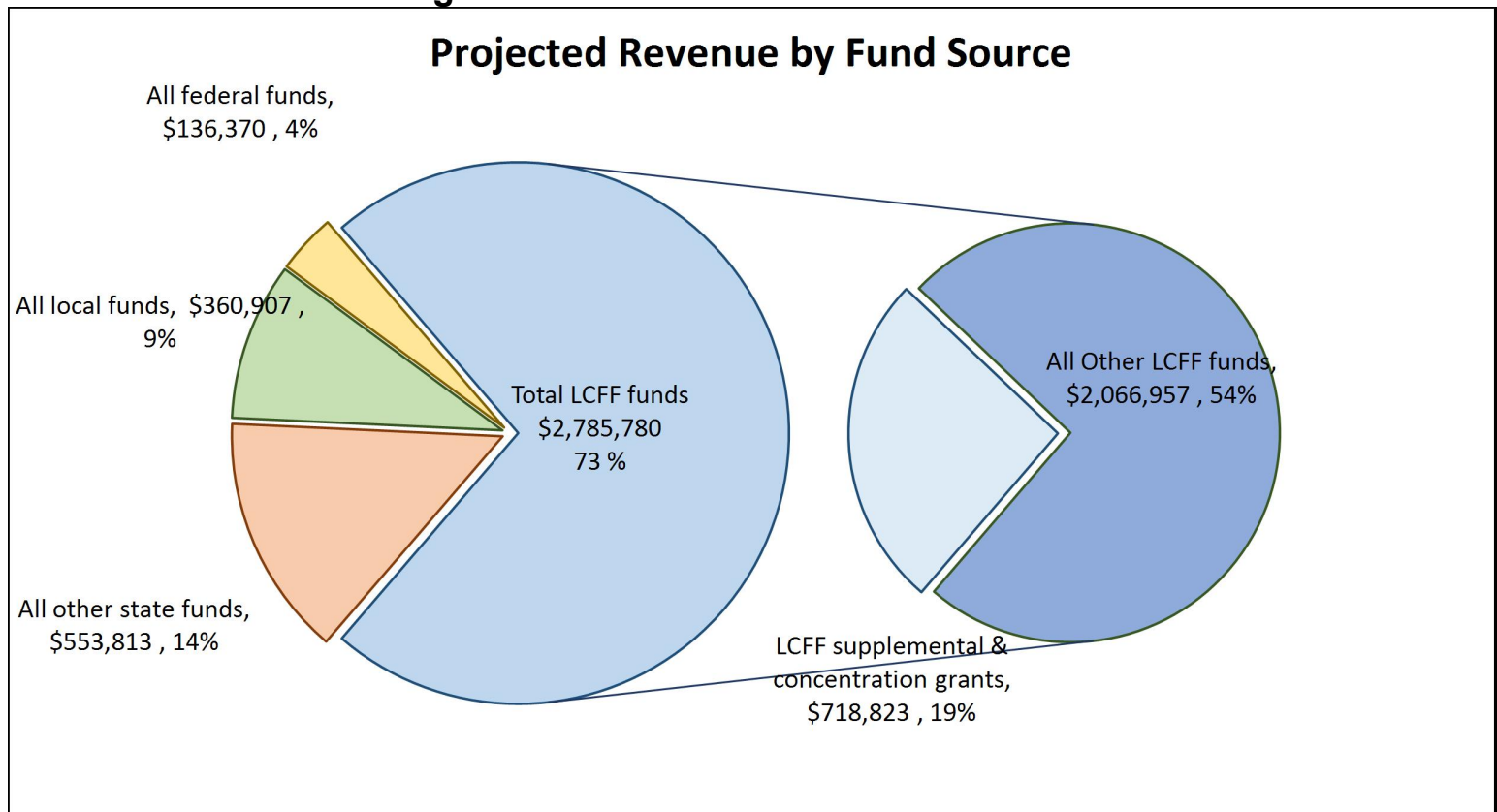
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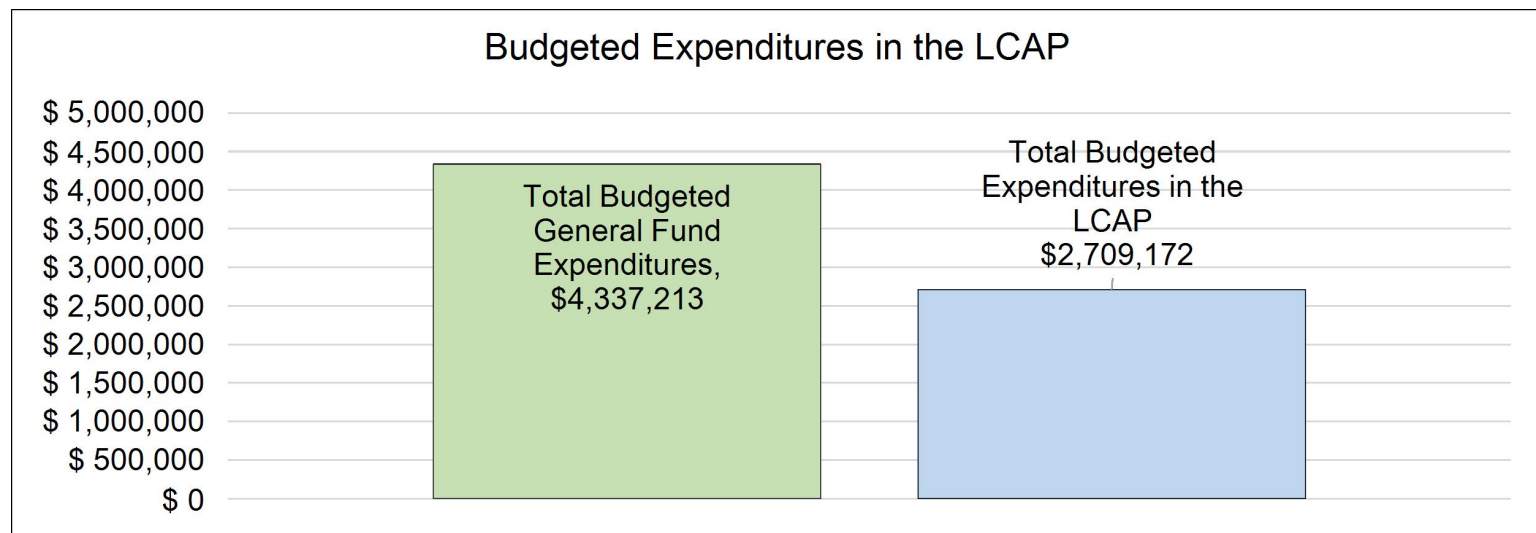LCFF supplemental & concentration grants, $718,823 , 19%

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Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,337,213

Total Budgeted Expenditures in the LCAP $2,709,172

This chart provides a quick summary of how much Vallecitos Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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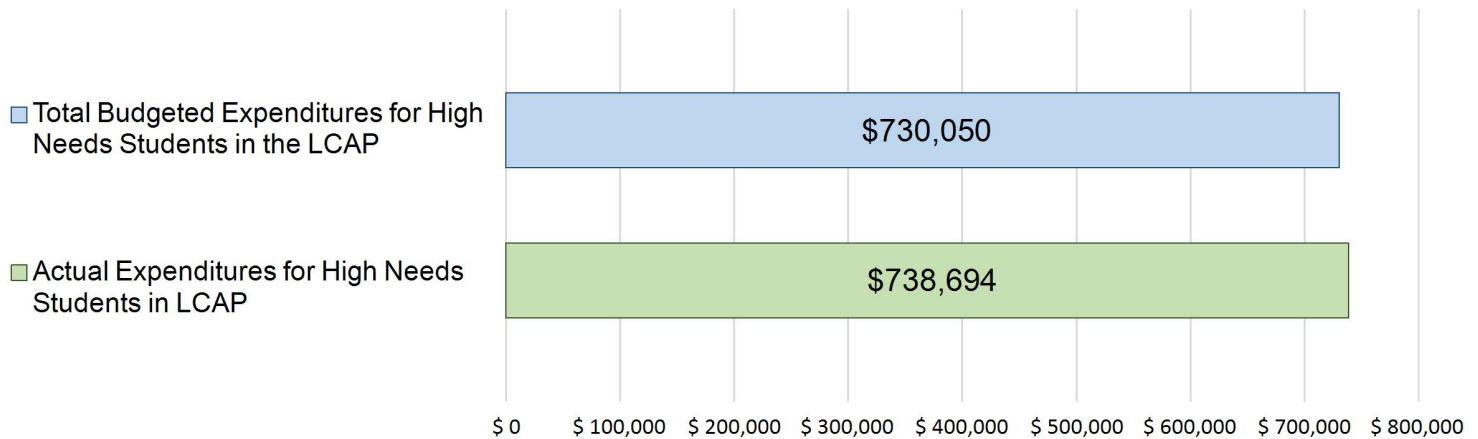
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LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

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

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$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000 $ 800,000

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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 Superintendent / CBO	msanchez@vallecitossd.net (760) 728-7092 Ext. 229

Plan Summary [2025-26]

General Information

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

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 2024-2025 census day enrollment counts, Vallecitos School District serves approximately 195 students in grades TK-8. Rainbow is a unique community nestled on the east side of I-15 between Temecula and Fallbrook. The community maintains a high concentration of agricultural nurseries and agriculture serves as the basis of Rainbow's economy. Aside from a convenience store, a general store, and one restaurant, Rainbow does not offer many opportunities for consumer activity. San Diego County maintains Rainbow Park, which is adjacent to the school and allows for student use. Vallecitos also receives support from our dedicated PTO group, School Site Council, DELAC, and several key volunteers. These important educational partners offer physical support, financial support, valuable feedback, and aid in some of the decision making processes at Vallecitos. Our PTO executed a number of evening events that improved the culture and connectedness of our school community and supported 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:
84.1% Hispanic
13.33% White
1.54% Asian
0.51% Black / African American

Socioeconomic Disadvantaged: 73.84%
English language learners: 42.1%
Students with disabilities: 15.38%

During school year 2025-2026, Vallecitos Elementary School District plans to maintain one teacher per grade level, with the exception of a TK/K and 3rd/4th grade combination class. 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 Physical Education & Health Teacher, a 1.0 FTE Special Education Resource Teacher, and a 1.0 FTE Social Emotional Learning Specialist (PPS credential). Our classified staff includes 1.0 FTE support staff in the office, 2.25 FTE custodians, and 1.1 FTE food service assistants, and seven instructional aides who serve the school day. At the management level, Vallecitos employs a 1.0 FTE Superintendent/CBO, a 1/0 FTE Principal / MTSS Coordinator, a 0.75 FTE Nutrition Services Supervisor, a 1.0 FTE Business Manager, and a 0.625 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.

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

During 2024-25 our most notable gain was in student attendance:overall chronic absenteeism fell into the Blue band at 8.5 percent, down from the Red level a year earlier. Hispanic (8.0%) and English Learner (9.6%) groups joined that improvement, while Long-term English Learners posted a Green 5.9%. Nevertheless, White students (13.6%) and Students with Disabilities (12.9%) remained in Orange, reminding us that the work is not finished. District-wide suspension stayed low at 1 percent, with Hispanic, EL, and SED students all performed in the Blue range. However, the rate for Students with Disabilities was 6.5 percent (Yellow), urging continued emphasis on restorative alternatives.

ELA achievement showed steady forward movement. All students improved to a Distance from Standard (DFS) of-5.9, just shy of proficiency and Hispanic students narrowed their gap to -14.4. White students now stand a full 57.4 points above standard, providing evidence that our tier-one core program is effective when barriers are low. Even English Learners lifted slightly to -43.6 DFS, though Long-term English Learners (-82.4) and Students with Disabilities (-95.4) continue to lag well behind.

