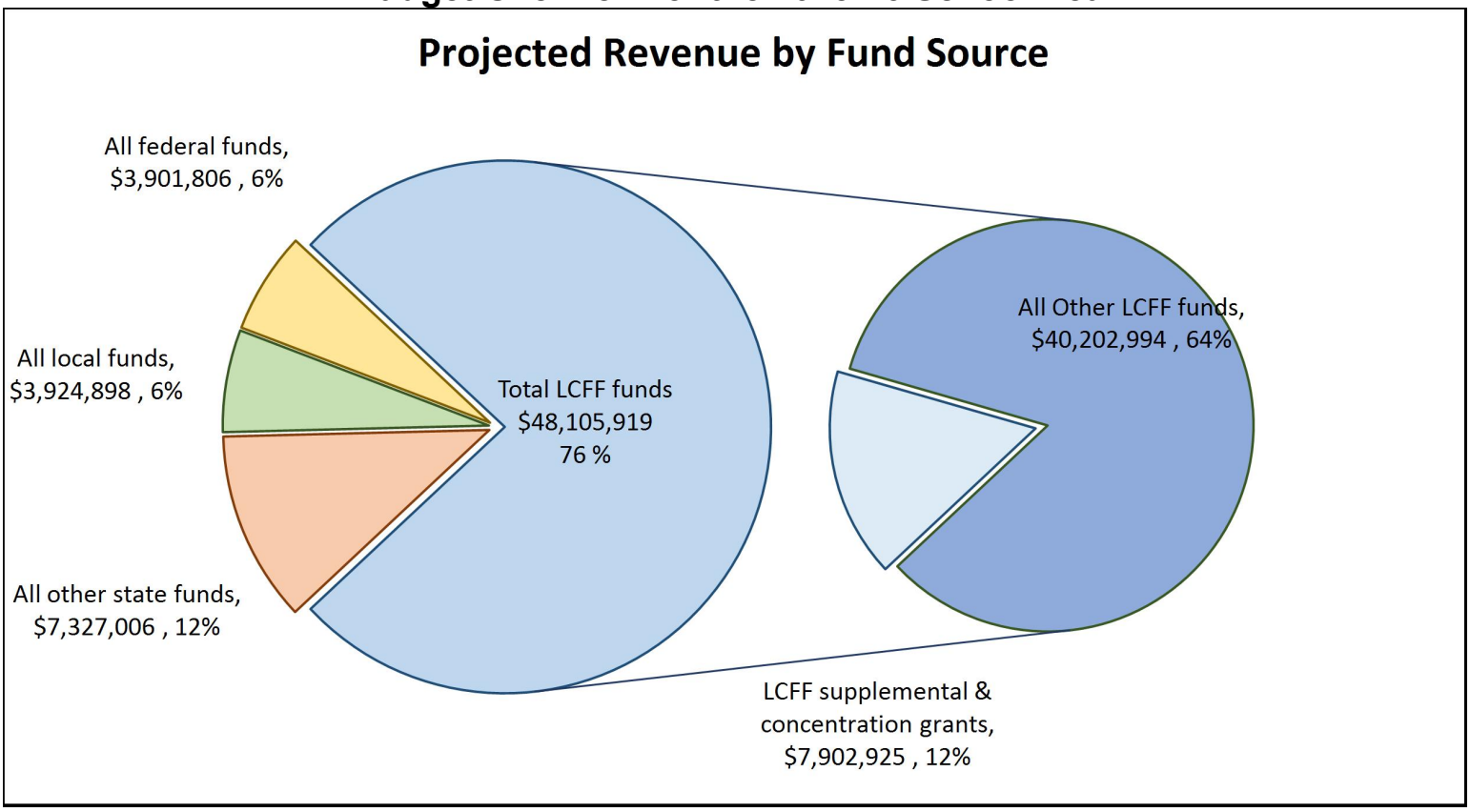
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Center Pauma Unified School District
CDS Code: 37-75614-0000000
School Year: 2025-26
LEA contact information:
Ron McCowan
Superintendent
mccowan.ro@vcpusd.org
760-749-0464

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

Budget Overview for the 2025-26 School Year

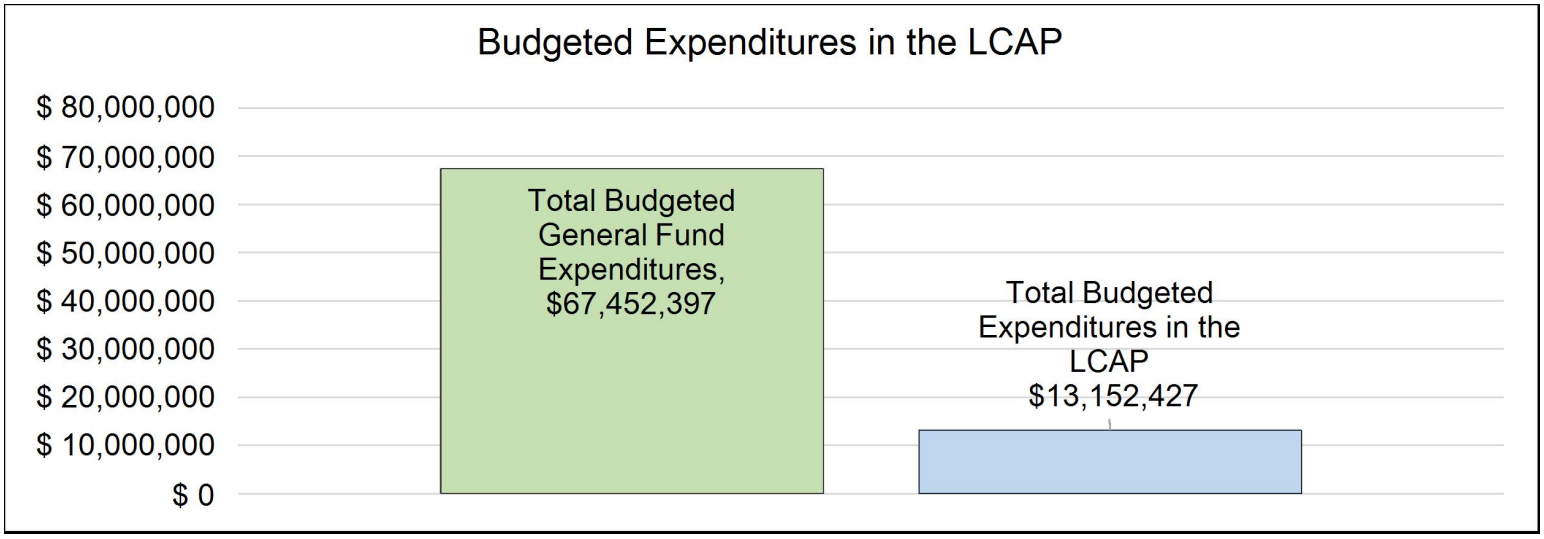


This chart shows the total general purpose revenue Valley Center Pauma Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Center Pauma Unified School District is $63,259,629, of which $48105919 is Local Control Funding Formula (LCFF), $7327006 is other state funds, $3924898 is local funds, and $3901806 is federal funds. Of the $48105919 in LCFF Funds, $7902925 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Valley Center Pauma Unified 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: Valley Center Pauma Unified School District plans to spend $67452397 for the 2025-26 school year. Of that amount, $13152427 is tied to actions/services in the LCAP and $54,299,970 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

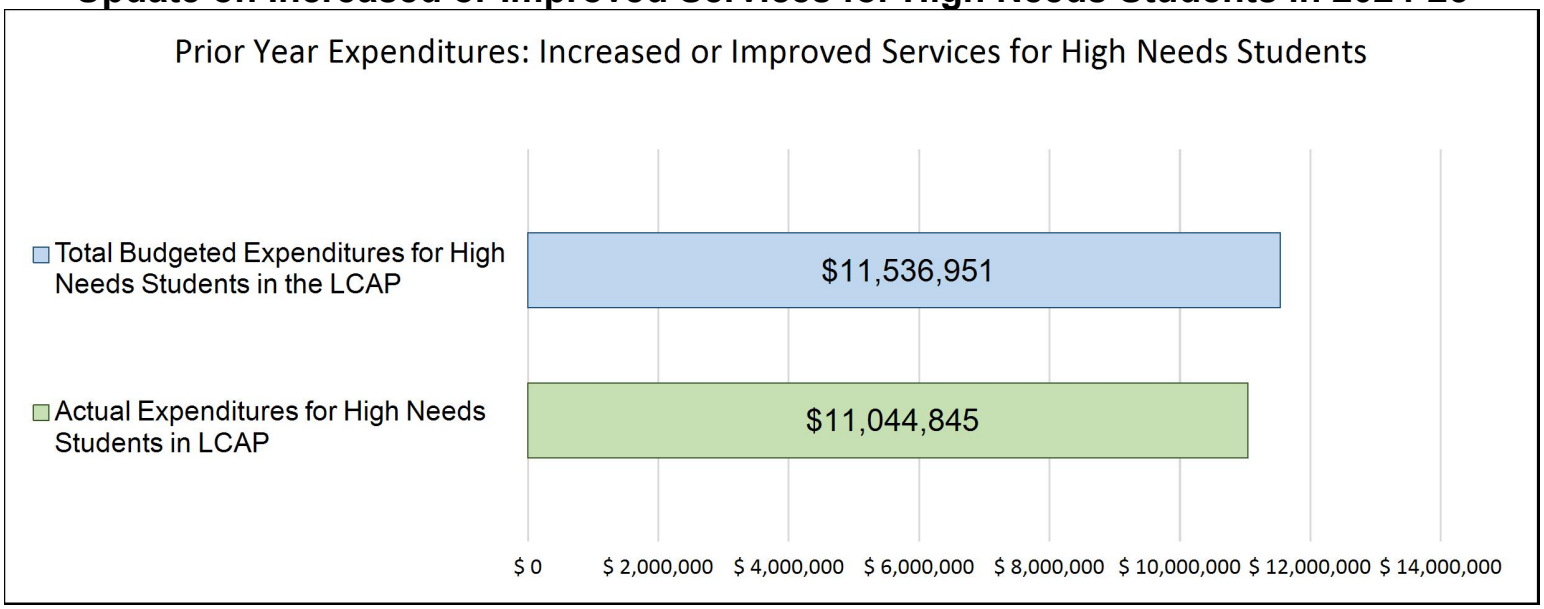
The budgeted expenditures that are not included in the LCAP will be used for the following: classroom instruction and support, as reflected in the salaries and benefits for teachers, counselors, psychologists, administrators, and a wide variety of classified support staff, accounting for roughly 80% of the district's total budget. The remainder is attributed to supplies and curricular materials, contracted services, and capital outlay. Examples would include classroom supplies, software subscriptions, technology (devices and infrastructure), fuel, maintenance and operations, outside special education tuition, utilities, insurance, legal fees, etc.

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

In 2025-26, Valley Center Pauma Unified School District is projecting it will receive $7902925 based on the enrollment of foster youth, English learner, and low-income students. Valley Center Pauma Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Center Pauma Unified School District plans to spend $11096562 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



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

The text description of the above chart is as follows: In 2024-25, Valley Center Pauma Unified School District's LCAP budgeted $11536951 for planned actions to increase or improve services for high needs students. Valley Center Pauma Unified School District actually spent $11044845 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $492,106 had the following impact on Valley Center Pauma Unified School District's ability to increase or improve services for high needs students:

Some LCAP actions and services have been partially supported through one-time funds, which are limited in scope and scheduled to end. The additional actions the school district is taking to improve services for high needs students has not decreased in its scope, but rather in how certain items were funded for the 2023-24 school year. For instance, professional development that was originally written into the LCAP as a contributing action was funded using a combination of Title II and Educator Effectiveness funds. Another example of this is the action for a Teacher-on-Special Assignment (TOSA) at Pauma. Due to need, that TOSA position was split between Pauma and another site, OGHS; with the OGHS portion of the position having been funded out of a separate grant. Since many of these fiscal differences were simply a matter of funding source, there were no discernable impacts on actions and services for high needs students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley Center Pauma Unified School District	Ron McCowan Superintendent	mccowan.ro@vcpusd.org 760-749-0464

Plan Summary [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.

Valley Center-Pauma Unified (VCPUSD) is a TK-12 school district with over 3700 students located in the rural agricultural area of Northern San Diego County, with a backdrop of the Palomar Mountains. The district has a 300 square mile boundary and serves a diverse group of students with the racial make-up of 63% Hispanic, 20.6% White, 8.3% American Indian, 5.4% Two or more races, and 1% or less in each of the following groups, African American, Asian, Filipino and Pacific Islander (based on 2024 CA Schools Dashboard). Our Native American Indian students are from five Native American Indian Reservations, San Pasqual, Rincon, La Jolla, Pauma, and Pala. Of our students served, approximately 24.2% are English Leaners, 0.3% are Foster Youth, 3.4% are Homeless, and 55.5% are Socioeconomically Disadvantaged. (Based on 2024 CA School Dashboard)

VCPUSD is comprised of 8 schools: Valley Center High School (comprehensive high school), Oak Glen Continuation High School, Valley Center Middle School, Valley Center Elementary School (Grades 3-5), Lilac School (TK-5), Pauma School (TK-8), Valley Center Primary School (TK-2), and Valley Center Prep School (K-12 Independent Study). In grades K-8, VCPUSD offers a Dual Language Spanish Program, available to all students at the elementary level. Valley Center High School offers our students a rigorous A-G college prep. pathway and Career and Technical Education (CTE) Pathways for students to engage in while at the high school. Our pathways include A-G courses so students who elect to engage in the following CTE sectors that we offer can also complete their A-G coursework. Both pathways, individual or together, prepare our students to be College and Career Ready. The high school offers pathways and/or certification in the following industries: Agriculture and Natural Resources, Arts, Media & Entertainment, Hospitality, Tourism & Recreation, and Transportation, and Building & Construction.

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

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

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

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

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

Goal 4 (Focus): By end of the 2026-2027 school year, increase students served in their least restrictive environment that includes standards-

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

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

Goal 6 (Equity Multiplier): By the end of the 2026-2027 school year, Oak Glen High School and Valley Center Prep will, as applicable, improve academic performance, school climate, and student engagement for all students, with additional focus on student groups as indicated on the CA School Dashboard.
This focus goal specific to Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. For the 2024-2025 school year, OGHS qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 76.7% and percentage of Socioeconomically Disadvantaged students (85.9%). For the 2024-2025 school year, VC Prep qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 44.4% and percentage of Socioeconomically Disadvantaged students (69%). Improving stability rates is a shared goal across the Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes. For the 2025-2026 school year, VC Prep no longer meets the non-stability requirements for Equity Multiplier Funding. Based on overall performance both school sites will continue to be referenced in Goal 6 and will be the focus of improvement. Both Oak Glen High School and Valley Center Prep School are in need of continued improvement at the student group level for multiple student groups across the Dashboard Indicators.

The Engaging Educational Partners section highlights the overarching input that emerged across educational partner groups. The impact of educational partner engagement on the 2025-26 LCAP has again been significant, with input helping to guide improvements such as the development of new actions in goal area and revised framing of desired outcomes. Overarching themes and specific recommendations are discussed in more detail within the Engaging Educational Partners section of this plan.

Overall, VCPUSD’s 2025-2026 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of VCPUSD’s LCAP goals to the LCFF State Priorities is provided below:

- State Priority 1 (Basic Conditions): LCAP Goals 1 and 2
- State Priority 2 (Common Core State Standards Implementation): LCAP Goal 2, 4, 5, 6

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

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

Reflections: Annual Performance

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

The California School Dashboard is a key component of the state's school accountability system which provides an assessment of student performance in relation to five state performance measures: Academics (English Language Arts and Mathematics), English Learner Progress, Suspension, Chronic Absenteeism, and Graduation Rate. The dashboard also includes information around five self-reported local indicators determined by the use of self reflection tools and climate surveys from the school year. VCPUSD's performance continues to grow in many areas and we are committed to continuously assessing our programs and systems to enhance educational outcomes for all students. The results on the dashboard represent aspects of the district's performance and provide valuable information about student learning, student engagement, and differences in outcomes for student groups. The information is used in conjunction with local data on student performance and progress, such as progress reports, student work, and teacher feedback. The learning experience of students in our district along with state and local data provides educators with a more detailed picture of strengths as well as areas of opportunity and needed growth.

Below are the CA School Dashboard results for the past two years:

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California School Dashboard Results 2023
Below is a review and overview of identified needs based on the 2023 CA school dashboard. District level, school level, and student group performance is provided based on the following required criteria: 1) Any school with lowest performance level on one or more indicator on the

2023 Dashboard, 2) Any student group with the lowest performance level on one or more indicator on the 2023 Dashboard 3) Any student group within a school with the lowest performance level on one or more indicator on the 2023 Dashboard. The goals and actions listed in this LCAP are designed to address these areas with specific actions along with goals and strategies in each schools Site Plan for Student Achievement (SPSA) which in alignment addresses each of the school level indicator and low performing student groups.

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

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

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

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

College/Career Indicator (CCI - Status Only): Low
The district outcome for graduating seniors measured as part of the CCI was low with 13% reported as prepared and 23.9% approaching prepared. Performance levels were report as status only as "Very Low" for the following student groups: American Indian, Hispanic, English Learners, Homeless, SED, and SWD. At the school level Oak Glen High School was in the red level indicator with the following school level student groups: Oak Glen High School (Hispanic, SED), Valley Center High School (English Learners, SWD). English Language Arts (State Assessment): Yellow Indicator, 63.3 points below standard (increased 18 points), 30.57% Meeting or Exceeding Standards. Two student

groups are in the red indicator level: Homeless and Two or More Races. Student groups in the orange indicator level all saw an increase from the previous year but are still below standard (American Indian, English Learners, Hispanic, Socioeconomic Disadvantages,

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California School Dashboard Results 2024
Below is a review and overview of identified needs based on the CA school dashboard. Refer to the metrics section and the goals analysis section of each goal for additional information. District level, school level, and student group performance is provided based on the following required criteria: 1) Any school with lowest performance level on one or more indicator on the 2024 Dashboard, 2) Any student group with the lowest performance level on one or more indicator on the 2024 Dashboard 3) Any student group within a school with the lowest performance level on one or more indicator on the 2024 Dashboard. The goals and actions listed in this LCAP are designed to address these areas with specific actions along with goals and strategies in each schools Site Plan for Student Achievement (SPSA) which in alignment addresses each of the school level indicator and low performing student groups.

Chronic Absenteeism (K-8): Yellow Indicator, 30.9% (declined 7%)
Chronic absenteeism is at 30.9%, a drop of 7 from last year. One student group is in the red level: American Indian students. Homeless, Long-Term English Learners, and Two or More Races are in the orange. All other groups are in yellow or higher, with American Indian students having the highest rate at 60.5%. At the school level Valley Center Prep School (Long Term Independent Stiudy) was in the red level for this indicator. Due to the size and student count of Valley Center Prep no student groups data was available.

Suspension Rate: Green Indicator, 2.7% (declined 1.2%)
Examining the suspension rate, the district resides in the green indicator level, with 2.7% of students suspended for a minimum of one day—1.2% decrease from the prior school year. No groups within the district fall into the red indicator level. One group is situated in the orange level, representing homeless students at 5.5%. Four groups occupy the yellow level: American Indian at 6.7% (decline of 1%), Long Term English Learners 5.1% (decline of 4.4%), Two or More Races at 4.8% (decline of 1.5%), and Students with Disabilities at 4.8% (decline of 0.8%). All aforementioned groups experienced a substantial decline in suspension rates compared to the previous year. At the school level, Oak Glen High School (11.2%) was in the red level indicator with the following school level student group : SED at 11.1%.

English Learner Progress: Orange indicator, 46.4% (maintained 0.5%)
The English Learner Progress Indicator shows that 46.4% of English learners are making progress towards English language proficiency. This is a increase of 0.5% from the previous year, placing the district in the yellow indicator level. The progress indicator shows that 36.4% of students maintained ELPI levels 1-3 and 17.2% decreased one or more level. At the school level Pauma Elementary school (42%) was at the red level indicator.

Graduation Rate: Yellow Indicator, 91.4% (declined 1.9%)
The district graduation rate is 91.4% in the yellow level, down 1.9% from last year. No student groups are in the red indicator or lowest level. English Learners (84.4%, decline of 10.2%) and Students with Disabilities (75.5%, decline of 13.8%) are in the orange indicator level. Hispanic students (92.1%, decline of 2.5%), Long Term English Learners (92.3%, decline of 7.7%), and Socioeconomically Disadvantaged students (90.7%, decline of 2.3%) are in the yellow level. All other student groups were reporting in the green or blue indicator levels either

maintaining or raising the graduation rate when compared to the previous year. The district graduation rate continues to be significantly higher than the state rate of 86.7% and higher than many local comparable school districts.

College/Career Indicator (CCI): Yellow Indicator, 29.3% (increase 16.3%)
The district outcome for graduating seniors measured as part of the CCI was 29.3% reported as prepared (increase of 16.3%) and 23.9% approaching prepared. Homeless students (3.6%) were reported in the red indicator level. English Learners (6.3%, increase of 5.3%), Long-Term English Learners (7.7%, increase of 7.7%), and Students with Disabilities (3.8%, increase of 2% were reported in the orange indicator level. Hispanic (24.2%, increase of 15.7%) and Socioeconomically Disadvantaged (19.9%, increase of 12.1%) students were at the yellow indicator level. All other student groups were either not reported by the state or reported in the green or indicator level. At the school level Oak Glen High School was in the red level indicator with the following school level student groups: Oak Glen High School (SED).

English Language Arts (State Assessment): Orange Indicator, 62.5 points below standard (maintained +0.8 points), 29.3% Meeting or Exceeding Standards
Student group are in the red indicator level: American Indian, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Student groups in the orange indicator level saw an increase from the previous year but are still below standard (Homeless). White and Two or More Races students also saw an increase from the previous year and are listed in the yellow indicator level. At the school level Valley Center Prep was in the red level indicator with no student group level data available.

Mathematics (State Assessment): Red Indicator, 112.9 points below standard (decrease 8.5 points), 17.63% Meeting or Exceeding Standards
Student groups are in the red indicator level: American Indian, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities. Student groups in the orange indicator level saw an increase from the previous year but are still below standard (Two or More Races).White students also saw an increase from the previous year and are listed in the yellow indicator level. At the school level Pauma Elementary and Valley Center Prep were in the red level indicator with the following school level student groups: Pauma (English Learners, Hispanic, SED), Valley Center Middle (American Indian, English Learners, Hispanic, Long-Term English Learners), Valley Center High (English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)

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

VCPUSD has remaining Learning Recovery Emergency Block Grant funds (LREBG). These funds will be used in Goal 1, Action 1.2: Counselor Support measured by LCAP metrics 1.4 Chronic Absenteeism Rates and 1.5 Suspension Rates; Goal 2, Action 2.17: High School Summer Credit Recovery / Acceleration / Enrichment measured by metrics 2.1 District Graduation Rate, 2.5 A-G Completion Rate, 2.6 CTE Pathway Completion, 2.2 College/Career Indicator (CCI), and local report card grades; Goal 2, Action 2.21: Learning Recovery Intervention and Support Teachers measured by metrics 2.3 English Language Arts (State Assessment), 2.4 Mathematics (State Assessment), 2.9 Elementary ELA Benchmarks (Local Assessment), nd 2.10 iReady Math Diagnostic (Local Assessment); and Goal 2, Action 2.22: Expanded

After School Academic and Enrichment Program measured by metrics 2.11 High School A-C Grades ELA/Math, 2.12 Middle School A-C Grades ELA/Math, 2.3 English Language Arts (State Assessment), 2.4 Mathematics (State Assessment), 2.32 Expanded Learning QSA, and 1.1-1.3 Survey data. Utilizing funds from the Learning Recovery Emergency Block Grant (LREBG), Valley Center-Pauma Unified School District will implement several key actions to support student success, which will be incorporated into the district's LCAP. These actions include providing a summer school program for high school students to offer credit recovery and enrichment opportunities. The district will also fund Learning Recovery Intervention and Support Teachers for grades TK-5 to provide data-driven instruction and targeted interventions in language arts and mathematics, with a focus on supporting English Learners and students with disabilities. Furthermore, an expanded after-school academic and enrichment program will be offered for students in grades 7-12 who are below grade level in ELA or Math, prioritizing services for English Learners, Foster Youth, and low-income students. To address social-emotional and mental health needs, counselors will provide targeted support to students, with a focus on reducing absenteeism and keeping high school students on track for graduation. These initiatives are aligned with the allowable uses of LREBG funds to accelerate learning and provide comprehensive support for students with the greatest needs.

As required by EC 32526(d), VCPUSD conducted a local needs assessment (see attached appendixes). Based on the findings, we identified the following schools are in greatest need of Learning Recovery Emergency Block Grant (LREBG) funds to address chronic absenteeism and academic outcomes as measured by state assessments in Math and English Language Arts. For ELA/Math: Valley Center Primary School, Lilac School, Valley Center Elementary School, Pauma School, Valley Center Middle School, Valley Center High School, Oak Glen High School, and Valley Center Prep School. For Chronic Absenteeism: Valley Center Primary School, Lilac School, Valley Center Elementary School, Pauma School, Valley Center Middle School, Valley Center High School, and Oak Glen High School.

Reflections: Technical Assistance

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

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

Metrics from the 2024 California School Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. Overall, VCPUSD’s performance results for all students and for specific student groups show that improvement is needed and gaps in student group performance persist. Data from the California School Dashboard and other state reports have highlighted many of our identified needs moving forward. At the same time, we continue to use local measures to show the growth rates that have occurred from our efforts. Working with the San Diego County Office of Education, VCPUSD is engaging in the differentiated assistance and support process.

The following areas and student groups are the focus of our work based on the 2024 CA Schools Dashboard:
Academic Performance (ELA & Math) - American Indian, Homeless, (Growth - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic)
Suspension Rate - No qualifying student groups, (Growth) Homeless, Students with Disabilities, and American Indian
Chronic Absenteeism - American Indian (Continued Need), (Growth - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic)

College and Career Readiness (CCI) - Homeless

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

Throughout this year, a differentiated assistance plan has continued targeting key actions to make progress in these areas. In addition, those school sites that are working through the Targeted Support and Improvement (TSI) process are aligning their work with the actions in this LCAP in their site plans (SPSA) to support the necessary growth and meeting the needs identified. In addition to helping the community understand the metrics that are reported on the California Dashboard and how the metrics were reported in 2024, staff are monitoring the actions we are taking in the district and on sites to address student needs. Presentations have been made sharing the sites' work to continue to monitor and address students' needs through a variety of resources and supports and ongoing opportunities to monitor overall progress.

The VCPUSD LCAP 2025-2026 outlines several goals, metrics, and actions that relate to this differentiated assistance work. Below is a list of relevant actions from the VCPUSD LCAP that serve as examples of how the LCAP has been influenced by the DA assistance process and work completed.

Goal 1: This goal includes actions primarily aimed at improving attendance, behavior, and school climate, which directly relate to the DA focus areas of Chronic Absenteeism and Suspension Rate.
Action 1.1 Counseling Support: Provides socio-emotional and mental health support to students, prioritizing unduplicated student groups. Throughout the school district this action supports Chronic Absenteeism for American Indian students.
Action 1.2 Counselor Support (Learning Recovery Emergency Block Grant - LREBG): In addition to providing socio-emotional and mental health support this action focuses on high school students completing A-G and/or CTE coursework (relating to College & Career Readiness). The implementation of this action addresses some of the College and Career readiness work for homeless students.
Action 1.6 Support Staff: Behavior and Attendance: Directly supports students and families to ensure students attend school, which impacts outcomes, particularly for those student groups with the highest levels of Chronic Absenteeism on the CA Dashboard such as American Indian students.
Action 1.7 District Social Worker: Aims to address health and wellness needs for low-income students to decrease chronic absenteeism rates and increase overall connectedness to school. This action supports those student groups with high absenteeism through one-on-one and targeting interventions.
Action 1.12 Attendance Monitoring and Communication: Supports student groups who tend to have higher rates of chronic absenteeism and lower attendance.

Goal 2: This goal is central to addressing Academic Performance (ELA & Math) and College and Career Readiness (CCI) for various student groups identified in DA.
Action 2.2 Elementary Instructional TOSA: Provides direct student support and staff development in core subjects, focusing on unduplicated student groups below grade level and specifically addressing ELA and Math outcomes for English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and American Indian students.

Action 2.4 District Wide Mathematics TOSA: Directly collaborates with and supports teachers district-wide to improve math outcomes, particularly for American Indian, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups.
Action 2.7 Special Projects Team: Provides direct services to the American Indian student group to improve academic performance, as measured by SBAC ELA and Mathematics.
Action 2.16 Professional Learning and Training (CAASPP): Addresses low performance of targeted student groups in ELA and Math by aligning assessment rigor and incorporating formative tools, prioritizing English Learners, Homeless students, and American Indian students.
Action 2.17 High School Summer Credit Recovery / Acceleration / Enrichment (LREBG): A program to address academic outcomes including college/career readiness. It directly impacts the College and Career Indicator (CCI), English Language Arts (ELA) Academic Performance, Mathematics Academic Performance, and A-G Completion Rate, for students with the greatest needs as identified in the LREBG needs assessment which includes homeless and American Indian students.
Action 2.21 Learning Recovery Intervention and Support Teachers (LREBG) (New Action): Provides data-driven instruction to small groups of at-risk students in ELA and Math (TK-5).
Action 2.22 Expanded After School Academic and Enrichment Program (LREBG) (New Action): Provides expanded after-school programs for grades 7-12 focusing on students below grade level in ELA or Math.

Goal 3: This goal supports the "Meaningful Engagement of Educational Partners" foundational principle of LCFF, which is critical for the DA process.
Action 3.1 District TOSA: Supports American Indian students (a DA focus group) and families in college and career readiness, cultural events, and academic support.
Action 3.3 Software Services: Implements software for communicating key data and information, including a local district dashboard, with a focus on high-need student groups (including American Indian, Hispanic, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities) to inform decision-making.

Goal 4: This is a Focus Goal specifically addressing Students with Disabilities (SWD), which is a DA focus group for Academic Performance (ELA & Math), Suspension Rate, and Chronic Absenteeism based on the 2023 CA Schools Dashboard.
Action 4.1 Student Services - Program Specialist: Supports sites with Multi-Tiered Systems of Support (MTSS) addressing academic, behavioral, and social-emotional needs of Students with Disabilities. This action directly addresses Chronic Absenteeism (SWD), Suspension Rate (SWD), SBAC ELA and Math (SWD).

Goal 5: This is a Focus Goal specifically for College and Career Readiness (CCI), targeting student groups listed on the CA Schools Dashboard, including Homeless students, which is a DA focus group for CCI.
Action 5.1 Implementation of California College Guidance Initiative (CCGI): Leverages CCGI tools for monitoring A-G completion, exploring college and career options, and streamlining applications, with a particular focus on lower performing student groups.
Action 5.5 Expanded Career Exploration and Vocational Pathway Development (New Action): Broadens career exploration opportunities for students, aiming to improve college and career readiness outcomes for all students, especially those needing intensified support including the homeless student groups.

Goal 6: This is an Equity Multiplier Focus Goal addressing Academic Performance (Math and ELA CAASPP scores, CCI), School Climate (suspension rate) at Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep). It specifically targets American Indian, Hispanic, English Learner, and Socioeconomically Disadvantaged and the homeless student groups.
Action 6.1 Chronic Absenteeism Interventions: Implemented at OGHS to reduce chronic absenteeism through preventative measures and tiered interventions, with particular attention to American Indian and homeless student groups.
Action 6.3 Career Technical Education (CTE) Expansion and Exploration: Expands CTE pathways at OGHS to address the 0% CCI preparedness.
Action 6.6 Academic Interventions: Adds instructional resources and intervention staffing to OGHS to facilitate academic achievement in English Language Arts and Mathematics, targeting student performance as indicated on the CA schools dashboard that includes the outcomes for American Indian and homeless student groups.
Action 6.7 Reading and Literacy Interventions: Establishes comprehensive interventions at OGHS and VC Prep, including a dedicated specialist and evidence-based tools, to improve literacy outcomes and foundational reading skills for student groups demonstrating the lowest performance levels on state ELA indicators.

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.

No Schools have been identified for comprehensive support and improvement for the 2025-2025 school year.

Support for Identified Schools

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

Not applicable for the 2025-2026 school year.

Monitoring and Evaluating Effectiveness

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

Not applicable for the 2025-2026 school year.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committees	Ongoing data/feedback from parent advisory committees in School Site Councils and ELAC/DELAC are constantly being asked for and integrated into our plans moving forward. Both School Site Councils and ELAC/DELAC parent advisory leadership groups were asked to provide actions the district should prioritize in the following areas: ELA, Math, and Science achievement, Mental and Emotional Health, Chronic Absenteeism, Discipline, School Climate, Communication with Parents, and Safety on Campus. Our goal in these advisory committees is to ensure that parent groups and specific needs are appropriately represented and heard. School Site Councils include representation from parents of current students with disabilities (SWD) and at the secondary level student representatives that can speak to the student perspective and provide this important voice. Committees such as ELAC/DELAC and our Title VI parent advisory committee provide targeted feedback to ensure that the needs are all students are being discussed and incorporated in the LCAP planning process.This feedback provided us the time and opportunity to guide us in our work throughout the year and before finalizing the priorities of the LCAP. LCAP SSC Goals Overview and Input 12/12/2024 (All School Sites) LCAP ELAC Goals Overview and Input 12/12/2024 (All School Sites) LCAP Input SSC 2/27/2025 All School Sites) LCAP Input ELAC 2/27/2025 (All School Sites) LCAP Input DLAC 2/27/2025

Educational Partner(s)	Process for Engagement
	LCAP Input Title VI Advisory Committee 2/11/2025
Parents	LCAP Input Meetings 10/05/2024, 12/12/2024, 2/27/2025, 4/16/2025 LCAP Parent Survey (Spring)
Student Advisory Committee	LCAP Input Meeting 4/5/2025 Students provide their input on areas of importance for the LCAP.
Students	Student Survey (Spring) Student Focus Group Site Meetings as Applicable by Grade Level
Teachers and School Personnel / Local Bargaining Units	LCAP Input Meetings 3/11/2025, 3/19/2025, 3/26/2025, 4/2/2025, 4/9/2025, 4/10/2025, 4/16/2025 LCAP Staff Survey (Spring) VCPUSD engaged with bargaining units, inviting them to participate in LCAP engagement sessions with staff regarding LCAP content and presentations. 4/3/2025
General Public, Students, Staff, and Families	Regular Board Meetings: 9/14/2023, 11/9/2023, 1/18/2024, 4/18/2024, 5/9/2024, 4/16/2025
Administration (Site Principals, Site Admin, and District Admin)	District Administration Meetings: 9/3/2024, 10/1/2024, 11/5/2024, 12/3/2024, 1/14/2025, 2/4/2025, 3/4/2025, 4/1/2025, 5/13/2025 These meetings were planned to cover key items at specific intervals throughout the LCAP development process beginning with feedback sessions in September on items of importance that principals felt

Educational Partner(s)	Process for Engagement
	should be included in the LCAP. That feedback was reviewed and included with the other educational partners engagement. In January, feedback was provided on areas of importance identified from the overall feedback from educational partners, and February was an update on how those areas of importance are being identified in the LCAP.
Equity Multiplier Meetings	Site Meetings (Applicable site SSC Meetings Engaging Applicable Educational Partners) OGHS/VC Prep 3/26/2025, 4/10/2025
SELPA	Members of the LCAP development team has attended and engaged at regional SELPA meetings providing an overview of district goals and actions and collecting feedback/comments. 12/14/2024, 3/14/2025, 5/16/2025

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

The annual and ongoing engagement of educational partners is a key part of Valley Center-Pauma Unified School District's (VCPUSD) LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, administrators, and community members. A range of educational partner engagement activities occurred throughout 2024-25 school year including listening sessions, meetings with district committees/groups, district surveys, input sessions for staff and families, and related board presentations. These sessions included a brief introduction to the LCAP, with the majority of time reserved for open sharing of input by all attendees. Ongoing input has been welcomed as part of the LCAP feedback process, this leads to culmination of public comment on a posted draft, and the public hearing will finalize our engagement and collection of input with our partners. The input received from these activities helped to further articulate the VCPUSD community's priorities for the district and to inform the annual development of the LCAP.