Mathematics remains our greatest academic challenge. Overall DFS held at -52.4, and gaps widened for key groups: English Learners (-83.3), Long-term English Learners (-128.5), Students with Disabilities (-121.4), and Socioeconomically Disadvantaged students (-63.7). The

lone bright spot in our Data at Vallecitos was in our White sub-group of students, who sit near standard (-6.3). These results confirm the urgency of our new math intervention cycle and professional development in conceptual instruction.

After reaching 61.1 percent in 2023, English Learner Progress dropped to 38.7 percent in 2024; by contrast, Long-term English Learners posted a strong 66.7 percent progress rate. Paired with last year's 11 percent reclassification rate, which exceeded our goal. This divergence tells us our early-stage newcomers need more targeted language acceleration while our LTEL supports are paying dividends.

Enrollment continues to grow from 188 in 22-23 to 190 in 23-24, and 195 in 24-25. During this period, our EL population declined to 44 percent and Homeless Youth rose to 10 percent. These demographic shifts, coupled with the data above, steer our 2025-26 LCAP priorities, which include sustaining attendance gains with subgroup-specific outreach, expanding restorative practices for Students with Disabilities, intensifying math scaffolds and coaching for EL and SED learners, and reigniting momentum in the English Learner Progress Indicator through a balanced focus on both early literacy and academic language development.

During our annual review of California School Dashboard results and local progress-monitoring data, we noted that Vallecitos students, especially English Learners and socio-economically disadvantaged pupils remain in the Low status band for ELA and mathematics, while chronic absenteeism is still at the High level. These findings mirror our needs assessment, which highlights persistent academic gaps, uneven attendance, and increasing social-emotional support requests. Each of these areas aligns with the allowable purposes set forth by the LREBG guidance so as a result, we will carry forward unexpended Learning Recovery Emergency Block Grant (LREBG) dollars to sustain three evidence-based Community Schools actions now listed in the 2025-26 LCAP as SEL Goal 2, Action 2.5, and 2.13 – MTSS Coordinator (0.40) FTE Principal) (LREBG).

Each action directly advances the statutory uses of LREBG funds by (1) allowing us to sustain critical student supports that serve the goals of the CCSPP grant, which maintains our MTSS and counseling supports beyond the term of the CCSPP grant. (2) integrating health, counseling, and mental-health services that mitigate barriers to learning; and (3) expanding evidence-based MTSS systems that accelerate learning recovery and provide targeted Tier 2 and Tier 3 interventions. Together, these supports are expected to raise CAASPP proficiency rates, improve iReady growth scores, reduce chronic absenteeism, and lower Tier 2/3 referral counts—metrics that are embedded in the "Measuring & Reporting Results" tables for the respective goals. LREBG resources will be drawn down over 2025-28, with progress analyzed annually until all funds are expended, at which point these actions will transition to ongoing funding sources.

Reflections: Technical Assistance

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

Vallecitos entered Differentiated Assistance in 2023-24 because English Learner, Hispanic, and socio-economically disadvantaged students showed red outcomes on the Dashboard in the areas of Chronic Absenteeism and Suspension and Expulsion. Guided by a SDCOE DA Coach, the superintendent, principal, and site team adopted the Satellite–Map–Street protocol: quarterly "satellite" reviews of Dashboard trends, mid-term "map" sessions that disaggregated attendance, behavior, and i-Ready results, and "street-level" empathy interviews. Another result of our conversations and work included the expanded the use of our independent study program to proactively address and support the needs of our families. This has so far been

The disciplined use of those cycles produced rapid gains. Chronic absenteeism moved from red to a blue 8.5 percent overall; the same indicator is blue for Hispanic students at 8.0 percent and for English Learners at 9.6 percent, while White students (13.6 percent) and Students with Disabilities (12.9 percent) remain in orange, signalling unfinished work. The all-student suspension rate fell to 1 percent, but Students with Disabilities still post 6.5 percent and White students 4.5 percent, categories that sit in yellow and orange respectively. English-learner progress reached 61.1 percent in 2023, then settled at 38.7 percent in 2024, while Long-term English Learners rose to 66.7 percent.

Because the district met the growth targets tied to our TA plan, SDCOE removed Vallecitos from active Differentiated Assistance and placed it on monitoring status for 2024-2025. The monitoring agreement preserves at least two check-ins a year and keeps the data-analysis tools in active use. Current cycles are concentrating on the two areas where gaps persist: chronic absenteeism and suspension for White students and Students with Disabilities, and academic performance in mathematics, where the Distance from Standard remains -52.4 overall and below -80 for English Learners and Long-term English Learners.

Goal 1 actions—first-best instruction, the full-time ELD coordinator, and push-in support now embed explicit mathematics scaffolds for English Learners, while Goal 2 actions keep the successful home-visit protocol, parent workshops, and PPS counseling in place to safeguard the attendance gains and reduce suspensions among Students with Disabilities. Continuous use of the Satellite–Map–Street cycle will ensure that the lessons learned during formal technical assistance remain the backbone of improvement work as Vallecitos moves forward under monitoring.

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 shape every iteration of the LCAP. Vallecitos operates on a shared leadership model with a team represented by each PLC group. The Leadership team focuses on items that relate directly to the work of teachers and their needs and we also maintain a MTSS Team, which supports collaboration efforts on meeting student needs. Each team meets once per month and has ample opportunity to engage in discussions that shape our LCAP priorities. Also, during each meeting, the faculty team is offered the opportunity to present informal feedback that drive our priorities. Additionally, the faculty is provided an opportunity to complete an annual staff survey that gauges the climate of the school and we also provide quarterly check-in opportunities. The results of this data also help drive our LCAP climate and safety goals. Toward the end of the year, the Superintendent provided an opportunity for all faculty and staff to meet and provide LCAP input and met with willing VEA members to specifically discuss LCAP initiatives for 2025-2026. This feedback informs a variety of goals including

Educational Partner(s)	Process for Engagement
Classified Staff (To Include Other School Personnel)	To engage our classified staff, we hold monthly paraprofessional meetings and maintain an electronic forum where staff are freely invited to engage with administration to report both immediate and long-term concerns that also help guide our initiatives and priorities. The staff are invited to participate in the same surveys as our faculty and we also offered them the same opportunity to meet with the Superintendent at the end of year. The Superintendent listened closely to the feedback of our classified team.
Parents/Community	To engage parents and community, Vallecitos Elementary School District hosted four separate LCAP listening sessions and invited all educational partners to participate. We hosted the events at various times of the day to provide opportunity for broad participation. In addition, we also invited our parents and community to complete various feedback surveys during the entire school year so that we have ongoing feedback about the effectiveness of our programs.

We also held numerous community engagement events throughout the year, which provided additional opportunities for interaction and engagement. The feedback from our parents and community. |
| Bargaining Groups | Vallecitos maintians only one bargaining group, which is the Vallecitos Educators Association. The VEA President and Superintendent engage in bi-weekly connections to keep each other informed with issues and priorities on campus. Through these conversations, the Superintendent receives valuable feedback that the administration team incorporates into our work and plans. |
| School Site Council | The Superintendent twice engaged with the School Site Council to solicit feedback that helps shape our goals and strategies. At the first meeting, we presented the current budget and illustrated the various priorities that they were tied to. At the second meeting, we presented the 24-25 LCAP and shared our status with implementing current goals and actions.

We then offered the SSC the opportunity to provide input and feedback about our goals and progress that helped refine our current year plan. |

Educational Partner(s)	Process for Engagement
Students	Our students are engaged through a variety of ways. Our Student Council meets monthly to discuss student business and this forum also sends feedback up to the administration team to inform our priorities. We also maintain an 8th Grade Leadership team who maintains responsibility for various assignments on campus that keep our work moving forward. We often check-in with this group for feedback since they are the veteran students and are in a good position to give feedback to the effectiveness of our efforts. Another important area of input by our students was in the development of a revised Mission/Vision statement for Vallecitos that aligns with our current LCAP goals and priorities. This was an effort that began in 24-25 and we expect to culminate in 25-26. The feedback received through this process has been very enlightening.
Principals and Administrators	Vallecitos is a very small district and we only maintain two administrators. Both have significant amounts of access to the data, feedback, and other information needed to drive our LCAP goals and actions. We are also the primary authors of the LCAP so our input is significant.
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 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.

Vallecitos kept a stakeholder-driven process throughout 2024–25 and used it to shape the adopted 2025–26 LCAP. Teachers and other staff were given the opportunity to meet individually with the superintendent for year-end reflections. The Superintendent and VEA President also held regular meetings to ensure that bargaining-unit input informed the main priorities and activities listed in the LCAP. Classified staff were invited to similar one-on-one conversations.

Student voice came through informal classroom conversations and a grades 4–8 Student Council, which met at least monthly. Themes from those discussions were reviewed alongside local survey results and used to refine campus-climate and engagement actions.

Parents and caregivers provided input via bilingual surveys, in-person engagement events, and through site based groups such as the School Site Council and DELAC. The District also make a deliberate effort to hold community LCAP forums that invited both parents and community to learn about our programs, finances, and to provide input into our LCAP based on community observations. This feedback, paired with Dashboard reviews, reinforced the plan's emphasis on attendance, literacy, and social-emotional learning and informed targeted adjustments where prior implementation showed gaps.

Specialized advisory input helped align the plan: the SELPA Coordinator regularly met with Vallecitos administration at numerous points during the year to review sections related to Students with Disabilities who are very well represented in our LCAP. SDCOE supported the district's monitoring phase after Differentiated Assistance. The full draft was posted for public comment ten days before the Board hearing, and remarks from that session were incorporated into the version the Board adopted.

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	CAASP ELA Results	11.4 points below standard (22-23 Dashboard results)	The final results for the 2024-2025 CAASPP are pending. The data		8 points below standard (2027 Dashboard results)	We decreased by 5.5 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		46% of 3rd-8th grade students at level 3 or 4 (23-24 results) 43% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)	available at this time is as follows: In 23-24, our CA School Dashboard Data is as follows: 5.9 points below standard (23-24 Dashboard results) 45% of 3rd-8th grade students at level 3 or 4 (24-25 preliminary results) 40% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (24-25 results)		AND 60% of 3rd-8th grade students score level 3 or 4 (2027 CAASPP results) OR 70% of 4-8th grade students showing growth by 1 or more levels or remain at a level 4 (2027 CAASPP results)	
1.2	CAASP Math Results	41.8 points below standard (22-23 Dashboard results) 32% of 3rd-8th grade students at level 3 or 4 (23-24 results) 27% of 4-8th grade students showed growth by 1 or more levels or remained at a level 4 (23-24 results)	The final results for the 2024-2025 CAASPP are pending. 41.8 points below standard (22-23 Dashboard results) 32% of 3rd-8th grade students at level 3 or 4 (23-24 results)		30 points below standard (22-23 Dashboard results) 40% of 3rd-8th grade students at level 3 or 4 (23-24 results) 50% of 4-8th grade students showed growth by 1 or more levels or	We decreased by 10.5 points.

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)		remained at a level 4 (23-24 results)	
1.3	CA Science Test Results	35% of students At or Above Grade Level	26% of students At or Above Grade Level		45% of Students At or Above Grade Level	We decreased by 9%
1.4	iReady Reading Scores	54% of students at Early On Grade Level or Above	45% at Early On Grade Level or Above		64% of Students at Early On Grade Level or Above	We decreased by 11%
1.5	iReady Math Scores	39% of students at Early On Grade Level or Above	43% at Early On Grade Level or Above		45% of Students at Early On Grade Level or Above	We increased by 4%
1.6	Informal Reading Inventory Assessment Scores	57% of students Mid-Grade Level or Above	73% of students Mid-Grade Level or Above		80% of students Mid-Grade Level or Above	We increased by 16%
1.7	Teachers are appropriately assigned and fully credentialed in the subject areas and for pupils that they are teaching.	93%	100%		100%	We increased by 7%
1.8	Every pupil in the school district has sufficient access to standards-aligned instructional materials.	100%	100%		100%	No Change. 100%
1.9	ELPAC Results- % of Students Moving Up One Level or More (or staying at level IV)	28%	41%		90%	We increased by 13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Percent of English Learners reclassified as English proficient.	11%	8%		25%	We decreased by 3%
1.11	Percent of students with IEPs meeting their required minutes of services	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%	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%		100% of teachers will participate in professional learning focused on the implementation of CCSS, NGSS, and/or ELD standards.	No Change. 100%
1.14	Percentage of students with access to a broad course of study that includes core academic subjects, arts, physical education, and enrichment programs.	100% of students have access to a broad course of study.	100%		100% of students have access to a broad course of study.	No Change. 100%

Goal Analysis [2024-25]

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

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

Ten of the twelve 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; push-in aides for IEP, ELD, combination classes; and the stand-alone TK classroom were staffed all year. Core digital tools such as (i-Ready, Renaissance) remained active. Basic Services expenditures rose which was inline with increased costs across nearly all sectors of the economy.

With respect to substantive differences between plan and reality, two actions were not implemented:

Action 1.9- Push-in Support for ELD Students cost less due in large part to attrition savings.

Action 1.10- Basic Services- We spent more in basic services compared to our original plan due in large part to the inflationary economic environment over the past year.

Action 1.11- Fund Stand Alone TK Classroom- We spent more in this area due to employing a classroom aide to support the classroom. At the time of the 24-25 LCAP adoption, we projected less than 12 students, but ended up with 13.

Action 1.12- Rosetta Stone for Long-term English Learners shows $0 spent. We did not implement Rosetta Stone due to lack of student interest during the 24-25 school year. We will continue to budget for this action in 25-26 and utilize the program to support our Long-Term English Learners.

Action 1.13- SIOP faculty training also shows $0 spent. Although we did not implement the SIOP training, we did devote one full PD day to strategies that support effective conversations with English Learners. We plan to implement SIOP training during 25-26.

Successes.

Our reading growth accelerated based on the results of the informal reading inventory, which showed that 73% of students finishing the year at or above mid-grade level, which is up from 57% the prior year. Our iReady Reading results corroborated that gain.

ELA achievement edged toward proficiency. Distance-from-Standard (DFS) improved to -5.9 for all students, moving the Dashboard indicator from Orange to Yellow. Access targets met. All students continued to receive standards-aligned materials and a broad course of study; 100 % of teachers remained appropriately assigned.

Challenges.

Mathematics performance slipped. DFS declined to –52.4 overall, and to –83.3 for English Learners and –121.4 for Students with Disabilities, confirming that existing supports were insufficient in math.

Unrealized language-development actions. The absence of Rosetta Stone licenses and SIOP refresher training limited the district's ability to provide differentiated academic-language scaffolds, particularly for Long-term English Learners whose ELA DFS remains –82.4.

Key take-aways for 2025-26.

The staffing and core-curriculum investments are producing solid gains in literacy but have yet to translate into math success or close persistent subgroup gaps. Re-funded Rosetta Stone licenses, scheduled SIOP workshops, and the newly added conceptual-math lesson-study cycle are embedded in next year's plan to address these specific shortcomings while sustaining the literacy momentum built in 2024-25.

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.

Material differences between Budgeted and Estimated Actual Expenditures – Goal 1 (2024-25)

Spending for Goal 1 closed the year at $2.26 million, just $6,954 (-0.3 %) below the $2.27 million plan. Most instructional salaries, digital platforms, and core programs tracked almost exactly to budget; the variances concentrated in a handful of actions.

Savings

First-Best Instruction and the three aide lines (Actions 1.1, 1.7, 1.8, 1.9) finished a combined $25k under budget because actual payroll and substitute costs were lower than projected.

Two professional-learning items including Rosetta Stone licenses and SIOP training (Actions 1.12 & 1.13) were not purchased, creating $6,780 in unspent funds.

Overruns

Basic Services (Action 1.10) exceeded projections by about $89k as year-end operational charges were booked to this line. This is in line with the increasing costs that we're experiencing across most sectors of the economy.

The stand-alone TK classroom (Action 1.11) required a dedicated aide as our enrollment rose to 13. This cost pushed that action to approximately 42% over our planned budget.

Because the under-runs on staff development and aide lines nearly offset the Basic Services and TK increases, the net variance for the goal remained immaterial.

Impact on Supplemental & Concentration (S&C) funds and Improved-Services percentage

Actual spending on S&C-funded Goal 1 actions finished slightly above the amount originally budgeted, so the Estimated Actual Percentage of Improved Services is virtually unchanged from the planned percentage reported in the Contributing Actions tables.
In short, Goal 1 executed as intended with minor under spending in several instructional lines was redirected to cover higher-than-forecast operational costs, while two deferred professional-learning purchases explain the few zero-dollar actuals shown in the annual update table.

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 our efforts to improve mathematics have been less effective and will be the highest learning priority for 25-26.

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 results. Our Informal Reading Inventory outcomes climbed from 57% to 73% of students reading at mid-grade level or above and CAASPP ELA Distance-from-Standard improved from -11.4 to -5.9 points, which are clear signs that tier-one instruction and small-group guided reading were effective. We intend to implement a similar kind of Math focus in the coming year.

English-language development actions.
The ELD Coordinator (1.2) and push-in aides for ELD students (1.9) coincided with an increase in the percentage of English Learners advancing one or more ELPAC levels (from 28 % to 41 %). However, the reclassification rate slipped from 11 % to 8 %, and the English-Learner Progress Indicator fell to 38.7 % in the 2024 Dashboard, signalling that language supports were partially, but not uniformly effective. In the coming year, we will make certain to deploy the Rosetta Stone action with our LTEL's in particular and implement the SIOP training to benefit all learners.

Special-population scaffolds.
Push-in aides for students with IEPs (1.7) and for the combination classroom (1.8) helped maintain compliance: 100 % of students with IEPs received required minutes and all pupils retained access to a broad course of study. Despite those safeguards, Students with Disabilities continue to post large academic gaps (-95.4 DFS in ELA; -121.4 DFS in math), so the staffing support has not yet translated into academic acceleration. In 25-26, we will utilize part of our engagement efforts to work very closely with our SPED families to ensure that we clearly articulate learning goals and work with parents to ensure that we are engaged in strategies to meet the needs of our SPED learners in school and at home.

Math and digital-platform actions.
i-Ready (1.5) and Renaissance (1.6) provided consistent assessment data, but outcomes were mixed: i-Ready Math early-on-grade-level rose four points (39% / 43%), yet CAASPP math DFS worsened from -41.8 to -52.4, and the share of students meeting standard dropped from 35% to 32%. These figures suggest that the diagnostic tools were implemented but have not, on their own, shifted instructional practice enough to boost achievement.

Facilities and TK start-up.

Basic Services (1.10) and the new stand-alone TK classroom (1.11) ensured fully credentialed teachers, standards-aligned materials, and an expanded early-learning seat count; early-literacy metrics for TK students will not surface until the next i-Ready window, so impact evidence is pending.

Actions not carried out.
Rosetta Stone for Long-term ELs (1.12) and faculty SIOP training (1.13) show $0 in actual expenditures, so their effectiveness cannot be judged; their absence likely limited academic-language growth. We did not implement these actions during 24-25, but plan to implement fully in 25-26 after we've conducted additional planning.

Summary.
Literacy investments—high-quality first instruction, guided reading, and dedicated ELD staffing—are moving students toward proficiency. In contrast, math achievement and English-learner reclassification lag, and two planned language-development actions were not delivered. In 25-26, we intend to align all of our efforts to improve in Math and STEM fields in the same way that we impacted our reading achievement.

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 2025-26

After reviewing 2024-25 results and gathering teacher and family feedback, the only adjustment we made to Goal 1 is the creation of Action 1.14 – Fund Full-Day TK/K Combination Classroom. No metrics, target outcomes, or other actions were altered.

We developed the new action, because revenue growth slowed sharply, and the district briefly considered shortening the existing TK program to a half-day model in order to preserve budget. With close collaboration of our MTSS Team and SEL Specialist, we developed a solution that emphasized that early-learning hours were critical for language development and school-readiness skills. To preserve a full instructional day and protect class size, leadership combined the smallest TK and kindergarten cohorts into one room and added classified support. This decision maintains the extended schedule without increasing certificated staffing costs.

What the action does.
The new TK/K classroom will run a full-day schedule, deliver integrated language, literacy, math, and SEL lessons, and provide additional aide time so students who are still developing kindergarten-level readiness can learn at an appropriate pace. It is funded with $152,497 in supplemental and concentration dollars and is designed to serve low-income pupils, English Learners, and foster youth across the LEA. This model will also allows us to provide remediation for Kindergarten students that are not meeting their current targets and ensure that they possess all foundational skills when they exit third grade.

How it links to prior reflection.
Early-grade data show widening gaps by third grade when students lack robust preschool experiences. By retaining a full-day option and embedding kindergarten peers, the combination model gives TK students more peer language models and offers struggling kindergartners a developmentally aligned setting, which directly addresses the readiness issues surfaced in last year's achievement data.

Aside from this early-learning enhancement, all other Goal 1 statements, metrics, and target outcomes remain unchanged for 2025-26.

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. Given that approximately 50% of the student population are English Learners and 80% are socioeconomically disadvantaged, the school's approach will involve culturally responsive teaching strategies, language development support, and equitable access to resources and opportunities. Teachers will receive professional development focused on culturally relevant pedagogy, language acquisition strategies, and effective classroom management techniques. In order to build capacity schoolwide, the Reading Specialist, ELD Coordinator, and Principal will be trained on Diane Sweeney's Student Centered Coaching. All teachers will participate in at least two coaching cycles throughout the school year as classroom embedded professional development. The focus of these coaching sessions will be implementation of strategies for English Learners and Students with Disabilities, but will benefit ALL students. Part of Student Centered Coaching includes the coaching team working together to develop systems for collecting evidence of impact. This will take place year one and evidence will be collected and monitored regularly. Regular assessments will be used to monitor student progress and inform instructional decisions, with interventions provided as needed to address gaps in learning. Family and community engagement will also be prioritized	$821,946.00	No

Action #	Title	Description	Total Funds	Contributing
		to ensure a collaborative approach to supporting student success. Overall, "First Best Instruction" in this context emphasizes equity, inclusivity, and excellence in teaching and learning.		
1.2	Maintain Full-Time English Language Development Coordinator	Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development. The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students.	$105,629.00	Yes
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	$112,785.00	Yes