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

Parent/ Guardian Survey

The school provided all the resources needed (iPad, Chromebook, essential materials, etc.) to engage students in learning. (97%)
The school treats all students with respect. (91%)
The school is a safe place. (88%)
The school connects with my student. (91%)
The school enforces school rules equally for all students. (74%)
The school has clean and well-maintained facilities and grounds. (91%)
The school is welcoming and inclusive. (93%)

Staff Survey
Our school provided all the resources needed (iPad, Chromebook, essential materials, etc.) to engage students in learning. (94%)
Our school treats all students with respect. (92%)
Our school is a safe place. (79%)
Our school connects with students. (90%)
Our school has clear expectations for student behavior. (76%)
Our school has clean, sanitized and well-maintained facilities and grounds. (83%)
Our school is welcoming and inclusive. (88%)
Our school provides social emotional and mental health supports for students that need it. (86%)
At least 75% of students are engaged in learning so far this year. (71%)
At least 75% of students at our school treat staff and peers with respect. (77%)
Digital citizenship and media literacy skills are integrated into student instruction. (80%)

Physical Safety and Security

- Staff and parents positively noted that schools are safe places. Feedback suggested that to continue this progress measures like stricter access to school grounds, improved fencing, security guards, and additional cameras be considered.
- Parents and staff suggested improving supervision in areas like playgrounds, lunch areas, and bathrooms, which some students reportedly feel unsafe. Concerns about traffic safety during drop-off and pick-up were also raised.

Student Behavior and Discipline

- A positive aspect noted is that schools have clear expectations for student behavior according to a majority of staff. Both parents and staff recommended that these rules and consequences be enforced equally and consistently for all students.
- Parents and staff gave feedback around disruptions to the school day caused by behaviors, positive feedback was given to efforts in PBIS with recommendations to continue this work into the coming school year.

Social-Emotional Well-being and Inclusivity

- Schools were frequently described as welcoming and inclusive by parents and staff, with many noting that schools connect well with students.
- The provision of social-emotional and mental health supports, such as counseling, was positively acknowledged. Feedback suggested continued staff professional development and training in supporting students' social-emotional needs

Learning Environment and Resources

- Parents and staff overwhelmingly agreed that schools provide necessary resources like iPads and Chromebooks for learning.
- Suggestions from both parents and staff included examining the balance between “screen time” and more traditional, hands-on learning methods.

Staff-Student Interactions
- A high percentage of parents and staff believe the school treats all students with respect.
- Feedback made requests that schools sites continue to ensure 1:1 interactions and that staff is accessible to all students for support.

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

Parent/ Guardian Survey
The school provides a quality education that focuses on the academic success of my child. (90%)
The school offers supports to promote learning at high levels. (83%)
The school promotes academic success for all students. (86%)
The school has teachers that go out of their way to help students. (88%)
The school focuses on improving student attendance. (88%)
The school is preparing my student to be college and career ready. (79%)

Staff Survey
Our school has an effective system to monitor all students’ progress toward meeting or exceeding grade level academic standards. (80%)
Assessment data, both qualitative and quantitative, is analyzed and used to make instructional decisions. (77%)
I have adequate staff development opportunities for the effective implementation of the California Standards or to excel in my department/grade level. (68%)
Staff professional development / learning connects to access, support, and success of our students. (72%)
I have adequate technology for the effective implementation of the California Standards or to excel in my department / grade level. (88%)
Our staff regularly reviews current practices to determine the degree to which it focuses on successful student learning. (79%)
Students use technology to assist them in achieving the academic standards. (92%)
Our school has an atmosphere of trust, respect, and professionalism. (86%)
The staff’s practices and activities facilitate access and success for diverse student needs. (84%)
Our school promotes academic success for all students. (86%)
Our staff go out of their way to help students. (93%)
Our school focuses on improving student attendance. (81%)
Our school is preparing all students to be college and career ready. (73%)

Quality of Instruction and Curriculum

- Many parents and staff positively affirmed that schools provide a quality education and that teachers often go out of their way to help students.
- Feedback was received that schools and the district overall need to continue to emphasize strong academic outcomes by enhancing academic rigor with more critical thinking projects.

Use of Technology and Resources
- Staff and parents feel they have adequate technology for effective instruction and learning.
- A common recommendation from parents and staff was to reduce independent technology usage in classrooms and ensure technology serves as a tool rather than the primary mode of instruction.

Support for Diverse Learners
- The availability of support for students with learning difficulties, such as special classes, was highlighted as a strength by parents. Staff also noted that school practices facilitate access for diverse student needs.
- Feedback was recieved suggesting a need to provide more opportunities and support for both high-achieving students and those who are struggling.

Specific Academic Programs
- The Dual Language program was noted as a valued offering at applicable school sites, with parents and staff recommending its strengthening. Some parents suggested a greater emphasis on Spanish in early grades.
- Parents expressed appreciation for programs like band, art, and library services. Staff suggested more focus on early intervention in K-2 for literacy and math.

Assessment and Student Progress
- Staff reported that assessment data is analyzed and used for instructional decisions and that this time has been valuable working with collegues.
- Some comments requested a balance between both paper and digital assessments, with comments suggesting the benefit of students being able to make more written notes and corrections in writing and mathematics.

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

Parent/ Guardian Survey
The schools seeks parent input. (85%)
The school welcomes parents to participate in school activities. (89%)
The school and teachers communicate academic progress regarding my child. (87%)
The school keeps me well informed about school activities. (96%)

The school's front office is welcoming. (88%)
I feel valued at the school. (84%)

Staff Survey
School staff actions are targeted to improve parent, community and student engagement. (91%)
Our school ensures that parents understand student achievement as measured by the state's academic standards. (79%)
Our school seeks parent input. (78%)
Our school welcomes parents to participate in school activities. (88%)
Our school keeps parents well informed about school activities. (94%)
Our school uses multiple methods to communicate with parents. (95%)

Communication Channels and Timeliness
- Parents widely affirm that schools keep them well-informed about activities and that schools use multiple methods for communication. The use of calls, texts, and emails is appreciated.
- Parents requested that communication regarding academic progress, such as test scores and grades, be more timely and detailed. Staff also noted a need to ensure parents understand student achievement as measured by state standards.

Parent Involvement and School Welcome
- Parents felt schools welcomed their participation in activities and that front offices are generally welcoming. Many parents feel valued at the school.
- To enhance involvement, it was suggested to hold more parent-related meetings and events after school hours to accommodate working parents. Some staff also suggested making events more accessible to working parents.

Seeking and Utilizing Parent Input
- A high percentage of parents and staff agree that schools seek parent input in a variety of ways and that this input was used in actions seen at schools.
- While input is sought, some parents expressed that the district could improve in taking concerns into consideration and implementing them.

Expanding Learning and Extracurricular Opportunities (Parent Perspective)
- Parents showed enthusiasm for expanding learning and extracurricular activities outside the regular school day.
- Suggestions were made to continue to expand this area for all grade levels and include offering enrichment in areas like coding, robotics, arts, after-school tutoring, and more diverse club offerings.

Information on Academic Standards and Reporting
- Staff report that schools ensure parents understand student achievement as measured by state standards.
- Some parents and staff find the current grading systems and report cards confusing and recommend better explanations

Goal 4:

Parent/Guardian Survey
The school's IEP team reviews all placement and service options available, at least annually, for my child. (98%)
The IEP team considers the effects to my child before recommending placement / services with a special education teacher. (94%)
My child with an IEP is working on standard-aligned coursework. (94%)
My child with an IEP is making academic progress. (91%)
My child with an IEP spends the majority of their day in a general education classroom. (94%)

Staff Survey
Students with an IEP are working on standard-aligned coursework. (86%)
Students with an IEP are making academic progress. (78%)
Students with an IEP spend the majority of their day in a general education classroom. (73%)

IEP Team Process and Communication
- Parents of students with IEPs overwhelmingly agree that the IEP team reviews placement and service options annually and considers the effects on their child before recommending services.
- Parents provided feedback that schools continue to find ways to support individual students through the IEP process (specific parent and student cases were provided)

Academic Progress and Curriculum Alignment
- A strong majority of parents with children on IEPs feel their child is working on standard-aligned coursework and making academic progress. Staff surveys also reflect positive views in this area.
- To further support this, some staff recommended ensuring that SpEd teachers have adequate curriculum and resources. It was also mentioned that programs like Lexia and iReady may not be optimally catered to students with disabilities.

Inclusion and Classroom Support
- Parents and teachers of students with IEPs report their child spends the majority of their day in a general education classroom, which is seen positively.
- Recommendations were made by both staff and parents to increase in-class support for students with IEPs, such as more instructional aides and co-teaching models. Some believe certain students may benefit from smaller, alternative classroom settings.

Training and Resources for Staff
- Staff indicated an interest in more professional development regarding effective ways to help special needs students, including behavior management and training on specific disabilities.

Goal 5: College and/or Career Readiness
For this "focus goal" open-ended questions were provided to collect feedback. Aspects of other questions from other related goals areas were also incorporated into the analysis.

Exposure to Career Options and Pathways

- Recommendations were provided from parents and staff to provide students with broader exposure to diverse career paths beyond a four-year college, including skilled trades and vocational opportunities.
- Parents and staff positively view and recommend expanding CTE (Career and Technical Education) programs, field trips to colleges and workplaces, and inviting guest speakers and alumni.

Development of Essential Skills

- Parents and staff highlighted the importance of students developing "soft skills" and practical life skills. Recommendations include teaching time management, organization, study habits, problem-solving, communication, and financial literacy.

Academic Preparation and Rigor

- Parents and staff recommend ensuring students have strong foundational skills in core academic areas like reading, math, writing, and science as a basis for future success.
- Some parents expressed a desire for more honors and Advanced Placement (AP) course offerings, particularly in earlier high school grades, to challenge students academically.

Guidance and Support Systems

- Requests were made to continue to enhance guidance counseling services, ensuring counselors help students create realistic post-high school plans and understand pathways to achieving their goals, including navigating college applications and financial aid.
- Parents and staff suggested implementing programs that support students transitioning into and out of high school such as buddy and mentorship programs to support students in their future college and career journeys.

School Culture and Expectations

- Parents and staff positively acknowledged specific teachers and administrators who inspire and motivate students.

Goal 6: Alternative Education Programs
For this “focus goal” open-ended questions were provided to collect feedback. Aspects of other questions from other related goals areas were also incorporated into the analysis.

Program Quality and Academic Rigor

- Recommendations were received from parents and staff is to ensure that alternative education programs maintain high academic standards equivalent to comprehensive schools.
- Staff suggested that alternative education should not be a less rigorous path but should provide flexible, high-quality learning experiences tailored to diverse student needs.

Independent Study and Flexible Learning Options

- Parents and staff see the value in short-term independent study options accessible at school sites for students needing temporary flexibility.

- Staff recommended clear structures, support systems, and expectations for independent study to ensure students stay on track academically.

Program Accessibility and Awareness
- Parents recommended that caregivers and families continue to be educated about alternative school choices.
- There was a suggestion from parents to analyze why students might be leaving the district and to explore what programs other schools offer that could be implemented to retain students and attract new ones to alternative programs.

Feedback Leading to LCAP Actions
VCPUSD will continue successful previous actions and services, many influenced by educational partner feedback. Aspects of the VCPUSD 2025-2026 LCAP that have been influenced by educational partner input include, but are not necessarily limited to:
- The continuation of the Positive Behavior Intervention and Supports (PBIS) program moving into Tier 2 and Tier 3 levels, in alignment with district work in MTSS
- Professional learning (Development and Training) actions addressing many areas of feedback (curriculum, academic, behavior, student supports)
- Additional after school and expanded learning offerings for both elementary and secondary school environments
- Additional systems to support from staffing positions such as counseling and intervention teachers
- Increased ability to monitoring college and career readiness (graduation requirements, A-G completion, CTE completion) with the addition of CTE and A-G approved courses that are high student interest

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Climate - Parent Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: The school is a safe place. School Connectedness: The school connects with my student.	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: The school is a safe place. School Connectedness: The school		90% or above for goal area and applicable statements.	School Climate - Parent Survey: +0.81%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: 88.17% Strong Agree/Agree	connects with my student. 2025: 88.98% Strong Agree/Agree			
1.2	School Climate - Staff Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: Our school is a safe place. School Connectedness: Our school connects with my student. 2024: 89.47% Strong Agree/Agree	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: Our school is a safe place. School Connectedness: Our school connects with my student. 2025: 84.06% Strong Agree/Agree		90% or above for goal area and applicable statements.	School Climate - Staff Survey: -5.41%
1.3	School Climate - Student Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school.	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school.		90% or above for goal area and applicable statements.	School Climate - Student Survey: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Connectedness: I feel like I belong at school. 2024: 88% Strong Agree/Agree	School Connectedness: I feel like I belong at school. 2025: 90% Strong Agree/Agree			
1.4	Student Engagement - Attendance	2022-2023 CA Dashboard Chronic Absenteeism Rate: 37.9% Student Groups Orange: Homeless, Two or More Races Red: American Indian, White 2022-2023 Chronic Absenteeism Rate (Dataquest) Primary: 48% Lilac: 37.7% Elementary: 33.5% Pauma: 53.1% VCMS: 29.6% VCHS: 34.9% OGHS: 75.6% VC Prep: 0% 2022-2023 Attendance Rate (Local): 89.76% Primary: 88.22% Lilac: 90.41% Elementary: 91.46% Pauma: 87.33% VCMS: 90.24%	2023-2024 Chronic Absenteeism Rate (CA Dashboard): 30.9% Student Groups Orange: Homeless, Long-Term English Learners, Two or More Races Red: American Indian 2023-2024 Chronic Absenteeism Rates (Dataquest) Primary: 35.4% Lilac: 25.8% Elementary: 28.2% Pauma: 46.2% VCMS: 26.1% VCHS: 28.8% OGHS: 83.3% VC Prep: 59.8% 2023-2024 Attendance Rate (Local): 91.40% Primary: 90.60%		Chronic Absenteeism: 20% or lower Growth on CA Dashboard Color Levels (All groups at yellow or higher) Decrease individual school sites by 5% per year Attendance Rate: 94% or higher	Chronic Absenteeism (CA Dashboard): -7% Chronic Absenteeism (Dataquest) Primary: -12.6%% Lilac: -2.3%% Elementary: -5.3% Pauma: -6.9% VCMS: -3.5% VCHS: -6.1% OGHS: -7.7% VC Prep: +59.8% Attendance Rate (Local): +1.64% Primary: +2.38% Lilac: +1.97% Elementary: +0.45% Pauma: +1.6% VCMS: +2.02% VCHS: +1.19% OGHS: -0.09% VC Prep: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VCHS: 90.51% OGHS: 72.46% VC Prep: 100%	Lilac: 92.38% Elementary: 91.91% Pauma: 88.93% VCMS: 92.26% VCHS: 91.70% OGHS: 72.37% VC Prep: 100%			
1.5	School Climate - Suspension Rate	2022-2023 Suspension Rate (CA Dashboard): 3.9% American Indian: 7.7% Hispanic: 3.6% SED: 4.6% SWD: 5.5%	2023-2024 Suspension Rate (CA Dashboard): 2.7% American Indian: 6.7% Hispanic: 2.3% SED: 3.3% SWD: 4.8%		Suspension Rate: 3% or lower AI, Hispanic, SED, SWD: 4% or lower	Suspension Rate (CA Dashboard): -5% American Indian: -1% Hispanic: -1.3% SED: -1.3% SWD: -0.7%
1.6	Student Engagement - Dropout Rates (High School and Middle School)	2022-2023 High School Dropout Rate (Dataquest): 4.6% VCHS: 2.6% OGHS: 9% VC Prep: 15.3% 2022-2023 Middle School Dropout Rate: 0%	2023-2024 High School Dropout Rate (Dataquest): 6.2% VCHS: 2.6% OGHS: 29.4% VC Prep: 12.5% 2023-2024 Middle School Dropout Rate: 0%		High School Dropout Rate: 2% or lower; OGHS: 4% or lower VCPrep: 7% or lower Middle School Dropout Rate: Maintain at 0%	High School Dropout Rate (Dataquest): +1.8% VCHS: 0% OGHS: +20.4% VC Prep: -2.8% Middle School Dropout Rate: 0%
1.7	School Climate - Expulsions	2022-2023 Recorded Expulsion Count (Dataquest): 3	2023-2024 Recorded Expulsion Count (Dataquest): 0		Recorded Expulsions: 2 or less	Recorded Expulsion Count (Dataquest): -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Basic Services - Facility Inspection Tool (FIT)	2022-2023 All schools rated "Good" on FIT report	2023-2024 All schools rated "Good" on FIT report		All schools maintain "Good" on FIT report	FIT report: No Difference
1.9	PBIS Tiered Fidelity Inventory (TFI)	2024 Tier 1 Level TFI (Tier 2 and 3 Not Yet Inventoried) Primary: 70% Lilac: 70% Elementary: 70% Pauma: 87% VCMS: 83% VCHS: 90% OGHS: 63%	2025 Tier 1 Level TFI Primary: 87% Lilac: 90% Elementary: 87% Pauma: 100% VCMS: 97% VCHS: 100% OGHS: 100% Tier 2 - District Wide Inventory Starting 25-26 Tier 3 - District Wide Inventory Starting 26-27		Tier 1 Level TFI: All Schools 80% or higher Tier 2 Level TFI: All Schools 70% or higher Tier 3 Level TFI: All Schools Implementation Level	Tier 1 Level TFI Primary: +17% Lilac: +20% Elementary: +17% Pauma: +13% VCMS: +14% VCHS: +10% OGHS: +37%
1.10						

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.

Overall, the implementation of actions within Goal 1 closely matched the plan for the year. Many metrics saw increased or improved outcomes, specifically in reductions in chronic absenteeism, suspension rates, and the implementation of PBIS as measured through the Tiered Fidelity Inventory (TFI). This aligns with the overall plan in Goal 1 to continue the development of a systematic approach to our district's Multi-Tiered System of Supports (MTSS) that includes all educational partners. The district's approach to data collection and monitoring for the metrics in Goal 1 has significantly improved with ongoing communication and reporting to sites. Consequently, with the

leadership of site administrators, school sites can respond quickly and supportively to students' and families' needs in areas of overall engagement with the school.

The continuation of actions such as counseling supports, school psychologists, behavior and attendance support staff, the district social worker, the district itinerant psychologist, and partnered counseling and tutoring agencies has led to positive growth in the overall engagement of students and families in our school district. Goal 1 has continued our implementation of positive engagement and interactions with school sites during the school day through programs such as physical health and nutrition programs provided through elementary physical education. Moreover, there has been a continued shift towards a more positive school climate through Positive Behavior Interventions and Supports (PBIS). Goal 1 has also supported the continued professional development and training of staff to improve overall school climates, leading to the positive outcomes observed in the previous year.

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

The majority of the estimated actual expenditures for Goal 1 do not demonstrate material differences from the budgeted expenditures.
Actions with differences between budged expenditures and actual expenditures are the following:
1.2 Counseling Support - Staff member was split funded between two sources, budget adjustments led to increased split to LCAP service
1.5 Support Staff: Campus Supervision - Salary difference between retired and new employee.

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

The implementation of actions associated with Goal 1 has continued the district's efforts to ensure that we are engaging all students in their learning. This involves providing and creating a meaningful learning environment that allows each student to excel not only in their passions but also to prepare them for college and career readiness. In Goal One, the focus is on the overall engagement of students during the school day, as measured through attendance, suspension rates, and additional local metrics. Feedback from school climate surveys completed by parents, staff, and students suggested the benefits of the mental health and counseling supports provided through this goal.

Actions related to attendance monitoring and supports were proven effective, as evidenced by data showing reductions in overall chronic absenteeism at each school site and small increases in overall attendance at each school site and the district overall. Actions related to school climate also demonstrated positive impacts through reductions in suspension rates and increases in local metrics measuring the implementation of programs such as PBIS. The actions in Goal 1 for 2024-2025 can be categorized into two areas in progress for the overall goal and growth in outcomes.

Student Engagement Metrics and Related Actions: Chronic Absenteeism, Attendance, and Dropout Rates
1.1 & 1.2 Counseling Support; 1.6 Support Staff Discipline & Attendance; 1.7 Counseling & Tutoring; 1.8 Bussing; 1.10 District Social Worker; 1.12 Refinement of MTSS; 1.13 Attendance Monitoring and Communication; 1.15 Physical Health and Nutrition (Elementary PE Teachers)
Data related to absenteeism and attendance suggest that these actions did make progress towards the goal with a decrease in Chronic Absenteeism to 30.9% from the previous year at 37.9% and attendance rates increasing from 89.76% to 91.40%. Survey feedback suggests

that these actions were impactful with services provided to students and families. The continuation in counseling supports and social work placed at each school site met many of the increased needs of the students and families in our district. Each of the staff members providing support in these areas had specific engagement with students and families. This increased level of engagement is evident in the progress that the district is making towards its goal and expected outcomes. Efforts in targeted communication around attendance and refining existing MTSS continue increase access for parents with more information about resources that were accessible through the school district.

School Climate Metrics and Related Actions: Suspension, Expulsion, PBIS Tiered Fidelity Inventory (TFI)
1.3 Administrators; 1.4 School Physiologists; 1.5 Support Staff: Campus Supervision; 1.6 Support Staff Discipline & Attendance; 1.9 Positive Behavioral Interventions & Supports (PBIS); 1.10 District Social Worker; 1.11 Social Emotional Curriculum; 1.12 Refinement of MTSS; 1.14; Professional Development and Training; 1.15 Physical Health and Nutrition (Elementary PE Teachers)
Data related to suspensions and expulsions suggest these actions did lead to progress towards the goal with a decrease in district wide suspension rates to 2.7% from 3.9% with similar decreases for each reported student group. Expulsion counts lowered to 0 from 3 the previous year suggesting that severe incidents also decreased and families were provided with alternatives to meet behavior concerns effecting the overall school climate. The staff driven actions were evident to have a direct impact on this data and effective in ensuring that the spirit of the goal was intact and school climates were driven by positive interactions and supportive measures in response to behavior. The additional training and collaboration with the San Diego County Office of Education around Positive Behavior Interventions and Supports (PBIS) led to the implementation of tiered approaches with the first year focus on schoolwide, Tier 1 levels establish clear behavior expectations and reinforcing positive school climate with all staff clarify what positive behavior looked like in classrooms and all areas of a school campus. Data available through the Tiered Fidelity Inventory confirms the growth of the initial implementation with school sites increasing their overall point scores and percentage of implementation. This will continue into the next year with a focus on implementation of Tier 2 targeted areas and strategies.

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.

Feedback overall suggested the continuance of actions in this goal areas as part of a multi-year approach to progress and increased outcomes. No additional metics, outcomes, or actions will be added for the 2025-2026 school year. Some feedback, input, and reflection that was part of this goal area was used for additions to actions in other goals areas as applicable.

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	Counseling Support	Full time counselor staffing provided to each elementary school site, two counselors at Valley Center Middle School, and one counselor at Oak Glen Continuation School/Alternative Programs. Counselors will provide	$891,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
		immediate and targeted support for students on the socio-emotional and mental health areas. By ensuring a connection with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. The counselors will prioritize support for unduplicated student groups that make up the largest percentage of students at each applicable school site including Foster Youth, Homeless Youth, and Students with Disabilities to support improving students' sense of belonging in an effort to combat Chronic Absenteeism. This will be done through facilitating SEL and working directing with classroom teachers to address needs. Counselors will participate in School Attendance Review Team (SART) meetings at their assigned sites to support high levels of absenteeism as listed on the CA Schools Dashboard for specific schools sites (Pauma) and student groups at Lilac (Two or More Races, White), Primary (English Learners, Hispanic, SED, White), Pauma (American Indian) and VCMS (American Indian).		
1.2	Counselor Support (LREBG)	Counselors will provide immediate and targeted support for students in the socio-emotional and mental health areas. By ensuring a connect with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. In addition, a counselor will focus efforts on working with high school students to complete A-G and/or CTE coursework, enabling each one to choose their pathway beyond high school. This service is directed towards our unduplicated students who makeup 63% of the Valley Center High School student population and student groups that are of the highest level of need based on local and state outcome data. This position is partially funded through the Learning Recovery Emergency Block Grant. This is an LREBG action, partially funded through the Learning Recovery Emergency Block Grant, directed towards our student population and student groups that are of the highest level of need, as identified in our required needs assessment. The provision of counseling services aligns	$53,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with the Learning Recovery Emergency Block Grant's allowable use for integrating evidence-based pupil supports to address barriers to learning, including health, counseling, or mental health services, and to support academic progress. The impact of this LREBG-funded action will be monitored using the following metrics, consistent with LREBG requirements and the identified needs: Chronic Absenteeism Rate (LCAP Metric 1.4) and English Language Arts and Mathematics Academic Performance (LCAP Metrics 2.3 and 2.4)		
1.3	Administrators	District and site administration will lead site work on restorative practices, trauma informed practices, safety at school, working collaboratively with counselors and site teams, to reduce the number of students that are chronically absent, focusing on all students but in particular our students with high levels of absenteeism, Native American and Students With Disabilities. In addition, staff will work to reduce the suspension rates for Native American, Hispanic, Low Income, and Students with Disabilities. Ensuring our students are engaged in school will increase their academic achievement. This service is directed towards our unduplicated students.	$406,628.00	Yes
1.4	School Psychologists	Approximately 25% percent of our students with special needs are identified as part of our districts 66% UPP. School Psychologists will provide evidence-based social-emotional learning (SEL) interventions, individual and group counseling, and behavioral support strategies to students. This includes participation in comprehensive assessments to identify student needs, supporting restorative practices to address disciplinary issues, and collaborating with school staff and families to develop and implement individualized support. The psychologists will also support parent and school site workshops and provide resources for parents focusing on fostering supportive home learning environments and improving family-school partnerships The psychologists service is directed towards our unduplicated students which exhibit higher rates of chronic absenteeism and behavior referrals. Educational partner input, further highlights a critical need for increased social-emotional support and improved family engagement to address	$691,540.00	Yes

Action #	Title	Description	Total Funds	Contributing
		underlying barriers such as a low sense of school connectedness and mental health challenges within these student populations. The services provided by the School Psychologists are principally directed toward addressing the unique and urgent social-emotional and behavioral needs of our unduplicated students. While all students may benefit from a positive school climate, the intensity and focus of the School Psychologists' caseload will prioritize students from low-income, English learner, and foster youth groups who demonstrate the highest need as identified by district metrics.		
1.5	Support Staff: Campus Supervision	Staff provides a safe learning environment, interacting with students and ensuring that student needs are met. They provide an adult for students to connect to and potentially mentor/coach through school. The presence and connection of campus security can be measured on survey data regarding input on our schools feeling safe by students, parents, and staff. This action is directed towards our unduplicated students who makeup 63% of the Valley Center High School student population, 68% of the Valley Center Middle School, and 81% of Oak Glen High School and student groups that are of the highest level of need in the areas of absenteeism and suspension based on state performance data.	$430,602.00	Yes
1.6	Support Staff: Behavior and Attendance	Support staff such as secretaries that work with student discipline support restorative practices at the middle school and high school grade levels, working collaboratively with the Assistant Principals, connecting with and supporting families when students may have, in the past, been suspended for a behavior. The middle school UPP is 68%, of which 33% are English Learners and % are American Indian. The high school UPP is 63%, of which 21% are English Learners and 8% are American Indian. With the data shown on the CA Schools dashboard and differentiated assistance designation based on several of our unduplicated student groups this actions is directing services towards our unduplicated students. Similarly, attendance clerks at these school sites connect and support families around attendance. With UPPs of more than 63% at both the middle school and high school sites, these positions are working closely	$467,953.00	Yes

Action #	Title	Description	Total Funds	Contributing
		with families on a daily basis. These efforts are in addition to other practices to reduce the number of suspensions and reduce chronic absenteeism by keeping students in school. The support staff at schools sites play an important role in the site intervention process for attendance and behavior. They prepare data and information for site MTSS meetings, at Oak Glen School these staff members will support the meetings that occur. With the high UPP count this will support the higher suspension rate for English Learners as reported in the red indicator level on the CA Schools Dashboard.		
1.7	District Social Worker	Social workers provide a range of preventive, early intervention, and acute mental health assessments and treatments in group, individual, or family modalities. Supporting a school-wide foundation of positive discipline, safe climate, academic success, and mental and emotional wellness by helping develop and sustain a caring school environment that promotes problem-solving skills and positive behavior support. These services are directed towards our unduplicated students as an additional way to support student success through social emotional supports. This action is directed towards the needs of the 66% district UPP addressing health and wellness for low income, English Learners, and foster youth to decrease chronic absenteeism rates and increase overall connectedness to school.	$132,135.00	Yes
1.8	Physical Health and Nutrition (Elementary PE Teachers)	A skills based health and wellness education program that emphasizes physical fitness, nutrition education, and age-appropriate curriculum to address the California Health Education Standards will be provided in order to achieve health literacy for all students beginning at the elementary level. VCPUSD employs Elementary PE teachers who support students who are credentialed in physical education to cover topics that include but are not limited to the following: nutrition and physical activity concepts, human growth and development, injury prevention and safety, and healthy choices. At the elementary school level the percentage of students who are part of unduplicated student groups are 62% at Lilac, 67% at VC Elementary, and 82% at Pauma Elementary making the staffing aligned with this action directly serving the unduplicated student count.	$511,082.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	District Itinerant Psychologist	VCPUSD has implemented an alternative to suspension program called Reflect and Restore that uses restorative practices as its foundation. This program directly benefits the districts student groups that in the past have had higher suspension rates many of which are part of the districts UPP. This program provides attending students with mental health, SEL, academic, and counseling. In order to support this program highly qualified staff such as an itinerant psychologist is integral. Based on Dashboard data and identified needs, the psychologist supporting the Reflect and Restore program will support all students in grades 6-12 addressing school climate through an alternatives to suspension restorative program for which students groups at Pauma Elementary (American Indian, Socioeconomically Disadvantaged) and Oak Glen HS (English Learners) who have higher rates of suspension.	$120,108.00	Yes
1.10	Counseling and Tutoring	Partnerships with Palomar Hospital and AmeriCorps provide immediate services to our students with high needs for socio-emotional or mental health concerns. Palomar counselors, upon referral, provide immediate and targeted support for students on the socio-emotional and mental health areas, particularly our students with disabilities. By ensuring a connection with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. Americorps provides a direct connect with students on campus, engaging students in their learning and ensuring that they are socio- emotionally ready to learn. They, can, serve as an added "counselor" ear for students, tutoring, and referring to school supports and providing an added adult on campus for students to connect with. These services are directed towards the needs of the 66% district UPP addressing health and wellness for low income, English Learners, and foster youth to decrease chronic absenteeism rates and increase overall connectedness to school.	$69,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Transportation (Bussing)	The VCPUSD Unduplicated Pupil Percentage for 24-25 is 66%, approximately 77% of the students who ride the bus are unduplicated. Students in VCPUSD must arrive at school safely either by bus or car. There are no sidewalks for students to walk on that will separate them from traffic. Bussing is important for student attendance for safety and to ensure students that reside in more rural areas of the district can access a bus stop to get to school. Maintaining a Home to School transportation program for unduplicated students is critical.	$2,151,503.00	Yes
1.12	Attendance Monitoring and Communication	Student Services and site teams, including principals and applicable staff, will monitor student attendance using Infinite Campus reports at each school site. Students with high rates of absenteeism and/or on track to have more than 10% of the school year absent (chronically absent) will be noted for further support. Principal, site team, and Student Services will work together to support students with chronic absenteeism, including education of staff regarding the signs of students experiencing homelessness, and the development of individualized support plans for students with chronic absenteeism. This work will be done at all school sites district-wide through the School Attendance Review Team (SART) process to address groups demonstrating the greatest attendance and engagement needs district-wide (American Indian, White). School sites who have have higher chronic absenteeism rates (Pauma Elementary) and student groups with higher need; Pauma Elementary (American Indian), Lilac Elementary (Two or More Races, White), VC Primary (English Learners, Hispanic, Socioeconomically Disadvantages, White), and VCMS (American Indian) will have additional monitoring and monthly check-ins from a member of the district student services team during the monthly scheduled SART meetings to support analysis of data and to determine how the district may be able to provide additional support and resources. Additional support will be provided for students experiencing homelessness to support regular attendance. Student services will work with principals and site teams to review and update procedures for notifying families of attendance concerns at-risk for affecting student success in school. Notifications and procedures will include communication	$15,204.00	Yes