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

Action #	Title	Description	Total Funds	Contributing
1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program	Implement and sustain the Rainbows Road to Reading program as a cornerstone of literacy development within Vallecitos School District's LCAP. This guided reading initiative provides personalized instruction tailored to students' individual reading levels and needs. Through small group sessions led by trained educators, students receive targeted support to strengthen their reading comprehension, fluency, and vocabulary skills. By fostering a love for reading and improving literacy proficiency across all grade levels, the program enhances academic achievement, promotes equity, and empowers students with the foundational skills necessary for lifelong learning and success in all subject areas.	$3,700.00	No
1.5	Maintain iReady Platform for Supplemental Instruction	i-Ready is an online program for reading and/or mathematics that will help our teachers determine their students' needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows our teachers to meet the student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction.	$12,100.00	No
1.6	Maintain Renaissance Platform Access	Accelerated Reader (AR) and myON both play pivotal roles in enhancing ELA achievement. AR engages students in independent reading by offering a wide range of leveled texts and assessing comprehension through quizzes, fostering reading fluency and comprehension skills. Meanwhile, myON provides access to a vast digital library with personalized recommendations, allowing students to explore diverse genres and topics aligned with their interests and reading levels. Together, these programs promote literacy development, expand vocabulary, and cultivate a love for reading, ultimately boosting ELA achievement by empowering students to become proficient, confident readers across various text types and formats.	$6,677.00	No
1.7	Support Push-in Aides for 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	$148,067.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. The aides will deliver personalized assistance, help differentiate instruction, and ensure that students can fully access and engage with the curriculum. This approach fosters an inclusive learning environment, addresses individual learning needs, and helps bridge achievement gaps. By providing special education aides in the classroom, students receive immediate and tailored support, enhancing their ability to grasp and master core subject material. This action supports differentiated instruction and helps teachers manage diverse learning needs more effectively. Effectiveness will be measured through student progress on standardized assessments, classroom grades, and achievement of IEP goals. Additional metrics include monitoring improvements in attendance and engagement, as well as collecting feedback from teachers, aides, and students to assess the overall impact of the support provided.		
1.8	Aide to Support Combination Classroom(s)	This action funds the employment of aides in combination classrooms to specifically support unduplicated students, including those who are Socioeconomically Disadvantaged, English Learners, and Foster Youth. Combination classrooms, which group students from different grade levels, present unique instructional challenges. The presence of aides ensures that unduplicated students receive targeted assistance, helping them navigate and succeed in this complex learning environment. Aides in combination classrooms provide personalized support and help differentiate instruction, ensuring that unduplicated students can effectively access and engage with the curriculum. This targeted assistance addresses the diverse learning needs of these students, helping them achieve proficiency and make adequate progress in core subjects. The effectiveness of this action will be monitored through student progress on standardized assessments, classroom grades, and other academic performance indicators. Additional metrics include tracking attendance and engagement levels, as well as gathering feedback from teachers, aides, and students to evaluate the impact of the aides' support on student learning outcomes.	$47,512.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$46,424.00	Yes
1.10	Basic Services	Non-instructional / Student support, administrative, and operational functions that consume LCFF funds to support our instructional program.	$887,182.00	No
1.11	Fund Stand Alone TK Classroom	The Vallecitos Elementary School will fund a full-day Transitional Kindergarten (TK) classroom with supplemental and concentration dollars. This program will cater to the early educational needs of all students, with a specific focus on those from our high unduplicated population. The TK classroom aims to provide a strong educational foundation through an enriched curriculum and targeted support, ensuring readiness for kindergarten and beyond. The extended hours will allow for comprehensive developmental activities, individualized attention, and family engagement opportunities, fostering a nurturing learning environment that supports both academic and social-emotional growth.	$1,330.00	Yes
1.12	Rosetta Stone for Long-Term English Learners	To improve English proficiency among our Long-Term English Learners, we will purchase Rosetta Stone software to support their growth in English Language Arts, Math, and Science. This interactive platform offers personalized learning, enhancing listening, speaking, reading, and writing skills. With adaptive lessons tailored to individual needs and flexible online	$2,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access, students can practice both in and out of school, helping close the achievement gap, improving English proficiency, and supporting their academic success across all subjects.		
1.13	SIOP Training to Faculty	To support the development of language acquisition for our English Learners, we will conduct a professional development day focused on Sheltered Instruction Observation Protocol training. This training will equip educators with strategies to integrate language and content instruction, making lessons more accessible for English Learners. By enhancing teachers' abilities to deliver effective, language-focused instruction, we aim to improve EL student outcomes and ensure consistent growth across core academic subjects. Although 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 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.	$152,497.00	Yes

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%	Improved by 3.55%
2.2	Suspension Rate (LREBG)	1%	1%		0.5%	No Change.
2.3	Chronic Absenteeism Rate (LREBG)	23.7%	4.6%		10%	Improved by 19.1%
2.4	Indicators from the Healthy Kids Survey for Parents- Average percent of respondents	-School is a safe place for my child: 50% -School actively seeks input of parents: 43%	-School is a safe place for my child: 96%		-School is a safe place for my child: 60%	-School is a safe place for my child: Improved 46% -School actively seeks input of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reporting "Strongly agree" and Agree" -School is a safe place for my child. -School actively seeks input of parents. -School motivates students to learn.	-School motivates students to learn: 64%	-School actively seeks input of parents: 76% -School motivates students to learn: 88%		-School actively seeks input of parents: 53% -School motivates students to learn: 74%	parents: Improved 33% -School motivates students to learn: Improved 24%
2.5	Indicators from the Healthy Kids Survey for 7th-8th grade students-Average percent of respondents reporting "Strongly agree" and "Agree" -I feel safe at this school. -I am happy to be at this school. -I do things that make a difference. -I try hard on my school work because I am interested in it.	-I feel safe at this school: 66% -I am happy to be at this school: 67% -I do things that make a difference: 27% -I try hard on my school work because I am interested in it: 54%	-I feel safe at this school: 64% -I am happy to be at this school: 55% -I do things that make a difference: 29% -I try hard on my school work because I am interested in it: 58%		-I feel safe at this school: 80% -I am happy to be at this school: 80%' -I do things that make a difference: 50% -I try hard on my school work because I am interested in it: 80%	-I feel safe at this school: Declined 2% -I am happy to be at this school: Declined 12% -I do things that make a difference: Improved 2% -I try hard on my school work because I am interested in it: Improved 2%
2.6	Indicators from the Healthy Kids Survey for 3rd-6th Grade Students-Average percent of respondents reporting "Strongly agree" and "Agree"	-Do you feel safe at school? 72% (grades 3-6) • Are you happy to be at this school? 73% (grades 3-6)	-Do you feel safe at school? 86% (grades 3-6) • Are you happy to be at this school? 86%		-Do you feel safe at school? 82% (grades 3-5) • Are you happy to be at this school? 83%	-Do you feel safe at school? Improved 14% (grades 3-6) • Are you happy to be at this school?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Do you feel safe at school? -Are you happy to be at this school? -Do the teachers and other grown-ups at school ask you about your ideas? -Do you get to do interesting activities at/when you participate in school?	-Do the teachers and other grown-ups at school ask you about your ideas? 30% (grades 3-6) -Do you get to do interesting activities at/when you participate in school? 52% (grades 3-6)	(grades 3-6) -Do the teachers and other grown-ups at school ask you about your ideas? 43% (grades 3-6) -Do you get to do interesting activities at/whe43%n you participate in school? 50% (grades 3-6)		(grades 3-6) -Do the teachers and other grown-ups at school ask you about your ideas? 60% (grades 3-6) -Do you get to do interesting activities at/when you participate in school? 72% (grades 3-6)	Improved 13% (grades 3-6) -Do the teachers and other grown-ups at school ask you about your ideas? Improved 13% (grades 3-6) -Do you get to do interesting activities at/whe43%n you participate in school? Decreased 9% (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%		100% of chronically absent or at-risk of being chronically absent students will receive at least one home visit.	Decreased by 25% (Intentionally)
2.8	Indicators from the Healthy Kids Survey to assess for perceptions of safety and connectedness for staff-Average percent of respondents reporting	-School is a safe place for staff: 85% -Adults who work at this school support and treat each other with respect: 46%	-School is a safe place for staff: 94% -Adults who work at this school support and treat		-School is a safe place for staff: 100% -Adults who work at this school support and treat	-School is a safe place for staff: Increased by 9% -Adults who work at this school support and treat each other with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Strongly agree" and "Agree" -School is a safe place for staff. -Adults who work at this school support and treat each other with respect. -This school motivates students to learn:.	-This school motivates students to learn:77%	each other with respect: 69% -This school motivates students to learn:94%		each other with respect: 85% -This school motivates students to learn:100%	respect: Increased by 23% -This school motivates students to learn: Increased by 17%
2.9	-Number of Engagement Opportunities -% 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.	-1 Family Movie Night and -Orientation: unknown -1 Cultural Celebration Night: unknown -3 Lunch on the Lawns: unknown -1 Back to School Night: 58% attendance from families -1 Parent Teacher Conferences; -1 Open House: 69% attendance from families -4 DELAC Meetings: 4% attendance from families AND Indicators from the Healthy Kids Survey for	• 1 Family Movie Night and Orientation- unknown -Hispanic Heritage Celebration/DELAC- 31% attendance from families • 3 Lunch on the Lawns- 52% attendance from families • Fall Festival- unknown -Parent Teacher Conferences- 78% attendance from		-1 Family Movie Night and Orientation: 90% attendance from families -1 Back to School Night: 95% attendance from families -4 DELAC/Cultural Celebration Nights: 70% attendance from families -4 Lunch on the Lawns: 65% attendance from families -1 Parent Teacher Conferences: 100% attendance from families -1 Open House: 95% attendance from families	• 1 Family Movie Night and Orientation- unknown -Hispanic Heritage Celebration/DELAC- +%31 attendance from families • 3 Lunch on the Lawns- +52% attendance from families • Fall Festival- Exact % unknown, but was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	AND # Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree" -School encourages me to be an active partner. -Parents feel welcome to participate in this school. -School actively seeks the input of parents.	Parents- Average percent of respondents reporting "Strongly Agree" -School encourages me to be an active partner: 64% -Parents feel welcome to participate in this school: 80%. -School actively seeks the input of parents: 43%	families Open House/Viking Arts and Culture Night- 75% attendance from families -CALFresh Healthy Cooking Class- .5% attendance from families -Mano a Mano Parent Workshops- 5% attendance from families		-1 Talent and Art Show: 75% attendance from families Indicators from the Healthy Kids Survey for Parents- Average percent of respondents reporting "Strongly Agree" -School encourages me to be an active partner: 80% -Parents feel welcome to participate in this school: 100%. -School actively seeks the input of parents: 75%	well attended. -Parent Teacher Conferences- +78% attendance from families Open House/Viking Arts and Culture Night- +75% attendance from families -CALFresh Healthy Cooking Class- +0.5% attendance from families. -Mano a Mano Parent Workshops- % attendance from families- +5%
2.10	School facilities are maintained in good repair	91.52% (FIT)	85.27% (Fair)		96% (FIT)	Declined by 4.48%
2.11	Pupil expulsion rates (LREBG)	0.5%	0.5%		0%	No Change.
2.12	Middle School dropout rates	0%	0%		0%	No Change.
2.13	Number of home visits to follow-up on attendance and other achievement	Home visits for 15% of our chronically absent students.	Home visits for 0% of our chronically absent students.		Home visits for 85% of our	Declined by 15% (Intentional)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.				chronically absent students.	
2.14	IEP meeting parent participation rate (LREBG)	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		4 per year (quarterly).	No Change.

Goal Analysis [2024-25]

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

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

Goal 2 — Analysis of 2024-25 Implementation

Vallecitos set out to strengthen attendance, climate, safety, and family–school partnerships through 13 actions. Implementation was largely successful: 11 of the 13 actions were delivered in full or with only minor adjustments, and the outcomes show clear movement in the right direction.

Implementation highlights-
Family-engagement events (Action 2.1). The school year opened with a Movie-Night Orientation and continued with Back-to-School Night, four DELAC/Cultural Celebrations, four Lunch-on-the-Lawns, conferences, and an Open House/Talent Show. Event costs came in about $17,000 under budget because our Data Technician who was funding through this action resigned before the start of the 24-25 school year. Other office personnel picked up the workload for this person and the result was a cost savings for this action. However, participation and

performance in this area remained strong; the annual parent survey climbed to 80% for "school encourages me to be an active partner" and 100% "parents feel welcome to participate." We are proud of our efforts to make Vallecitos a more welcoming and inclusive campus.

Positive-attendance incentives. The Viking Ticket Store (2.4) operated weekly, and a new Perfect-Attendance party line (2.13) was added after the adoption of the 24-25 LCAP. This action was funded from savings in the Home Visit Action (2.2). These incentives, coupled with consistent noon-duty supervision (2.11) and Second Step lessons (2.7), coincided with a dramatic drop in chronic absenteeism, which went from 23.7 % to 8.5 % (Blue) overall and Blue for every unduplicated subgroup except White and Students with Disabilities.

Counseling and SEL supports (2.5). The PPS counselor delivered small-group SEL tiers and participated in our MTSS efforts to identify and meet the needs of struggling students. The position cost $11,000 more than projected because of salary placement movement and additional admin support activities, but it gave students ready access to restorative-practice circles that helped hold the all-student suspension rate at 1%.

Substantive differences-
Home visits (2.2) and psychological-services contract (2.12) show $0 actuals. With absenteeism falling sharply by October, staff determined that Tier I incentives were meeting most needs; visits were postponed and funds redirected to Perfect-Attendance celebrations. School Psychologist minutes were absorbed by the on-site PPS counselor, allowing the outside contract to lapse.

Mano a Mano partnership (2.8) doubled in cost because the district opted for a full-service agreement that included evening workshops and translation—raising the line from $3,000 to the full $6,000 allocation.

Successes- Chronic absenteeism improved two color bands, landing in Blue for All, Hispanic, EL, SED, LTEL, and Homeless Youth groups. Parent-survey marks for safety and partnership rose 10–32 percentage points over baseline. Suspension held steady at 1 % overall, with Hispanic, EL, SED, and Homeless Youth in Blue.

Challenges- White students (13.6 % absenteeism) and Students with Disabilities (12.9 %) remain in the Orange band, and SWDs recorded a 6.5 % suspension rate (Yellow). These data points show that a one-size incentive model does not equally reach every subgroup. Staffing constraints limited capacity for the home-visit model first piloted in Differentiated Assistance; without that Tier III outreach, a small cadre of students continued to miss school persistently.

Overall assessment- Goal 2 actions were mostly implemented as planned and proved effective in lifting attendance, sustaining low suspension, and expanding family engagement. The few actions that posted $0 actuals (home visits, outside psych services) did not derail progress this year but left notable gaps for Students with Disabilities and White students that will be addressed in the 2025-26 plan.

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

Material differences – Goal 2 budget vs. estimated actual (2024-25)

Spending for Goal 2 closed the year below plan by roughly $10 000. Most variance came from four lines that were underspent or not used at all, partially offset by a handful of modest overruns and one newly added incentive. The differences did not materially change the overall services provided, nor did they move the district's calculated Percentage of Improved Services, which remained essentially unchanged in the Contributing-Actions table.

2.1- Family & community-engagement events (Action 2.1) cost $59,951 versus $79,569 budgeted (-$19,618). This in large part due to attrition savings. The Data Technician resigned and the Superintendent and School Secretary absorbed her duties, which resulted in savings.
2.2- Home-visit outreach (2.2) was not implemented in 2024-25, leaving $5,421 unspent. We opted to not engage in this activity and diverted the funds to a more positive attendance strategy.
2.5- PPS counselor (2.5) closed at $104,572—about $11,000 above plan due to unknown salary schedule movement after budget and also an additional stipend for extra work performed.
2.12- Psychological-services contract (2.12) was likewise unused, freeing $6,021. This action was implemented, but was not projected to utilize LCFF funds at the time of the plan submission.
2.13- Perfect-attendance celebrations (2.13) were not in the original budget but cost $5,359 once added mid-year. This cost was primarily covered by not implementing Action 2.2.

Minimal or no variance
Parent-education workshops (2.3), Viking Ticket Store rewards (2.4), field-trip allocations (2.6), Second Step licences (2.7), GoGuardian (2.9), and campus supervision (2.11) all finished within a few hundred dollars of plan.
Because the underspent outreach and psych-services lines exceeded the cumulative overruns, Goal 2 ended slightly under budget while still funding every day-to-day service it committed to deliver. The shift of Home-Visit dollars to incentive parties and additional counselor time preserved the intended focus on chronic-absenteeism support for unduplicated pupils, so the Estimated Actual Percentage of Improved Services for Goal 2 stayed virtually identical to the planned percentage reported last spring.

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

Effectiveness of Goal 2 actions (2024-25)

The cluster of attendance, climate, and engagement actions under Goal 2 produced clear gains where they were fully implemented, while two unfunded items left notable gaps for specific groups.

Attendance incentives and campus climate supports-
Weekly Viking Ticket Store rewards, a new Perfect Attendance celebration line, and daily campus-supervision coverage worked in tandem with the PPS counselor's MTSS efforts to reduce chronic absenteeism from Red two years ago to 8.5 % and Blue in 2024. Hispanic (8.0 %), English Learner (9.6 %), SED (9.2 %), and Homeless Youth (9.1 %) groups also landed in Blue. White students (13.6 %) and Students with Disabilities (12.9 %) remain Orange, showing that the universal incentive model did not fully reach every subgroup.

Restorative and SEL services-

The full-time PPS counselor and Second Step platform helped keep the all-student suspension rate at 1%. Hispanic, EL, SED, and Homeless Youth groups all posted Blue or Maintain status. The approach was partially effective for Students with Disabilities (6.5%, Yellow) and White students (4.5%, Orange), indicating a need for more specialized behavioral supports.

Family-engagement actions-
Multiple on-campus events, such as Movie Night, Back-to-School Night, our DELAC cultural evenings, Lunch-on-the-Lawns, conferences, and Spring Open House were delivered as outlined in Action 2.1. Parent Engagement Workshops (2.3) and the Mano A Mano partnership (2.8) also occurred; while the Dashboard does not track engagement directly, steady turnout and continued volunteer recruitment suggest these actions supported the positive shifts in attendance.

Actions with no implementation-
Home Visits for Tier II/III students (2.2) and the outside psychological-services contract (2.12) show $0 actuals; therefore their intended impact, which includes individualized outreach for the hardest-to-reach students was not realized. As mentioned previously, we did execute 2.12, but opted to use alternate funding. These omissions likely contributed to the persistent Orange status for White and SWD absenteeism.

Overall reflection-
Implemented actions met the goal's broad intent: school-wide attendance now sits in the state's highest band and suspensions remain low. Where subgroup gaps persist, they map closely to the two attendance/behavior actions that were not carried out, confirming the need to reinstate targeted home visits and add specialized behavior supports in 2025-26.

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 2 for 2025-26

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 the same. Only one substantive adjustment has been made:

Action 2.2 — Home Visits are temporarily narrowed. The action existed in the 2024-25 plan but was not implemented; reflections on the Orange-band absenteeism of White students (13.6 %) and Students with Disabilities (12.9 %) showed that these two groups did not benefit fully from our universal incentives. For 2025-26, the home-visit protocol will trigger after five unexcused absences specifically for those two subgroups. The School Administrator and PPS counselor will lead the visits who are both trained in restorative questioning.

We also added an action for 2.14, which is Attendance Parties. To focus more on positive attendance strategies, we added Action 2.14, which are monthly perfect attendance parties. This positive approach to attendance intervention had a positive affect on our overall outcome in this area.

Since every other action delivered its intended service and produced Blue-band attendance for all remaining subgroups, no other existing actions were removed. To monitor the revised focus, two internal benchmarks have been written into the attendance metric: reduce chronic absenteeism for Students with Disabilities and for White students to = 9 percent by June 2026. All other target outcomes stay as adopted last year.

In sum, the only change to Goal 2 is the reactivation and re-targeting of Action 2.2 to 2.14 and we will closely monitor outcomes to shift resources back and forth between the two as needed. The goal statement, core metrics, and remaining actions continue unchanged, reflecting stakeholder feedback that the current suite of incentives, supervision, counseling, and family-engagement events is effective and should be maintained.

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: -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. -2 Back to School Night- Families will have a chance to meet teachers and learn expectations for the school year. -4 DELAC/Cultural Celebration Nights- Paired with DELAC meetings, these events allow families to share traditions, foods, and cultures with each other. We want all of our families to feel welcome and appreciated. -4 Lunch on the Lawns: These events are opportunities for families to have lunch with their students. During these events, parents are also asked for feedback via surveys throughout the year.	$48,875.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-1 Parent Teacher Conferences: This is an opportunity for families to connect with each teacher and partner on the academic success of each student. -1 Open House/Talent and Art Show: 75% attendance from families- This event allows students to showcase their academic, artistic, and other talents for the community. We want all of our students to feel seen and sharing their work and talents with an authentic audience is a means to make this happen.		
2.2	Home Visits for Tier II and III Attendance Concerns	Conduct regular home visits for our students who exhibit attendance patterns that lead to chronic absenteeism. This is an area where we are 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.	$15,960.00	Yes
2.4	Viking Ticket Store	Through out PBIS initiative students earn Viking Tickets for demonstrating our Three Be's- Be Safe, Be Respectful, Be Responsible. The students are able to cash the tickets in for various kinds of merchandise distributed from the Viking Store, as well as experiences such as reading to students in another classroom or choosing a staff member's hairstyle for the day.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The funds allocated in this action will encourage students to make an extra effort to add value to the campus environment. Vallecitos School District will support the Viking Store with supplemental and concentration grants due to the fact that we expect this action to provide advantages for students who are Socioeconomically Disadvantaged, homeless, foster youth, and English learners. Specifically, the store is intended to address their unique needs by motivating and inspiring positive behavior. By earning Viking Tickets through exemplary efforts and citizenship, these students will have access to desirable merchandise they might otherwise be unable to afford, fostering a sense of inclusivity and reducing financial disparities among peers. Additionally, for Socioeconomically Disadvantaged students, the Viking Store creates a reward system that acknowledges their hard work and incentivizes continued academic excellence. Homeless and foster youth can benefit from a sense of achievement and belonging, as they earn Viking Tickets through positive behaviors, boosting their self-esteem and integration into the school community. English learners will be motivated to 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-being. This action will support Vallecitos in two of our under-performing areas, chronic absenteeism and suspensions.	$100,398.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$5,900.00	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.	$6,000.00	Yes
2.9	Maintain GoGuardian Contract	GoGuardian is a digital learning management platform aimed at enhancing student engagement, safety, and academic success. This action involves integrating GoGuardian's suite of tools to monitor student online activity, provide real-time support, and facilitate personalized learning experiences. By implementing GoGuardian, Vallecitos aims to promote responsible digital citizenship, ensure online safety, and optimize learning outcomes in both traditional and remote learning environments, thus supporting the district's commitment to providing a secure and effective digital learning environment for all students. Although the action is school wide not contributing specifically to the needs of our unduplicated students, it provides significant supports to unduplicated students in a number of ways. Integrating GoGuardian into Vallecitos' digital learning environment provides tailored support for each of the unduplicated student groups. For our English Learners, GoGuardian enables educators to monitor online activity closely, ensuring that they access appropriate resources for language development. The platform's ability to track student progress and provide real-time feedback helps teachers identify areas where ELs may need additional support, allowing for targeted interventions that enhance their language acquisition and overall academic performance. Also, the students can communicate with the teacher through the platform privately, which reduces the fear and anxiety that newcomer EL's might experience when first having to communicate in their classroom. For our socioeconomically disadvantaged and foster youth students, GoGuardian helps bridge the digital divide by ensuring equitable access to educational content and resources. The platform's real-time monitoring	$7,550.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	$510.00	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	$70,561.00	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 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.	$7,489.00	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.	$62,792.00	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	$5,059.00	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.		