Action #	Title	Description	Total Funds	Contributing
		regarding excessive unexcused and/or excused absences as well as supports available to families.		
1.13	Professional Development and Training	At the beginning of each school year staff are provided with professional growth and training related to how to best meet the needs of their students. This is incorporated into a full day at the beginning of the school year that all staff are invited to attend. This incorporates training topics such as cycles of improvement for Professional Learning Communities (PLCs) related to student outcomes, school climate, overall student engagement strategies and incorporates student socio-emotional wellness. The work done on this day also extends throughout the school year and provides a baseline of how staff teams will work together to address student group outcomes. This day is attended by teachers in the school district and directed towards our unduplicated students as an additional way to support student success on the metrics listed and aligned state priorities at the secondary level.	$28,163.00	Yes
1.14	Positive Behavioral Interventions and Supports Implementation (PBIS)	Promoting positive school climate by encouraging positive student behaviors is a key component of the Positive Behavior Interventions and Supports (PBIS) framework. Support will be provided to all schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction. Efforts are aligned to the district's overall MTSS framework implementation. School sites have worked to revisit Tier 1 level interventions and supports, this work will continue to address Tier 2 and Tier 3 level intervention and supports. Each school site has implemented the Tiered Fidelity Inventory (TFI) as a metric (1.9) to measure progress. School climate measures 1.3 and 1.5 will be used as metrics to measure progress. Each school site have an established PBIS team that will be supported by the district education services team. These meetings will review site data, plan strategies to intervene in developing behaviors, and develop information and resources that can be shared throughout the school site. This work will address suspension rates as reported on the CA Schools Dashboard, at Pauma Elementary this action will address the school level	$29,000.00	No

Action #	Title	Description	Total Funds	Contributing
		suspension indicator on the CA Schools Dashboard and at Pauma and Oak Glen HS focus students groups will be those with higher suspension rates: Pauma (American Indian, SED), Oak Glen HS (English Learners).		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	District Graduation Rate	2022-2023 Graduation Rate: 93.4% American Indian: 87.9% Hispanic: 94.6% White: 91.8% English Learners: 94.6% SED: 93%	2023-2024 Graduation Rate: 91.4% American Indian: 83.3% Hispanic: 92.1% White: 95.1%		Graduation Rate: 96% Increase reported student groups to 92% or higher.	Graduation Rate: -2% American Indian: -4.6% Hispanic:- 2.5% White: +3.3% English Learners: -10.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 89.3%	English Learners: 84.4% SED: 93% Students with Disabilities: 75.5%			SED: 0% Students with Disabilities: -13.8%
2.2	College and Career Readiness Indicator (CCI) (Priority 4)	2022-2023: Status Low 13% Prepared, 23.9% Approaching Prepared CA Dashboard Status Level Very Low: American Indian, Hispanic, English Learners, Homeless, SED, SWD Met UC/CSU Requirements in Combined Graduation Rate All Students: 0%, American Indian: 0%, Hispanic: 0%, White: 0%, Two or More Races: 0%, English Learners: 0%, SED: 0%, SWD: 0%, Homeless: 0% Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate All Students: 16.4%, American Indian:	2023-2024: Status Yellow 29.3% Prepared, 25.1% Approaching Prepared CA Dashboard Status Level Red: Homeless Met UC/CSU Requirements in Combined Graduation Rate All Students: 29.8%, American Indian: 20.8%, Hispanic: 23.6%, White: 48.1%, Two or More Races: 38.5%, English Learners: 7.8%, SED: 18.6%, SWD: 7.5%, Homeless: 13.8% Completed at Least One Career Technical		CCI: 50% Prepared No student groups at "Very Low" or Red Level (when reported in future years) Met UC/CUS Req: 60% Increase reported student groups to 50% or higher. Completed CTE Pathway: 40% Increase reported student groups to 30% or higher Met UC/CSU Req and Completed CTE Pathway: 40% Increase reported student groups to 30% or higher.	CCI: +16.3% Prepared, +1.2% Approaching Prepared Met UC/CSU Requirements in Combined Graduation Rate All Students: +29.8%, American Indian: +20.8%, Hispanic: +23.6%, White: +48.1%, Two or More Races: +38.5%, English Learners: +7.8%, SED: +18.6%, SWD: +7.5%, Homeless: +13.8% Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		15.2%, Hispanic: 13.4%, White: 27.4%, Two or More Races: 7.1%, English Learners: 7.5%, SED: 14.1%, SWD: 10.7%, Homeless: 11.8% Met UC/CSU Requirements AND Completed at Least One CTE Pathway in Combined Graduation Rate All Students: 0%, American Indian: 0%, Hispanic: 0%, White: 0%, Two or More Races: 0%, English Learners: 0%, SED: 0%, SWD: 0%, Homeless: 0%	Education (CTE) Pathway in Combined Graduation Rate All Students: 24.5%, American Indian: 4.2%, Hispanic: 22.2%, White: 34.6%, Two or More Races: 46.2%, English Learners: 12.5%, SED: 22.4%, SWD: 17%, Homeless: 6.9% Met UC/CSU Requirements AND Completed at Least One CTE Pathway in Combined Graduation Rate All Students: 8.6%, American Indian: 0%, Hispanic: 7.4%, White: 12.3%, Two or More Races: 23.1%, English Learners: 1.6%, SED: 5.1%, SWD: 1.9%, Homeless: 0%			All Students: +8.1%, American Indian: -11%, Hispanic: +8.8%, White: 7.2%, Two or More Races: +39.1%, English Learners: +5%, SED: +8.3%, SWD: +6.3%, Homeless: -4.9% Met UC/CSU Requirements AND Completed at Least One CTE Pathway in Combined Graduation Rate All Students: +8.6%, American Indian: 0%, Hispanic: +7.4%, White: +12.3%, Two or More Races: +23.1%, English Learners: +1.6%, SED: +5.1%, SWD: +1.9%, Homeless: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	SBAC ELA Assessment	2022-2023 SBAC Score: 30.57% Met or Exceeded Standards; 22.04% Nearly Met Standards CA Dashboard Color Meter: Yellow: White Orange: American Indian, English Learners, Hispanic, SED, SWD Red: Homeless, Two or More Races	2023-2024 SBAC Score: 29.36% Met or Exceeded Standards; 23.56% Nearly Met Standards CA Dashboard Color Meter: Yellow: Two or More Races, White Orange: Homeless Red: American Indian, English Learners, Hispanic, Long-Term English Learners, SED, SWD		SBAC Score: 50% or greater, Met or Exceeded Standards CA Dashboard Growth Meter: Yellow - move 1 color band Orange and Red - move 2 color bands	SBAC Score: -1.21% Met or Exceeded Standards CA Dashboard Growth Meter: American Indian: Orange —> Red English Learners: Orange —> Red Hispanic: Orange —> Red Homeless: Red —> Orange Long-Term English Learners: No Baseline for Growth / Difference SED: Orange —> Red SWD: Orange —> Red Two or More Races: Red —> Yellow White: No Difference from Baseline
2.4	SBAC Math Assessment	2022-2023 SBAC Score: 17.15% Met or Exceeded Standards; 25.47% Nearly Met Standards	2023-2024 SBAC Score: 17.63% Met or Exceeded Standards; 21.28% Nearly Met Standards		SBAC Score: 40% or greater, Met or Exceeded Standards	SBAC Score: +0.48% Met or Exceeded Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CA Dashboard Color Meter; Yellow: White Orange: American Indian, Hispanic, SED, SWD Red: English Learners, Homeless, Two or More Races	CA Dashboard Color Meter: Yellow: White Orange: Two or More Races Red: American Indian, English Learners, Hispanic, Homeless, Long-Term English Learners, SED, SWD		CA Dashboard Growth Meter: Yellow - move 1 color band Orange and Red - move 2 color bands	CA Dashboard Growth Meter: American Indian: Orange —> Red English Learners: No Difference from Baseline Hispanic: Orange —> Red Homeless: No Difference from Baseline Long-Term English Learners: No Baseline for Growth / Difference SED: Orange —> Red SWD: Orange —> Red Two or More Races: Red —> Orange White: No Difference from Baseline
2.5	A-G Completion (UC/CSU Req Met)	2022-2023 A-G Completion Rate: 30% (data not reported on 2023 CA Schools Dashboard, local results)	2023-2024 A-G Completion Rate (CA Dashboard): 29.8%		A-G Completion Rate: 60% or higher	A-G Completion Rate (CA Dashboard): -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	CTE Pathway Completion	2022-2023 CTE Pathway Completion Rate: 21%	2023-2024 CTE Pathway Completion Rate (CA Dashboard): 24.5%		CTE Pathway Completion Rate: 40%	CTE Pathway Completion Rate (CA Dashboard): +3.5
2.7	English Learner Progress Indicator (ELPI)	2022-2023 English Learning Progress: 45.9% 2022-2023 Summative ELPAC 16.87% Level 4 (Well Developed) 31.40% Level 3 (Moderately Developed) 31.84% Level 2 (Somewhat Developed) 19.89% Level 1 (Minimally Developed)	2023-2024 English Learning Progress (CA Dashboard): 46.4% 2024 Summative ELPAC 14.17% Level 4 (Well Developed) 33.65% Level 3 (Moderately Developed) 32.23% Level 2 (Somewhat Developed)		English Learning Progress: 60%	English Learning Progress (CA Dashboard): +0.5%
2.8	English Learner Reclassification Rate	2022-2023 Reclassification Rate: 14%	2023-2024 Reclassification Rate: 12.9%		Reclassification Rate: 20%	Reclassification Rate: -1.1%
2.9	Curriculum Assessment: Benchmark ELA TK-6	ELA Benchmark Assessments (Average Scores on Assessments) 2023-2024 mid-year (Trimester 2 / Quarter 2): Grade 2: 57% Grade 4: 43% Grade 6: 61%	ELA Benchmark Assessments (Average Scores on Assessments) 2024-2025 (Trimester 2 w/ Quarter 2): Grade 2: 58% Grade 4: 51% Grade 6: 66%		ELA Benchmark Assessments: 70% or above at grades 2,4,6 (Average Scores on Assessments)	ELA Benchmark Assessments Trimester 2 w/ Quarter 2: Grade 2: +1% Grade 4: +8% Grade 6: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Curriculum Assessment: iReady Math TK-8	No Baseline Available (new metric for 2024-2025 school year)	iReady Math Diagnostic TK-8 2024-2025 On or Above GL (Window 3): TK-8: 25% Grade K: 42% Grade 2: 22% Grade 4: 32% Grade 6: 15% Grade 8: 29%		70% At or Above Grade Level	New Metric for 2025-2026, no baseline available to determine difference
2.11	Secondary Grades: Report Card A-C Rate (ELA)	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2023-2024 Reported Card A-C Rate Middle School: 77%, American Indian: 54% Hispanic: 78% High School: 87%; Native American: 71% Hispanic: 86%	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2024-2025 Reported Card A-C Rate Middle School: 75%, American Indian: 66% Hispanic: 75% High School: 83%; Native American: 75% Hispanic: 83%		Report Card A-C Rate Middle School: 80% or higher High School: 80% or higher Increase Rate for Native American and Hispanic by 5%	Middle School and High School Grades Reported Card A-C Rate Middle School: -2%, American Indian: +12% Hispanic: -3% High School: -4%; Native American: +4% Hispanic: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Secondary Grades: Report Card A-C Rate (Math)	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2023-2024 Report Card A-C Rate Middle School: 79%, American Indian: 66% Hispanic: 78% High School: 62%; Native American: 51% Hispanic: 62%	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2024-2025 Reported Card A-C Rate Middle School: 69%, American Indian: 63% Hispanic: 64% High School: 74%; Native American: 67% Hispanic: 71%		Report Card A-C Rate Middle School: 80% or higher High School: 80% or higher Increase Rate for Native American and Hispanic by 5%	Middle School and High School Grades Reported Card A-C Rate Middle School: -10%, American Indian: -3% Hispanic: -14% High School: +12%; Native American: +16% Hispanic: +9%
2.13	Course Access - CTE Elements of a High Quality Program (Priority 7)	2022-2023 Program Score: 80%	2023-2024 Program Score: 82%		Program Score: 90%	Program Score: +2%
2.14	Physical Fitness Test (PFT)	2022-2023 Participation Rate: Grade 5: 100% Grade 7: 93% Grade 9: 97%	2023-2024 Participation Rate: Grade 5: 100% Grade 7: 89% Grade 9: 98%		Participation Rate: 95% or higher for grades 5, 7, 9	Participation Rate: Grade 5: 0% Grade 7: -4% Grade 9: +1%
2.15	Student Survey	Survey on high quality instruction leading to academic achievement	Survey on high quality instruction leading to academic		Student Survey: 90% or higher	Student Survey: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and physical fitness successfully preparing them for college and career readiness. 2024: 83%	achievement and physical fitness successfully preparing them for college and career readiness. 2025: 89%			
2.16	Staff Survey	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2024: 89.50%	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2025: 84.57%		Staff Survey: 90% or higher	Staff Survey: -4.93%
2.17	Parent Survey	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2024: 85.56%	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2025: 85.40%		Parent Survey: 90% or higher	Parent Survey: -0.16%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	Pupil Achievement: AP Exam Pass Rate (Priority 4)	2022-2023: 62% (passed with a 3 or better)	2023-2024: 62% (passed with a 3 or better)		75% (passed with a 3 or better)	0% Difference
2.19	Basic Services: Teacher Assignment and Credentialing (Priority 1)	Teachers appropriately assigned and fully credentialed: 99% (subject areas and for pupils that they are teaching)	Teachers appropriately assigned and fully credentialed: 99% (subject areas and for pupils that they are teaching)		Teachers appropriately assigned and fully credentialed: 100%	Teachers appropriately assigned and fully credentialed: 0%
2.20	Basic Services: Access to Standards-Aligned Instructional Materials (Priority 1)	Access to Standards-Aligned Instructional Materials: 100%	Access to Standards-Aligned Instructional Materials: 100%		Access to Standards-Aligned Instructional Materials: 100%	Access to Standards-Aligned Instructional Materials: 0%
2.21	State Standards: Implementation of Academic Content and Performance Standards (Priority 2)	Implementation of Academic Content and Performance Standards: Met	Implementation of Academic Content and Performance Standards: Met		Implementation of Academic Content and Performance Standards: Met	No Difference from Baseline
2.22	Course Access: Enrollment in Broad Course of Study, including unduplicated pupils and pupils with exceptional needs (Priority 7)	Enrollment in Broad Course of Study: 100% (evidenced by master schedule analysis)	Enrollment in Broad Course of Study: 100% (evidenced by master schedule analysis)		Enrollment in Broad Course of Study: 100%	No Difference from Baseline
2.23	Long Term English Learners (LTELs)	2022-2023: 15.1% of students who are classified as LTELs	2023-2024: 16.03% of ELs who are classified as LTELs		Decrease to 10% or less	ELs who are classified as LTELs: +0.93%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-2023 Summative ELPAC (LTEL Only) 18.89% Level 4 (Well Developed) 38.25% Level 3 (Moderately Developed) 30.88% Level 2 (Somewhat Developed) 11.98% Level 1 (Minimally Developed)	2023-2024 Summative ELPAC (LTEL Only) 18.18% Level 4 (Well Developed) 41.92% Level 3 (Moderately Developed) 29.80% Level 2 (Somewhat Developed) 10.10% Level 1 (Minimally Developed)			
2.24	STAR Benchmark Reading	2023-2024 (Spring): 41.1% At or Above Benchmark	2024-2025 (Spring): 41.1% At or Above District Benchmark		70% At or Above Benchmark	0% Difference
2.25	STAR Independent Reading Level (IRL)	2023-2024: Average IRL (Independent Reading Level Trend) @ Trimester 2 , STAR Grade 3: 2.3 Grade 4: 3.1 Grade 5: 3.9	2024-2025: Average IRL (Independent Reading Level Trend) @ Spring , STAR Grade 3: 2.9 Grade 4: 3.4 Grade 5: 4.0		Grade 3 at or above grade level (3.0 or higher). Grade 4 and 5, increase average by 0.4	Average IRL (Independent Reading Level Trend) STAR Grade 3: +0.6 Grade 4: +0.3 Grade 5: +0.1
2.26	STAR Early Literacy (GE)	Fall / Spring Baseline Not Established for Grade Equivalent (GE)	2024-2025 (Spring): 42% of Students At or Above District Benchmark (Grade K-2 @40 PR)		Spring Outcome: 70% or higher at GE	No Baseline for Growth / Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.27	Lexia	Students in Grade Level Material (GLM) or Above Fall 2023: 24% in GLM Spring 2024: 59% in GLM	Students in Grade Level Material (GLM) or Above Fall 2024: 28% in GLM Spring 2025: 56% in GLM		Spring Outcome: 70% or higher in GLM	Spring Outcome: -3%
2.28	Interim Assessments (State Assessment Aligned)	Implementation of SBAC Interim Assessment Questions Implementation of 1 Interim Assessment Block (IAB)	Implementation of SBAC Interim Assessments 3 Math / 3 ELA (IAB/ FIAB District Wide Cycles) Early ELPAC Implementation Early Science Implementation		Implementation of 3 IABs districtwide	Interim Assessments: +2 Districtwide
2.29	CA Science Test (CAST)	2022-2023 CAST Score: 15.89% Met or Exceeded Standards; 60% Nearly Met Standards	2023-2024 CAST Score: 17.36% Met or Exceeded Standards; 61.98% Nearly Met Standards		CAST Score: 40% or greater, Met or Exceeded Standards	CAST Score: +1.47% Met or Exceeded Standards
2.30	State Standards - Integrated and Designated ELD (Priority 2)	2023-2024: 80% TK-12 Classrooms integrating ELD strategies in the instructional day	2024-2025: 92% TK-12 Classrooms integrating ELD strategies in the instructional day		100% TK-12 Classrooms integrating ELD strategies in the instructional day	ELD Integration: +12%
2.31	Pupil Achievement: Early Assessment Program (EAP) (Priority 4)	The Early Assessment Program (EAP) is signal of college academic preparation through	2023-2024 EAP ELA: 45.66% Met or Exceeded Standard Met Level 3: 27.33%		Increase EAP ELA to 60%	EAP ELA: -1.44% Met or Exceeded Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP/SBAC) results for 11th Gr.\ Students. 2022-2023 EAP ELA: 47% Met or Exceeded Standard Met: Level 3) 24.33% Standard Exceeded: Level 4): 22.67%	Standard Exceeded Level 4: 18.33%			
2.32	Expanded Learning Quality Self-Assessment (QSA) Tool (CDE After School Programs)	QSA (Avg Level 1-4): New Metric for 2025-2026 2024-2025 District Wide: Level 2 School Sites: No Baseline Established For Individual School Sites (Will determined for 2025-2026)	QSA (Avg Level 1-4): New Metric for 2025-2026 2024-2025 District Wide: Level 2 School Sites: No Baseline Established For Individual School Sites (Will determined for 2025-2026)		Expanded Learning QSA: Avg Level 4 (District-Wide and All School Sites)	New Metric for 2025-2026, no comparable data to determine difference.

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.

The implementation of actions within Goal 2 during the 2024-2025 school year (with updated data from 2023-2024 state measures and 2024-2025 for key local measures) largely aligned with the planned strategies. An analysis of the most recent metrics and based on the implementation of actions in this goal indicate areas of notable progress as well as specific challenges that will inform continued efforts.

Key successes from the previous year include significant advancements in college and career readiness. The district's overall College and Career Indicator (CCI) status on the CA Dashboard improved from "Low" to "Yellow" (2023-2024 data), with the percentage of students classified as 'Prepared' increasing substantially from 13% to 29.3%. Furthermore, Career Technical Education (CTE) Pathway completion also demonstrated positive movement, with the rate increasing from 21% to 24.5% (2023-2024 data). In state assessments, there was

continued slow growth, with SBAC ELA scores showing 30.57% of students meeting or exceeding standards (up from 29.36%) and SBAC Math scores at 17.63% meeting or exceeding standards (up from 17.15%) for the 2023-2024 school year.

Despite these gains, several areas require intensified focus and strategic intervention. The district graduation rate saw a slight decrease from 93.4% to 91.4% (2023-2024). Similarly, A-G completion rates experienced a minor decline from 30% to 29.8% (2023-2024). Performance on English Learner indicators also presented challenges; the English Learner Progress Indicator (ELPI) was 45.9% for 2023-2024 (compared to 46.4% in the prior year), and the reclassification rate decreased from 14% to 12.9% (2023-2024). New local assessment data from the iReady Math diagnostic for TK-8 students (Window 3, 2024-2025) indicates that 25% of students are currently meeting or exceeding grade-level benchmarks, highlighting a significant area for targeted instructional support. While the overall CCI status improved, disparities persist for some student groups, with specific populations identified at 'Red' or 'Orange' levels on the CA Dashboard for various state and local indicators, underscoring the ongoing need for equitable support and differentiated strategies.

Stakeholder feedback gathered through the 2025 surveys (reflecting the 2024-2025 school year) provides valuable insights into the perception of Goal 2 implementation. The staff survey indicated 84.57% satisfaction (down from 89.50% in 2024) and the parent survey showed 85.40% satisfaction (a slight decrease from 85.56% in 2024) regarding high-quality instruction and college/career preparation. This feedback, alongside the quantitative data, will be crucial in refining instructional strategies, resource allocation, and support systems. The district remains committed to addressing these identified challenges through the diligent implementation and adaptation of its planned actions, with a continued emphasis on fostering academic achievement and college and career readiness for every student.

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

The majority of the estimated actual expenditures for Goal 2 do not demonstrate material differences from the budgeted expenditures. Actions with differences between budged expenditures and actual expenditures are the following:
2.2 Elementary Instructional TOSA - Difference between estimated budget cost and actual cost for the school year.
2.4 District Wide Mathematics TOSA - Movement of associated costs to available grant funded.
2.5 Guidance Technicians - Mid-year staff retirement leading to difference in costs for the school year.
2.8 Library Media Specialist - Staff vacancies and timelines for hiring led to difference in budgeted and actual costs.
2.14 1:1 Devices - Actual costs based on availability increased compared to budget costs.
2.17 High School Summer Credit Recovery/Acceleration/Enrichment - Spending of available one-time and grant funds led to lower than budgeted expenditures.
2.18 Elementary and Middle School Summer Extended Learning - Costs of implementation of actions were less than original budgeted expectations.

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

The implementation of actions within Goal 2 has continued to advance the district’s commitment to providing students with resources for academic achievement and physical fitness, focusing on outcomes related to college and career readiness and articulation between grade levels. Analysis of student performance data, coupled with an understanding of the implemented actions, indicates areas of significant

progress, particularly in college and career preparedness, while also highlighting areas requiring ongoing, intensified effort, especially concerning English Learner advancement and overall proficiency in foundational skills like mathematics. The district's focus on refining Professional Learning Community (PLC) practices (Action 2.19) and systematic intervention strategies, supported by various TOSA roles and resources (Actions 2.1, 2.2, 2.3, 2.4, 2.15), remains central to these efforts. Feedback and data suggest that continued focus is needed on consistent data analysis, progress monitoring, and targeted support for specific student populations.

Overall, many actions contributed to positive movement or maintenance in key areas, while some metrics indicate that certain strategies or actions may not yet be yielding the desired impact and may need to be implemented differently moving into the 2025-2026 school year.

Student Achievement Metrics and Related Actions: Actions aimed at direct student academic improvement showed varied effectiveness. College and Career Readiness (Actions 2.3 Secondary Intervention TOSA, 2.5 Guidance Technicians, 2.12 Alternative Education, 2.17 High School Summer Credit Recovery): These actions appear to be collectively effective in bolstering college and career readiness metrics. The significant jump in the CCI (Metric 2.2), including students 'Prepared' and meeting UC/CSU/CTE requirements, suggests that the targeted work of Guidance Technicians (2.5) in college/career planning and financial aid, coupled with intervention support from Secondary TOSAs (2.3) and credit recovery options (2.17), is impactful. The Alternative Education Program (2.12) serves a critical role, though its CCI performance was noted as an area for focus in its action description.

Academic Performance & Interventions (Actions 2.2 Elementary Instructional TOSA, 2.3 Secondary Intervention TOSA, 2.4 District Wide Mathematics TOSA, 2.15 Intervention Resources, 2.18 Elementary and Middle School Summer Extended Learning):ELA/Literacy: Modest gains in SBAC ELA (Metric 2.3) and positive trends in STAR IRL (Metric 2.25) and elementary ELA benchmarks (Metric 2.9) suggest some effectiveness of actions like Elementary Instructional TOSAs (2.2) and intervention resources (2.15). However, the decline in EAP ELA (Metric 2.31) and Lexia GLM (Metric 2.27) indicates ongoing challenges. Library Media Specialists (Action 2.8) also contribute to literacy efforts.

Mathematics: This remains a significant area of needed improvement. Despite the efforts of the District Wide Mathematics TOSA (2.4) and other supports, SBAC Math (Metric 2.4) showed minimal growth. The new iReady Math data (Metric 2.10) at 25% meeting/exceeding is well below the target, indicating a need for intensified and potentially different strategies. While High School Math A-C grades improved, Middle School Math A-C grades declined (Metric 2.12).

Support for English Learners (Actions 2.1 District Wide ELD TOSA, 2.7 Special Projects Team, 2.10 EL Support Classes, 2.11 EL Secondary Instruction, 2.20 EL Instructional Programs and PD): Despite a comprehensive suite of actions, outcomes for English Learners are concerning. Declines in ELPI (Metric 2.7), Reclassification Rate (Metric 2.8), and an increase in LTELs (Metric 2.23) suggest current actions are not sufficiently effective. The work of the ELD TOSA (2.1), specialized EL classes (2.10), integrated secondary instruction (2.11), and broader EL programs (2.20) requires careful review and strategic adjustment to better meet student needs. The Special Projects Team (2.7) also provides crucial support to EL students and families.Graduation and A-G Completion (Actions 2.3 Secondary Intervention TOSA, 2.5 Guidance Technicians, 2.17 High School Summer Credit Recovery): The slight decrease in the overall Graduation Rate (Metric 2.1) and A-G Completion Rate (Metric 2.5) indicates that while individual supports may be effective for some students, systemic improvements are still needed to reach district targets.

State Standards, Course Access, and Foundational Support Actions:

Implementation of State Standards & Professional Learning (Actions 2.16 Professional Learning and Training, 2.19 Professional Learning Community (PLC) Practices, 2.21 State Standards Implementation): The district maintained its "Met" status for state standards implementation (Metric 2.21). Professional Learning (2.16) and PLC practices (2.19) are foundational to this. The successful increase in SBAC Interim Assessment implementation (Metric 2.28) is a tangible outcome. However, the dip in staff survey satisfaction (Metric 2.16) may warrant further exploration regarding the implementation and support for these initiatives.Access and Equity (Actions 2.6 Elementary Band Teachers, 2.9 Site Computer Technicians, 2.13 Additional School Sections, 2.14 1-to-1 Devices): Ensuring access to a broad course of study and necessary resources is critical. Actions like providing 1-to-1 Devices (2.14), supported by Site Computer Technicians (2.9), and offering Additional School Sections (2.13) for smaller class sizes and specialized programs (like Dual Language) aim to enhance equity and access. Elementary Band Teachers (2.6) contribute to a well-rounded education. These actions are generally effective in providing foundational supports.CTE and Physical Fitness (Action 2.13 Course Access - CTE, 2.14 Physical Fitness Test): The increase in the CTE Program Score (Metric 2.13) is positive. PFT participation (Metric 2.14) was stable for some grades but declined for 7th grade.

Specific actions have demonstrated clear effectiveness in areas like the College and Career Indicator and maintaining foundational services. However, data indicates a pressing need to re-evaluate and enhance strategies, particularly for English Learner progress, mathematics achievement across TK-8, and reversing declines in graduation and A-G completion rates. The district's ongoing commitment to data analysis and refinement of PLC practices will be vital in addressing these areas of concern and building upon successes.

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 will be based around additional metrics and modified/new actions. Many existing actions were determined to be effective and although adjustments will be made many actions will continue. The Valley Center Pauma Unified School District's (VCPUSD) LCAP draft's Goal 2 analysis, which reflects on actions from the 2024-25 school year, notes that several initiatives are either new or significantly expanded for the upcoming 2025-26 LCAP cycle. Specifically, Actions 2.19, "Long-Term English Learner Instructional Programs and Professional Development," and 2.21, "Learning Recovery Intervention and Support Teachers," are explicitly identified as "New Action" initiatives. Similarly, Action 2.22, "Expanded After School Academic and Enrichment Program," represents an expansion of services, with a key metric for its effectiveness (2.32 Expanded Learning QSA) being "New for 2025-2026" and having "No Baseline Established". Given their status as new or expanded programs, their full effectiveness and impact on metrics cannot yet be comprehensively assessed through prior year data; therefore, a "lack of improvement" is not applicable in the context of the 2024-25 performance reflection. Actions 2.21 and 2.22 are explicitly funded by the Learning Recovery Emergency Block Grant (LREBG) and are designed to support student success and learning recovery. Based on feedback from staff and parents surveys the addition of a metric to monitor the implementation of expanded learning and after school programs with the planned expansion for 2025-2027. Learning Recovery Intervention teachers have been added as an LCAP action tied to funding from the Learning Recovery Emergency Block Grant (LREGB), this staffing is already in place at school sites but will be continued through 2025-2026.

These actions, including those supported by LREBG funds, are integral components of Goal 2's overarching commitment to high-quality instruction and preparing students for college and career readiness. The LCAP is a multi-year planning document, and the district intends for these new and expanded actions to contribute to anticipated growth over the three-year LCAP cycle. Although the current LCAP draft's reflection for the 2024-25 year does not explicitly detail modifications for these specific new or expanded actions, it is understood that

continuous reflection on implementation will guide their execution in the coming school year, ensuring they are strategically applied to meet their multi-year targets and improve student outcomes as intended.

For 2025-2026, VCPUSD will add the Quality Self-Assessment (QSA) tool for Expanded Learning programs as a new metric. With the growth of expanded learning programs feedback suggests that this tool is a needed measure to ensure that program offerings and service is being monitoring regularly. This tool is commonly used by out-of-school time program providers and school districts to evaluate the quality of their programs. It outlines eleven key program quality elements, ranging from program design and administration to youth development, family involvement, and support for English learners. Programs can use a four-level rating system for each indicator to identify areas for improvement and create action plans for professional development and technical support. It helps staff and partners identify areas of strength and areas needing improvement, and then create action plans for continuous program enhancement. The QSA is aligned with the Quality Standards for Expanded Learning in California, and focuses on program design, point of service, and continuous quality improvement. The eleven program areas include: 1, Program Design & Assessment, 2. Program Administration & Finance, 3. Community Partnerships & Collaboration, 4. Alignment & Linkages with the School Day, 5. Program Environment & Safety, 6. Youth Development, 7. Staff Recruitment & Professional Development, 8. Family Involvement, 9. Nutrition & Physical Activity, 10. Promoting Diversity, Access, Equity, & Inclusion, 11. Effectively Supporting English Learner.