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%		100%	Increased by 5.6%
3.2	Percent of Students Who Visit Off-Campus Places of Work Each Year	13.68%	100%		100%	Increased by 86.32%

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		20	Increased by 300%
3.4	Number of Visits from Career Representatives Each Year (includes Virtual)	3	26		20	Increased by 767%
3.5	Percent of Students Fully Completing Xello/SchooLinks Profiles	0%	90%		80%	Increased by 90%

Goal Analysis [2024-25]

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

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

Goal 3 — Analysis of 2024-25 Implementation

The college-, career-, and future-readiness goal was carried out largely as planned. All field-based exploration, mentorship, and curriculum-integration actions were funded and executed, and the one mid-year change—replacing the SchooLinks platform with Xello—was completed without disrupting service.

Overall implementation
Classroom lessons on career exploration and soft skills ran during SEL Push-in periods after the January transition.
Each grade span (K-2, 3-5, 6-8) participated in at least one career or university visit.
Guest-speaker slots were filled each trimester, pairing community volunteers with grade-level projects.

Substantive differences between plan and reality
Digital platform swap. Action 3.5 (subscription of Xello) remained at $0 when the district opted instead to implement Action 3.6, adoption of SchooLinks, after pricing and functionality reviews. The budget line for SchooLinks absorbed the dollars originally set aside for Xello and also required additional funding as the program cost increased significantly.
No other actions were cancelled or deferred. All remaining lines show expenditures that align closely with budget, and no unplanned actions were added.

Successes experienced

The seamless move to SchooLinks meant students in grades K-8 student retained continuous access to an age appropriate online profile, interest inventory, and course-planning tools without service gaps.
Community visits resumed to pre-pandemic frequency, and staff reported strong family turnout for our March 20, 2025 Career Day event, suggesting that the goal retained high visibility.

Challenges encountered
The compressed migration window required our students and SEL Specialist to learn a new platform mid-year, limiting the depth of student portfolio work that could be completed before June.
Transportation costs for workplace and college trips continue to climb, squeezing the per-pupil experience budget.

In sum, Goal 3 was implemented as designed with one planned vendor substitution; all program elements remained intact, but time and cost pressures around the new platform and trip logistics point to a need for earlier staff training and diversified funding sources in 2025-26.

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.

Material differences – Goal 3 budget vs. estimated actual (2024-25)

3.1- We anticipate spending slightly more than expected due to increased transportation costs and trip opportunities. We shifted budget way from 3.2 to offset.
3.2- We did not get off campus as many times as we expected for this action. We temporarily shifted some of the budget from Action 3.2 to 3.1.
3.4- We did not implement Xello. The cost was significantly more than planned so we decided to review other programs and selected a different product (SchooLinks).
3.5- We implemented SchooLinks instead of Xello. Action 3.5 replaces Action 3.4.

Goal 3 closed the year essentially on target. The only notable shift involved the mid-year decision to discontinue Action 3.5 (SchooLinks license) and adopt Action 3.6 (Xello) instead: The amount originally budgeted for Xello shows $0 in estimated actuals because the license was never purchased. An increased dollar figure was moved to the new SchooLinks line, which appears as a single-year expenditure under Action 3.6.

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

Effectiveness of Goal 3 actions (2024-25)

Vallecitos' college, career, and future-readiness initiatives were carried out much as envisioned, and the year's activities gave every grade span authentic exposure to post-secondary pathways. We expect to increase the number of visits in 25-26, but wverall, the actions proved effective in sustaining student interest and family participation, though the mid-year change to SchooLinks to limited the district's ability to collect meaningful end-of-year portfolio data.

Digital exploration platform (Action 3.6 – SchooLiniks, replacing planned Xello)
Switching vendors in January preserved continuous student access to an online interest inventory and goal-setting tool, preventing a service lapse that could have derailed advisory lessons. Teachers reported that the new interface was intuitive for students, but the tight migration window left little time for staff training, so students created basic profiles rather than the deeper multi-year artifacts originally planned.

Classroom lessons and advisory modules
Career-awareness mini-units ran for all grades during SEL blocks. Lesson completion logs show that every class reached the introductory standards (self-reflection, career clusters, soft-skills vocabulary). The breadth goal of exposing students to at least five career fields was met. However, depth was uneven across students and classes because of our late start.

Field trips to colleges and workplaces
Each grade span completed at least one off-site visit (universities for upper grades, local employers for younger students). Staff reported strong engagement and interest for our students.

Guest speakers and College & Career Night
Community volunteers filled all planned guest-speaker slots, and March's Career Fair drew a mix of visitors to the campus to share their professions with the students. We had over 12 careers represented in various fields ranging from service, to machining, to law enforcement, and medicine. The event kept post-secondary planning visible and provided anecdotal evidence that families value the district's efforts.

Equity of access and measurable impact
Every unduplicated pupil had the same opportunity to participate in lessons, field trips, and events. Because the digital-platform migration interrupted data collection, the district could not compare start- and end-of-year completion rates for student portfolios. As a result, Goal 3 lacks a clean quantitative measure of growth, even though qualitative indicators—classroom engagement, student conferences, and parent feedback—suggest positive movement.

Summary
Most actions under Goal 3 functioned as intended: students explored careers in class, met professionals on campus, and visited real-world workplaces and colleges. The biggest constraint was time—both the learning curve required by the new SchooLinks system and the squeeze created by increased field-trip costs. Going forward, earlier implementation of SchooLinks and diversified funding for transportation will be essential to deepen student portfolios and ensure that every grade level can complete the full menu of planned experiences.

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 3 for 2025-26

Reflections on 2024-25 implementation suggested that the goal's structure is sound; therefore the goal statement, its college and career readiness metrics, and the end-of-year target outcomes remain unchanged. One practical adjustment and two small clarifications have been made:

Platform alignment. We discontinued Action 3.4 and replaced with Action 3.5 (purchase of the SchooLinks license). SchooLinks license and support carries forward with more budget than originally planned for Action 3.4, but the expected outcome is essentially the same.

All other actions such as field trips, guest speakers, our Career Day, and classroom advisory lessons remain intact with the same budgets, timelines, and success criteria established last year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Field Trips	To advance college and career readiness i then Vallecitos School District, we will facilitate annual visits to three colleges per year. This action exposes students to diverse higher education institutions, offering firsthand insights into academic programs, campus life, and career pathways. By organizing college field trips, Vallecitos equips students with the knowledge and inspiration to pursue post-secondary education and career goals. These visits foster exploration, aspiration, and informed decision-making, empowering students to envision their future paths and take proactive steps toward achieving academic success and fulfilling their potential in college and beyond.	$4,130.00	Yes
3.2	Career Visits / Field Trips	Vallecitos School District will organize workplace field trips or visits for the students. This action immerses students in real-world career environments, providing hands-on experiences and insights into various professions and industries. By visiting workplaces, students gain practical knowledge, explore career interests, and connect classroom learning to future aspirations. The field trips foster career exploration, cultivate essential workplace skills, and inspire students to set academic and career goals aligned with their interests and strengths. Through experiential learning opportunities, Vallecitos prepares students for success in post-secondary education and diverse career pathways.	$5,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
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
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	Vallecitos will utilize SchooLinks for career exploration and provide a district-wide license for all students in grades TK-8. Our School Counselor	$2,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Career Exploration Program for Students in K-5. (NEW ACTION)	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. 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 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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$718,823	$87,878

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
35.158%	2.792%	$55,803.75	37.950%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Maintain Full-Time Reading Specialist **Need:** With over 80% of our student population being unduplicated pupils, there is a critical need to enhance literacy skills across the school. Many students require additional support to achieve grade-level proficiency in reading, which is fundamental to their overall academic success. According to 2023 CAASPP ELA	Funding a Reading Specialist position through LCFF Supplemental and Concentration grant funds will be a strategic investment to address the diverse literacy needs of students, particularly those facing challenges in reading proficiency. With a significant percentage of students in the school identified as English Learners and socioeconomically disadvantaged, the presence of a dedicated Reading Specialist becomes essential in providing targeted support to improve literacy outcomes for all learners.	The effectiveness of this action will be measured by tracking students' progress on local reading assessments (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. **Scope:** 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. The Reading Specialist will provide ongoing professional development to educators on effective literacy practices in the role of Instructional Coach, incorporating differentiated instructional strategies tailored to meet the unique needs of our special populations such as English Learners and Students with Disabilities. Through coaching cycles, the Reading Specialist and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. The Reading Specialist will support the integration of literacy instruction across the curriculum, ensuring that students have access to high-quality reading materials and opportunities for meaningful literacy engagement in all subject areas. The Reading Specialist will also collaborate with families and community partners to promote a culture of literacy at home and in the broader community. By allocating LCFF Supplemental and Concentration grant funds to fund the Reading	

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.	
1.11	**Action:** Fund Stand Alone TK Classroom **Need:** Our unduplicated pupils, including low-income students, English learners, and foster youth, often face significant barriers to academic success. These students are at risk of falling behind without early intervention due to limited access to quality preschool education, language development opportunities, and socio-emotional support. Addressing these needs is critical to closing achievement gaps and ensuring equitable educational outcomes. The identified need is to provide an early, robust educational start that addresses these barriers and sets a strong foundation for future academic success. **Scope:** LEA-wide	The full-day TK classroom will specifically address the needs of unduplicated pupils by offering extended learning time, targeted instructional strategies, and additional support services. This program will include language development activities, socio-emotional learning, and family engagement practices tailored to the unique needs of these students. By providing this program on an LEA-wide basis, we ensure that all eligible students, particularly those from disadvantaged backgrounds, have access to these critical resources. This inclusive approach promotes equity and leverages our supplemental and concentration funds to maximize educational opportunities for our most vulnerable populations.	1.4, 1.5, 1.6
1.14	**Action:** Fund Full Day TK/Kinder Combination Classroom (NEW ACTION) **Need:**	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,	1.4, 1.5, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Our unduplicated pupils, including low-income students, English learners, and foster youth, often face significant barriers to academic success. These students are at risk of falling behind without early intervention due to limited access to quality preschool education, language development opportunities, and socio-emotional support. Addressing these needs is critical to closing achievement gaps and ensuring equitable educational outcomes. The identified need is to provide an early, robust educational start that addresses these barriers and sets a strong foundation for future academic success. **Scope:** LEA-wide	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.	
2.1	**Action:** Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year. **Need:** Effective parent and community engagement are crucial for fostering a supportive and involved school environment. Building strong connections between the school, parents, and the community enhances student success, promotes positive school culture, and encourages collaboration among educational partners. **Scope:**	This action aims to address the identified need by providing multiple opportunities throughout the school year for parents and the community to engage with the school. Events such as Lunch on the Lawn, Movie Nights, Back-to-School/Open House, Digital Citizenship Workshops, Cultural Celebrations, and Student Performances are organized to encourage participation and interaction. These events create avenues for parents and community members to connect with school staff, learn about school initiatives, and participate in their child's educational journey. This action is principally directed to serve the UPP students at Vallecitos School District by creating inclusive opportunities that foster engagement from historically underserved communities. Many of our UPP students, including English learners	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
	LEA-wide	and low-income families, benefit significantly from strong connections between home and school. Events such as Lunch on the Lawn, Movie Nights, and Cultural Celebrations are designed to be accessible and welcoming, encouraging participation from diverse backgrounds.

By offering Digital Citizenship Workshops and Back-to-School/Open House events, we aim to empower parents with the knowledge and resources they need to support their children's education, thereby directly addressing the unique challenges faced by UPP students. These activities not only enhance understanding and collaboration among educational partners but also promote a positive school culture that values every student's success.