Specific changes or additions in actions, metrics and desired outcomes include the following:
Revised Metric 2.10 Curriculum Assessment: iReady Math TK-8 (use of iReady Diagnostic Measure)
New Metric 2.32 Expanded Learning QSA (CDE After School Programs)
New Action 2.19 Long-Term English Learning Instructional Programs and Professional Development
New Action 2.21 Learning Recovery Intervention and Support Teachers (LREBG)
New Action 2.22 Expanded After School Academic and Enrichment Program (LREBG)
New Action 2.23 Bilingual Instructional Aids (BIA)

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	District Wide English Language Development (ELD) TOSA	The district wide ELD TOSA will work directly with staff and students/families to provide staff development in the implementation of integrated and designated ELD in classrooms throughout the district. Providing students access to the curriculum, through strategies and adaptations of the curriculum and assessments, will allow English Learner students to grow and excel in their academics. The ELD TOSA will support the district language acquisition programs to support English Learners, work with site teams to monitor English Learner progress and	$135,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Long-Term English Learner (LTEL) progress towards reclassification, and provide training and support for continuing implementation. While supporting all district schools, specific support will be given to VC Primary and Lilac Elementary through site visits and classroom support to aid in meeting EL progress as measured by the English Language Proficiency Indicator on the CA Schools Dashboard.		
2.2	Elementary Instructional TOSA	TOSA's at each elementary school (school-wide Title 1) provide direct student support to unduplicated students (small group instruction) that are below grade level in core subject areas. In addition, they provide site and district wide staff development in the core subject areas and district initiatives. Their impact on student achievement can be measured through local metrics as well as state metrics, for student groups showing growth in the color meter. The TOSA's will be an important level of support for unduplicated student groups to support improving academic outcomes. This will be done through student support and facilitating student centered coaching techniques with classroom teachers to address needs. In addition to unduplicated student groups overall, the TOSA's will work with site teachers and site leadership teams in developing interventions and supports for specific student groups at their school sites that are performing at lower levels on state assessments in ELA and Math as reported by the CA Schools Dashboard. These sites and applicable student groups include: ELA - Lilac (All, English Learners, Hispanic, SED, SWD), Pauma (English Learners, Hispanic, SED), VC Elementary (American India, SWD); Math - Lilac (English Learners, SWD), Pauma (English Learners, Hispanic, SED).	$162,056.00	Yes
2.3	Secondary Intervention TOSA	Two Intervention TOSAs at Valley Center High School and Middle School provide direct student support to students (small group instruction) that are below grade level in core subject areas. In addition, they provide site wide staff development and coaching of teacher in the core subject areas on strategies that support the growth and success of unduplicated students. and district initiatives.	$283,171.00	Yes

Action #	Title	Description	Total Funds	Contributing
		At Valley Center High School and Middle School, intervention TOSAs participate in a student support team meeting during which students are reviewed based on academic, behavior, and attendance based measures following an MTSS approach. Student progress grades, credits towards graduation, and other data is regularly reviewed using a district-wide secondary intervention structure leading to actions often supported by the site TOSA. This work directly relates to student outcomes at these sites and focuses on student groups that have the highest level of need. These actions align to areas of improvement for both schools sites for low performing student groups as indicated on the CA Schools Dashboard in the following metrics: Valley Center MS ELA and Math (Two or More Races), Valley Center High School CCI (English Learners, SWD).		
2.4	District Wide Mathematics TOSA	District wide mathematics TOSA will be to support teachers with staff development to in the area of mathematics and provide a framework for intervention and small group instruction in grades TK-12. In addition, the TOSA will be working with families to build learning strategies for mathematics at home. The district-wide mathematics TOSA supports all school sites and grade levels with a focus on supporting the 66% UPP student groups that makeup the highest level percentage of students who are performing low in mathematics. Based on the CA Schools Dashboard, in addition to unduplicated student groups the TOSA will prioritize English Learners, Homeless students, and students of Two or More Races who have the lowest performance levels for the past year for the district overall.	$161,259.00	Yes
2.5	Guidance Technicians	The staff provides service, as a liaison, for counselors to students and families that guide and support a deeper understanding of high school graduation requirements, a-g requirements, CTE pathway offerings, college planning (applications, financial aide, etc.), field trips to colleges and schedules on campus career speakers, available scholarships, FAFSA completion, and part of parent nights. With the very low level of performance of English Learners, SED, Homeless, SWD, American Indian, and Hispanic students on the College and Career Indicator this work around preparing students for college and career readiness through direct	$74,697.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services providing by guidance technicians is a district focus. A-G rates for English Learners and low income students are significantly lower than the overall student performance. At Valley Center High School, 63% make up the UPP of which 21% are English Learners, are the focus of the guidance technicians time addressing these many areas to support growth in these student groups. The different measure that make up aspects of the College and Career Indicator (CCI) directly relate to the work of the guidance technicians who provide direct support to student groups with the highest level of needs. At Valley Center High School these staff members interact directly with English Learners and Student with Disabilities and will address the low performance of these two student groups as listed on the CA Schools Dashboard.		
2.6	Elementary Band Teachers	Band teachers provide an experience and an opener to many students who may not traditionally engage in music. These two teachers serve TK-5 students at School-wide Title I schools, are representative of the 68% UPP, and in some cases more than the 80%. Within this percentage, more than 25% are English Learners. Band at the Elementary level is not required, however, VCPUSD has implemented band due to the research behind the positive effects of music on academics is the purpose for including band in our elementary schools. This also has a longer trajectory for many students as this introduction provides an entrance into more advanced music in middle and high school. The wrap around curriculum that includes music for all elementary students is important for their academic and socio-emotional progress and potentially a passion.	$182,516.00	Yes
2.7	Special Projects Team	The Special Projects Team's work is to provide direct service to our English Learners, Native Americans, and Migrant students in the following ways: writes and updates grants to serve students and families, calls all Migrant families to communicate district changes and provides needed items to support student success, holds parent meetings to allow for collaboration and input, works with site leadership to facilitate programming for student success, and serves as district liaison to bring local community	$259,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		health services to families. The special projects team works with sites, TOSA, and student services to identify high need student groups and ensure supports and services and provided. This team supports the monitoring and reclassification process for English Learners and guides the district work in the implementation of designated and integrated ELD, language acquisition programs, with a focus on English Learners (EL), Long-Term English Learners (LTEL), and students who are Reclassified Fluent English Proficient (RFEP). With the district UPP at 66% comprised of 32% English Learners and 95% SED, the services provided by this team either directly to students and families or indirectly through guidance and support to each school site has a direct impact on all academic measures for high need student groups district-wide.		
2.8	Library Media Specialist	Library Media Technicians provide support to students through access to diverse literary and media options. Library media services are needed to support academic achievement, including reading comprehension programs, technology access, and digital media literacy skills for unduplicated students. Library Technicians provide additional support to unduplicated pupils, including one-on-one, small group and/or family support, for those who face barriers to library/media access.	$231,258.00	Yes
2.9	Site Computer Technicians	In order to support a 1:1 district vision for accelerating learning to close achievement gaps, the team ensures that our students have fluid access to their curricular materials as well as assessments. They serve the 66% of our UPP families and students in ensuring they have Internet access by training and supporting, many times one on one, the use of hotspots, troubleshooting access to the curriculum, providing phone support to families that call in. Many families come in person for Internet access support.	$157,682.00	Yes
2.10	English Learner (EL) Support Classes	Provide intervention and support classes at the secondary level to support EL students, targeting newcomer students.	$52,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.11	English Learner Secondary Instruction	Teachers work directly with curriculum and instruction staff as well as site leaders to ensure that English Learners are supported in all secondary classes throughout the school day. This integrated ELD instruction is part of each teachers lesson planning and incorporated directly into the instruction day. At Valley Center High School 15.7% of the school enrollment is English Learners with more than 14% reported as Long Term English Learners (LTEL). Overall, the majority of students at the secondary level fall into the LTEL group with grades levels between 38% and 14%. This instruction supports students outside of a designated ELD classroom environment and meets the need of EL students have have not met reclassification criteria at the secondary level often students who have been designated as EL for multiple years in the school district.	$1,026,375.00	Yes
2.12	Alternative Education Program	The alternative education option provided to students at Oak Glen High School offers a different academic pathway so all students graduate meeting local district and state graduation requirements. There is an identified need in the district to provide this nontraditional school setting beneficial to students work on their course requirements and completing their high school diplomas. Although any student may participate based on need, unduplicated students are the majority of the enrollment making up 81% of the student count. VCPUSD provides the staff and facilities to operate Oak Glen High School, a WASC-accredited alternative education campus. Unduplicated student groups benefit greatly from the alternative education program provided and the school is structured to Students attending our accredited alternative high school have thrived in an environment that is smaller, more flexible with schedules and personalized to meet their unique learning needs. On the CA Schools Dashboard, the Alternative Education program at Oak Glen High School has very low performance on the different measure that make up aspects of the College and Career Indicator (CCI). The staff and leadership team meets regularly to direct support to student groups with the highest level of needs. Oak Glen High School serves the purpose of meeting these needs for student who have the highest level of need. Staff members interact directly with Hispanic students and low income students (SED) who make up percentages of the school population large enough to be reported on the CA School Dashboard.	$498,024.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.13	Additional School Sections	Sections at the secondary provide for smaller class sizes to intervene in reading, mathematics, and science literacy. These classes meet the needs of Students with Disabilities, Native Americans, English Learners, and our Socioeconomically Disadvantaged students. Sections at our elementary and middle school dual language program serve the needs of our EL students. Sections at our high schools and middle schools levels are based on English Language Development (ELD) serving the need of our EL students.	$1,280,998.00	Yes
2.14	1-to-1 Devices	Providing devices to all students, for learning, has been part of VCPUSD's vision. 65.5% of our students are socioeconomically disadvantaged and this provides support funding to provide devices and hotspots to learn, research, and communicate. Technology access is critical for low income students who would not typically have connectivity to learning on a device at school and at home. This ensures our students have access to curriculum, research and programs for their success in school.	$131,394.00	Yes
2.15	Intervention Resources	In addition to the teaching and learning process in the classroom, computer based programs and curricular programs and tutoring provide an added resource for teachers to use when students are exhibiting learning gaps. These resources are integrated throughout the day for students and is part of the overall curricular program when we measure student success in both ELA and mathematics. With the goal of intervention for students with a higher level of need for support, these resources target the district 66% UPP and student groups (English Learners, Low Income/SED) that are low performing on the CA Schools Dashboard.	$95,530.00	Yes
2.16	Professional Learning and Training (CAASPP)	CAASPP assessment data suggests that continued growth and improvement is needed for all students in VCPUSD. As part of the differentiated assistance process, VCPUSD is working hard to address the low performance of unduplicated student groups. Part of this work is to	$76,847.00	No

Action #	Title	Description	Total Funds	Contributing
		align the DOK and rigor level of assessments used in classrooms with what will be seen by students on state assessments. Teachers at all school sites will engage in staff training and preparation time during specific staff meetings and district early release days. With the continued use of CAASPP interim assessment blocks and the SBAC Tools for Teachers system teachers will work to incorporate formative tools that will provide data to help drive instruction and meet the needs of student groups especially those who are part of unduplicated groups. This district-wide work in both ELA and mathematics at all school sites and grade levels with a focus on supporting the 66% UPP student groups that makeup the highest level percentage of students who are performing low in both subject areas. Based on the CA Schools Dashboard, in addition to unduplicated student groups this work will prioritize English Learners, Homeless students, and students of Two or More Races who have the lowest performance levels for the past year for the district overall. Professional development for educators in English language learning equips teachers with essential skills and strategies to support diverse student needs. Through workshops and collaborative learning, educators gain insights into language acquisition theories, cultural competence, and effective instructional practices. Emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among English learners provide teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses. With the focus on each students journey as an EL, with a whole child view, professional development will also address the needs of students who have not yet reclassified in our district and fall under the student group Long Term English Learners (LTEL).		
2.17	High School Summer Credit Recovery / Acceleration / Enrichment (LREBG)	VCPUSD will continue to provide a summer school program for students that addresses graduation requirements through credit recovery alternatives, UC/CSU A-G credit options, and enrichment opportunities that	$226,977.00	No

Action #	Title	Description	Total Funds	Contributing
		support college and career readiness. This action is partially funded through the Learning Recovery Emergency Block Grant. This LREBG-funded action directly aligns with the grant's purpose to assist in recovery efforts supporting academic and pupil social-emotional well-being through the 2027-28 school year. The provision of a summer school program is an explicitly allowable use of LREBG funds under the category of "Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs. Summer Learning Programs are identified as tiered evidence-based resource supporting summer school/intersession interventions and enrichment. The program's focus on addressing graduation requirements through credit recovery and UC/CSU A-G credit options directly aligns with the allowable use of LREBG funds for access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. Research supports various approaches to this, including online credit recovery programs" (tiered evidence) and alternative high school programs that support pathways to graduation (tiered evidence). This action is informed by our required LREBG needs assessment, which identifies student groups and a process for specific pupils in the greatest need of learning recovery supports. Metric(s) being used to monitor the impact of the action include: Graduation Rate (LCAP Metrics 2.1), College and Career Readiness (LCAP Metric 2.2), English Language Arts (ELA) Academic Performance (LCAP Metrics 2.3, 2.11), Mathematics Academic Performance (LCAP Metrics 2.4, 2.12), UC/CSU A-G Completion Rate (LCAP Metric 2.5), Credit Recovery Success Rate (Local Reporting).		
2.18	Elementary and Middle School Summer Extended Learning	VCPUSD will continue to provide a summer school program that extends the school year for students that addresses areas of academic support and intervention. The focus of the elementary and middle school programs is mathematics and language arts.	$298,153.00	No

Action #	Title	Description	Total Funds	Contributing
2.19	Long-Term English Learner Instructional Programs and Professional Development (New Action)	In order to address the needs of Long-Term English Learners (LTELs) throughout the district, a targeted after school program will be implemented specifically designed to address the unique needs of Long-Term English Learners (LTELs) at the secondary level, with the goal of increasing their English language proficiency and reclassification rates. The program will leverage available data to unpack ELPAC scores by domains, allowing for the identification of specific language areas where students require additional support. This data-driven approach will be paired with professional development and inform the provision of individualized tutoring and targeted strategies tailored to identified needs, including the utilization of ELPAC Interim Assessment Blocks (IABs). For secondary LTEL students, comprehensive support will include case management, collaborative goal setting to reclassify, "ELPAC talks," and empathy interviews to ensure a holistic approach to their academic and socio-emotional development. To ensure effective implementation of these strategies, the action also incorporates robust support through participating in the regional LTEL Network Meetings. These meetings will provide essential professional development opportunities, resources, and support for teachers, facilitating new supplemental materials, and assessment, and fostering a deeper understanding of California Department of Education mandates concerning LTEL instruction. Classroom strategies emphasized through this professional learning and within the Language Academy will include a series of high impact strategies. These services and supports are designed to be evidence-based to effectively improve outcomes for LTEL students.	$37,500.00	No
2.20	English Learner Instructional Programs and Professional Development	In order to support English Learners throughout the district, VCPUSD has an instructional program made up of highly trained staffing, implemented language acquisition programs, intervention and supports, and monitoring programs. These programs focus on all English Learners with the emphasis of individual needs of English Learners (EL), Long-Term English Learners (LTEL), and Reclassified English Leaners (RFEP). Language aquisition programs have been put in place through the core curriculum at the elementary level and through curriculum provided to specific English	$25,694.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Development (ELD) courses at the secondary level. This designated instruction provides the resources to teachers to meet the needs of ELs in their classrooms. Training is made available for these programs to ensure that teachers can fully implement the materials and have the support resources needed. In addition, emphasis is placed on differentiated instruction, language scaffolding, and culturally relevant content integration through ongoing staff professional development. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among ELs providing teachers with ongoing training to support the implementation of integrated instructional strategies in both ELD and content area courses. Monitoring programs are in place to provide support staff and teachers access to a student information system that has all the academic information they need on their EL students (ex. ELPAC scores, reading levels). This allows for monitoring EL students overall, At-Risk groups such as LTEL, and RFEP students; and for teachers to set goals for their students and document interventions and strategies that have been implemented. Metrics to monitor effectiveness of this action include the ELPI and state assessments, reclassification rates, ELD implementation, reading levels, and secondary report card grades.		
2.21	Learning Recovery Intervention and Support Teachers (LREBG) (New Action)	The Intervention and Support Teacher at each school site with students in grades TK-5 plays a crucial role in implementing and monitoring interventions for at-risk students, primarily in language arts and mathematics, as a key component of the research-based Response to Intervention (RTI) model. This teacher is responsible for planning and delivering data-driven instruction to small groups to ensure student success and that interventions are effective. The supports provided are comprehensive, involving collaboration with grade-level teams and classroom teachers to coordinate and deliver instruction, working directly with students in small groups or whole-class settings, and assisting in the ongoing monitoring of student progress. This approach directly supports students with the highest level of need by focusing on designing and implementing effective interventions tailored to individual student requirements, including for English Language Learners and students with disabilities, and utilizing systems like Academic RTI Tiers to diagnose,	$600,335.00	No

Action #	Title	Description	Total Funds	Contributing
		monitor, and evaluate student progress. This is a new action for the 2025-26 LCAP and is funded through the Learning Recovery Emergency Block Grant. This action aligns with the Learning Recovery Emergency Block Grant (LREBG) purpose to accelerate progress in closing learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. The use of an Intervention and Support Teacher to implement a Response to Intervention (RTI) model directly supports this by focusing on at-risk students in ELA and Mathematics. The provision of data-driven instruction in the form of tutoring to small groups is explicitly supported as an allowable use of LREBG funds for accelerating progress and is classified as a tiered evidence-based intervention, with research highlighting the transformative potential of high-impact tutoring for learning outcomes. The focus on at-risk students, including English Language Learners (ELs) and students with disabilities (SWDs), is directly informed by the required LREBG needs assessment. The impact of this LREBG-funded action will be monitored using the following metrics, which are consistent with LREBG requirements for reviewing academic performance and aligning with the identified needs: English Language Arts (ELA) Academic Performance (LCAP Metrics 2.3), Mathematics Academic Performance (LCAP Metric 2.4), and Local diagnostic and interim assessment data (LCAP Metrics 2.9, 2.10, 2.24, 2.25, 2.26, 2.27, 2.28).		
2.22	Expanded After School Academic and Enrichment Program (LREBG) (New Action)	Provide an expanded after school program for students in grades 7-12 focusing on the needs of students below grade level in ELA or Math, prioritizing services for students who are English Learners, Foster Youth, and low-income students. This program is designed to address the unique identified need for additional academic support and engaging after-school opportunities among these student groups, identified through analysis of CAASPP data showing performance gaps and educational partner feedback highlighting lack of access to structured out-of-school time. Services will include targeted instruction, tutoring, and access to enrichment activities that promote skill development and school connectedness. Effectiveness will be monitored through metrics in this goal area (Report Card Grades, SBAC Assessments, Expanded Learning QSA)	$119,845.00	No

Action #	Title	Description	Total Funds	Contributing
		but is also expected to address school connectedness and engagement metrics in goal 1. This action is primarily funded through the Learning Recover Emergency Block Grant. This LREBG-funded action directly aligns with the grant's purpose to assist in recovery efforts supporting academic and pupil social-emotional well-being through the 2027-28 school year, specifically by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports. The provision of an expanded after-school program falls under the allowable use of LREBG funds for "Supporting expanded learning opportunity program services pursuant to Section 46120 (afterschool/intersession). It is identified as a tiered evidence-based resource, supported by research and an approach that highlights how these programs can address barriers to learning and improve attendance, which impacts academic outcomes. The inclusion of targeted instruction and tutoring within the after-school program is explicitly supported as an allowable use of LREBG funds for tutoring and is categorized as a tiered evidence-based intervention, with research emphasizing the effectiveness of high-impact tutoring. Such targeted support directly addresses academic proficiency and learning recover with the focus on students below grade level in ELA or Math, prioritizing English Learners (ELs), Foster Youth, and low-income students (Socioeconomically Disadvantaged) is directly informed by the required LREBG needs assessment. Metric(s) being used to monitor the impact of the action include: English Language Arts (ELA) Academic Performance (LCAP Metrics 2.3, 2.11), Mathematics Academic Performance (LCAP Metrics 2.4, 2.12), Expanded Learning Quality Standards Assessment (LCAP Metric 2.32) , Chronic Absenteeism (LCAP Metric 1.4), and Local metrics on student engagement and school connectedness (LCAP Metrics 1.1, 1.2, 1.3, 2.15, 2.16, 2.16)		
2.23	Bilingual Instructional Aides (BIA) (New Action)	To ensure English Learners (ELs), including Newcomers and Long-Term ELs, achieve English proficiency and meet grade-level standards, Bilingual Instructional Aides (BIAs) will be place at school sites focusing on effective strategies for supporting designated and integrated English Language Development (ELD), primary language support techniques, differentiation	$85,929.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for diverse EL profiles, and collaborative practices with certificated staff. BIAs will provide direct instructional support to ELs in small group and classroom settings, contributing to improved EL outcomes in language acquisition programs and access to core instruction. This action is principally directed to EL students and is designed to increase and improve services by providing specialized, linguistically responsive support that addresses their unique language development and academic needs, going beyond the services provided to all students.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Survey - Parent involvement in seeking input in making decisions for the school district and school site (Priority 3)	Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2024: 85.18%	Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2025: 88%		90% or above	Parent Survey: +2.82%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Student Survey	Students are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2024: 74%	Students are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2025: 81%		90% or above	Student Survey: +7%
3.3	Staff Survey	Parents, guardians, and students are provided with timely district, school, and classroom information and opportunities to provide input for decision-making. 2024: 95.24%	Parents, guardians, and students are provided with timely district, school, and classroom information and opportunities to provide input for decision-making. 2025: 92.75%		90% or above	Staff Survey: -2.49%
3.4	Parent Involvement - School Site Council (SSC)	2023-2024: 87% of SSC members attend all meetings	2024-2025: 91% of SSC members attend all meetings		90% of SSC members attend all meetings	SSC Involvement: +4%
3.5	Parent Involvement - English Learner Advisory Committee (DELAC/ELAC) (Priority 3)	2023-2024: 65% of ELAC members attend all meetings	2024-2025: 66% of ELAC members attend all meetings		90% of ELAC members attend all meetings	ELAC Involvement: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.6	Parent Involvement - Title VI Advisory Committee (Priority 3)	2023-2024: Title VI meetings have 17-32 attendees 50% community members and 50% staff. Of community members are 42% are parents	2024-2025: 54% of Community Members are parents		Increase parent participation to 75% of community members are parents.	Parent Participation; +12%
3.7	District / Site Hosted Parent Workshops	2023: 2 Workshop Series (multiple events) (Math / Reading District Wide) Parent/Guardian Participation: No Baseline Established - New metric for 2024-2025 school year English Learner: No Baseline Established Low-Income: No Baseline Established Foster Youth: No Baseline Established	2024: 4 Workshop Series (multiple events) (Math / Reading District Wide) Parent/Guardian Participation: 12% English Learner: 18% Low-Income: 22% Foster Youth: 16%		6 or More Workshop / Year (2 Focused on Identified Need for UPP families) Parent/Guardian Participation 10% Overall Targeted Workshops: 20% for all measured groups	Workshops: +2
3.8	Site Parent Events	2023-2024 Back to School Night: 54% (Average Across All School Site) 2023-2024 Elementary Sites Open House: No Baseline Established Parent/Guardian Participation (Student	2024-2025 Back to School Night: 54% (Average Across All School Site) 2024-2025 Elementary Sites Open House: Data Not Available		70% Parent Attendance (Average Across All School Site) Parent/Guardian Participation (Student Group): 50% for all measured groups	No Baseline Available for Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Group) - New metric for 2024-2025 school year. English Learner: No Baseline Established Low-Income: No Baseline Established Foster Youth: No Baseline Established	Parent/Guardian Participation (Student Group) - English Learner: No Baseline Established Low-Income: No Baseline Established Foster Youth: No Baseline Established			
3.9	Active Parent Portal Account	Percentage of students with parents/guardians with active parent portal account in the Student Information System (Infinite campus) 2023-2024: 91%	Active Parent Portal Accounts 2024-2025: 95%		100% of students with parents/guardians have active parent portal account	Active Parent Portal Accounts: +4%
3.10	Translated Documents	2022-2023: All Required Documents are Translated into Spanish	2023–2024: All Required Documents are Translated into Spanish		All Required Document are Translated	No Difference from Baseline

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.

The implementation of actions designed to achieve Goal 3—ensuring parents, guardians, and students are informed and have opportunities for input—was carried out across the district in the previous year, with overall implementation aligning closely with planned intentions. The district continued its efforts to foster strong communication channels and encourage stakeholder participation in decision-making processes.

Successes in Implementation:
The district saw positive outcomes in several key areas related to engagement and communication. There was an increase in parent satisfaction regarding timely information and input opportunities, as measured by the Parent Survey (Metric 3.1), which rose from 85.18% in 2024 to 88% in 2025. This suggests that ongoing communication strategies are being well-received by families. The district maintained a high level of access to student information through the Parent Portal, with 95% of students having parents/guardians with active accounts (Metric 3.9). The commitment to translating all required documents into Spanish (Metric 3.10) continued, ensuring that language is not a barrier to information for a significant portion of the school community.

Challenges and Areas for Continued Focus in Implementation:
While still high, the Staff Survey (Metric 3.3) indicated a slight decrease in agreement that parents, guardians, and students are provided with timely information and input opportunities, moving from 95.24% in 2024 to 92.75% in 2025. This slight downturn suggests a need to ensure staff feel fully supported and equipped in their roles as key communicators and facilitators of engagement. Several metrics related to active parent participation indicate ongoing increases in reaching district targets. Participation in advisory committees such as ELAC (Metric 3.5: 65% attendance in 2023, target 90%) and Title VI (Metric 3.6: 42% of community members were parents in 2023, target 75%) remains below desired levels. Parent/Guardian attendance at events like Back to School Night (Metric 3.8: 54% average in 2023-2024 and 2024-2025, target 70%) indicates that more work is needed to increase engagement in these traditional formats. These metrics suggest that while information may be disseminated effectively, translating that into active, broad-based participation in all offered avenues remains a complex challenge requiring ongoing strategic thought and diverse outreach methods.

Overall, the implementation of Goal 3 actions has yielded positive results in informing stakeholders and providing accessible communication channels. However, fostering deeper and more consistent active participation across all parent groups, particularly in advisory roles and event attendance, along with ensuring student and staff perspectives are fully captured and addressed, will be key areas of focus for the upcoming year. The district remains committed to adapting its strategies to overcome these challenges and build upon the successes achieved.

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

The majority of the estimated actual expenditures for Goal 3 do not demonstrate material differences from the budgeted expenditures. Actions with differences between budged expenditures and actual expenditures are the following:
3.3 Software Services - The actual costs based on increased expenditures differed from the budgeted amount based on the previous year.
3.4 Translation Services - Based on an increased need during the school year, the actual costs based on increased expenditures differed from the budgeted amount based on the previous year.

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

The planned actions for Goal 3 have generally progressed towards strengthening partnerships with families and ensuring stakeholders are informed and have opportunities for input. The effectiveness of these actions, as indicated by the latest metrics, shows areas of success as well as opportunities for continued growth and refinement.

Explanations of the effectiveness and progress of actions in meeting Goal 3:

Action 3.1: District TOSA (Support for Native American Students and Families & Site/District Parent/Student Engagement Support): This multifaceted role continues to be crucial. The TOSA's work in supporting Native American students and families, a key part of the district's unduplicated pupil percentage (UPP), by facilitating communication, providing resources, and supporting advisory processes (like Title VI, Metric 3.6) is vital. The expansion of this role to more broadly support site and district parent/student engagement and student leadership initiatives aims to enhance overall stakeholder involvement.
Parent Survey (Metric 3.1): The increase to 88% satisfaction in 2025 suggests that efforts to improve communication and engagement, supported by roles like the TOSA, are having a positive impact.
Staff Survey (Metric 3.3): The slight decrease to 92.75% in 2025, while still high, indicates a potential need to ensure staff feel fully supported in engagement efforts, a process the TOSA can help facilitate.
Title VI Advisory Committee (Metric 3.6): In 2023, 42% of community members attending were parents. While the TOSA supports this, the target of 75% parent participation indicates a need for continued focused outreach, which the TOSA can lead.
Student Survey (Metric 3.2): 2025 data is pending. The TOSA’s role in fostering student leadership will be important in impacting this metric.
Overall: The TOSA role is effective in targeted support and is expanding to address broader engagement. Continued focus on increasing parent participation in advisory roles and supporting student voice will be key.

Action 3.2: Host Districtwide Parent Workshops/Engagement Opportunities: Providing workshops and engagement opportunities is a direct way to partner with parents. The focus on varied topics (financial aid, academic support, family learning nights) aims to meet diverse needs.
District/Site Hosted Parent Workshops (Metric 3.7): The baseline of 2 workshop series in 2023 against a target of 6 or more shows a clear area for growth. While the workshops held may have been impactful for attendees, increasing the quantity and variety, especially those focused on UPP families, is necessary to meet the goal.
Parent Survey (Metric 3.1): The positive trend (88% satisfaction) suggests parents value the information and opportunities provided, likely including these workshops.
Parent/Guardian Attendance at Site Parent Events (Metric 3.8): The 54% average attendance at Back to School Night (2023-2024 and 2024-2025) is below the 70% target, indicating a need to explore strategies to boost attendance at larger events, which could include how workshops are promoted or integrated.
Overall: While parents appreciate engagement opportunities, the district needs to significantly increase the number and potentially the accessibility/appeal of workshops and events to meet its targets and broaden reach.

Action 3.3: Parent Communication Platforms and Translated Documents: Utilizing multiple communication platforms (digital, traditional) and ensuring translation are fundamental to keeping parents informed.
Parent Survey (Metric 3.1): The 88% satisfaction rate is a strong indicator that parents generally feel well-informed.
Translated Documents (Metric 3.10): Maintaining the practice of translating all required documents into Spanish (100% in 2023-2024) is a clear success and demonstrates commitment to accessibility for Spanish-speaking families.
Active Parent Portal Account (Metric 3.9): 91% of students having parents/guardians with active accounts (2023-2024) is high and shows good adoption of this key communication tool. The target is 100%.

Overall: This action is largely effective. The district successfully uses various platforms and provides crucial translation services. The slight dip in the Staff Survey (Metric 3.3) regarding timeliness of information might suggest a need to review internal processes or ensure all staff are utilizing platforms consistently.

Action 3.4: Software Services for LCAP and Plan Communication (e.g., Doctracking): Using a dedicated platform to share LCAP, SPSA, CSSP, and other key district plans enhances transparency and accessibility.
Metric Connection & Analysis: While there isn't a direct metric in Goal 3 that measures the usage or parent awareness of this specific platform, its effective implementation supports overall informed engagement. The ability to publicly share documents in an accessible and translatable format directly supports Metric 3.10 (Translated Documents) and contributes to the positive Parent Survey results (Metric 3.1) by making complex information more readily available.
Overall: This action is effective in providing a centralized, accessible, and translatable repository for important district plans, thereby supporting the goal of keeping parents informed. Its continued and potentially expanded use for other relevant communications should be considered.

The district's actions for Goal 3 have established a solid foundation for parent and student engagement, with notable successes in overall parent satisfaction and information accessibility. Key areas for future focus include increasing active participation in workshops and advisory committees, ensuring student voices are consistently captured, and supporting staff in their engagement efforts.

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.

Based on the analysis of prior practice and the feedback received from educational partners regarding Goal 3, Valley Center Pauma Unified School District determined that the actions in this goal area should continue as part of a multi-year approach to making progress and achieving increased outcomes. Therefore, no additional metrics, target outcomes, or actions will be added for the 2025-2026 school year for Goal 3.

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	District TOSA	There are cultural connections that a TOSA can make with parents to help them navigate absenteeism, academic achievement, connecting with the school and teachers, and identifying non-academic needs that a student may need. In addition, the TOSA can help students to engage successfully in a College and Career readiness educational program. A TOSA can work collaboratively and proactively with both the district and parent to break	$126,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
		down any misunderstandings. This TOSA position is developed to support our 9.92% of our American Indian population who are part of our unduplicated count as Low Income, Foster, and Homeless.		
3.2	District and School Parent Workshops	Holding regular and engaging workshops for parents so that we can partner in the rigors of literacy in core subjects will help to support parents in the home space as they work with their student. In addition, providing information on how to navigate online resources for student acceleration and to stay abreast of their student's academic progress and attendance through Infinite Campus, expectations of behavior to prevent referrals and/or suspensions, connecting with teachers and other staff through emails, and maneuvering the website for resources they may need will strengthen our two way communication. This service is directed towards our unduplicated students.	$3,500.00	Yes
3.3	Software Services	VCPUSD implements software services for the purposes of communicating information about our student outcomes and school performance to parents, the community, students, and our staff. This communication allows for information input and decision making about the goals and needed actions of the school district. Providing a single yet separate document to communicate the district's critical services in academics, safety, and social emotional plans is served through Doctracking services. Doctracking allows for us to communicate our LCAP plan as well as our Safety and SPSA where we delineate the services we provide for our UPP. The development of a local district dashboard of key metrics and measures for the school district in an on-going and regularly updated manner is important to monitor and adjust actions during a school year rather than solely using end-of-year state data. This dashboard will be part of the districts software services and focus on our student groups that have the highest needs and are focus areas of the district. These groups (American Indian, Hispanic, English Learners, Homeless, SED, SWD) make up our 66% UPP. Aspects of the dashboard will be public accessible to all educational partners and help ensure accurate state reporting each school year.	$59,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Translation Services	Stipends and hourly pay provided to school sites translation. Provide district translators for school and district document and events and activities. Additional document based translation services as needed to support families of English Learners.	$33,023.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Least Restrictive Environment (LRE) Rate of students with disabilities in Regular Class more than 80%	2022-2023: 46.70% in 80%	2023-2024: 47.60% in 80%		75% in 80% or more	LRE in 80%: +0.90%
4.2	Post-Secondary Outcomes Rate of student respondents that are enrolled in higher education or competitively employed.	2021-2022 Post School Outcome: 84.62%	No New Data Available		90% or higher	
4.3	4 Year Cohort Graduation Rate (SWD)	2022-2023 Graduation Rate (SWD): 89.3%	2023-2024 Graduation Rate (SWD): 75.5%		Greater than 90%	Graduation Rate (SWD): -13.8%
4.4	Suspension Rate (SWD)	2022-2023 Suspension Rate (SWD): 5.5%	2023-2024 Suspension Rate (SWD): 4.8%		Decrease suspension rate for SWD to 3%	Suspension Rate (SWD): -0.7%
4.5	Chronic Absenteeism Rate (SWD)	2022-2023 Chronic Absenteeism (SWD): 43%	2023-2024 Chronic Absenteeism (SWD): 37.9%		Decrease Chronic Absenteeism to 34%	Chronic Absenteeism (SWD): 5.1%
4.6	Parent Involvement Rate Participation % in IEP Process	2022-2023 Parent Involvement Rate: 100%	2023-2024 Parent Involvement Rate: 100%		Maintain 100%	No Difference
4.7	Rate of Students with Transition Goals/Services	2020-2021 Students w/ Transition Goals/Services: 95.81%	No New Data Available		Increase to 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	SBAC ELA Scores (SWD)	2022-2023 SBAC ELA Scores (SWD): 9.34% Met or Exceeded, 12% Nearly Met	2023-2024 SBAC ELA Scores (SWD): 7.95% Met or Exceeded 13.15% Nearly Met		Increase Met or Exceeded to 22%	SBAC ELA Scores (SWD): -1.39% Met or Exceeded
4.9	SBAC Math Scores (SWD)	2022-2023 SBAC Math Scores (SWD): 4.68% Met or Exceeded, 12.04% Nearly Met	2023-2024 SBAC Math Scores (SWD): 5.22% Met or Exceeded, 9.20% Nearly Met		Increase Met or Exceeded to 15%	SBAC Math Scores (SWD): -0.54% Met or Exceeded
4.10	Parent Survey	Parent survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. (% strongly agree & agree) 2024: 87.53%	Parent survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. (% strongly agree & agree) 2025: 94.34%		Parent Survey to 90% or above for goal area	Parent Survey: +6.81%
4.11	Staff Survey	Staff survey for students eligible for special education and services with an educational program in their least restrictive environment that	Staff survey for students eligible for special education and services with an educational program in their		Staff Survey to 90% or above for goal area	Staff Survey: -5.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		includes standards-aligned instruction enabling students to meet or exceed state standards. (% strongly agree & agree) 2024: 85.83%	least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards. (% strongly agree & agree) 2025: 80.06%			

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.

The implementation of actions within Goal 4, which focuses on increasing the number of students with disabilities (SWD) served in their least restrictive environment with standards-aligned instruction, largely proceeded as planned during the previous year. Efforts were concentrated on enhancing Multi-Tiered Systems of Support (MTSS), furthering inclusionary practices, and implementing Universal Design for Learning (UDL) principles to better support students with disabilities in accessing high-quality first instruction. The district aimed to address consistently low performance for SWD in areas such as chronic absenteeism, suspension rates, and academic achievement.

Overall Implementation, Successes, and Challenges: The district's commitment to this goal was evident through various initiatives designed to improve outcomes for students with disabilities.

Successes in Implementation: Several metrics indicate positive movement and successful implementation of supportive strategies: There was a slight increase in the percentage of SWD in the regular class for 80% or more of the day, moving from 46.70% (2022-2023) to 47.60% (2023-2024). This indicates progress, albeit modest, towards the goal of greater inclusion. A notable success was the decrease in the suspension rate for SWD, which fell from 5.5% (2022-2023) to 4.8% (2023-2024), moving closer to the target. Significant improvement was seen in reducing chronic absenteeism for SWD, with the rate dropping from 43% (2022-2023) to 37.9% (2023-2024). This is a substantial gain towards the target of 34%. The district maintained a 100% parent involvement rate in the IEP process for both 2022-2023 and 2023-2024, demonstrating strong continued engagement with families in planning for their students. Parent satisfaction with educational programs for SWD in their LRE, including standards-aligned instruction, increased significantly from 87.53% in 2024 to 94.34% in 2025. This

is a strong endorsement of the district's efforts from the perspective of parents. There was a slight increase in the percentage of SWD meeting or exceeding standards in SBAC Math, from 4.68% to 5.22% (+0.54%).

Challenges in Implementation: Despite the successes, several areas present ongoing challenges and require continued strategic focus:
A significant challenge is the decline in the graduation rate for SWD, which dropped from 89.3% (2022-2023) to 75.5% (2023-2024). This is a substantial decrease and moves away from the target of greater than 90%. The percentage of SWD meeting or exceeding standards in SBAC ELA decreased from 9.34% (2022-2023) to 7.95% (2023-2024). This decline highlights a critical area for academic support. Staff perception of the effectiveness of programs for SWD in their LRE saw a decrease, from 85.83% agreement in 2024 to 80.06% in 2025. This suggests a need to better understand staff experiences and provide necessary supports.

The implementation of Goal 4 actions yielded mixed results. While there were commendable successes in reducing suspensions and chronic absenteeism, increasing parent satisfaction, and making slight gains in LRE and SBAC Math for students with disabilities, significant challenges remain, particularly concerning the SWD graduation rate and SBAC ELA scores. The decrease in positive staff survey responses also warrants attention. Addressing these challenges will require a continued and intensified focus on effective instructional strategies, robust support systems for both students and staff, and consistent data monitoring to ensure all students with disabilities are equipped to meet or exceed state standards in their least restrictive environment.

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

The majority of actual expenditures for Goal 4 do not demonstrate material differences from the budgeted expenditures.
Actions with differences between budged expenditures and actual expenditures are the following:
4.2 Professional Learning - Universal Design for Learning (UDL) - Implementation of this training area has started but due to the high level of professional development for staff in core curriculum areas it was mostly postponed to the 2025-2026 school year.
4.4 Specialized Programs and Training - Part of the budgeted expenditures for this action were based on the professional training needed for new staff to implement programs, expenditures differed both due to a lower need for training and staff that had received the training previously.

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

The planned actions for Goal 4 have made progress towards ensuring improved outcomes for VCPUSD students with disabilities (SWD), focusing on least restrictive environments (LRE), standards-aligned instruction, and overall student success. The implementation of these actions has brought further attention to areas of growth and highlighted both successes and ongoing challenges. Much of this work will continue to evolve, aiming for further effective growth and lasting change.

Explanations of the effectiveness and progress of actions in meeting Goal 4:

Action 4.1: Student Services - Program Specialist: This action aimed to support sites with Multi-Tiered Systems of Support (MTSS), pre-referral strategies, behavior, academic, social-emotional needs, IEP implementation, and parent collaboration. The Program Specialist role is crucial in coordinating services and supports.
The decrease in Suspension Rate for SWD (Metric 4.4) from 5.5% to 4.8% and the significant reduction in Chronic Absenteeism for SWD (Metric 4.5) from 43% to 37.9% suggest that the proactive and pre-referral strategies, along with behavior and social-emotional supports facilitated by the Program Specialist, are yielding positive results. The sustained 100% Parent Involvement in the IEP Process (Metric 4.6) and the notable increase in Parent Survey satisfaction (Metric 4.10) to 94.34% also point to effective collaboration and support. The slight increase in LRE (Metric 4.1) to 47.60% and SBAC Math scores for SWD (Metric 4.9) to 5.22% also indicate some positive influence. The decline in the 4-Year Cohort Graduation Rate for SWD (Metric 4.3) to 75.5% and the decrease in SBAC ELA scores for SWD (Metric 4.8) to 7.95% are significant concerns that this role, in conjunction with other actions, needs to address more intensively. The decrease in positive Staff Survey responses (Metric 4.11) to 80.06% suggests a need to ensure staff feel adequately supported by these systems and specialists. This action has been effective in improving student engagement (attendance, behavior) and parent satisfaction. However, translating these supports into consistent academic gains, particularly in ELA and towards graduation, remains a key challenge.

Action 4.2: Professional Learning - Universal Design for Learning (UDL): This action focused on providing UDL training and inclusive practices to remove barriers and increase academic success. UDL is a foundational approach for improving access and outcomes for all learners, especially SWD. The first steps in implemntation of this action have began with planning and assessing need, but the majority will take place during the 2025-2026 school year. The decrease in SBAC ELA scores (Metric 4.8) and the significant drop in the SWD Graduation Rate (Metric 4.3) indicate that UDL principles need to be more deeply embedded and effectively implemented to impact these academic outcomes. The decline in Staff Survey satisfaction (Metric 4.11) may also suggest that while training is provided, ongoing support and resources for full UDL implementation might be needed. UDL training is a critical long-term strategy. Its effectiveness will be measured by sustained improvements in academic achievement and inclusion. Current data suggests that while the groundwork is being laid, more intensive and supported implementation is needed to see significant academic shifts.

Action 4.3: Instructional Program Review and Planning: This action involved reviewing school site master schedules, course access, co-teaching, inclusive strategies, LRE, class size, student placement, and data review. Systemic review and planning are essential for creating truly inclusive environments. The slight increase in the LRE rate (Metric 4.1) to 47.60% directly reflects the efforts of this action. The high Parent Involvement in IEPs (Metric 4.6) and positive Parent Survey (Metric 4.10) also suggest that planning processes are perceived positively by families. The significant decline in the SWD Graduation Rate (Metric 4.3) to 75.5% is a major concern and indicates that current program structures and student placements, despite review, may not be adequately supporting all SWD towards graduation. Academic performance in SBAC ELA (Metric 4.8) also declined. The lack of current data for Post-Secondary Outcomes (Metric 4.2) and Transition Goals/Services (Metric 4.7) makes it difficult to assess the full impact of program planning on long-term student success. The Staff Survey (Metric 4.11) results also suggest staff may have concerns or need more involvement/support in these review and planning processes. This action is effective in maintaining a focus on LRE and parent involvement in planning. However, the declining graduation rate and ELA scores for SWD necessitate a more critical review of instructional models, course pathways, and support systems to ensure they effectively lead to positive long-term outcomes.

Action 4.4: Specialized Programs and Training: This action focused on providing structured, systematic intervention programs and resources (e.g., Sonday System) and staff training for SWD. Targeted interventions and well-trained staff are key to addressing specific learning needs. The decrease in SBAC ELA scores (Metric 4.8) suggests that current ELA interventions may need review or enhanced implementation. The

substantial drop in the SWD Graduation Rate (Metric 4.3) also indicates that academic supports, even specialized ones, need to be more effective in helping students meet graduation requirements. The decline in Staff Survey (Metric 4.11) responses could indicate that staff require more training, resources, or support to effectively implement these specialized programs. While specialized programs can be beneficial, their current impact on overall academic achievement, particularly in ELA and towards graduation, needs strengthening. Ensuring programs are implemented with fidelity and that staff are well-supported is crucial.

The actions within Goal 4 have led to notable improvements in student engagement (reduced absenteeism and suspensions) and parent satisfaction for students with disabilities. However, significant challenges persist in academic achievement (especially ELA and graduation rates) and staff perceptions of program effectiveness. Future efforts must intensify the focus on high-leverage instructional strategies, comprehensive support systems, and effective implementation of both UDL and specialized interventions to ensure all students with disabilities are served effectively in their least restrictive environment and achieve their full potential.

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.

Based on the analysis of prior practice and the feedback received from educational partners regarding Goal 4, Valley Center Pauma Unified School District determined that the actions in this goal area should continue as part of a multi-year approach to making progress and achieving increased outcomes. Therefore, no additional metrics, target outcomes, or actions will be added for the 2025-2026 school year for Goal 4.

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
4.1	Student Services - Program Specialist	The student services program specialist will support sites with a multi-tiered system of support addressing proactive and pre-referral strategies for the behavior, academic, social, and emotional needs of students. This includes providing support for classroom management and student positive behavior interventions through the coordination and implementation of RTI & PBIS (pre-referral systems of support). Of the districts 66% unduplicated pupil percentage (UPP) roughly 17% are students with disabilities (SWD). On an ongoing basis the program specialist will consult with site administrators regarding program effectiveness, staff supports, IEP implementation and student needs. In addition to site staff, they collaborate with parents regarding concerns and/or questions about intervention programs, special education programs, and other related	$172,474.00	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	College/Career Indicator (CCI)	2022-23 CCI (CA Dashboard): Status Low 13% Prepared, 23.9% Approaching Prepared Group Status: Vey Low American Indian, Hispanic English Learners, Homeless,	2023-2024 CCI (CA Dashboard): Status Low 29.3% Prepared, 25.1% Approaching Prepared Group Status: Red Homeless		60% Prepared	CCI (CA Dashboard): +16.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged, Students with Disabilities				
5.2	SBAC Scores for ELA	2022-2023 SBAC Scores (11th Gr. ELA) 47% Met or Exceeded 24.33% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 44% Hispanic: 39.79% White: 65% EL: 0% SED: 34.43% SWD: 8.34% Homeless: 22.23%	2023-2024 SBAC Scores (11th Gr. ELA) 45.66% Met or Exceeded, 23.67% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 36.37% Hispanic: 42.47% White: 53.13% EL: 0% SED: 40.45% SWD: 10.26% Homeless: Not Reported		60% Meet or Exceed Standards	SBAC Scores (11th Gr. ELA) -1.44% Met or Exceeded, -0.66% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: -7.63% Hispanic: +11.87% White: -11.87% EL: No Difference SED: +6.02% SWD: +1.92% Homeless: NA
5.3	SABC Scores for Math	2022-2023 SBAC Scores (11th Gr. Math) 16.67% Met or Exceeded Standards 23.67% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 5.26% Hispanic: 11.58% White: 33.75%	2023-2024 SBAC Scores (11th Gr. Math) 16% Met or Exceeded Standards 15.33% Nearly Met Standards Student Groups (% Met or Exceeded)		40% Meet or Exceed Standards	SBAC Scores (11th Gr. Math) -0.67% Met or Exceeded Standards 8.34-% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: -0.49%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% SED: 7.15% SWD: 2.78% Homeless: 5.56%	American Indian: 4.76% Hispanic: 11.77% White: 26.56% EL: 0% SED: 12.85% SWD: 0% Homeless: Not Reported			Hispanic: +0.19% White: 7.19% EL: No Difference SED: +5.7% SWD: -2.78% Homeless: NA
5.4	Career Technical Education (CTE) Pathway Completion	2022-2023 Completed at Least One Career Technical Education (CTE) Pathway Overall: 21% American Indian: 15.2%% Hispanic: 13.4% White: 27.4% Two or More Races: 7.1% EL: 7.5% SED: 14.1% SWD: 10.7% Homeless: 11.8%	2023-2024 Completed at Least One Career Technical Education (CTE) Pathway Overall: 24.5% American Indian: 4.2% Hispanic: 22.2% White: 34.6% Two or More Races: 46.2% EL: 12.5% SED: 22.4% SWD: 17% Homeless: 6.9%		40% CTE Completion Rate Increase all student group participation by 10% or more	Completed at Least One Career Technical Education (CTE) Pathway Overall: +3.5% American Indian: -11% Hispanic: +8.8% White: +7.2% Two or More Races: +39.1% EL: +5% SED: +8.3% SWD: +7.7% Homeless: -4.9%
5.5	Early College Credits (AP Exam Scores 3+, Articulated CTE, Dual and Concurrent Enrollment)	AP Exam Scores 2022-2023: 62% of students taking an AP test passed with a 3 or better	AP Exam Scores (Preliminary Result) 2023-2024: 61% of students taking an AP test passed with a 3 or better		70% Passing Rate (3 or better)	AP Exam Scores: 4: -1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	A-G Completion (UC/CSU Eligibility)	2022-2023 A-G Completion Rate (local determination) Overall: 30% American Indian: 6% Hispanic: 22.8% White: 43% Two or More Races: 29% EL: 4.8% SED: 24% SWD: 6.3% Homeless: Not Available 11th Grade A-G Completion: Percentage of 12th grade class with 11 or more A-G courses complete: No Baseline Established	2023-2024 A-G Completion Rate (CA Dashboard) Overall: 29.8% American Indian: 20.8% Hispanic: 23.6% White: 48.1% Two or More Races: 38.5% EL: 7.8% SED: 18.6% SWD: 7.5% Homeless: 13.8%		60% A-G Completion Rate Increase for all student groups by 15% or more	A-G Completion Rate (CA Dashboard) Overall: -0.2% American Indian: -2% Hispanic: -0.8% White: +5.1% Two or More Races: +9.5% EL: +3% SED: -5.4% SWD: +1.2% Homeless: NA
5.7	State Seal of Biliteracy (SSB)	2022-2023: 3.7% Met Requirements	2023-2024: 3.5%		Increase % of students who me requirements to 6% or higher	State Seal of Biliteracy: -0.2%
5.8	Transition Classroom and Work-Based Learning (WBL) Experiences	2022-2023 Transition and WBL: 1.8%	2023-2024 Transition and WBL: 6.8%		20% of applicable students participating in transition and WBL experience	Transition and WBL: +5%
5.9	Pre-Apprenticeship Program	No Baseline Available (No programs established)	No Data Available - Planning Stage		Establish at least 1 program	No Data Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.10	Career Technical Education (CTE) Pathway Participation	2024-2025 CTE Pathway Participation Gr. 9-12 Overall: 59% Gr. 6-8 Overall: 39%	2024-2025 CTE Pathway Participation Gr. 9-12 Overall: 59% Gr. 6-8 Overall: 39%		60% CTE Pathway Participation	New Metric for 2025-2026, no comparable data to determine difference.

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.

The implementation of actions supporting Goal 5, which is dedicated to increasing the percentage of students prepared for college and career as measured by the College and Career Indicator (CCI), was a key focus in the previous year. The district's efforts were directed at improving outcomes across the various components that contribute to the CCI, including state assessment scores, A-G completion, and CTE pathway completion. Overall, the implementation of planned actions closely aligned with the district's strategic intentions to elevate student preparedness for post-secondary endeavors.

Overall Implementation, Successes, and Challenges: The district's focused approach on the CCI yielded significant positive movement, alongside highlighting areas that continue to require strategic attention and resource allocation.

Successes in Implementation: The most notable success was the substantial improvement in the overall College/Career Indicator (CCI) itself: The percentage of students classified as 'Prepared' saw a significant increase, moving from 13% (2022-2023) to 29.3% (2023-2024). This +16.3% gain is a major step towards the goal of 60% Prepared. The overall CCI status also improved. There was positive movement here, with the overall completion rate increasing from 21% (2022-2023) to 24.5% (2023-2024). Several student groups, including Hispanic, Two or More Races, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities, saw increases in CTE pathway completion. While the overall A-G completion rate showed a very slight decrease, there were notable increases for several student groups: American Indian (+14.8% from local determination to CA Dashboard), White (+5.1%), Two or More Races (+9.5%), English Learners (+3%), and Students with Disabilities (+1.2%).

Challenges in Implementation: Despite the strong overall CCI improvement, several component metrics indicate ongoing challenges: There was a slight decrease in the percentage of students meeting or exceeding standards in ELA, from 47% (2022-2023) to 45.66% (2023-2024). Performance for American Indian and White student groups also declined in this area. Similarly, 11th-grade math scores saw a slight decrease in students meeting or exceeding standards, from 16.67% (2022-2023) to 16% (2023-2024). Performance for American Indian, White, and Students with Disabilities student groups declined. The overall A-G completion rate as reported on the CA Dashboard (2023-

2024) was 29.8%, a slight decrease from the 30% locally determined rate in 2022-2023. Hispanic and Socioeconomically Disadvantaged student groups also saw decreases. The percentage of students taking an AP test who passed with a 3 or better saw a slight decrease from 62% (2022-2023) to a preliminary 61% (2023-2024).

The implementation of Goal 5 actions has successfully driven significant improvement in the overall CCI 'Prepared' rate, which is a major accomplishment. CTE pathway completion and WBL participation also showed positive trends. However, challenges persist in improving 11th-grade SBAC scores in both ELA and Math, boosting the overall A-G completion rate, and increasing AP exam pass rates. The district's continued focus on these specific academic components will be crucial for sustaining momentum towards the ambitious 60% CCI 'Prepared' target and ensuring equitable college and career readiness for all student groups.

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

The estimated actual expenditures for Goal 5 do not demonstrate material differences from the budgeted expenditures.

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

The actions implemented under Goal 5 were designed to significantly increase the percentage of students prepared for college and career, primarily measured by the College and Career Indicator (CCI). As a new focus goal, these initial actions aimed to establish foundational systems and enhance existing programs to drive improvement across various CCI components. The effectiveness of these specific actions to date shows promising advancements in overall CCI preparedness, alongside highlighting areas requiring continued development and strategic focus.

Explanations of the effectiveness and progress of actions in meeting Goal 5:

Action 5.1: Implementation of California College Guidance Initiative (CCGI): This action involves leveraging CCGI tools for monitoring A-G completion, exploring college and career options, engaging parents, and streamlining FAFSA and college application processes, with a particular focus on supporting unduplicated pupil populations. The implementation of CCGI is a systemic approach to improving college and career readiness. The significant increase in the overall CCI 'Prepared' rate (Metric 5.1) from 13% to 29.3% suggests that initiatives like CCGI, which provide comprehensive guidance and monitoring, are contributing positively. The tool's ability to track A-G completion (Metric 5.5) likely supported the increases seen for several student groups (American Indian +14.8%, White +5.1%, Two or More Races +9.5%, EL +3%, SWD +1.2%). Despite CCGI's A-G monitoring capabilities, the overall A-G completion rate saw a slight decrease to 29.8% (Metric 5.5), and rates for Hispanic and Socioeconomically Disadvantaged students also declined. Furthermore, the slight decreases in 11th-grade SBAC ELA (Metric 5.2) and Math (Metric 5.3) scores indicate that while guidance tools are valuable, direct academic supports remain crucial. The CCGI implementation appears effective in providing a robust framework for college and career planning and has likely played a role in the overall CCI improvement and targeted A-G gains. Its full impact may be realized over time as utilization deepens across staff, students, and families. Continued efforts are needed to ensure it contributes to raising overall A-G completion and supports academic achievement.

Action 5.2: AP Examination Supports: This action focuses on providing resources, tutoring, exam preparation, and financial support for AP exam fees to increase passage rates, particularly for unduplicated students. This action aims to remove barriers and improve performance in rigorous coursework. The AP exam pass rate (part of Metric 5.4) saw a slight preliminary decrease from 62% to 61%. While financial support likely increased access to exams for some students, the slight dip in pass rates suggests that tutoring and exam preparation supports need to be intensified or refined to improve student outcomes on these challenging exams. The action's effectiveness in increasing AP exam pass rates is not yet evident in the current data. While providing financial access is a success, a focused review of academic support strategies for AP students is warranted to achieve the desired improvement in pass rates, which directly contributes to the CCI.

Action 5.3: Career Technical Education (CTE) Pathways: This action involves providing capstone course experiences for five CTE pathways and dedicated staff for program development and growth. Strengthening CTE pathways is a direct strategy to enhance career readiness. This action has demonstrated clear effectiveness. The overall CTE Pathway Completion rate (Metric 5.6, also part of Metric 5.3 in the metrics document) increased from 21% to 24.5%. Notably, several student groups, including Hispanic (+8.8%), Two or More Races (+39.1%), English Learners (+5%), Socioeconomically Disadvantaged (+8.3%), and Students with Disabilities (+7.7%), saw improved completion rates. Participation in Transition Classroom and Work-Based Learning (WBL) experiences (Metric 5.8) also increased significantly from 1.8% to 6.8%. These successes are key contributors to the overall CCI improvement (Metric 5.1). This action is highly effective in boosting CTE pathway completion and providing valuable WBL experiences, directly and positively impacting students' career preparedness and the district's CCI results.

Action 5.4: Increased Student Access to A-G Courses: This action focuses on providing increased teacher support at comprehensive high schools to improve student access and opportunity in A-G approved courses. Ensuring access to and success in A-G coursework is fundamental for college eligibility. The overall A-G completion rate (Metric 5.5) reported on the CA Dashboard (29.8%) was slightly lower than the prior year's locally determined rate (30%). However, this action appears to have positively impacted several specific student groups, with increases in A-G completion for American Indian (+14.8%), White (+5.1%), Two or More Races (+9.5%), English Learners (+3%), and Students with Disabilities (+1.2%). The decrease in A-G completion for Hispanic (-0.8%) and Socioeconomically Disadvantaged (-5.4%) students is a concern and indicates that the teacher support provided through this action needs to be more effectively targeted or supplemented to address the specific barriers these student groups may face in accessing and succeeding in A-G courses. The action has shown effectiveness in improving A-G completion for several student groups, demonstrating that targeted teacher support can make a difference. However, to achieve broader success and address declines in other groups, the district may need to refine the support strategies or explore additional interventions to ensure equitable A-G access and completion for all students.

The initial actions for Goal 5 have successfully launched the district towards its CCI target, with significant gains in the 'Prepared' metric driven largely by strong improvements in CTE pathway completion and WBL participation. The implementation of CCGI provides a promising framework for future growth. However, challenges in improving SBAC scores, overall A-G completion rates, and AP exam pass rates indicate that continued and intensified focus on academic achievement and equitable access to rigorous coursework will be critical for sustained progress.

Moving into the 2025-26 school year and throughout the multi-year LCAP cycle, actions will undergo a strengthening approach or be revised to ensure they effectively contribute to improving college/career readiness aligning with the targets of this focus goal.

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.

Based on reflections on prior practice and the comprehensive analysis of data, including the California School Dashboard results for College and Career Readiness, and significant input from educational partners, Valley Center Pauma Unified School District determined that modifications and additions were necessary for Goal 5 actions and metrics for the 2025-2026 school year. Educational partner feedback supports the need for broader exposure to diverse career paths and exploration at the middle school grades, including first step experiences with skilled trades and vocational opportunities.

Resulting from these reflections and educational partner input, the district made changes to the planned metrics and added new actions for the coming year:
Metric 5.10: Career Technical Education (CTE) Pathway Participation: Measure for Gr. 6-12. This new metric is intended to monitor student engagement and exposure to career pathways beginning in middle school.
Action 5.5: Expanded Career Exploration and Vocational Pathway Development. This action will broaden career exploration opportunities for students starting in middle school, including exposure to skilled trades, vocational programs, and alternative career pathways through partnerships, career fairs, and site visits. This also includes exploring the feasibility of developing new vocational programs based on community needs and student interest, and examining successful programs in other districts to inform strategies for alternative education students.

These additions and modifications are designed to address the specific areas of need identified through data analysis and the priorities expressed by the district's educational partners, with the aim of further improving college and career readiness outcomes for all students, particularly those student groups requiring intensified support.

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
5.1	Implementation of California College Guidance Initiative (CCGI)	The California College Guidance Initiative (CCGI) provides many tools that will be beneficial for students in Valley Center that are not currently easily accessible to our school community. the CCGI tools for monitoring a-g completion, exploring colleges and careers, and engaging parents. It provides real time assessment of where a student is in their matriculation and informs high school course selection. In addition, having the FAFSA and college applications (state) in one spot is an additional arm of the tool, allowing counselors data on the status of applications and reaching out to students for support. Supports available and information for EL, SWD, Hispanic, SED Implementation plan includes: staff professional	$60,000.00	No

Action #	Title	Description	Total Funds	Contributing
		development, student and parent workshops, and applicable materials and supplies. The implementation of the CCGI directly relates to the measures of the CA Schools Dashboard College and Career Indicator (CCI). District wide a team will be established consisting of secondary counselors, site administration, and members of district educational services. These team will meet monthly throughout the school year to plan for communication and use of the resources provided including training for staff, students, and families. Oak Glen High School overall and priority student groups district wide (American Indian, English Leaners, Hispanic, Homeless, SED, SWD) will be targeted for additional focus and outreach in order to address the very low level indicator of preparedness as reported.		
5.2	AP Examination Supports	Continue to provide resources to schools to support increased passage rates on AP exams. Providing tutoring supports or specialized exam preparation, for example, supports unduplicated students preparing for AP exams. Provide financial support for AP exam fees for students. Local data indicates that our low income students and English Learners are less likely to take the AP exams due to the cost of those exams for unduplicated students and their families may have deterred students from attempting the exams.	$15,128.00	No
5.3	Career Technical Education (CTE) Pathways	Continue to provide capstone course experiences for five career technical education pathways for secondary students with dedicated staff to help lead program development and growth.	$75,002.00	No
5.4	Increased Student Access to A-G Courses	Increased teacher support at the comprehensive high schools to improve student access and opportunity to A-G courses.	$32,179.00	No
5.5	Expanded Career Exploration and	Broaden career exploration opportunities for students starting in middle school to include exposure to skilled trades, vocational programs, and	$37,594.00	No

Action #	Title	Description	Total Funds	Contributing
	Vocational Pathway Development - New Action	alternative career pathways through industry partnerships, career fairs, and site visits, potentially exploring the feasibility of developing new vocational programs based on community needs and student interest.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This focus goal specific to Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep) has been developed per state requirements associated with Local Control Funding Formula (LCFF) Equity Multiplier funding. OGHS qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 76.7% and percentage of Socioeconomically Disadvantaged students (85.9%). VC Prep qualified for LCFF Equity Multiplier Funding based on its prior year non-stability rate of 44.4% and percentage of Socioeconomically Disadvantaged students (69%). Improving stability rates is a shared goal across the Equity Multiplier school sites as a key lever to increased school engagement, connectedness, and academic outcomes. Both Oak Glen High School and Valley Center Prep School are in need of improvement at the student group level for multiple student groups across the Dashboard Indicators. Based on 2024 data, Oak Glen High School will continue to qualify for Equity Multiplier Funding. Based on 2024 data, Valley Center Prep no longer meets the qualifiers for Equity Multiplier Funding.

Following is a summary of students groups that received the lowest performance level rating on the California School Dashboard for one or more indicators:

2023 CA Schools Dashboard - Oak Glen High School
All Students: College and Career Indicator (CCI)
Hispanic: College and Career Indicator (CCI):
English Learners: Suspension Rate
Socioeconomically Disadvantaged: College and Career indicator (CCI)

2024 CA Schools Dashboard - Oak Glen High School
Socioeconomically Disadvantaged: Suspension Rate, College and Career Indicator (CCI)

2023 CA Schools Dashboard - Valley Center Prep School
All Students: SBAC ELA, SBAC Math

2024 CA Schools Dashboard - Valley Center Prep School
Valley Center Prep has made growth and no longer meets the requirements of the Equity Multiplier Funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	SBAC ELA	2022-2023 ELA Valley Center Prep: 40.91% Met or Exceed Standards Hispanic: 39.13% Socioeconomically Disadvantaged: 39.28% Oak Glen High School: 15.63% Met or Exceed Standards Hispanic: 16% Socioeconomically Disadvantaged: 17.86%	2023-2024 ELA Valley Center Prep: 41.93% Met or Exceed Standards Hispanic: 44.45% Socioeconomically Disadvantaged: 35.29% Oak Glen High School: 5.13% Met or Exceed Standards, Hispanic: 3.57% Socioeconomically Disadvantaged: 7.69%		VC Prep: 50% Meet of Exceed Increase 10% for Student Groups OGHS: 30% Meet of Exceed Increase 10% for Student Groups	SBAC ELA Valley Center Prep: +1.02% Met or Exceed Standards Hispanic: +5.17% Socioeconomically Disadvantaged: -3.99% Oak Glen High School: -10.5% Met or Exceed Standards, Hispanic: -12.43% Socioeconomically Disadvantaged: -10.17%
6.2	College and Career Indicator	2022-2023 CCI (CA Schools Dashboard) Valley Center Prep: 3.8% Prepared Socioeconomically Disadvantaged: 5.9%	2023-2024 CCI (CA Schools Dashboard) Valley Center Prep: 0% Prepared		VC Prep: 50% Prepared Student Groups at 30% or higher OGHS: 40% Prepared	CCI (CA Schools Dashboard) Valley Center Prep: -3.8% Prepared

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Oak Glen High School: 0% Prepared Hispanic: 0% English Learners: 0% Homeless: 0% Socioeconomically Disadvantaged: 0%	Socioeconomically Disadvantaged: 0% Oak Glen High School: 0% Prepared Hispanic: 0% English Learners: 0% Homeless: 0% Socioeconomically Disadvantaged: 0%		Student Groups at 30% or higher	Socioeconomically Disadvantaged: -5.9% Oak Glen High School: No Difference Prepared Hispanic: No Difference English Learners: No Difference Homeless: No Difference Socioeconomically Disadvantaged: No Difference
6.3	Suspension Rate	2023 Suspension Rate (CA Schools Dashboard) Valley Center Prep: 0% Oak Glen High School: 8.3% American Indian: 15.8% White: 9.1% English Learners: 10.8% Homeless: 0% Socioeconomically Disadvantaged: 9.5% Students with Disabilities: 7.1%	2023-2024 Suspension Rate (CA Schools Dashboard) Valley Center Prep: 1.6% Oak Glen High School: 11.2% American Indian: 25% Hispanic: 8.7% White: Not Reported English Learners: 16.7% Homeless: Not Reported		VCPrep: Maintain at 0% OGHS: Decrease to 4% Decrease 5% for Student Groups	Suspension Rate (CA Schools Dashboard) Valley Center Prep: +1.6% Oak Glen High School: +2.8% American Indian: +9.2% Hispanic: NA White: NA English Learners: +5.9% Homeless: NA Socioeconomically Disadvantaged: +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 11.1% Students with Disabilities: 17.6%			Students with Disabilities: +10.5%
6.4	Graduation Rate	2022-2023 Graduation Rate (CA Schools Dashboard) Valley Center Prep: 81.5% Socioeconomically Disadvantaged: 83.3% Oak Glen High School: 87.3% Hispanic: 92.1% English Learners: 94.4% Homeless: 90.9% Socioeconomically Disadvantaged: 87.3%	2023-2024 Graduation Rate (CA Schools Dashboard) Valley Center Prep: 87.5% Hispanic: 90% Socioeconomically Disadvantaged: 88.5% Oak Glen High School: 71.4% Hispanic: 69.2% English Learners: 69.2% Homeless: Not Reported Socioeconomically Disadvantaged: 69.7%		VC Prep: 90% Increase 5% Student Groups OGHS: 92% Increase Student Groups to 90% or higher	Graduation Rate (CA Schools Dashboard) Valley Center Prep: +6% Hispanic: NA Socioeconomically Disadvantaged: +5.2% Oak Glen High School: -15.9% Hispanic: -22.9% English Learners: -25.2% Homeless: NA Socioeconomically Disadvantaged: -17.6%
6.5	Chronic Absenteeism	2022-2023 Chronic Absenteeism (Dataquest) Valley Center Prep: 0% Oak Glen High School: 75.6%	2023-2024 Chronic Absenteeism (Dataquest) Valley Center Prep: 59.8%		OGHS: 40% or lower Decrease Student Groups to 50% or lower	Chronic Absenteeism (Dataquest) Valley Center Prep: +59.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 55.6% Socioeconomically Disadvantaged: 75.7% Homeless: 61.5% Students with Disabilities: 71,4% American Indian: 89.5% Hispanic: 69% Hispanic White: 90.9%	Oak Glen High School: 83.30% English Learner: Not Reported Socioeconomically Disadvantaged: Not Reported Homeless: Not Reported Students with Disabilities: Not Reported American Indian: 93.3% Hispanic: 79.4% White: Not Reported			Oak Glen High School: +7.7% English Learner: NA Socioeconomically Disadvantaged: NA Homeless: NA Students with Disabilities: NA American Indian: +3.8% Hispanic: +10.4% White: NA
6.6	SBAC Math	2022-2023 SBAC Math Valley Center Prep: 4.54% Met or Exceed Standards Hispanic: 0% Socioeconomically Disadvantaged: 0% Oak Glen High School: 0% Met or Exceed Standards Hispanic: 0% Socioeconomically Disadvantaged: 0%	2023-2024 SBAC Math Valley Center Prep: 6.45% Met or Exceed Standards Hispanic: 5.56% Socioeconomically Disadvantaged: 11.76% Oak Glen High School: 0% Met or Exceed Standards Hispanic: 0%		VC Prep: 25% Meet of Exceed Increase Student Groups to 20% or higher OGHS: 25% Meet or Exceed Increase Student Groups to 20% or higher	SBAC Math Valley Center Prep: +2% Met or Exceed Standards Hispanic: +5.56% Socioeconomically Disadvantaged: +11.76% Oak Glen High School: No Difference Met or Exceed Standards Hispanic: No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socioeconomically Disadvantaged: 0%			Socioeconomically Disadvantaged: No Difference
6.7	Non-Stability Rates	Non-Stability Rates (Dataquest) 2022-2023 OGHS: 76.7% 2022-2023 VC Prep: 44.4%	Non-Stability Rates (Dataquest) 2023-2024 OGHS: 54.1% 2023-2024 VC Prep: 56.5%		Decrease OGHS by 25% or more. Decrease VCPrep to below threshold at 25%	Non-Stability Rates (Dataquest) OGHS: -22.6% VC Prep: +12.1%

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.

The implementation of actions within Goal 6, an Equity Multiplier Focus Goal, was centered on improving academic performance, school climate, and student engagement for all students at Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep), with a specific focus on American Indian, Hispanic, English Learner, and Socioeconomically Disadvantaged student groups. The district's efforts aimed to address the specific needs of these schools, which qualified for LCFF Equity Multiplier funding due to non-stability rates and percentages of Socioeconomically Disadvantaged students. Overall, the implementation of planned actions closely matched the district’s intentions to drive targeted improvements at these sites.

Overall Implementation, Successes, and Challenges: The district's focused strategies for OGHS and VC Prep under Goal 6 yielded a range of outcomes, highlighting areas of progress and significant ongoing challenges.

Oak Glen High School (OGHS):
Successes in Implementation: A significant success was the substantial decrease in the non-stability rate, which dropped from 76.7% (2022-2023) to 54.1% (2023-2024). This +22.6% improvement is a critical step towards fostering a more stable learning environment.

Challenges in Implementation: Academic performance in ELA saw a decline, with the percentage of students meeting or exceeding standards dropping from 15.63% to 5.13% (-10.5%). Declines were also seen for Hispanic (-12.43%) and Socioeconomically Disadvantaged (-10.17%) student groups. The CCI remained at 0% Prepared for All Students, Hispanic, English Learners, Homeless, and Socioeconomically Disadvantaged students, showing no improvement from the baseline. The overall suspension rate increased from 8.3% to 11.2% (+2.8%). Increases were also noted for American Indian (+9.2%), English Learners (+5.9%), Socioeconomically Disadvantaged (+1.6%), and Students with Disabilities (+10.5%) student groups. The overall graduation rate decreased significantly from 87.3% to 71.4% (-

15.9%). Declines were also seen for Hispanic (-22.9%), English Learners (-25.2%), and Socioeconomically Disadvantaged (-17.6%) student groups. The chronic absenteeism rate increased from 75.6% to 83.3% (+7.7%). Performance in SBAC Math remained at 0% meeting or exceeding standards for All Students, Hispanic, and Socioeconomically Disadvantaged students, showing no improvement.