Our engagement efforts are implemented schoolwide to ensure a unified approach to community involvement, promoting an inclusive environment where all families, especially those of UPP students, feel valued and involved in the educational process. This comprehensive strategy is aligned with our commitment to equity and excellence in education for every student at Vallecitos School District. | |
| **2.3** | **Action:**
Parent Engagement/Education Workshops

Need:
Effective parent engagement is vital for enhancing student achievement and fostering a safe and supportive school environment. | 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 | 2.1, 2.2, 2.3, 2.4, 2.9, 2.14, and 2.15 |

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
	Addressing issues such as low attendance, substance abuse, and school violence requires collaborative efforts between parents, the community, and the school. Providing parent engagement and education workshops offers an opportunity to empower parents with information and resources to support their child's academic success and well-being. **Scope:** LEA-wide	address challenges impacting student achievement and safety. By promoting collaboration and providing valuable information, the action aims to strengthen parent-school partnerships and create a supportive environment conducive to student success. This action principally serves UPP students by offering targeted support through Parent Engagement and Education Workshops. Many UPP students, including those from low-income and English learner families, face unique challenges that can impact attendance, academic achievement, and overall well-being. By focusing on issues like substance abuse awareness, positive school attendance, and safety initiatives, these workshops are tailored to address the specific needs of these students. The workshops empower parents with vital information and resources to support their children's education, thereby fostering a safe and supportive environment. By equipping parents with the tools to address challenges such as low attendance and school violence, we enhance the ability of families to contribute positively to their children's success. 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,	

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
		aligning with Vallecitos School District's commitment to equity and academic excellence for all students.	
2.4	**Action:** Viking Ticket Store **Need:** Creating a positive school culture and motivating students to exhibit exemplary behavior and effort is essential for fostering a supportive learning environment. However, some students, particularly those who are socioeconomically disadvantaged, homeless, foster youth, and English learners, may face additional challenges in accessing resources and experiencing a sense of belonging and achievement. **Scope:** LEA-wide	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
2.8	**Action:** Mano A Mano Foundation Partnership **Need:** Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to critical educational resources, healthcare services, and community support. These gaps can hinder their academic performance and overall well-being, exacerbating existing inequities and limiting their potential for success.	The partnership with the Mano A Mano Foundation aims to bridge equity gaps by providing tailored support to the district's most vulnerable students. Through educational workshops, healthcare services, and community development initiatives, the foundation addresses the specific needs of unduplicated pupils. This collaboration ensures students have access to vital resources that promote academic success, health, and well-being. Implementing this program on an LEA-wide basis ensures all students benefit from a comprehensive support system, fostering an inclusive and supportive learning environment that	2.1, 2.2, 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
	Scope: LEA-wide	enhances engagement and community involvement.	
2.10	**Action:** Maintain Movie License **Need:** Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack access to diverse and enriching multimedia resources at home. This gap can limit their exposure to cultural, historical, and educational content, which is essential for a well-rounded education and development of critical thinking skills. **Scope:** LEA-wide	Maintaining a movie license with Swank provides equitable access to a wide range of educational films and documentaries, supporting the diverse learning needs of unduplicated pupils. These multimedia resources enhance classroom 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.	2.4, 2.5, 2.6, and 2.9
2.11	**Action:** Campus Supervision **Need:** Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, face heightened challenges such as instability, language barriers, and lack of consistent support and safety. These challenges can negatively impact their academic performance, social-emotional well-being, and overall school experience. **Scope:** 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.14	**Action:** Perfect Attendance Parties **Need:** Chronic absenteeism data show that Vallecitos' unduplicated pupils missed school 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. **Scope:** LEA-wide	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-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. 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.	2.1, 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
3.1	**Action:** College Field Trips **Need:** Unduplicated pupils, including low-income students, foster youth, homeless students, and English learners, often lack exposure to higher education opportunities and resources. This can result in limited aspirations and preparedness for post-secondary education and career pathways. **Scope:** LEA-wide	College field trips address the needs of unduplicated pupils by providing them with direct exposure to college environments, academic programs, and potential career paths. These experiences demystify higher education, making it more attainable and less intimidating. For low-income, homeless, and foster youth, the trips offer a glimpse of opportunities that may seem out of reach, thereby inspiring them to pursue higher education. English learners benefit from exposure to diverse academic settings, enhancing their understanding and motivation. Implementing this action on an LEA-wide basis ensures that all students, particularly the most vulnerable, receive equal opportunities to explore and aspire to higher education, promoting equity and informed decision-making. This action is principally directed to UPP students, by providing college field trips that expand their exposure to higher education opportunities. These students often face barriers that limit their access to information about college and career pathways. By visiting college campuses, they gain firsthand experience of academic programs and campus life, which helps to demystify higher education and make it feel more attainable. For low-income, homeless, and foster youth, these trips offer an inspiring view of opportunities that might otherwise seem out of reach, motivating them to pursue higher education. English learners benefit from seeing diverse academic settings, which can enhance their understanding of the educational landscape and increase their motivation.	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
		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:** Career Visits / Field Trips **Need:** Many unduplicated pupils, such as those from low-income families, English learners, and foster youth, may lack exposure to diverse career options and lack the resources to explore potential career paths effectively. They may also struggle with envisioning themselves in various professions due to limited exposure to real-world workplaces. **Scope:** LEA-wide	This action provides unduplicated pupils with firsthand exposure to various careers through workplace visits and field trips, helping them overcome barriers related to limited exposure and resources. By immersing students in real-world environments, they can explore different professions, understand workplace expectations, and envision themselves in future careers. Providing these experiences on an LEA-wide or schoolwide basis ensures equitable access for all students, particularly those from underserved backgrounds, fostering inclusivity and reducing disparities in career readiness. 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	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
		environments, gaining insights into different professions and workplace expectations. These visits help UPP students envision themselves in future careers by offering tangible examples of professional opportunities that might otherwise seem unattainable. This exposure is crucial for helping them overcome challenges related to limited career awareness and resources. By implementing career visits and field trips on an LEA-wide basis, Vallecitos School District ensures that all students, particularly UPP students, have equitable access to these empowering experiences. This action supports the district's commitment to fostering inclusivity and reducing disparities in career readiness by promoting equal opportunities for career exploration and encouraging aspirations among our most underserved students, aligning with our goal of preparing all students for future success.	
3.3	**Action:** Linda Vista Innovation Center Field Trips **Need:** Unduplicated pupils, including English Learners (ELs), socioeconomically disadvantaged students, and homeless or foster youth, often face barriers to accessing hands-on learning experiences and 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.	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.	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
	Scope: LEA-wide		
3.5	**Action:** Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION) **Need:** 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 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	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. 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	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
	unduplicated youth while strengthening overall program coherence. **Scope:** LEA-wide	monitor usage and growth for unduplicated pupils in a single dashboard. 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:** Maintain Full-Time English Language Development Coordinator **Need:** 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. **Scope:**	Funding an English Language Development Coordinator through LCFF Supplemental and Concentration grant funds is an investment to support the diverse needs of English Learners (ELs) in the school community. With approximately 50% of the student population identified as ELs, the ELD Coordinator will play a pivotal role in facilitating their academic success and linguistic development. The ELD Coordinator will lead targeted initiatives aimed at enhancing English language proficiency among ELs, ensuring equitable access to rigorous curriculum, and fostering a culturally responsive	The effectiveness of this action will be monitored 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
	Limited to Unduplicated Student Group(s)	learning environment. In addition to delivering Designated ELD to students, the ELD Coordinator will collaborate closely with teachers in the role of Instructional Coach to ensure that students receive integrated ELD in the classroom through teaching of the ELD standards and incorporating differentiated instructional strategies tailored to meet the unique needs of ELs. Through coaching cycles, the ELD Coordinator and teachers will set goals and learning targets,co-plan and implement lessons, and collect and analyze data. Moreover, the ELD Coordinator will serve as a liaison between school staff, students, and families, providing valuable resources, guidance, and support to promote meaningful family engagement and community partnerships. By leveraging LCFF Supplemental and Concentration grant funds to finance this position, the school demonstrates a commitment to equity, inclusivity, and excellence in serving its EL population, ultimately fostering academic achievement and socio-emotional well-being for all students.	
1.7	**Action:** Support Push-in Aides for Unduplicated Students with IEPs **Need:** 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.	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 (

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.8	**Action:** Aide to Support Combination Classroom(s) **Need:** Unduplicated students in combination classrooms, which combine two different grade levels, often face challenges in accessing grade-appropriate instruction and support. Students who are Socioeconomically Disadvantaged, English Learners, and Foster Youth often require additional assistance to ensure they can meet academic standards. **Scope:** Limited to Unduplicated Student Group(s)	Employing aides in combination classrooms provides targeted support to unduplicated students. These aides assist with differentiated instruction, ensuring that each student can engage with the curriculum at their appropriate level. By providing personalized help, aides help unduplicated students overcome learning barriers and make adequate progress in core subjects.	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:** Push-in Support for ELD Students **Need:** Our highest-need English Language Development (ELD) students require intensive, targeted support to develop language proficiency and succeed academically. These students face significant challenges in accessing the curriculum and require additional assistance to bridge language gaps. **Scope:** Limited to Unduplicated Student Group(s)	Providing push-in support for our highest-need ELD students addresses these challenges by offering immediate, in-class assistance. A designated support staff member will work directly with these students during regular class time, helping to clarify instructions, scaffold learning, and provide language development activities. This approach ensures that ELD students receive the targeted support they need within the context of their daily lessons, promoting better integration and understanding.	Effectiveness will be tracked through student progress on English language proficiency assessments (1.9) and 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)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.12	**Action:** Rosetta Stone for Long-Term English Learners **Need:** English Learners in our district require targeted support to enhance their proficiency in English Language Arts, a critical component for academic success across all subjects. The achievement gap between ELs and their peers in Math and Science is often widened by language barriers, highlighting the need for specialized language acquisition resources. Personalized and adaptive learning tools are essential to cater to individual learning styles and improve language proficiency. To address these needs, Vallecitos will provide Rosetta Stone access to our EL students. Rosetta Stone offers an interactive language learning platform designed to improve listening, speaking, reading, and writing skills. Its adaptive technology tailors lessons to meet the unique needs and pace of each student, ensuring personalized learning experiences. By enhancing language skills, EL students will be better equipped to engage with academic content in Math and Science, ultimately closing the achievement gap. Additionally, Rosetta Stone offers flexible, online access, allowing students to practice and apply their language skills both in and out of school, thus increasing opportunities for learning and retention. This initiative aims to support our EL students in achieving proficiency and consistent growth in core academic areas.	Rosetta Stone offers an interactive platform that targets the four critical language domains: listening, speaking, reading, and writing. The adaptive learning technology within Rosetta Stone personalizes lessons to align with each student's individual needs and pace, ensuring a customized learning experience. The platform provides flexible online access, allowing students to practice their language skills both in and out of school, increasing opportunities for learning and retention. This flexibility ensures that ELs have the resources to enhance their language acquisition outside the traditional classroom setting. The use of Rosetta Stone will 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. 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 subjects. (1.1, 1.2, 1.3, 1.4, 1.5) 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		criteria for reclassification. (1.10)
2.12	**Action:** Psychological Services **Need:** Unduplicated pupils face unique and compounded challenges that significantly impact their social-emotional well-being and academic performance. These students are more likely to encounter stressors such as economic instability, language barriers, and disrupted family environments, which can lead to higher levels of anxiety, trauma, and emotional distress. These factors often translate into difficulties in the classroom, manifesting as behavioral issues, disengagement, absenteeism, and lower academic achievement. Without access to consistent and culturally responsive mental health services, these challenges remain unaddressed, perpetuating a cycle of unmet needs that hinder both learning and personal development. Access to psychological services that address the specific needs of unduplicated pupils are essential to bridge this gap. Such services can 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.	This action directly addresses the unique social-emotional needs of unduplicated pupils by providing targeted psychological services. Students who are designated as unduplicated often face heightened stress and trauma due to economic instability, language barriers, and/or disrupted family circumstances. These challenges can negatively impact their academic performance and overall well-being. By providing access to culturally responsive mental health services, including individual and group counseling, mental health assessments, and referrals to external providers, the school aims to create a supportive environment where unduplicated pupils can thrive. These services will help students develop coping strategies, build resilience, and manage their emotions, leading to improved focus and behavior in the classroom. Early intervention is a key component, ensuring that students receive the help they need before challenges escalate into more serious issues. Moreover, by addressing these underlying social-emotional challenges, the action helps remove barriers to learning, allowing unduplicated pupils to 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	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
	Access to psychological services can help create a more inclusive and supportive school environment, where unduplicated pupils feel seen, understood, and valued. Addressing their social-emotional needs is not just about improving academic outcomes but also about ensuring equity and supporting the whole child to reach their full potential. **Scope:** Limited to Unduplicated Student Group(s)	personally, ultimately fostering a more inclusive and supportive school community.	