Valley Center Prep School (VC Prep):
Successes in Implementation: There was a slight improvement in ELA, with students meeting or exceeding standards increasing from 40.91% to 41.93% (+1.02%). The Hispanic student group also saw an increase (+5.17%). The overall graduation rate improved from 81.5% to 87.5% (+6%). The Socioeconomically Disadvantaged student group also saw an increase (+5.2%). Performance in SBAC Math improved, with students meeting or exceeding standards increasing from 4.54% to 6.45% (+2%). Hispanic (+5.56%) and Socioeconomically Disadvantaged (+11.76%) student groups also showed gains.

Challenges in Implementation: The CCI for 'Prepared' students decreased from 3.8% to 0% (-3.8%). The Socioeconomically Disadvantaged student group also saw a decrease from 5.9% Chronic absenteeism significantly increased, moving from a 0% baseline to 59.8% based on revisited internal procedures and measures for long term independent study absenteeism,. The non-stability rate increased from 44.4% (2022-2023) to 56.5% (2023-2024), a decline of -12.1%.

The implementation of Goal 6 actions has produced varied results across the two Equity Multiplier schools. OGHS demonstrated a significant improvement in its non-stability rate, which is a foundational success. However, this was coupled with considerable challenges across academic indicators (SBAC ELA, SBAC Math, CCI, Graduation Rate) and school climate (Suspension Rate, Chronic Absenteeism). VC Prep showed some positive academic momentum with gains in SBAC ELA, SBAC Math, and the Graduation Rate. However, the school faced challenges with an increase in its non-stability rate, a rise in chronic absenteeism and suspensions, and a decline in its CCI 'Prepared' status. Addressing these mixed outcomes will require a continued, intensive, and differentiated approach for each school. Strategies must be tailored to build on the specific successes at each site while robustly tackling the persistent challenges, particularly in core academics, student engagement (attendance and graduation), and overall school stability and climate.

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

The majority of the estimated actual expenditures for Goal 1 do not demonstrate material differences from the budgeted expenditures. Actions with differences between budged expenditures and actual expenditures are the following:
6.2 Community Engagement - Budgeted amounts differed due to use of other available grant funding sources.
6.3 Career Technical Education (CTE) Expansion and Exploration - Staffing costs in this area were charged to alternative grant funding source.
6.7 Additional Sections and Staffing - Budgeted amounts were not used at both listed school sites based on available staffing during the school year.

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

The actions implemented under Goal 6, an Equity Multiplier Focus Goal, were specifically designed to improve academic performance, school climate, and student engagement at Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep). The effectiveness of these actions, based on the most recent data, presents a mixed picture, with some targeted interventions showing promise at one site while significant challenges persist, particularly at OGHS.

Explanations of the effectiveness and progress of actions in meeting Goal 6:

Action 6.1: Chronic Absenteeism Interventions: This action aimed to implement preventative measures and tiered interventions to reduce chronic absenteeism and enhance school connectedness at OGHS and VC Prep, with a focus on specified student groups.
OGHS: Chronic absenteeism (Metric 6.5) worsened, increasing from 75.6% to 83.3%. This indicates that the interventions were ineffective in reducing overall chronic absenteeism at OGHS.
VC Prep: Chronic absenteeism (Metric 6.5) significantly increased from a 0% baseline to 59.8%. This suggests the interventions were also ineffective at VC Prep.
Non-Stability Rate (Metric 6.7): While not a direct measure of this action, the significant improvement in the non-stability rate at OGHS (decreased by 22.6%) might suggest some positive impact from efforts to build school culture and connectedness, which were part of this action. However, at VC Prep, the non-stability rate increased by 12.1%.
Based on the primary metric of chronic absenteeism, this action was largely ineffective at both schools during this reporting period.

Action 6.2: Community Engagement: This action focused on providing services to bridge schools, homes, and community agencies, implementing informational programs for families, and promoting family/community engagement to support student success, especially for unduplicated students. The impact of community engagement is often indirect on hard academic or behavioral metrics.
OGHS: The marked improvement in the Non-Stability Rate (Metric 6.7), decreasing by 22.6%, could be partially attributed to stronger community and family ties fostered through this action, aligning with the goal's aim to improve stability as a lever for engagement and outcomes.
VC Prep: The Non-Stability Rate (Metric 6.7) increased by 12.1%, suggesting that community engagement efforts may not have had the desired impact on student stability at this site or were outweighed by other factors.
This action may have contributed to increased stability at OGHS, which is a positive outcome. However, its broader effectiveness in translating to other improved metrics (academic, attendance, behavior) is not clearly evident in the current data for either school, and stability worsened at VC Prep.

Action 6.3: Career Technical Education (CTE) Expansion and Exploration: This action aimed to expand CTE pathways at OGHS and provide alternative CTE access at VC Prep to improve college and career preparation, particularly addressing the 0% CCI 'Prepared' status at OGHS.
OGHS: The College and Career Indicator (CCI) (Metric 6.2) remained at 0% Prepared for All Students and key student groups. This indicates the CTE expansion was ineffective in moving the CCI 'Prepared' needle for OGHS in this period.
VC Prep: The CCI 'Prepared' rate (Metric 6.2) decreased from 3.8% to 0%. This suggests the alternative CTE access models were also ineffective in improving CCI 'Prepared' status.
This action was ineffective in achieving its primary goal of improving the CCI 'Prepared' status at both OGHS and VC Prep based on the current data.

Action 6.4: Behavior Interventions: This action involved implementing evidence-based strategies (Restorative Justice, PBIS, SEL, Trauma-Informed Approaches) at OGHS to lower suspension rates and improve school climate, with a specific focus on English Learners.
OGHS: The overall suspension rate (Metric 6.3) increased from 8.3% to 11.2%. For English Learners, the rate also increased (data embedded in the metric description indicates an increase from 10.8% to 16.7%). This demonstrates that the behavior interventions were ineffective in reducing suspensions at OGHS, including for the targeted English Learner group.
VC Prep: The suspension rate (Metric 6.3) increased from 0% to 1.6%.
This action was ineffective in lowering suspension rates at OGHS and did not prevent an increase at VC Prep.

Action 6.5: Professional Learning and Training: This action was designed to engage learners, foster collective efficacy, provide release time, support curriculum alignment, and offer professional learning related to site and student population needs. As a foundational support, its direct impact is reflected through other metrics.
OGHS: The general decline or stagnation across most academic (SBAC ELA/Math, CCI, Graduation Rate) and climate (Suspension, Chronic Absenteeism) metrics suggests that professional learning, while implemented, has not yet translated into widespread positive student outcomes.
VC Prep: Some academic improvements were noted (SBAC ELA/Math, Graduation Rate), which could be partially supported by effective professional learning. However, negative trends in CCI, suspension, chronic absenteeism, and non-stability suggest that PL effectiveness was limited or counteracted by other challenges.
The effectiveness of this action is mixed and difficult to isolate. While it may have contributed to some gains at VC Prep, the broad lack of improvement or decline in many key areas, especially at OGHS, indicates that current professional learning strategies may need review and enhancement to achieve desired impacts.

Action 6.6: Academic Interventions: This action involved adding instructional resources and intervention staffing to improve curriculum access, engagement, and achievement in ELA and Math, emphasizing hands-on activities and individualized learning.
OGHS: SBAC ELA (Metric 6.1) declined from 15.63% to 5.13%, and SBAC Math (Metric 6.6) remained at 0% meeting/exceeding. The Graduation Rate (Metric 6.4) also significantly decreased. This indicates academic interventions were largely ineffective at OGHS.
VC Prep: SBAC ELA (Metric 6.1) slightly improved from 40.91% to 41.93%, and SBAC Math (Metric 6.6) improved from 4.54% to 6.45%. The Graduation Rate (Metric 6.4) also increased. These modest gains suggest academic interventions may have had some positive effect at VC Prep.
Effectiveness was varied by school. Interventions showed some positive impact at VC Prep but were largely ineffective in improving key academic outcomes at OGHS.

Action 6.7: Additional Sections and Staffing: This action focused on providing additional sections at OGHS (ELA/Math support) and maintaining staffing at VC Prep to support academic progress, transitions, and graduation.
OGHS: Despite additional sections, SBAC ELA/Math (Metrics 6.1, 6.6) declined or stagnated, and the Graduation Rate (Metric 6.4) fell. The CCI (Metric 6.2) remained at 0%. This suggests this action was ineffective in improving these outcomes at OGHS. However, the improved Non-Stability Rate (Metric 6.7) might be an indirect positive outcome if increased support contributed to student retention.
VC Prep: Maintained staffing may have contributed to the observed gains in SBAC ELA/Math (Metrics 6.1, 6.6) and the Graduation Rate (Metric 6.4). However, the CCI (Metric 6.2) declined, and the Non-Stability Rate (Metric 6.7) worsened.

The effectiveness is mixed. While potentially contributing to some academic stability and gains at VC Prep and improved non-stability at OGHS, it did not translate into broad academic success at OGHS or prevent a CCI decline and increased non-stability at VC Prep.

The actions for Goal 6 have yielded highly varied results between the two schools and across different metrics. OGHS saw a critical improvement in non-stability but faced significant declines or stagnation in nearly all academic and behavioral areas, suggesting that the implemented actions were largely ineffective in addressing the core challenges there. VC Prep showed some positive academic momentum in state testing and graduation rates, indicating partial effectiveness of academic interventions and staffing strategies. However, VC Prep also experienced setbacks in CCI, student stability, and engagement metrics like absenteeism and suspensions. A differentiated and intensified approach, with a critical review of current strategies, is necessary for both schools.

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.

Moving into the 2025-2026 school year, Equity Multiplier funding for VC Prep will end based on updated data. This will move the majority of actions in this goal towards targeting Oak Glen High School.

The following actions, metrics, and outcomes have been added or revised for the 2025-2026 school year:
6.5 Reading and Literacy Interventions - This new action will include additional staffing, training, and materials focusing on increasing the reading and literacy outcomes targeting students at VC Prep.
Revisions have been made to all actions that were based on Equity Multiplier funding with those funds not continuing for Valley Center Prep. To support the ongoing growth and improvement of VC Prep measures and metrics will continue to be monitored and reported for this three year LCAP cycle and actions although modified will continue to support VC Prep outside of what will continue to be listed in the VCPUSD LCAP in other goal areas and some school specific aspects will continue in Goal 6.

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
6.1	Chronic Absenteeism Interventions	OGHS will implement preventative measures such as attendance awareness campaigns and building positive school culture to help reduce chronic absenteeism and enhance school connectedness. For students that are on-track to becoming chronically absent, tiered interventions will be put in place. Particular attention will be placed on focus student groups American Indian, Hispanic, English Learner, and Socioeconomically Disadvantaged as indicated on the CA School Dashboard.	$5,256.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Community Engagement	Provide services through staff between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement information and educational programs with families and educators to benefit student academic success through the practice of family and community engagement; provide outreach services to the community, families, and staff and promote and assist both family and community engagement to provide for active participation in the socio-emotional and academic success of all students. Strategic engagement of families of targeted groups will expand opportunities for parents to learn how they can be more involved in student learning and in providing input into school decision-making. Parent engagement in student learning is a key predictor of student success, especially for unduplicated student families who may have lower rates of engagement and participation due to work schedules, transportation, and ability to access school events and resources.	$34,560.00	No
6.3	Career Technical Education (CTE) Expansion and Exploration	Career Technical Education (CTE) Pathways will be expanded at Oak Glen High School (OGHS) as an important college and career preparation option. This is particularly important for unduplicated students to maximize the available opportunities to develop and demonstrate college and career readiness, as well as to explore and complete initial steps on specific career pathways that can lead to a distinct post-secondary career option. Through this action CTE sections assigned to school site will be increased and materials will be provided to support growth and the establishment of a full CTE pathway available to students. The CA School Dashboard identifies OGHS with 0% of students prepared as measured by the College and Career Indicator (CCI). This action directly address this school-wide area of need through the CTE completion metric that is an alternative path to preparedness for students who do not meet A-G course requirements. When reviewing each students path to college and career preparedness these courses will prioritize enrollment for Hispanic and Socioeconomically Disadvantage (SED) students who make up a large percentage of the	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school population. This action will also provide a level of access to alternative models for CTE completion through online hybrid course work at Valley Center Prep.		
6.4	Behavior Interventions	Additional behavioral interventions will be implemented at Oak Glen High School (OGHS) by Incorporating evidence-based strategies such as Restorative Justice, PBIS, SEL, and Trauma-Informed Approaches, which have been shown to not only lower suspension rates but also improve overall school climate. This action is tailored to the unique context of OGHS. On the CA Schools Dashboard, English Learners are identified as a student group with a red level indicator for suspension rate. In addition to the actions that benefit all students, additional focus will be made to monitor this student group and build a more positive school climate and level of connectedness with staff training that is unique to supporting English Learners.	$4,740.00	No
6.5	Professional Learning and Training	Engaging learners and collective efficacy cycles. Provide for release time and additional training for current supplementals. Time for preparation and planning of curriculum alignment. Provide staff will opportunities to attend professional learning related to specific site needs and learning needs to student populations.	$6,048.00	No
6.6	Academic Interventions	Additional instructional resources and intervention staffing will be added to facilitate student access to the curriculum, enhance classroom engagement, and foster academic achievement in the academic courses. Materials will emphasize hands-on activities within the classroom. Examples include materials to support CAASPP preparation and standards preparation, specific subject matter supplementals and interventions that support an individualized learning path. Intervention efforts will target English Language Arts and Mathematics with student group work focusing on student performance as indicated on the CA schools dashboard.	$71,565.00	No

Action #	Title	Description	Total Funds	Contributing
6.7	Reading and Literacy Interventions	This action will establish comprehensive Reading and Literacy Interventions at Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep) to address identified academic needs and significantly improve literacy outcomes. A dedicated reading and literacy specialist will be added at VC Prep to provide targeted support and intervention for students with identified needs, aiming to boost academic achievement. Furthermore, evidence-based reading tools such as Lexia, Core, and STAR will be implemented across both OGHS and VC Prep to deliver individualized learning pathways, diagnostic assessments, and progress monitoring in English Language Arts and foundational reading skills. These interventions are principally directed towards enhancing student access to the curriculum, improving engagement, and fostering academic achievement for all students, especially the student groups at these Equity Multiplier schools who have demonstrated the lowest performance levels on state ELA indicators, such as the 5.13% meeting or exceeding standards at OGHS, as reported on the California School Dashboard.	$119,913.00	No

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
$7902925	$647642

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
20.375%	0.000%	$0.00	20.375%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** Schoolwide	work specifically with our UPP students and families. Schoolwide Scope: These actions are being providing school wide basis as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
1.2	**Action:** Counselor Support (LREBG) **Need:** Provide immediate and targeted support to reduce chronic absenteeism levels and suspension rates for English Learners, Low Income, and American Indian students. In addition support students in completing A-G courses and/or CTE pathways. Evidence of these needs include: 2024 CA Schools Dashboard - Suspension Rate (VCHS - 3.9% all, 4.4% EL, 4.7% SED); 2024 CDE DataQuest - Chronic Absenteeism (VCHS - 28.8% all, 34.8% EL, 32.8% SED), Graduation Rate (91.4% All, 84.4% EL, 90.7% SED), College & Career Indicator (CCI 29.3% All, 6.3% EL, 19.9% SED, Red Indicator Groups - Homeless) **Scope:** Schoolwide	By ensuring a connection with student and family in a timely manner, students will receive the services they need to engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. Maintaining the previous years increase in counseling staff at Valley Center High School to work specifically with our UPP students and families on understanding graduation expectations along with completion of a-g and/or CTE will lead to graduates that are prepared to launch into college, military, trade, or the workforce. Schoolwide Scope: These actions are being providing school wide basis as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Administrators **Need:** Reduce suspension rates for American Indian, Hispanic, Low Income, and Students with Disabilities. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** Schoolwide	Administrative staff will lead site work on restorative practices, trauma informed practices, safety at school, working collaboratively with counselors and site teams, to reduce the number of students that are chronically absent, focusing on all students but in particular our students in the dashboard as a red rating (All students to include Foster Youth, Hispanic, Native American and Students With Disabilities. In addition, staff will work to reduce the suspension rates for Native American, Hispanic, Low Income, and Students with Disabilities.) Our Low Income percentages for the Red Zone student groups are Native American (%), Hispanic (%), and the % of our Students with Disabilities are English Learners. Ensuring our students are engaged in school will increase their academic achievement. Schoolwide Scope: These actions are being providing school wide basis at VC Primary, Lilac Elementary, Pauma Elementary, VC Elementary, Valley Center Middle, Valley Center High, and Oak Glen High as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.4	**Action:** School Psychologists **Need:** Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school.	The psychologists service is directed towards our unduplicated students so that the implementation of intentional layers of academic and social emotional supports to impact the needs of students. This is particularly important to support SED students to make sure they have access to basic health and wellness support to be ready to learn each day.	1.1, 1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** LEA-wide	LEA-wide Scope: These actions are being providing district wide as staff provide services districtwide to all students but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
1.5	**Action:** Support Staff: Campus Supervision **Need:** A review of data indicates that many VCPUSD students need additional support in the areas of conflict resolution, positive behavior intervention, and additional trusted adults on campus. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** Schoolwide	This support staff plays an integral role in establishing a healthy climate at each school site, establishing positive relationships with students outside of the classroom. This work will contribute to decreased suspensions and chronic absenteeism, and increased attendance for student groups who are seeing lower outcomes that others such as English Learners, low income or SED, and foster and homeless youth. This service is directed towards our unduplicated students. Schoolwide Scope: These actions are being providing school wide basis at Valley Center Middle, Valley Center High, and Oak Glen High as staff and role effects all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.6	**Action:** Support Staff: Behavior and Attendance **Need:**	This action will support students and families to ensure students are in school to learn which will directly impact student outcomes.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	A review of data indicates that unduplicated students groups have higher suspension rates and chronic absenteeism levels. The support staff that works with behavior and attendance are often the first staff member to connect with a student and their family. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** Schoolwide	Schoolwide Scope: These actions are being providing school wide basis at Valley Center High, Valley Center Middle, and Oak Glen High as staff and role effects all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
1.7	**Action:** District Social Worker **Need:** Address health and wellness needs for low income students to decrease chronic absenteeism rates and increase overall connectedness to school. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:**	This action will continue to provide additional wellness supports across schools.The district social worker supports all school sites with an intentional focus on unduplicated students.This is particularly important for unduplicated students, as they can often experience less access to wellness and social-emotional support services outside of school. Schoolwide Scope: These actions are being providing school wide basis as staff are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.8	**Action:** Physical Health and Nutrition (Elementary PE Teachers) **Need:** Increases in school attendance, decreases in unhealthy and unsafe behaviors, and its positive effect on school climate measured by our survey feedback. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** Schoolwide	This contact point between students and teachers around health education has become impactful in addressing school behavior, safety, and overall engagement in our elementary schools. This impact is bringing around positive outcomes for students in our unduplicated groups for which school engagement is a key factor. Schoolwide Scope: These actions are being providing school wide basis at Lilac Elementary, Pauma Elementary, and VC Elementary as staff work with all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.9	**Action:** District Itinerant Psychologist **Need:** Alternative to suspension program with high level of student supports. Evidence of need: 2024 CA Schools Dashboard - Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:**	Funded staff provide direct services and students who attend are not suspended bringing down district and student group suspension counts. Schoolwide Scope: These actions are being providing school wide basis as staff will potentially work with all students at Valley Center High, Valley Center Middle, Oak Glen High, and Pauma Elementary but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.5, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.10	**Action:** Counseling and Tutoring **Need:** Improve unduplicated student academic and behavioral outcomes, in particular students in need of Tier 2 and 3 support. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** LEA-wide	VCPUSD's performance on the 2023 CA Schools Dashboard Indicators and local measures indicates a significant need for continued Tier 2 and 3 supports, in particular for unduplicated students. Continuing to refine our districtwide Multi Tiered System of Supports (MTSS) will promote a more efficient and effective delivery of targeted support that addresses each student's individual needs. LEA-wide Scope: These actions are being providing district wide as staff provide services districtwide to all students but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
1.11	**Action:** Transportation (Bussing) **Need:** Ensure student access to school for the percentage of students who have the highest level of need and access district supplied transportation. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Parent Survey	This action allows VCPUSD to ensure that our students have transportation to and from school which will directly impact student outcomes with a focus on low income students who have the highest level of need. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students accessing the service increasing attendance rates based on the identified need. Through providing it district-wide it will positively impact attendance rates and levels of chronic absenteeism for all students.	1.1, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.12	**Action:** Attendance Monitoring and Communication **Need:** As listed on the CA Schools Dashboard unduplicated student groups in VCPUSD tend to have higher rates of chronic absenteeism and lower attendance than other students, often leading to the need of additional support structures in place to address and support improvement. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED) **Scope:** LEA-wide	This is intended to increase student success by decreasing chronic absenteeism and increasing attendance through the use of targeted and individualized interventions. The intent of this action is to provide systematic communication through a myriad of MTSS supports. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students in the area of need.	1.1, 1.2, 1.3, 1.4
1.13	**Action:** Professional Development and Training **Need:** High level of chronic absenteeism and survey data suggests a need for staff to have an opportunity to see the whole picture of their students. This work will lead to higher levels of engagement and address the need of	This action will support students, especially EL, FY, and SED, in aligning instructional practice and curriculum needs, both vertically and horizontally, to support positive student outcomes. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students in the area of need. Through providing it district-wide it will positively	1.1, 1.2, 1.3, 1.4, 1.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students who have the highest suspension rates and high chronic absenteeism rates. Evidence of needs: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED), Parent Survey, Staff Survey **Scope:** LEA-wide	impact student engagement related metrics (attendance rates, levels of chronic absenteeism, and suspension rates) for all students.	
2.2	**Action:** Elementary Instructional TOSA **Need:** Instruction TOSAs have demonstrated to be an integral part of address lower performing unduplicated student groups. Evidence of needs include: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD), SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) **Scope:** Schoolwide	Instructional TOSAs will work in conjunction with TK-5 teams, collaboration teams, classroom teachers, and Educational Services to support and improve student outcomes for unduplicated student groups. Schoolwide Scope: These actions are being providing school wide basis as staff work with all students at VC Primary, Lilac Elementary, Pauma Elementary, and VC Elementaryl but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.3, 2.4, 2.9, 2.10, 2.28

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** Secondary Intervention TOSA **Need:** At the secondary level intervention TOSAs have demonstrated to be an integral part of address lower performing unduplicated student groups directly both inside and outside of the classroom and subject based environment. Evidence of these include: Evidence of needs include: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD, SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) College & Career Indicator (CCI 29.3% All, 6.3% EL, 19.9% SED, Red Indicator Groups - Homeless) **Scope:** Schoolwide	Intervention TOSAs will work in conjunction with administration, support staff,, collaboration teams, classroom teachers, and Educational Services to support and improve student outcomes for unduplicated student groups. Schoolwide Scope: These actions are being providing school wide basis as staff work with all students at Valley Center Middle and Valley Center High but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.1, 2.2, 2.5, 2.11, 2.12
2.4	**Action:** District Wide Mathematics TOSA **Need:** Improve secondary school math outcomes throughout district as demonstrated by local report card data and state assessment data in which VCPUSD is performing below the state	District Math TOSA position directly collaborates and supports teacher throughout the district. Work is done in support new programs and implementing curriculum resources beyond the typical teacher role. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest	2.4, 2.10, 2.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	average overall and for unduplicated student groups. Evidence of needs include: 2024 CA Schools Dashboard - SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) **Scope:** LEA-wide	percentage of students needing the service in the determined areas of need.	
2.5	**Action:** Guidance Technicians **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Increase the percentage of all students, and in particular unduplicated students, applying to 4-year college and career preparation programs. Evidence of needs include: 2024 CA Schools Dashboard - Graduation Rate (91.4% All, 84.4% EL, 90.7% SED); College & Career Indicator (CCI 29.3% All, 6.3% EL, 19.9% SED, Red Indicator Groups - Homeless); 2024 A-G Completion (% all students, % low income, % English Learners) **Scope:** Schoolwide	VCPUSD has taken a number of actions to provide services that will support unduplicated students to stay in school on target to graduate and to be prepared for college and careers. In this action, specific school sites will continue to invest additional resources for school counseling and Guidance Technicians to support low-income students who are also to increase graduation rates, and improve A-G completion rates at Valley Center High School. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at Valley Center High School but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.1, 2.2, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** Elementary Band Teachers **Need:** Increase the percentage of unduplicated students participating in Music Education. Band teachers provide an experience and an opener to many students who may not traditionally engage in music. VCPUSD has implemented band due to the research behind the positive effects of music on academics is the purpose for including band in our elementary schools Evidence of needs include: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD), SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) **Scope:** Schoolwide	VCPUSD has invested in the access to music classes at the elementary grade levels with instructors to provide students with more opportunities to be engaged and connected at school. These supports reduce financial barriers for unduplicated students to participate in such programs offered outside of the school day. All of these actions promote school connectedness and have a positive effect on academics. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at VC Primary, VC Elementary, Lilac Elementary, and Pauma Elementary but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.2, 2.3, 2.15, 2.17, 2.22, 2.23
2.7	**Action:** Special Projects Team **Need:** The Special Projects team will work in conjunction with all school sites, collaboration teams, classroom teachers, and Educational Services to support and improve student academic performance outcomes for	The Special Projects Team's work is to provide direct service to our English Learners, Native Americans, and Migrant students in the following ways: writes and updates grants to serve students and families, calls all Migrant families to communicate district changes and provides needed items to support student success, collaborates with our Title VI partners (including TANF and Indian Health), works on accessing	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.23, 2.30

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated student groups with a specific focus on English Learners and Low Income student groups and families. Evidence of needs include: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD); English Learning Progress Indicator (ELPI 46.4%); College & Career Indicator (CCI 29.3% All, 6.3% EL, 19.9% SED, Red Indicator Groups - Homeless) **Scope:** LEA-wide	transportation for students, holds parent meetings to allow for collaboration and input, works with site leadership to facilitate programming for student success, and serves as district liaison to bring local community health services to families. LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	
2.8	**Action:** Library Media Specialist **Need:** Library media specialists at school sites to support engagement and growth in student reading and comprehension skills. Evidence of needs include: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD) **Scope:** LEA-wide	This action will support students access to high interest books to support reading comprehension which will directly impact student outcomes. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	2.3, 2.4, 2.24, 2.25, 2.26, 2.27

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.9	**Action:** Site Computer Technicians **Need:** Ensure student access to technology devices integral to instruction and learning. Evidence of needs include: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD)) Survey Responses Goal 2 (Student: %, Staff:%, Parent: %) **Scope:** LEA-wide	This action will support the technology department to ensure that all students have access to devices that are key elements of instruction and have a direct impact on student outcomes LEA-wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	2.3, 2.4, 2.9, 2.10, 2.11, 2.12, 2.15, 2.16, 2.17, 2.20
2.11	**Action:** English Learner Secondary Instruction **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for reclassification. With the largest percentage of students who meet the LTEL criteria at the secondary level this is a clear need. Evidence of need includes: 2024 CA Schools Dashboard - 2024 CA Schools Dashboard - English Learning Progress Indicator (ELPI 46.4%); SBAC ELA (29.36% All, 2.46% EL) Red Indicator Group - EL, SBAC Math	VCPUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and reclassification. This work will be in alignment with the district English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. Schoolwide Scope: This action is being providing school wide basis as related staff and action benefits all students at Valley Center High School, Valley Center Middle School, and Oak Glen High School but with a focus on the English Learners who are the target of the action and the highest percentage of students in the determined area of need.	2.1, 2.2, 2.3, 2.4, 2.7, 2.8, 2.11, 2.12

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(17.63% All, 2.42% EL), Red Indicator Group - EL); 2024 Dataquest - Reclassification (%), LTEL (%) **Scope:** Schoolwide		
2.12	**Action:** Alternative Education Program **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Improve CCI rates with alternative programing and a high level of staff support. Evidence of need includes: 2024 CA Schools Dashboard - Graduation (91.4% VCPUSD All, 71.4% OGHS All), CCI (29.3% VCPUSD All, 0% OGHS All) **Scope:** Schoolwide	VCPUSD will continue to support an avenue for alternative education that provides intensive support for students struggling in traditional school settings. The intensive support is intended to help get students, in particular unduplicated students, back on track to return to the traditional school settings when prepared and ready. Schoolwide Scope: This action is being providing school wide as staff and related services are available to all students at Oak Glen High School but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need and population at the school.	2.1, 2.2, 2.3, 2.4, 2.11, 2.12,
2.13	**Action:** Additional School Sections **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math.	The additional sections added to school sites ensures that teachers have more time with students who benefit from additional intervention and lead improved student learning and students having more time in a class focused on a specific need during the school day. This is particularly important to low income students and English Learners to ensure they get the most time for learning with their teacher to stay on track with	2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Evidence of needs includes: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD), SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) **Scope:** Schoolwide	grade-level standards. With the additional sections assigned for unduplicated students, dedicated teacher to student time also increases aiding in staff knowing students targeted needs, being able to analyze student data to provide targeted instruction and support, and impact academic achievement, attendance, engagement, and connectedness. Schoolwide Scope: These actions are being providing school wide basis as staff that are available to all students at Valley Center Middle School, Valley Center High School, and Oak Glen High School but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	
2.14	**Action:** 1-to-1 Devices **Need:** Ensure student access to technology devices integral to instruction and learning. Evidence of need includes: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 23.17% SED), SBAC Math (17.63% All, 13.33% SED); Surveys Responses Goal 2 (Student: %, Staff: %, Parent: %) **Scope:** LEA-wide	This action will support the technology department to ensure that all students have access to devices that are key elements of instruction and have a direct impact on student outcomes LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	2.3, 2.4, 2.9, 2.10, 2.11, 2.12, 2.15, 2.16, 2.17, 2.20

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
2.15	**Action:** Intervention Resources **Need:** Improve unduplicated student outcomes on California School Dashboard indicators districtwide. Evidence of needs includes: 2024 CA Schools Dashboard - SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD), SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) **Scope:** LEA-wide	Providing school sites with additional intervention resources and approved supplemental programs, services, and related supplies impacts unduplicated students' academic success as well as promotes school connectedness through support and high engagement activities. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	2.24, 2.25, 2.26, 2.27
3.1	**Action:** District TOSA **Need:** This position supports college and career readiness programs for the secondary students, including college trips, American Indian student conferences, career visits, support cultural events at schools, etc., for students. The TOSA will provides guidance to diversify our curriculum, while maintaining alignment with the state standards, and will support the Director of Special Projects in training Title VI aides, who provide direct academic and socio-emotional support to	There are cultural connections that a TOSA can make with parents to help them navigate absenteeism, academic achievement, connecting with the school and teachers, and identifying non-academic needs that a student may need. In addition, the TOSA can help students to engage successfully in a College and Career readiness educational program. A TOSA can work collaboratively and proactively with both the district and parent to break down any misunderstandings. This TOSA position is developed to support our 8.8% of our American Indian population who qualify for Free and Reduced Lunch, Foster, and Homeless.	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	American Indian students, with culturally proficient actions. Evidence of need includes: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, Red Indicator Groups - AI), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED), SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, Red Indicator Groups - American Indian, EL, Hispanic, LTEL, SED, SWD), SBAC Math (17.63% All, 2.42% EL, 13.33% SED, Red Indicator Groups - American Indian, EL, Hispanic, Homeless, LTEL, SED, SWD) **Scope:** LEA-wide	LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	
3.2	**Action:** District and School Parent Workshops **Need:** Feedback from surveys and input meetings from parents of English learners and low-income students indicated an interest from the parents in more training and workshops on how to help their child be actively engaged and successful in school. Evidence of need includes: Surveys Goal 3 - (Parent %, Staff %, Student %, specific feedback and comments), Parent Engagement - (% Attendance Back to School Night) See also: Engaging Educational Partners,	The District will continue to support parents by providing them with the opportunity to attend a variety of conferences and trainings, in their primary language, at the school site, and outside of the school to support the development of parenting skills and leadership capacity. These skills will allow parents of unduplicated students to be more actively engaged and effective in participating in the success of their child's education. LEA-Wide Scope: This action is being provided districtwide as research shows that parental involvement significantly impacts student achievement, thus the need to ensure all parents are aware of the opportunities to be engaged.	3.1, 3.7

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SWD student group by guiding the district MTSS and interventions. Evidence of need includes: 2024 CA Schools Dashboard - Chronic Absenteeism (30.9% all, 29.2% EL, 34.9% SED, % SWD), Suspension Rate 2.7% all, 2.7% EL, 3.3% SED, % SWD), SBAC ELA (29.36% All, 2.46% EL, 23.17% SED, 7.95% SWD), SBAC Math (17.63% All, 2.42% EL, 13.33% SED, 5.22% SWD); 2024 CDE Dataquest - LRE @ 80% (46.60%); Surveys Goal 4 - (Parent 94.34%, Staff 80.06%) **Scope:** LEA-wide	LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** District Wide English Language Development (ELD) TOSA **Need:** Providing a TOSA to focus on teacher, parent, and student training/support and maintaining	This action will ensure all requirements are being met for our EL's which will directly impact student outcomes and the academic success of our EL students. The ELD TOSA will directly interact and support EL students through mentoring, monitoring progress towards English language proficiency and reclassification, and support English learner academic achievement.	2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	the necessary technical components of our emerging EL program. Evidence of needs include: English Learning Progress Indicator (ELPI 46.4%), SBAC ELA (2.46% EL, Red Indicator), SBAC Math (2.42% EL, Red Indicator), College & Career indicator (CCI 6.3% EL Orange Indicator) **Scope:** Limited to Unduplicated Student Group(s)		
2.10	**Action:** English Learner (EL) Support Classes **Need:** Increase the percentage of English Learners making annual progress as defined by the California School Dashboard (English Learner Progress Indicator) and meeting requirements for reclassification. Evidence of need includes: 2024 CA Schools Dashboard - English Learning Progress Indicator (ELPI 46.4%); SBAC ELA (29.36% All, 2.46% EL) Red Indicator Group - EL, SBAC Math (17.63% All, 2.42% EL), Red Indicator Group - EL); 2024 Dataquest - Reclassification (%) **Scope:** Limited to Unduplicated Student Group(s)	VCPUSD will continue to align supplemental actions for English Learners to support continued language acquisition growth and reclassification. This work will be in alignment with the district English Learner Master Plan. In addition to traditional classroom supports, effective supplemental learning opportunities can improve the academic outcome of ELs. English Learners, and in particular those EL's who have recently immigrated to the United States, can benefit from additional support Designated ELD Courses (middle and high school) will continue with a focus on students who are newcomers into our district.	2.3, 2.4, 2.7, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.23	**Action:** Bilingual Instructional Aides (BIA) (New Action) **Need:** Providing BIAs to focus on teacher, parent, and student training/support and maintaining the necessary technical components of our emerging EL program. Evidence of needs include: English Learning Progress Indicator (ELPI 46.4%), SBAC ELA (2.46% EL, Red Indicator), SBAC Math (2.42% EL, Red Indicator), College & Career indicator (CCI 6.3% EL Orange Indicator) **Scope:** Limited to Unduplicated Student Group(s)	This action will ensure instructional supports for our EL's which will directly impact student outcomes and the academic success of our EL students. The BIAs will directly interact and support EL students through daily interaction, monitoring progress towards English language proficiency and reclassification, and support English learner academic achievement.	2.3, 2.4, 2.7, 2.8
3.4	**Action:** Translation Services **Need:** Parents of English learners need access to information in their primary language. Evidence of need includes: Feedback from surveys and input meetings from parents of English learners indicated a continued need for translation services in order to be able to access information about their students education. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	This action will ensure that our Spanish speaking families are able to be an active partner in the educational experience which will directly impact student outcomes. Interpretation and translation services provided as a supplement to the mandated written communications will allow parents of English learners additional opportunities to participate in educational functions and increase their engagement in decision-making.	3.1, 3.5, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

No limited actions contributing with a planned percentage.