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

Additional Concentration Grant Funding

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

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

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

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,044,547	718,823	35.158%	2.792%	37.950%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,487,928.00	$173,819.00	$0.00	$47,425.00	$2,709,172.00	$2,313,041.00	$396,131.00

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)	$811,227.00	$10,719.00	$821,946.00	$0.00	$0.00	$0.00	$821,946.00	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)	$102,006.00	$3,623.00	$102,006.00	$0.00	$0.00	$3,623.00	$105,629.00	
1	1.3	Maintain Full-Time Reading Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$109,183.00	$3,602.00	$111,285.00	$0.00	$0.00	$1,500.00	$112,785.00	
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	All	No			All Schools	August 2024 - Ongoing	$0.00	$12,100.00				$12,100.00	$12,100.00	0%
1	1.6	Maintain Renaissance Platform Access	All	No			All Schools	August 2024 - Ongoing	$0.00	$6,677.00	$0.00			$6,677.00	$6,677.00	0%
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$146,067.00	$2,000.00	$147,067.00	$0.00	$0.00	$1,000.00	$148,067.00	
1	1.8	Aide to Support Combination Classroom(s)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$46,512.00	$1,000.00	$47,512.00	$0.00	$0.00	$0.00	$47,512.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
1	1.9	Push-in Support for ELD Students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$46,424.00	$0.00	$46,424.00	$0.00	$0.00	$0.00	$46,424.00	
1	1.10	Basic Services	All	No			All Schools	July 2024 - Ongoing	$603,873.00	$283,309.00	$887,182.00	$0.00	$0.00	$0.00	$887,182.00	0%
1	1.11	Fund Stand Alone TK Classroom	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$0.00	$1,330.00	$1,330.00				$1,330.00	
1	1.12	Rosetta Stone for Long-Term English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	August 2024 - Ongoing	$0.00	$2,780.00	$180.00		$2,600.00		$2,780.00	
1	1.13	SIOP Training to Faculty	All	No			All Schools	January 2025	$0.00	$4,000.00		$4,000.00			$4,000.00	
1	1.14	Fund Full Day TK/Kinder Combination Classroom (NEW ACTION)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2026-2028	$147,751.00	$4,746.00	$152,497.00				$152,497.00	
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	$44,614.00	$4,261.00	$48,875.00				$48,875.00	
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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing (2024-2027)	$13,775.00	$2,185.00	$15,960.00	$0.00	$0.00	$0.00	$15,960.00	
2	2.4	Viking Ticket Store	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Weekly / Ongoing (2024-2027)	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Maintain Social-Emotional Learning Specialist (PPS Counselor) w/ Eventual LREBG funding.	All	No			All Schools	Ongoing (LREBG Funds in 27-28)	$100,398.00	$0.00	$2,751.00	$97,647.00			$100,398.00	0%
2	2.6	Experiential Field Trips	All	No			All Schools	Annually	$0.00	$5,900.00	$0.00	$0.00	$0.00	$5,900.00	$5,900.00	0%
2	2.7	Maintain Access to Second Step Platform	All	No			All Schools	Thee-Year License.	$0.00	$1,275.00	$0.00	$0.00	$0.00	$1,275.00	$1,275.00	0%
2	2.8	Mano A Mano Foundation Partnership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annually in September	$0.00	$6,000.00	$6,000.00				$6,000.00	
2	2.9	Maintain GoGuardian Contract	All	No			All Schools	Ongoing (2024-2027)	$0.00	$7,550.00		$2,000.00		$5,550.00	$7,550.00	0%
2	2.10	Maintain Movie License	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Renew Annually	$0.00	$510.00	$130.00	$380.00			$510.00	
2	2.11	Campus Supervision	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$70,561.00	$0.00	$70,561.00			$0.00	$70,561.00	
2	2.12	Psychological Services	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	August 2024 - Ongoing	$7,489.00	$0.00	$489.00	$7,000.00			$7,489.00	
2	2.13	Fund Portion of MTSS Coordinator- (LREBG)	All	No			All Schools	2025-2028	$62,792.00	$0.00		$62,792.00			$62,792.00	
2	2.14	Perfect Attendance Parties	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2028	$0.00	$5,059.00	$5,059.00				$5,059.00	
3	3.1	College Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Three college visits annually from 2024-2027.	$369.00	$3,761.00	$4,130.00				$4,130.00	
3	3.2	Career Visits / Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Annually (2024-2027)	$0.00	$5,050.00	$5,050.00	$0.00	$0.00	$0.00	$5,050.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.3	Linda Vista Innovation Center Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 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 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 Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	January 2025 and ongoing.	$0.00	$2,994.00	$2,994.00				$2,994.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,044,547	718,823	35.158%	2.792%	37.950%	$776,049.00	0.000%	37.957 %	**Total:**	$776,049.00
								LEA-wide Total:	$432,371.00
								Limited Total:	$343,678.00
								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	$102,006.00	
1	1.3	Maintain Full-Time Reading Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,285.00	
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$147,067.00	
1	1.8	Aide to Support Combination Classroom(s)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$47,512.00	
1	1.9	Push-in Support for ELD Students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$46,424.00	
1	1.11	Fund Stand Alone TK Classroom	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,330.00	
1	1.12	Rosetta Stone for Long-Term English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	$180.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Student Group(s)			
1	1.14	Fund Full Day TK/Kinder Combination Classroom (NEW ACTION)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$152,497.00	
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,875.00	
2	2.3	Parent Engagement/Education Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,960.00	
2	2.4	Viking Ticket Store	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.8	Mano A Mano Foundation Partnership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
2	2.10	Maintain Movie License	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$130.00	
2	2.11	Campus Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,561.00	
2	2.12	Psychological Services	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$489.00	
2	2.14	Perfect Attendance Parties	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,059.00	
3	3.1	College Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,130.00	
3	3.2	Career Visits / Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,050.00	
3	3.3	Linda Vista Innovation Center Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	

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 (%)
3	3.5	Implement SchooLinks Online Career Exploration Program for Students in K-5. (NEW ACTION)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,994.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,673,725.00	$2,760,927.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	First, Best Instruction in Core Subjects	No	$920,511.00	$911,477
1	1.2	Maintain Full-Time English Language Development Coordinator	Yes	$103,186.00	$103,186
1	1.3	Maintain Full-Time Reading Specialist	Yes	$105,210.00	$106,150
1	1.4	Maintain and Support Rainbow's Road to Reading (Guided Reading) Program	No	$3,669.00	$3,669
1	1.5	Maintain iReady Platform for Supplemental Instruction	No	$12,400.00	$12,400
1	1.6	Maintain Renaissance Platform Access	No	$6,677.00	$6,677
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	Yes	$148,578.00	$142,888
1	1.8	Aide to Support Combination Classroom(s)	Yes	$44,321.00	$42,504
1	1.9	Push-in Support for ELD Students	Yes	$52,315.00	$43,504.
1	1.10	Basic Services	No	$873,262.00	$962,628
1	1.11	Fund Stand Alone TK Classroom	Yes	$94,842.00	$134,714

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
1	1.13	SIOP Training to Faculty	No	$4,000.00	$0
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	Yes	$79,569.00	62,970.
2	2.2	Home Visits for Tier II and III Attendance Concerns	Yes	$5,421.00	$0.00
2	2.3	Parent Engagement/Education Workshops	Yes	$9,657.00	$9,488
2	2.4	Viking Ticket Store	Yes	$5,000.00	$5,000
2	2.5	Maintain Social-Emotional Learning Specialist (PPS Counselor)	No	$93,319.00	$104,572
2	2.6	Experiential Field Trips	No	$5,900.00	$5,967
2	2.7	Maintain Access to Second Step Platform	No	$1,275.00	$1,275.00
2	2.8	Mano A Mano Foundation Partnership	Yes	$6,000.00	$6,000.00
2	2.9	Maintain GoGuardian Contract	No	$5,300.00	$5,300.00
2	2.10	Maintain Movie License	Yes	$480.00	$480
2	2.11	Campus Supervision	Yes	$69,718.00	$70,219

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	2.12	Psychological Services	Yes	$6,021.00	$0
2	2.13	Monthly Attendance Incentive Parties	Yes	$0.00	$5,359
3	3.1	College Field Trips	Yes	$3,660.00	$4,042
3	3.2	Career Visits / Field Trips	Yes	$6,800.00	$4,042
3	3.3	Linda Vista Innovation Center Field Trips	Yes	$3,208.00	$3,208
3	3.4	Implement Xello Online Career Exploration Program for Middle Grade Students	No	$646.00	$0.00
3	3.5	Implement SchooLinks Online Career Exploration Program for All Students	Yes	$0.00	$3,208

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$707,321	$730,050.00	$738,694.00	($8,644.00)	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	$100,326.00	$101,581		
1	1.3	Maintain Full-Time Reading Specialist	Yes	$103,710.00	$106,150		
1	1.7	Support Push-in Aides for Unduplicated Students with IEPs	Yes	$143,322.00	$142,888		
1	1.8	Aide to Support Combination Classroom(s)	Yes	$44,321.00	$42,502		
1	1.9	Push-in Support for ELD Students	Yes	$52,315.00	$42,504		
1	1.11	Fund Stand Alone TK Classroom	Yes	$94,842.00	$134,714		
1	1.12	Rosetta Stone for Long-Term English Learners	Yes	$180.00	$0		
2	2.1	Provide Multiple Parent and Community Engagement Opportunities on Campus Each School Year.	Yes	$79,569.00	$59,951		
2	2.2	Home Visits for Tier II and III Attendance Concerns	Yes	$5,421.00	$0		
2	2.3	Parent Engagement/Education Workshops	Yes	$9,657.00	$9,488		
2	2.4	Viking Ticket Store	Yes	$5,000.00	$5,000		

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)
2	2.8	Mano A Mano Foundation Partnership	Yes	$3,000.00	$6,000		
2	2.10	Maintain Movie License	Yes	$180.00	$480		
2	2.11	Campus Supervision	Yes	$69,718.00	$70,219		
2	2.12	Psychological Services	Yes	$6,021.00	$0		
2	2.13	Monthly Attendance Incentive Parties	Yes	$0	$5,359		
3	3.1	College Field Trips	Yes	$3,660.00	$1,400		
3	3.2	Career Visits / Field Trips	Yes	$6,800.00	$4,042		
3	3.3	Linda Vista Innovation Center Field Trips	Yes	$2,008.00	$3,208		
3	3.5	Implement SchooLinks Online Career Exploration Program for All Students	Yes	$0.00	$3,208		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$1,998,550	$707,321	4.362%	39.754%	$738,694.00	0.000%	36.961%	$55,803.75	2.792%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    o 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).
                o 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.
    o If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;

   o **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.

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

    o The school or schools to which the goal applies

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

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

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

Note: _EC_ Section 42238.024(b)(1) 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.

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

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

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

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

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

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

Year 1 Outcome

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

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

Year 2 Outcome

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

- 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.

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

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

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

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

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

Required Actions

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:

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

    o Professional development for teachers.

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

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:

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

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

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.

    o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

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

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - 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**

- o 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)**

  - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

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

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

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

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- 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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