Additional Concentration Grant Funding

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

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

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

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

provide site wide staff development and coaching of teacher in the core subject areas on strategies that support the growth and success of unduplicated students. and district initiatives.

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

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	38786726	7902925	20.375%	0.000%	20.375%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,182,491.00	$1,958,936.00	$11,000.00	$0.00	$13,152,427.00	$11,589,478.00	$1,562,949.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Counseling Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, VCMS, OGHS/VC Prep	2024-2027	$891,356.00	$0.00	$891,356.00				$891,356.00	
1	1.2	Counselor Support (LREBG)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	2024-2027	$53,908.00	$0.00	$53,908.00				$53,908.00	
1	1.3	Administrators	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCMS, DSC, SPED, VCHS	2024-2027	$406,628.00	$0.00	$406,628.00				$406,628.00	
1	1.4	School Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$691,390.00	$150.00	$691,540.00				$691,540.00	
1	1.5	Support Staff: Campus Supervision	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	2024-2027	$424,787.00	$5,815.00	$430,602.00				$430,602.00	
1	1.6	Support Staff: Behavior and Attendance	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	2024-2027	$467,953.00	$0.00	$467,953.00				$467,953.00	
1	1.7	District Social Worker	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027	$132,135.00	$0.00	$132,135.00				$132,135.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.8	Physical Health and Nutrition (Elementary PE Teachers)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Lilac, Pauma K-5	2024-2027	$511,082.00	$0.00	$511,082.00				$511,082.00	
1	1.9	District Itinerant Psychologist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Center Middle School, Pauma School, Valley Center High School, Oak Glen High School 6-12	2024-2026	$120,108.00	$0.00	$120,108.00				$120,108.00	
1	1.10	Counseling and Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$69,100.00	$69,100.00				$69,100.00	
1	1.11	Transportation (Bussing)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,357,520.00	$793,983.00	$2,151,503.00				$2,151,503.00	
1	1.12	Attendance Monitoring and Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$15,204.00	$15,204.00				$15,204.00	
1	1.13	Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	$28,163.00	$0.00	$28,163.00				$28,163.00	
1	1.14	Positive Behavioral Interventions and Supports Implementation (PBIS)	All	No			All Schools	2024-2026	$0.00	$29,000.00		$29,000.00			$29,000.00	
2	2.1	District Wide English Language Development (ELD) TOSA	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners	All Schools	2024-2027	$134,320.00	$1,200.00	$135,520.00				$135,520.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	**2.2**	Elementary Instructional TOSA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Primary, Lilac TK-5	2024-2025	$162,056.00	$0.00	$162,056.00				$162,056.00	
2	**2.3**	Secondary Intervention TOSA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS. VCMS 6-8, 9-12	2024-2025	$283,171.00	$0.00	$283,171.00				$283,171.00	
2	**2.4**	District Wide Mathematics TOSA	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2026	$160,959.00	$300.00	$161,259.00				$161,259.00	
2	**2.5**	Guidance Technicians	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	2024-2027	$74,697.00	$0.00	$74,697.00				$74,697.00	
2	**2.6**	Elementary Band Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Lilac, Primary TK-5	2024-2027	$182,516.00	$0.00	$182,516.00				$182,516.00	
2	**2.7**	Special Projects Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$256,655.00	$2,450.00	$259,105.00				$259,105.00	
2	**2.8**	Library Media Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, Pauma, VCHS, VCMS	2024-2027	$217,758.00	$13,500.00	$231,258.00				$231,258.00	
2	**2.9**	Site Computer Technicians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$157,682.00	$0.00	$157,682.00				$157,682.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.10	English Learner (EL) Support Classes	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: VCHS, VCMS	2024-2027	$52,921.00	$0.00	$52,921.00				$52,921.00	
2	2.11	English Learner Secondary Instruction	English Learners	Yes	School wide	English Learners	Specific Schools: VCHS 9-12	2024-2027	$1,026,375.00	$0.00	$1,026,375.00				$1,026,375.00	
2	2.12	Alternative Education Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: OGHS 10-12	2024-2027	$498,024.00	$0.00	$498,024.00				$498,024.00	
2	2.13	Additional School Sections	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: VCHS, VCMS	2024-2027	$1,280,998.00	$0.00	$1,280,998.00				$1,280,998.00	
2	2.14	1-to-1 Devices	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0.00	$131,394.00	$131,394.00				$131,394.00	
2	2.15	Intervention Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$95,530.00	$95,530.00				$95,530.00	
2	2.16	Professional Learning and Training (CAASPP)	English Learners, Homeless, Two or More Races, SED, SWD	No			All Schools	2024-2025	$61,347.00	$15,500.00		$76,847.00			$76,847.00	
2	2.17	High School Summer Credit Recovery / Acceleration / Enrichment (LREBG)	All	No			All Schools 9-12	2024-2026	$205,477.00	$21,500.00		$226,977.00			$226,977.00	
2	2.18	Elementary and Middle School Summer Extended Learning	All	No			All Schools K-8	2024-2027	$172,653.00	$125,500.00	$0.00	$298,153.00			$298,153.00	
2	2.19	Long-Term English Learner Instructional Programs and Professional Development (New Action)	Long-Term English Learners (LTELs)	No			All Schools	2025-2027	$0.00	$37,500.00		$37,500.00			$37,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.20	English Learner Instructional Programs and Professional Development	English Learners, Long-Term English Learners	No			All Schools	2024-2027	$0.00	$25,694.00		$25,694.00			$25,694.00	
2	2.21	Learning Recovery Intervention and Support Teachers (LREBG) (New Action)	All	No			Specific Schools: Elementary, Pauma, Primary, Lilac K-5	2024-2026	$600,335.00	$0.00		$600,335.00			$600,335.00	
2	2.22	Expanded After School Academic and Enrichment Program (LREBG) (New Action)	All	No			Specific Schools: Valley Center Middle School, Valley Center High School Grades 7-12	2025-2027	$119,845.00	$0.00		$119,845.00			$119,845.00	
2	2.23	Bilingual Instructional Aides (BIA) (New Action)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027	$85,929.00	$0.00	$85,929.00				$85,929.00	
3	3.1	District TOSA	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: VCMS, VCHS	2024-2025	$126,536.00	$0.00	$126,536.00				$126,536.00	
3	3.2	District and School Parent Workshops	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.3	Software Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$0.00	$59,241.00	$59,241.00				$59,241.00	
3	3.4	Translation Services	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2024-2027	$30,047.00	$2,976.00	$33,023.00				$33,023.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
4	**4.1**	Student Services - Program Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$172,474.00	$0.00	$172,474.00				$172,474.00	
4	**4.2**	Professional Learning - Universal Design for Learning (UDL)	Students with Disabilities	No			All Schools	2024-2026	$25,000.00	$0.00		$25,000.00			$25,000.00	
4	**4.3**	Instructional Program Review and Planning	Students with Disabilities	No				2024-2027	$0.00	$17,000.00		$17,000.00			$17,000.00	
4	**4.4**	Specialized Programs and Training	Students with Disabilities	No			All Schools	2024-2027	$0.00	$21,600.00		$21,600.00			$21,600.00	
5	**5.1**	Implementation of California College Guidance Initiative (CCGI)	All	No			Specific Schools: Valley Center High School, Oak Glen High School, Valley Center Prep 9-12	2024-2025	$51,166.00	$8,834.00		$60,000.00			$60,000.00	
5	**5.2**	AP Examination Supports	Socioeconmic Disadvantaged	No			Specific Schools: Valley Center High School, Valley Center Prep School 9-12	2024-2027	$0.00	$15,128.00		$15,128.00			$15,128.00	
5	**5.3**	Career Technical Education (CTE) Pathways	All	No			Specific Schools: Valley Center High School, Oak Glen High School 9-12	2024-2027	$75,002.00	$0.00		$75,002.00			$75,002.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.4	Increased Student Access to A-G Courses	All	No			Specific Schools: Valley Center High School, Valley Center Prep School 9-12	2024-2027	$32,179.00	$0.00		$32,179.00			$32,179.00	
5	5.5	Expanded Career Exploration and Vocational Pathway Development - New Action	All	No			Specific Schools: Valley Center Middle School 6-8	2025-2027	$34,000.00	$3,594.00		$37,594.00			$37,594.00	
6	6.1	Chronic Absenteeism Interventions	All	No			Specific Schools: Oak Glen High School	2024-2027	$0.00	$5,256.00		$5,256.00			$5,256.00	
6	6.2	Community Engagement	All	No			Specific Schools: Oak Glen High School	2024-2027	$34,560.00	$0.00		$34,560.00			$34,560.00	
6	6.3	Career Technical Education (CTE) Expansion and Exploration	All	No			Specific Schools: Oak Glen High School, Valley Center Prep 9-12	2024-2027	$24,000.00	$6,000.00		$30,000.00			$30,000.00	
6	6.4	Behavior Interventions	All	No			Specific Schools: Oak Glen High School	2024-2027	$3,240.00	$1,500.00		$4,740.00			$4,740.00	
6	6.5	Professional Learning and Training	All	No			Specific Schools: Oak Glen High School	2024-2027	$3,048.00	$3,000.00		$6,048.00			$6,048.00	
6	6.6	Academic Interventions	All	No			Specific Schools:	2024-2027	$61,565.00	$10,000.00		$71,565.00			$71,565.00	

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
							Oak Glen High School									
6	**6.7**	Reading and Literacy Interventions	All	No			Specific Schools: Oak Glen High School, VC Prep	2024-2025	$97,913.00	$22,000.00		$108,913.00	$11,000.00		$119,913.00	

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
38786726	7902925	20.375%	0.000%	20.375%	$11,182,491.00	0.000%	28.831 %	**Total:**	$11,182,491.00
								LEA-wide Total:	$4,485,624.00
								Limited Total:	$307,393.00
								Schoolwide Total:	$6,389,474.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Counseling Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, VCMS, OGHS/VC Prep	$891,356.00	
1	1.2	Counselor Support (LREBG)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	$53,908.00	
1	1.3	Administrators	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, DSC, SPED, VCHS	$406,628.00	
1	1.4	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$691,540.00	
1	1.5	Support Staff: Campus Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	$430,602.00	
1	1.6	Support Staff: Behavior and Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	$467,953.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	District Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,135.00	
1	1.8	Physical Health and Nutrition (Elementary PE Teachers)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Lilac, Pauma K-5	$511,082.00	
1	1.9	District Itinerant Psychologist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Center Middle School, Pauma School, Valley Center High School, Oak Glen High School 6-12	$120,108.00	
1	1.10	Counseling and Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,100.00	
1	1.11	Transportation (Bussing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,151,503.00	
1	1.12	Attendance Monitoring and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,204.00	
1	1.13	Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,163.00	
2	2.1	District Wide English Language Development (ELD) TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$135,520.00	
2	2.2	Elementary Instructional TOSA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Primary, Lilac TK-5	$162,056.00	
2	2.3	Secondary Intervention TOSA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS. VCMS 6-8, 9-12	$283,171.00	
2	2.4	District Wide Mathematics TOSA	Yes	LEA-wide	English Learners Foster Youth	All Schools	$161,259.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.5	Guidance Technicians	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	$74,697.00	
2	2.6	Elementary Band Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Lilac, Primary TK-5	$182,516.00	
2	2.7	Special Projects Team	Yes	LEA-wide	English Learners Low Income	All Schools	$259,105.00	
2	2.8	Library Media Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, Pauma, VCHS, VCMS	$231,258.00	
2	2.9	Site Computer Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,682.00	
2	2.10	English Learner (EL) Support Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: VCHS, VCMS	$52,921.00	
2	2.11	English Learner Secondary Instruction	Yes	Schoolwide	English Learners	Specific Schools: VCHS 9-12	$1,026,375.00	
2	2.12	Alternative Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OGHS 10-12	$498,024.00	
2	2.13	Additional School Sections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS, VCMS	$1,280,998.00	
2	2.14	1-to-1 Devices	Yes	LEA-wide	Low Income	All Schools	$131,394.00	
2	2.15	Intervention Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,530.00	
2	2.17	High School Summer Credit Recovery / Acceleration / Enrichment (LREBG)				All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.23	Bilingual Instructional Aides (BIA) (New Action)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$85,929.00	
3	3.1	District TOSA	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: VCMS, VCHS	$126,536.00	
3	3.2	District and School Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
3	3.3	Software Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$59,241.00	
3	3.4	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$33,023.00	
4	4.1	Student Services - Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$172,474.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$12,540,712.00	$11,829,157.19

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Counseling Support	Yes	$870,765.00	873966.00
1	**1.2**	Counselor Support	Yes	$36,429.00	55335.11
1	**1.3**	Administrators	Yes	$394,836.00	404949.50
1	**1.4**	School Psychologists	Yes	$685,312.00	673154.66
1	**1.5**	Support Staff: Campus Supervision	Yes	$510,240.00	435575.25
1	**1.6**	Support Staff: Behavior and Attendance	Yes	$412,407.00	488115.40
1	**1.7**	District Social Worker	Yes	$125,650.00	113595.83
1	**1.8**	Physical Health and Nutrition (Elementary PE Teachers)	Yes	$475,902.00	558660.40
1	**1.9**	District Itinerant Psychologist	Yes	$104,329.00	116776.02
1	**1.10**	Counseling and Tutoring	Yes	$69,100.00	69100.00
1	**1.11**	Transportation (Bussing)	Yes	$2,595,869.00	2534035.56

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	Attendance Monitoring and Communication	Yes	$15,204.00	15000.00
1	1.13	Professional Development and Training	Yes	$96,671.00	88608.06
1	1.14	Positive Behavioral Interventions and Supports Implementation (PBIS)	No	$29,000.00	29000
2	2.1	District Wide English Language Development (ELD) TOSA	Yes	$132,816.00	134078.65
2	2.2	Elementary Instructional TOSA	Yes	$227,839.00	158800.57
2	2.3	Secondary Intervention TOSA	Yes	$277,392.00	275285.64
2	2.4	District Wide Mathematics TOSA	Yes	$159,294.00	15696.83
2	2.5	Guidance Technicians	Yes	$173,575.00	118162.93
2	2.6	Elementary Band Teachers	Yes	$178,105.00	178374.26
2	2.7	Special Projects Team	Yes	$288,663.00	260256.35
2	2.8	Library Media Specialist	Yes	$285,555.00	219421.49
2	2.9	Site Computer Technicians	Yes	$168,088.00	157668.13
2	2.10	English Learner (EL) Support Classes	Yes	$40,529.00	41185.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	English Learner Secondary Instruction	Yes	$728,480.00	722391.51
2	2.12	Alternative Education Program	Yes	$474,467.00	478460.07
2	2.13	Additional School Sections	Yes	$1,365,656.00	1266179.30
2	2.14	1-to-1 Devices	Yes	$192,355.00	236996.20
2	2.15	Intervention Resources	Yes	$95,524.00	95524.62
2	2.16	Professional Learning and Training	No	$76,847.00	0
2	2.17	High School Summer Credit Recovery / Acceleration / Enrichment	No	$142,165.00	74895.09
2	2.18	Elementary and Middle School Summer Extended Learning	No	$174,899.00	143981.79
2	2.19	Professional Learning Community (PLC) Practices	No	$37,500.00	37500
2	2.20	English Learner Instructional Programs and Professional Development	No	$25,694.00	6200
3	3.1	District TOSA	Yes	$113,202.00	124365.43
3	3.2	District and School Parent Workshops	Yes	$3,500.00	0
3	3.3	Software Services	Yes	$40,029.00	66053.56

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)
3	3.4	Translation Services	Yes	$36,492.00	30574.70
4	4.1	Student Services - Program Specialist	Yes	$162,676.00	172105.52
4	4.2	Professional Learning - Universal Design for Learning (UDL)	No	$25,000.00	0
4	4.3	Instructional Program Review and Planning	No	$17,000.00	0
4	4.4	Specialized Programs and Training	No	$21,600.00	0
5	5.1	Implementation of California College Guidance Initiative (CCGI)	No	$60,000.00	30640.18
5	5.2	AP Examination Supports	No	$15,128.00	0
5	5.3	Career Technical Education (CTE) Pathways	No	$75,002.00	96831.12
5	5.4	Increased Student Access to A-G Courses	No	$31,300.00	32754.49
6	6.1	Chronic Absenteeism Interventions	No	$10,300.00	0
6	6.2	Community Engagement	No	$34,560.00	0
6	6.3	Career Technical Education (CTE) Expansion and Exploration	No	$30,500.00	27306.20
6	6.4	Behavior Interventions	No	$7,740.00	0

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)
6	**6.5**	Professional Learning and Training	No	$20,048.00	0
6	**6.6**	Academic Interventions	No	$71,565.00	84799.74
6	**6.7**	Additional Sections and Staffing	No	$97,913.00	86795.80

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)
8060835	$11,536,951.00	$11,044,844.60	$492,106.40	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	1.1	Counseling Support	Yes	$870,765.00	873966		
1	1.2	Counselor Support	Yes	$36,429.00	55335.11		
1	1.3	Administrators	Yes	$394,836.00	404949.50		
1	1.4	School Psychologists	Yes	$685,312.00	673154.66		
1	1.5	Support Staff: Campus Supervision	Yes	$510,240.00	435575.25		
1	1.6	Support Staff: Behavior and Attendance	Yes	$412,407.00	488115.40		
1	1.7	District Social Worker	Yes	$125,650.00	113595.83		
1	1.8	Physical Health and Nutrition (Elementary PE Teachers)	Yes	$475,902.00	528660.40		
1	1.9	District Itinerant Psychologist	Yes	$104,329.00	116776.02		
1	1.10	Counseling and Tutoring	Yes	$69,100.00	69100		
1	1.11	Transportation (Bussing)	Yes	$2,595,869.00	2534035.46		
1	1.12	Attendance Monitoring and Communication	Yes	$15,204.00	0		
1	1.13	Professional Development and Training	Yes	$96,671.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	District Wide English Language Development (ELD) TOSA	Yes	$132,816.00	134078.65		
2	2.2	Elementary Instructional TOSA	Yes	$227,839.00	158800.57		
2	2.3	Secondary Intervention TOSA	Yes	$277,392.00	275285.64		
2	2.4	District Wide Mathematics TOSA	Yes	$159,294.00	15696.83		
2	2.5	Guidance Technicians	Yes	$173,575.00	118162.93		
2	2.6	Elementary Band Teachers	Yes	$178,105.00	178374.26		
2	2.7	Special Projects Team	Yes	$288,663.00	260256.34		
2	2.8	Library Media Specialist	Yes	$285,555.00	219421.49		
2	2.9	Site Computer Technicians	Yes	$168,088.00	157668.12		
2	2.10	English Learner (EL) Support Classes	Yes	$40,529.00	41185.23		
2	2.11	English Learner Secondary Instruction	Yes	$728,480.00	722391.51		
2	2.12	Alternative Education Program	Yes	$474,467.00	478460.07		
2	2.13	Additional School Sections	Yes	$1,365,656.00	1266179.30		
2	2.14	1-to-1 Devices	Yes	$192,355.00	236996.20		
2	2.15	Intervention Resources	Yes	$95,524.00	95524.62		
3	3.1	District TOSA	Yes	$113,202.00	124365.43		
3	3.2	District and School Parent Workshops	Yes	$3,500.00	0		
3	3.3	Software Services	Yes	$40,029.00	66053.56		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Translation Services	Yes	$36,492.00	30574.70		
4	4.1	Student Services - Program Specialist	Yes	$162,676.00	172105.52		

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)
39100727	8060835	0	20.616%	$11,044,844.60	0.000%	28.247%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 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;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Comprehensive Needs Assessment 2024-2025

Office of the Assistant Superintendent for Educational Services

This comprehensive needs assessment meets the requirements of the Learning Recovery Block Grant (LREBG) EC32526(d), Title IV ESSA Section 4106(d), and serves as an artifact of the work done and to be continued by VCPUSD through the differentiated assistance process.

Introduction

The following outlines a comprehensive needs assessment conducted within the Valley Center-Pauma Unified School District, focusing on gaps in student success across English Language Arts (ELA), Mathematics (Math), and Chronic Absenteeism. The findings in this report will summarize district-level needs in alignment with the California Department of Education (CDE) recommendations for the Learning Recovery Block Grant (LREBG). This report is intended to support decision-making to prioritize the use of LREBG funds to support allowable evidence-based strategies, to be included in the Local Control and Accountability Plan (LCAP). A preliminary summary of CA Dashboard Data will be included in Appendix A, outlining the data and key findings that generated the basis for the selection of schools. This comprehensive needs assessment meets the requirement for the LREGB that the LEA must identify pupils in the greatest need of learning recovery supports per EC32526(d)(2)(A)

Key Components of the Needs Assessment

EC Section 32526(d) outlines specific components that the VCPUSD's needs assessment must address :

Identifying Pupils in Greatest Need of Learning Recovery Supports: The assessment must pinpoint students most in need and identify the interventions VCPUSD has selected to address their needs, aligning with the allowable uses in *EC* Section 32526(c)(2). This identification process requires a review of specific metrics:

> Academic Performance in English Language Arts (ELA) and Mathematics: This includes analysis across school sites and at the district level, focusing on pupil groups identified in the "Very Low" or "Low" status levels on the California School Dashboard. It also requires looking at all pupils within the district whose scale scores place them in the lowest achievement level or on the low end of the second-lowest achievement level.
>
> Chronic Absenteeism: This involves reviewing data across school sites and at the district level for pupil groups in the "Very High" or "High" status levels on the Dashboard (or comparatively low performance for high schools based on CDE reports). It also includes all pupils reported as chronically absent, with encouragement for further analysis of those with high rates of unexcused absences.

Inclusion of Local Metrics: The incorporation of local metrics that identify pupils experiencing learning loss or low academic performance. Examples include formative or interim assessments, or evidence of disengagement from school, such as current-year absenteeism data or metrics used to identify pupils needing re-engagement services.

Needs Assessment Focus Area #1 - English Language Arts (ELA) and Mathematics (Math)

Selection of Schools for ELA / Math

Schoolsites across the LEA identified in the “Very Low” or “Low” status levels on the California School Dashboard in ELA and Mathematics per EC32526(d)(2)(B)(i)(I)

VCPUSD California Dashboard 2024 - English Language Arts (ELA)				
District / School	Color	Status Level	Change Level	Avg Distance from Standard
Valley Center-Pauma Unified	Orange	Low	Maintained	-62.5
Lilac	Yellow	Low	Increased	-55.7
Valley Center High	Yellow	Low	Increased	-0.9
Oak Glen High	None	Very Low	*	-180.7
Valley Center Prep	Red	Very Low	Declined	-171.4
Pauma Elementary	Orange	Very Low	Increased	-90.6
Valley Center Middle	Orange	Very Low	Increased	-85.7
Valley Center Primary	Orange	Low	Maintained	-63
Valley Center Elementary	Orange	Low	Maintained	-48.3

VCPUSD California Dashboard 2024 - Mathematics				
District / School	Color	Status Level	Change Level	Avg Distance from Standard
Valley Center-Pauma Unified	Red	Very Low	Declined	-112.9
Lilac	Yellow	Low	Increased	-55.2
Valley Center High	Red	Very Low	Declined Significantly	-126.6
Oak Glen High	None	Very Low	*	-272.6
Valley Center Prep	Orange	Very Low	Increased Significantly	-229.4
Pauma Elementary	Red	Very Low	Declined Significantly	-126.8

Valley Center Middle	Red	Very Low	Maintained	-143
Valley Center Primary	Yellow	Low	Increased	-51.6
Valley Center Elementary	Orange	Low	Maintained	-65.3

Priority need schools were selected using California Schools Dashboard data, focusing on criteria indicative of significant learning recovery needs . Priority need schools were selected using the following required Dashboard criteria:

- status of Very Low in ELA and Math indicator,
- status of Very Low in ELA or Math and Very High on the K-8 Chronic Absenteeism indicator
- status of Low or Very Low in ELA and Math and a decline or significant decline on at least two progress indicators from the prior year.

CA School Dashboard Cut-Scores for Low and Very Low				
English Language Arts				
Gr. 3-8	Low	-5.1 to -70.0	Very Low	-70.1 points or fewer
Gr. 11	Low	-0.1 to -45.0	Very Low	-45.1 points or fewer
Mathematics				
Gr. 3-8	Low	-25.1 to -95.0	Very Low	-95.1 points or fewer
Gr. 11	Low	-60.1 to -115.0	Very Low	-70.1 points or fewer
**NOTE: Status scores are based on Distance From Standard*				

Based on a review of the California School Dashboard data for the 2023-2024 school year on the ELA and Math, a list of priority needs schools was identified and selected in collaboration with district leadership. For VCPUSD, all schools' cut-scores fell in the “Low” or “Very Low” range suggesting that all schools would benefit from learning recovery supports. Schools that either declined from the previous year in ELA/Math or were in the “Very Low” range for both areas have been noted in the list of schools below.

VCPUSD Priority Schools ELA / Math

- Valley Center Primary School
- Lilac School
- Valley Center Elementary School
- Pauma School*
- Valley Center Middle School*
- Valley Center High School*

- Oak Glen High School
- Valley Center Prep School*

Priority Need Student Groups for ELA / Math

At the district level, pupil groups identified in the “Very Low” or “Low” status levels on the California School Dashboard in ELA and Mathematics per EC32526(d)(2)(B)(i)(I)

VCPUSD California Dashboard 2024 - English Language Arts (ELA)				
Student Group	Color	Status Level	Change Level	Avg Distance from Standard
All Students	Orange	Low	Maintained	-62.5
English Learners	Red	Very Low	Declined	-104.7
Long-Term English Learners	Red	Very Low	Declined Significantly	-163.3
Foster Youth	None	*	*	*
Homeless	Orange	Very Low	Increased Significantly	-97.4
Socioeconomically Disadvantaged	Red	Very Low	Maintained	-80.3
Students with Disabilities	Red	Very Low	Declined	-137.4
African American	None	Very Low	*	-97.6
American Indian or Alaska Native	Red	Very Low	Declined Significantly	-127.5
Asian	None	High	Declined	44.2
Filipino	None	*	*	*
Hispanic	Red	Very Low	Maintained	-75.3
Native Hawaiian or Pacific Islander	None	*	*	*
White	Yellow	Low	Increased	-12.8
Two or More Races	Yellow	Low	Increased Significantly	-45.3

VCPUSD California Dashboard 2024 - Mathematics				
Student Group	Color	Status Level	Change Level	Avg Distance from Standard

All Students	Red	Very Low	Declined	-112.9
English Learners	Red	Very Low	Declined	-145.1
Long-Term English Learners	Red	Very Low	Declined Significantly	-222.8
Foster Youth	None	*	*	*
Homeless	Red	Very Low	Maintained	-158.9
Socioeconomically Disadvantaged	Red	Very Low	Declined	-127.5
Students with Disabilities	Red	Very Low	Declined	-177.2
African American	None	Very Low	*	-182.7
American Indian or Alaska Native	Red	Very Low	Declined Significantly	-182.1
Asian	None	High	Maintained	6.1
Filipino	None	*	*	*
Hispanic	Red	Very Low	Declined	-124.5
Native Hawaiian or Pacific Islander	None	*	*	*
White	Yellow	Low	Increased	-61.8
Two or More Races	Orange	Very Low	Increased	-107.9

Priority need student groups were selected using California Schools Dashboard data, specifically identifying groups with “low” or “very low” outcomes in either ELA or Math. Priority need student groups were selected using the following required Dashboard criteria:

- status of “Low” or “Very Low” in ELA and Math
- change level from previous year

Student groups that either declined from the previous year in ELA or Math or were in the “Very Low” range for both areas have been noted in the list of student groups below.

VCPUSD Priority Student Groups for ELA / Math

- American Indian*
- English Learners*

- Hispanic
- Long-Term English Learners*
- Socioeconomically Disadvantaged
- Students with Disabilities*
- Two or More Races

Priority Need Pupils for ELA / Math

All pupils within the VCPUSD whose scale score places them in the lowest achievement level or on the low end of the second lowest achievement level per EC32526(d)(2)(B)(i)(II)

In addition to analysis at the school and student group level, analysis was completed at the individual pupil level using the scaled score ranges for both ELA and Math assessments based on the score ranges listed below.

A list of students with scale scores in the lowest achievement level, or at the low end of the second lowest achievement level in ELA / Math was reviewed and schools with a high number of students with low achievement levels in ELA / Math were taken into account for determining priority need schools. Due to privacy and confidentiality, no individual student information is shared in this document.

English Language Arts/Literacy Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2115	2650	2115–2366	2367–2431	2432–2489	2490–2650
4	2140	2690	2140–2415	2416–2472	2473–2532	2533–2690
5	2200	2730	2200–2441	2442–2501	2502–2581	2582–2730
6	2230	2770	2230–2456	2457–2530	2531–2617	2618–2770
7	2260	2810	2260–2478	2479–2551	2552–2648	2649–2810
8	2290	2850	2290–2486	2487–2566	2567–2667	2668–2850
11	2300	2900	2300–2492	2493–2582	2583–2681	2682–2900

Mathematics Scale Score Ranges (2020–21 and Forward)

Grade	Min Scale Score	Max Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2190	2660	2190–2380	2381–2435	2436–2500	2501–2660
4	2205	2700	2205–2410	2411–2484	2485–2548	2549–2700
5	2220	2740	2220–2454	2455–2527	2528–2578	2579–2740
6	2235	2780	2235–2472	2473–2551	2552–2609	2610–2780
7	2250	2820	2250–2483	2484–2566	2567–2634	2635–2820
8	2265	2860	2265–2503	2504–2585	2586–2652	2653–2860
11	2280	2900	2280–2542	2543–2627	2628–2717	2718–2900

Priority Needs for ELA / Math based on Local Metrics

Valley Center-Pauma Unified School District utilizes both state-reported data and local data to make decisions regarding interventions, professional development, and resource allocation. The local data used is listed in the VCPUSD LCAP document for 2025-2026 with data for the current year with comparisons to established baseline data. Below is a list of ELA and Math

metrics that were taken into consideration when determining priority schools and student groups.

- Local ELA Assessment Data (STAR Reading and Early Literacy, Lexia Reading)
- Local Math Assessment Data (iReady Math Diagnostic)
- Local Outcome Data for ELA and Math (Report Cards and Grades)
- Curriculum Assessments (Average Scores)
- CAASPP Interim Assessments for ELA and Math
- Qualitative Feedback (through local surveys)

VCPUSD Survey and Community Engagement Overview

Data for this area was collected throughout the 2024-2025 school year from a wide range of educational partners. Information was gathered through district-wide Parent/Guardian and Staff surveys conducted in the spring, as well as targeted feedback from Parent Advisory Committees, including School Site Councils, ELAC/DELAC, and the Title VI parent advisory committee.

Parent/Guardian Survey Data:

- 90% feel the school provides a quality education that focuses on the academic success of their child.
- 86% agree the school promotes academic success for all students.
- 83% agree the school offers supports to promote learning at high levels.

Staff Survey Data:

- 86% agree their school promotes academic success for all students.
- 80% agree their school has an effective system to monitor all students' progress toward meeting or exceeding grade-level academic standards.
- 77% agree that assessment data is analyzed and used to make instructional decisions.
- 68% feel they have adequate staff development opportunities for the effective implementation of the California Standards.

Qualitative Feedback Summary:

- Quality of Instruction and Curriculum: Many parents and staff positively affirmed that schools provide a quality education and that teachers often go out of their way to help students. Feedback indicated a need for the district to continue emphasizing strong academic outcomes by enhancing rigor with more critical thinking projects.
- Support for Diverse Learners: The availability of support for students with learning difficulties was highlighted as a strength by parents. Staff noted that school practices facilitate access for diverse student needs. Feedback suggested a need for more opportunities for both high-achieving students and those who are struggling.
- Assessment and Student Progress: Staff reported that analyzing assessment data is valuable. Some comments requested a balance between paper and digital assessments, suggesting students benefit from being able to make written notes and corrections.

LCAP Actions for 2025-2026 (LREGB Funded)

Action 2.17 - High School Summer Credit Recovery / Acceleration / Enrichment (LREGB)
VCPUSD will continue to provide a summer school program for students that addresses graduation requirements through credit recovery alternatives, UC/CSU A-G credit options, and enrichment opportunities that support college and career readiness. This action is partially funded through the Learning Recovery Emergency Block Grant.

Metrics: State (Graduation Rate, SBAC Assessments ELA & Math, CCI); Local (UC/CSU A-G Rates, Credit Recovery Success Rates)
Funding EC 52064.4(b)(5): $226,977
Link to Needs Assessment EC 52064.4(b)(2), EC 32526(d): Identified student groups and specific pupils in the greatest need of learning recovery supports.
Alignment for Allowable Use EC 52064.4(b)(2), EC 32526(c)(2): Instructional learning time increasing the number of instructional days or minutes provided during the school year; providing summer school or intersessional instructional programs.
Research Support EC 52064.4(b)(3):Summer Learning Programs are identified as an allowable use of LREBG funding as a tiered evidence-based resource supporting summer school/intersession interventions and enrichment. The programs provide access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility. Research supports various approaches to this, including online credit recovery programs" (tiered evidence) and alternative high school programs that support pathways to graduation (tiered evidence).

Action 2.21 - Learning Recovery Intervention and Support Teachers (LREGB)
The Intervention and Support Teacher at each school site with students in grades TK-5 plays a crucial role in implementing and monitoring interventions for at-risk students, primarily in language arts and mathematics, as a key component of the research-based Response to Intervention (RTI) model. This teacher is responsible for planning and delivering data-driven instruction to small groups to ensure student success and that interventions are effective. The supports provided are comprehensive, involving collaboration with grade-level teams and classroom teachers to coordinate and deliver instruction, working directly with students in small groups or whole-class settings, and assisting in the ongoing monitoring of student progress. This approach directly supports students with the highest level of need by focusing on designing and implementing effective interventions tailored to individual student requirements, including for English Language Learners and students with disabilities, and utilizing systems like Academic RTI Tiers to diagnose, monitor, and evaluate student progress. This action is funded through the Learning Recovery Emergency Block Grant.

Metrics: State (SBAC Assessments ELA & Math); Local (STAR Reading Assessments, iReady Math Diagnostic)
Funding EC 52064.4(b)(5): $600,335
Link to Needs Assessment EC 52064.4(b)(2), EC 32526(d): This action addresses the identified learning gaps in foundational ELA and math skills.
Alignment for Allowable Use EC 52064.4(b)(2), EC 32526(c)(2): Accelerating progress to

close learning gaps (e.g., tutoring).
Research Support EC 52064.4(b)(3): Tutoring is an allowable LREBG use and is a foremost research based strategy for learning recovery. Research suggests that high-dosage tutoring (e.g., three or more sessions per week or intensive blocks of time) delivered during the school day, often in small groups yields the best results. Young children (K-2) benefit most from reading tutoring focused on phonics, while math tutoring is most effective for students in high elementary grades (2-5).

Action 2.22 - Expanded After School Academic and Enrichment Program (LREGB)
Provide an expanded after school program for students in grades 7-12 focusing on the needs of students below grade level in ELA or Math, prioritizing services for students who are English Learners, Foster Youth, and low-income students. This program is designed to address the unique identified need for additional academic support and engaging after-school opportunities among these student groups, identified through analysis of CAASPP data showing performance gaps and educational partner feedback highlighting lack of access to structured out-of-school time. Services will include targeted instruction, tutoring, and access to enrichment activities that promote skill development and school connectedness. Effectiveness will be monitored through metrics in this goal area (Report Card Grades, SBAC Assessments, Expanded Learning QSA) but is also expected to address school connectedness and engagement metrics in goal 1. This action is primarily funded through the Learning Recover Emergency Block Grant.

Metrics: State (SBAC Assessment ELA & Math), Local (Report Card Grades, Expanded Learning QSA)
Funding EC 52064.4(b)(5): $119,845.00
Link to Needs Assessment EC 52064.4(b)(2), EC 32526(d): This action addresses the identified learning gaps in foundational ELA and math skills with a focus on identified student groups.
Alignment for Allowable Use EC 52064.4(b)(2), EC 32526(c)(2): Assist in recovery efforts supporting academic and pupil social-emotional well-being; Supporting expanded learning opportunity program services pursuant to Section 46120 (after school/intersession)
Research Support EC 52064.4(b)(3): Supporting expanded learning efforts is a supported LREBG use to address barriers to learning and improve attendance, which impacts academic outcomes. The inclusion of targeted instruction and tutoring within the after-school program is explicitly supported as an allowable use of LREBG funds for tutoring and is categorized as a tiered evidence-based intervention, with research emphasizing the effectiveness of high-impact tutoring. Such targeted support directly addresses academic proficiency and learning recoverywith the focus on students below grade level in ELA or Math.

Needs Assessment Focus Area #2 - Chronic Absenteeism

Priority Need Schools for Chronic Absenteeism

Schools identified in the “Very High” or “High” status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on the CDE's website per EC32526(d)(2)(B)(ii)(I)

VCPUSD California Dashboard 2024 - Chronic Absenteeism				
District / School	**Color**	**Status Level**	**Change Level**	**Rate**
Valley Center-Pauma Unified	Yellow	Very High	Declined Significantly	30.9%
Lilac	Yellow	Very High	Declined Significantly	25.8%
Valley Center Prep	Red	Very High	Increased	70.0%
Pauma Elementary	Yellow	Very High	Declined Significantly	46.2%
Valley Center Middle	Yellow	Very High	Declined Significantly	26.1%
Valley Center Primary	Yellow	Very High	Declined Significantly	35.4%
Valley Center Elementary	Yellow	Very High	Declined Significantly	28.2%

Based on a review of the California School Dashboard data (CDE DataQuest for schools with grades 9-12) for the 2023-2024 school year on the Chronic Absenteeism indicator, a list of priority needs schools was identified and selected in collaboration with district leadership.

CA School Dashboard Cut-Scores for Chronic Absenteeism	
Very Low	2.5% or less in current year
Low	2.6% to 5.0% in current year
Medium	5.1% to 10.0% in current year
High	10.1% to 20.0% in current year
Very High	20.1% or greater in current year

VCPUSD Priority Schools Chronic Absenteeism

- Valley Center Primary School
- Lilac School
- Valley Center Elementary School

- Pauma School
- Valley Center Middle School
- Valley Center High School
- Oak Glen High School

Priority Need Student Groups for Chronic Absenteeism

At the district-level, pupil groups identified in the “Very High” or “High” status levels on the California School Dashboard or, for high schools, at comparatively low levels of performance based on reports on CDE's website EC32526(d)(2)(B)(ii)(I)

VCPUSD California Dashboard 2024 - Chronic Absenteeism				
Student Group	**Color**	**Status Level**	**Change Level**	**Rate**
All Students	Yellow	Very High	Declined Significantly	30.9%
English Learners	Yellow	Very High	Declined Significantly	29.2%
Long-Term English Learners	Orange	Very High	Declined	31.7%
Foster Youth	None	*	*	*
Homeless	Orange	Very High	Declined	35.7%
Socioeconomically Disadvantaged	Yellow	Very High	Declined Significantly	34.9%
Students with Disabilities	Yellow	Very High	Declined Significantly	37.9%
African American	None	Very High	Increased	35.3%
American Indian or Alaska Native	Red	Very High	Maintained	60.5%
Asian	None	Very High	Increased	30.8%
Filipino	None	Very High	Declined	23.5%
Hispanic	Yellow	Very High	Declined Significantly	28.9%
Native Hawaiian or Pacific Islander	None	*	*	*
White	Yellow	Very High	Declined Significantly	27.6%
Two or More Races	Orange	Very High	Declined	

While overall district improvements in attendance may be noted (or specific district-wide data can be inserted here if available), specific student groups require targeted attention for chronic absenteeism. Table 3 includes the priority student group identified based on [Specify criteria, e.g., "increased chronic absenteeism from the prior year" or "persistently high rates"].

VCPUSD Priority Student Groups for Chronic Absenteeism

- American Indian
- English Learners
- Homeless Youth
- Long-Term English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities

Priority Need Pupils for Chronic Absenteeism

All pupils reported as chronically absent. Local educational agencies are encouraged to conduct further analysis focused on pupils who have high rates of unexcused absences per EC32526(d)(2)(B)(ii)(II).

Priority Needs for Chronic Absenteeism based on Local Metrics

Valley Center-Pauma Unified School District utilizes both state-reported data and local data to make decisions regarding interventions, professional development, and resource allocation. The local data used is listed in the VCPUSD LCAP document for 2025-2026 with data for the current year with comparisons to established baseline data. Below is a list of metrics related to Chronic Absenteeism that were taken into consideration when determining priority schools and student groups.

- Local Attendance Data (Local Chronic Absenteeism Rates, Attendance Rates)
- Qualitative Feedback (through local surveys)

VCPUSD Survey and Community Engagement Overview

Data for this area was collected throughout the 2024-2025 school year from a wide range of educational partners. Information was gathered through district-wide Parent/Guardian and Staff surveys conducted in the spring, as well as targeted feedback from Parent Advisory Committees, including School Site Councils, ELAC/DELAC, and the Title VI parent advisory committee.

Parent/Guardian Survey Data:

- 96% feel the school keeps them well informed about school activities.
- 93% agree the school is welcoming and inclusive.
- 91% agree the school connects with their student.
- 88% agree the school focuses on improving student attendance.

Staff Survey Data:

- 95% agree the school uses multiple methods to communicate with parents.
- 90% agree their school connects with students.
- 88% agree their school is welcoming and inclusive.
- 81% agree their school focuses on improving student attendance.

Qualitative Feedback Summary:

- Social-Emotional Well-being and Inclusivity: Schools were frequently described as welcoming and inclusive by parents and staff. The provision of social-emotional and mental health supports, like counseling, was positively acknowledged. Feedback suggested continued staff professional development in this area.
- Parent Involvement and School Welcome: Parents felt welcomed to participate in activities and noted that front offices are generally welcoming. To enhance involvement, it was suggested to hold more parent-related meetings and events after school hours to accommodate working parents.
- Communication: Parents affirmed that schools keep them well-informed using multiple methods (calls, texts, emails).

LCAP Actions for 2025-2026 (LREGB Funded)

Action 1.2 - Counselor Support (LREGB)
Counselors will provide immediate and targeted support for students in the socio-emotional and mental health areas. By ensuring a connect with student and family in a timely manner, students will receive the services they need to re-engage in school, thus reducing student absenteeism and potentially, reducing any disciplinary infraction that may occur if not addressed. In addition, a counselor will focus efforts on working with high school students to complete A-G and/or CTE coursework, enabling each one to choose their pathway beyond high school. This service is directed towards our unduplicated students who makeup 63% of the Valley Center High School student population and student groups that are of the highest level of need based on local and state outcome data. This position is partially funded through the Learning Recovery Emergency Block Grant.

Metrics: Chronic Absenteeism Rate and Attendance Rates; English Language Arts and Mathematics Academic Performance
Funding EC 52064.4(b)(5): $53,908
Link to Needs Assessment EC 52064.4(b)(2), EC 32526(d): Students and student groups that are of the highest level of need in applicable areas (Attendance and Academic Performance)
Alignment for Allowable Use EC 52064.4(b)(2), EC 32526(c)(2): Integrating evidence-based pupil supports to address barriers to learning.
Research Support EC 52064.4(b)(3): Integrating evidence-based pupil supports to address barriers to learning is an allowable use of LREBG funds and is supported by research around increasing health, counseling, or mental health services, and to support academic progress. This is part of the RTI/MTSS framework of tiered evidence based supports.

Needs Assessment Focus Area - Title IV, Part A

This section outlines the aspects of the comprehensive needs assessment conducted by the Valley Center-Pauma Unified School District (VCPUSD) in accordance with the requirements of the Title IV, Part A Student Support and Academic Enrichment (SSAE) grant program under the Every Student Succeeds Act (ESSA), Section 4106(d). VCPUSD receives an allocation exceeding $30,000 and is therefore required to conduct this assessment to inform the strategic use of funds across three priority areas:

1. Providing all students with access to a well-rounded education.
2. Improving school conditions for student learning to create a safe and healthy environment.
3. Supporting the effective use of technology to improve academic achievement and digital literacy.

The findings from this assessment guide the district's plan to use Title IV, Part A funds to address identified areas of need, with a primary focus on strengthening behavior interventions and establishing an alternative to suspension program to support student well-being and academic engagement.

Priority Needs Title VI Data and Metrics

VCPUSD conducted a comprehensive review of both state and local data sources to identify the needs of its students, schools, and community. This process involved analyzing quantitative state and local data and gathering qualitative feedback..

VCPUSD California Dashboard 2024 - Suspension				
Name	Color	Status Level	Change Level	Suspension Rate
Valley Center-Pauma Unified	Green	Medium	Declined	2.7%
Lilac	Yellow	Medium	Maintained	1.1%
Valley Center High	Green	Medium	Declined	3.9%
Oak Glen High	Red	Very High	Increased	11.2%
Valley Center Prep	Yellow	Low	Increased	1.6%
Pauma Elementary	Yellow	High	Declined Significantly	4.3%
Valley Center Middle	Green	Medium	Declined	3.1%
Valley Center Primary	Blue	Very Low	Declined	0.4%

Valley Center Elementary	Green	Low	Maintained	0.6%

VCPUSD California Dashboard 2024 - Suspension				
Student Group	Color	Status Level	Change Level	Suspension Rate
All Students	Green	Medium	Declined	2.7%
English Learners	Green	Medium	Declined	2.7%
Long-Term English Learners	Yellow	High	Declined Significantly	5.1%
Foster Youth	None	Very High	Increased	8.3%
Homeless	Orange	High	Increased	5.5%
Socioeconomically Disadvantaged	Green	Medium	Declined	3.3%
Students with Disabilities	Yellow	High	Declined	4.8%
African American	None	Very Low	Declined	0.0%
American Indian or Alaska Native	Yellow	High	Declined	6.7%
Asian	Blue	Very Low	Maintained	0.0%
Filipino	None	Very Low	Maintained	0.0%
Hispanic	Green	Low	Declined	2.3%
Native Hawaiian or Pacific Islander	None	*	*	*
White	Green	Low	Declined	1.8%
Two or More Races	Yellow	High	Declined	4.8%

The district-wide suspension rate is 2.7%. This is a decline from the previous year, specific student groups show higher rates, including American Indian (6.7%), Homeless (5.5%), Long-Term English Learners (5.1%), and Students with Disabilities (4.8%). Oak Glen High School is at the "Red" level with a suspension rate of 11.2%.

The district-wide chronic absenteeism rate (see Needs Assessment Focus Area #2) is 30.9%. Data reveals significant challenges for several student groups, with the American Indian student group having a chronic absenteeism rate of 60.5%. Multiple schools, including Valley Center Prep, Pauma Elementary, and Valley Center Middle, are at "Very High" levels.

The district is in the "Red" or "Orange" performance category for most student groups in Mathematics and English Language Arts (see Needs Assessment Focus Area #1), with significant achievement gaps for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

The local data used is listed in the VCPUSD LCAP document for 2025-2026 with data for the current year with comparisons to established baseline data. Below is a list of metrics that were taken into consideration when determining priority schools and student groups.

- Local Behavior Data (Suspension Rates, Discipline Referral Data, PBIS TFI)
- Local Attendance Data (Local Chronic Absenteeism Rates, Attendance Rates)
- Local ELA Assessment Data (STAR Reading and Early Literacy, Lexia Reading)
- Local Math Assessment Data (iReady Math Diagnostic)
- Local Outcome Data for ELA and Math (Report Cards and Grades)
- Curriculum Assessments (Average Scores)
- CAASPP Interim Assessments for ELA and Math
- Qualitative Feedback (through local surveys)

Survey and feedback data was collected through the the Local Control and Accountability Plan (LCAP) surveys for staff and parents, student climate surveys, and advisory committee feedback. Relevant survey data included:

Parent/Guardian Survey Data:

- 93% agree the school is welcoming and inclusive.
- 91% agree the school treats all students with respect.
- 88% agree the school is a safe place.
- 88% agree the school focuses on improving student attendance.
- 74% agree the school enforces school rules equally for all students.
- 97% agree the school provided all the resources needed (iPad, Chromebook, etc.) to engage students in learning.

Staff Survey Data:

- 95% agree the school uses multiple methods to communicate with parents.
- 92% agree their school treats all students with respect.
- 88% agree their school is welcoming and inclusive.
- 86% agree their school provides social emotional and mental health supports for students that need it.
- 81% agree their school focuses on improving student attendance.
- 79% agree their school is a safe place.
- 76% agree their school has clear expectations for student behavior.
- 94% agree their school provided all the resources needed (iPad, Chromebook, etc.).
- 92% agree students use technology to assist them in achieving academic standards.
- 88% feel they have adequate technology for the effective implementation of the California

Standards.
- 80% agree that digital citizenship and media literacy skills are integrated into student instruction.

Qualitative Feedback Summary:

- Physical Safety and Security: Staff and parents positively noted that schools are safe places. Suggestions for continuous improvement included stricter access to school grounds, improved fencing, security guards, and additional cameras. Both parents and staff suggested improving supervision in areas like playgrounds, lunch areas, and bathrooms. Traffic safety during drop-off and pick-up was also raised as a concern.
- Student Behavior and Discipline: It was noted as a positive that schools have clear expectations for student behavior. However, both parents and staff recommended that rules and consequences be enforced equally and consistently for all students. Feedback was given regarding disruptions to the school day caused by behaviors, and there was positive feedback on PBIS efforts with recommendations to continue this work.
- Social-Emotional Well-being and Inclusivity: Schools were frequently described as welcoming and inclusive by parents and staff. The provision of social-emotional and mental health supports, like counseling, was positively acknowledged. Feedback suggested continued staff professional development in this area.
- Communication: Parents affirmed that schools keep them well-informed using multiple methods (calls, texts, emails). They requested that communication regarding academic progress (test scores, grades) be more timely and detailed.
- Learning Environment and Resources: Parents and staff overwhelmingly agreed that schools provide necessary technology like iPads and Chromebooks.
- Balance and Purpose: A common recommendation from both parents and staff was to reduce independent technology usage in classrooms. The feedback suggests a desire to ensure technology serves as a tool for learning rather than being the primary mode of instruction, with calls to examine the balance between "screen time" and traditional, hands-on learning methods.

Title IV, Part A Priority Area 1: Safe and Healthy Students

The data reviewed indicates a need to improve school conditions and support for student safety and well-being. High rates of chronic absenteeism and higher suspension rates for specific student groups suggest that some students face barriers to learning that may manifest as disengagement and behavioral challenges. This points to a need for proactive, evidence-based interventions that address the root causes of student behavior and provide alternatives to exclusionary discipline, which removes students from the learning environment.

To address this need, the majority of Title IV, Part A funds will be dedicated to activities that foster a safe, healthy, and supportive learning environment.

1. **"Reflect and Restore" Program:** The district will continue it's locally-tailored alternative to suspension program for students in grades 6-12. This program is a direct strategy to

reduce exclusionary discipline practices. Instead of out-of-school suspension, students will attend the program, where they will receive targeted support to address their behavior and continue with their academic work.

2. **Full-Time School Psychologist:** A full-time, licensed School Psychologist will work directly with students through the "Reflect and Restore" program. This individual will provide direct school-based support, including individual and group counseling. This role aligns with providing services by qualified professionals and supports the implementation of schoolwide positive behavioral interventions and supports (PBIS) at each school site.
3. **Evidence-Based Prevention Education:** The program will utilize the "3rd Millennium" online curriculum, an evidence-based tool for drug and violence prevention and intervention activities. This resource will provide targeted educational modules for students based on the nature of their disciplinary infraction.

The effectiveness of these activities will be evaluated using the following metrics:

- **Leading Indicators:** Number of students referred to and participating in the "Reflect and Restore" program; completion rates for 3rd Millennium modules.
- **Outcome Indicators:** District and school-level suspension rates (overall and disaggregated by student group); office discipline referral rates; chronic absenteeism rates (overall and by student group).
- **Qualitative Data:** Pre- and post-program surveys of participating students to measure changes in self-regulation, conflict resolution skills, and perceptions of school safety; feedback from the School Psychologist, teachers, and administrators.

Title IV, Part A Priority Area 2: Well-Rounded Education

Exclusionary discipline and chronic absenteeism directly impact a student's access to a well-rounded education. When students are not in class, they miss critical instruction not only in core subjects but also in arts, STEM, and other enrichment areas. Furthermore, students struggling with behavior often require additional guidance to stay on a path toward graduation and postsecondary success.

To meet the 20% minimum spending requirement in this area, Title IV, Part A funds will support activities that ensure students, particularly those at risk, remain engaged in and have access to a full range of learning experiences.

1. **College and Career Counseling:** A portion of the School Psychologist's time in the "Reflect and Restore" program will be dedicated to providing mentoring and school counseling. This includes postsecondary education planning, career awareness, and helping students develop the effective learning skills necessary for academic success, ensuring they stay on track for graduation.

The effectiveness of these activities will be evaluated using the following metrics:

Metrics: Academic data (grades, course completion, credit accrual) for students

participating in the "Reflect and Restore" program; number of counseling and guidance sessions held; student feedback on the usefulness of college and career planning support.

Data Points: Compare the academic trajectories of program participants before and after intervention; track progress toward graduation for participating high school students.

Title IV, Part A Priority Area 3: Effective Use of Technology

The district has identified a need to leverage technology to provide personalized and effective interventions for students with behavioral challenges. The successful implementation of such technology requires not only the procurement of appropriate software but also building the technological capacity of staff to use these tools effectively.

To address this need, Title IV, Part A funds will be dedicated in the following areas:.

1. **Procurement of Digital Content:** The district will purchase a subscription to the **3rd Millennium** online program. This evidence-based, digital curriculum will be used within the "Reflect and Restore" program to deliver specialized behavioral health content. The cost for this software is within the 15% cap on technology infrastructure.
2. **Professional Learning:** The School Psychologist and other designated staff will receive professional development on the effective use of the 3rd Millennium platform and on integrating digital tools into the broader framework of personalized behavior intervention and student support.
3. **Internet Safety:** VCPUSD confirms that it has and enforces a district-wide policy of internet safety for minors, which includes the operation of a technology protection measure on all computers with internet access. This measure blocks or filters visual depictions that are obscene or otherwise harmful to minors and is applied to all computers, regardless of funding source. The district's internet safety policy is available on the district website, provided to students and parents through the district annual notification process, and is included in student/parent handbooks for each school site.

The effectiveness of these activities will be evaluated using the following metrics:

- **Metrics:** Program usage data from 3rd Millennium (e.g., number of students completing modules); staff surveys on the effectiveness of the professional development and the utility of the software; correlation between student completion of specific modules and a reduction in related disciplinary incidents.

Needs Assessment Focus Area - Differentiated Assistance

Metrics reviewed each year from the California School Dashboard are used to determine eligibility for Differentiated Assistance (DA). Districts can qualify by having student groups meet criteria in two different State Priority Areas. Overall, VCPUSD's performance results for all students and for specific student groups show that improvement is needed and gaps in student group performance persist. Data from the California School Dashboard and other state reports have highlighted many of our identified needs moving forward. At the same time, we continue to use local measures to show the growth rates that have occurred from our efforts. VCPUSD established a DA district level team and incorporated aspects of the work into district level meetings and monthly meetings with site and district level leadership. Working with the San Diego County Office of Education, VCPUSD is engaging in the differentiated assistance and support process. As is shown in the table below significant progress has been made in addressing qualifying areas and priority students groups between 2022 and 2024. These areas have improved through the specific work done at school sites to ensure that district and site level actions or strategies are implemented in a manner that works within the MTSS approach targeted the individual students and student groups with the highest level of need.

VCPUSD Differentiated Assistance - Qualifying Areas / Student Groups		
2022 Areas / Student Groups	2023 Areas / Student Groups	2024 Areas / Student Groups
Chronic Absenteeism American Indian English Learners Hispanic Homeless SED SWD Two or More Races Academics (ELA / Math) American Indian English Learners Hispanic Homeless SED SWD Two or More Races Suspension American Indian Homeless	Chronic Absenteeism American Indian Academics (ELA / Math) English Learners Homeless CCI American Indian English Learner Homeless	Chronic Absenteeism American Indian Academics (ELA / Math) English Learners Homeless CCI Homeless

Priority Needs / Focus Areas & Student Groups - Data and Metrics

The following areas and students groups are the focus of our work based on the 2024 CA Schools Dashboard:

Academic Performance (ELA & Math) - American Indian, Homeless
(Growth - English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) *See Needs Assessment Focus Area #1 for more detailed data.*

Chronic Absenteeism - American Indian
(Growth - English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) *See Needs Assessment Focus Area #2 for more detailed data.*

Suspension Rate - No qualifying student groups
(Growth - Homeless, Students with Disabilities, and American Indian) *See Needs Assessment Focus Title IV, Part A for more detailed data.*

College and Career Readiness (CCI) - Homeless

VCPUSD California Dashboard 2024 - College and Career Indicator (CCI)				
Name	Color	Status Level	Change Level	% Prepared
Valley Center-Pauma Unified	Yellow	Low	Increased Significantly	29.3%
Valley Center High	Green	Medium	Increased Significantly	36.4%
Oak Glen High	Red	Very Low	Maintained	0.0%
Valley Center Prep	None	Very Low	Declined	0.0%

VCPUSD California Dashboard 2024 - College and Career Indicator (CCI)				
Student Group	Color	Status Level	Change Level	% Prepared
All Students	Yellow	Low	Increased Significantly	29.3%
English Learners	Orange	Very Low	Increased	6.3%
Long-Term English Learners	Orange	Very Low	Increased	7.7%
Foster Youth	None	*	*	*
Homeless	Red	Very Low	Maintained	3.6%
Socioeconomically Disadvantaged	Yellow	Low	Increased Significantly	19.9%

Students with Disabilities	Orange	Very Low	Increased	3.8%
African American	None	*	*	*
American Indian or Alaska Native	None	Very Low	Increased	4.2%
Asian	None	*	*	*
Filipino	None	*	*	*
Hispanic	Yellow	Low	Increased Significantly	24.2%
White	Green	Medium	Increased	49.4%
Two or More Races	None	Medium	Increased	38.5%

Information for this priority area was collected through open-ended questions included in surveys and meeting forums. Specific "focus goal" questions regarding college and career readiness were presented to parents, staff, and students to collect detailed feedback. Input was also gathered from the Student Advisory Committee, LCAP input meetings with various partner groups, and during discussions with Parent Advisory Committees throughout the 2024-2025 school year.

Parent/Guardian Survey Data:

- 79% agree the school is preparing their student to be college and career ready.

Staff Survey Data:

- 73% agree the school is preparing all students to be college and career ready.

Qualitative Feedback Summary:

- Exposure to Career Options and Pathways: Recommendations were made by parents and staff to provide students with broader exposure to diverse career paths beyond a four-year college, including skilled trades and vocational opportunities. They positively view expanding CTE programs, field trips to colleges/workplaces, and inviting guest speakers.
- Development of Essential Skills: Parents and staff highlighted the importance of "soft skills." Recommendations included teaching time management, organization, study habits, problem-solving, communication, and financial literacy.
- Academic Preparation and Rigor: Parents and staff recommend ensuring students have strong foundational skills in core academic areas (reading, math, writing, science). Some parents expressed a desire for more honors and Advanced Placement (AP) course offerings to challenge students academically, particularly in earlier high school grades.

- Guidance and Support Systems: Requests were made to continue enhancing guidance counseling services to help students create realistic post-high school plans. Parents and staff suggested implementing programs like buddy and mentorship systems to support students transitioning into and out of high school.

Differentiated Assistance Action / Project - Partnership with San Diego County Office of Education (SDCOE)

Valley Center-Pauma Unified School District participated in the Differentiated Assistance (DA) process facilitated by the San Diego County Office of Education (SDCOE) during the 2024-2025 school year. Valley Center-Pauma was identified as a "Year 1: Continuing plus new indicator" district for 2024-2025 DA.

The DA process is designed to be part of a larger support system aligned with Local Control and Accountability Plan (LCAP) development. It is viewed as systems work, focusing on the human side of change and adaptive processes, rather than just addressing symptoms. The improvement journey includes required elements but is also unique to each local context. Qualitative data collection, also known as "Street data," is considered essential for understanding the lived experiences of students, families, and community members.

Eligible Local Educational Agencies (LEAs), including Valley Center-Pauma Unified School District, are expected to engage meaningfully in improvement work aligned to their eligibility. Key activities include data work, root cause analysis or reevaluation, identification of strengths and weaknesses, identification of evidence-based programs and practices aligned with eligibility criteria, and LCAP alignment and goal setting. Districts are expected to attend DA focused meetings, complete action period activities, leverage coaches, and maintain documentation.

The SDCOE's support for districts in the DA process involves several actions, such as analyzing strengths and weaknesses through root cause analysis, consulting with statewide equity leads, securing assistance from experts, supporting LCAP development, requesting advice from the California Collaborative for Educational Excellence (CCEE), and reviewing the district's LCAP.

The process unfolds over an approximate timeline:

- **December-January:** LEA Introduction, focusing on framing the purpose, identifying team members, and setting meeting times.
- **February-March:** Strengths & Areas for Growth, where districts begin identifying these based on dashboard results and determine possible entry points.
- **April-June:** Root Cause Analysis, working with LEAs to explore possible causes of results and building team capacity for continuous improvement.
- **Ongoing:** Extended Support, scheduled coaching sessions with a SDCOE partner to complete data analysis and root cause analysis work.

Specific meetings and activities planned for the 2024-2025 DA process included:

- **January 14, 2025:** Differentiated Assistance Orientation, introducing the process and expectations.
- **February 11, 2025:** Differentiated Assistance District Kickoff, , aiming to introduce the process, build common understanding of data analysis, and work in affinity groups.
- **April 29, 2025:** Improvement-Con! / Improvement Affinity Groups , designed to support districts in planning improvement actions through panels, breakouts, and networking.

Outside of the specific meetings partnered with the SDCOE, VCPUSD has a meeting structure in place in which site and district level administration reviews progress and collaborates on planning for the DA process. These meetings included the following:

District Administration Meetings: 9/3/2024, 10/1/2024, 11/5/2024, 12/3/2024, 1/14/2025, 2/4/2025, 3/4/2025, 4/1/2025, 5/13/2025

Participation in Affinity Group
Valley Center-Pauma Unified School District participated in the American Indian Affinity Group, alongside other nearby school districts. This involved discussing DA eligibility using dashboard data, identifying questions about the data and priorities of Tribal Communities, reviewing existing and needed American Indian data for root cause analysis, planning how to share data with tribal communities, discussing Native Education updates and resources, sharing highlights from the 2024 CIEFA Summit and State of American Indian/Alaska Native Education report, discussing district collaboration on tribal community-responsive programs and educational sovereignty, and planning for the action period, including data analysis and root cause analysis.

Differentiated Assistance Action / Project - System Reflection through Student and Family Experience

As part of our continuous improvement and systems investigation process, VCPUSD undertook a qualitative inquiry project to deepen our understanding of the student and family experience, particularly for those student groups identified in the Differentiated Assistance process. This internal project was designed to move beyond quantitative metrics and gather meaningful, "street-level" data that will allow us to reflect on the effectiveness and equity of our district-wide systems.

The project included:

1. Student Sampling: A representative sample of students from our Differentiated Assistance qualifying groups were identified from across the district's school sites.
2. Data Collection: Site-based team gathered a holistic profile for each selected student. This profile will consisted of three distinct types of information:
    - Student Outcome Data: A review of existing quantitative data (e.g., academic progress, attendance, behavioral data) to provide a baseline understanding of the

student's journey.
    - Student Empathy Interview: A structured, one-on-one conversation with the student, guided by the district's Empathy Interview protocol. Goal to listen to the student's personal narrative about their experiences, successes, challenges, and sense of belonging at school.
    - Parent/Family Empathy Interview: A similar conversation with the student's parent or guardian to understand their perspective on their child's education, their interactions with the school, and their aspirations for their child's success.
3. Systemic Reflection: Following the data collection, site and district teams analyzed the collected information. With a focus not on evaluating individual students or staff, but on identifying patterns and themes that emerged from the student and family stories. This analysis led to discussion on how our current systems, policies, and practices are either supporting or creating barriers for our students.

This method allows us to gather rich, qualitative data that reveals the human experience behind the numbers. It helped provide understanding of the root causes of challenges and successes. A student's story might reveal that their difficulty in a class stems from a feeling of not being known by their teacher, a perspective that quantitative data alone cannot provide. It connected the abstract numbers on the CA Dashboard to the real-world experiences of the individuals they represent and provided an alternative exploration of related systemic patterns

Differentiated Assistance Action / Project - LCAP and SPSA Alignment

Throughout the 2024-2025 school year, our differentiated assistance work has continued targeting key actions to make progress in our qualifying areas for specific student groups. In addition, those school sites that are working through the Targeted Support and Improvement (TSI) process are aligning their work with the actions in this LCAP in their site plans (SPSA) to support the necessary growth and meeting the needs identified. In addition to helping the community understand the metrics that are reported on the California Dashboard and how the metrics were reported in 2024, staff are monitoring the actions we are taking in the district and on sites to address student needs. Presentations have been made sharing the sites' work to continue to monitor and address students' needs through a variety of resources and supports and ongoing opportunities to monitor overall progress.

The VCPUSD LCAP 2025-2026 outlines several goals, metrics, and actions that relate to this differentiated assistance work. Below is a list of relevant actions from the VCPUSD LCAP that serve as examples of how the LCAP has been influenced by the DA assistance process and work completed for each priority area and student group.

<u>Chronic Absenteeism</u>

Action 1.1 Counseling Support: Provides socio-emotional and mental health support to students, prioritizing unduplicated student groups. Throughout the school district this action supports Chronic Absenteeism for American Indian students.

Action 1.6 Support Staff: Behavior and Attendance: Directly supports students and families to ensure students attend school, which impacts outcomes, particularly for those student groups with the highest levels of Chronic Absenteeism on the CA Dashboard such as American Indian students.

Action 1.7 District Social Worker: Aims to address health and wellness needs for low-income students to decrease chronic absenteeism rates and increase overall connectedness to school. This action supports those student groups with high absenteeism through one-on-one and targeting interventions.

Action 1.12 Attendance Monitoring and Communication: Supports student groups who tend to have higher rates of chronic absenteeism and lower attendance.

<u>Academic Performance (ELA & Math) and College and Career Readiness (CCI)</u>

Action 1.2 Counselor Support (Learning Recovery Emergency Block Grant - LREBG): In addition to providing socio-emotional and mental health support this action focuses on high school students completing A-G and/or CTE coursework (relating to College & Career Readiness). The implementation of this action addresses some of the College and Career readiness work for homeless students.

Action 2.2 Elementary Instructional TOSA: Provides direct student support and staff development in core subjects, focusing on unduplicated student groups below grade level and specifically addressing ELA and Math outcomes for English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and American Indian students.

Action 2.4 District Wide Mathematics TOSA: Directly collaborates with and supports teachers district-wide to improve math outcomes, particularly for American Indian, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, and Students with Disabilities student groups.

Action 2.7 Special Projects Team: Provides direct services to the American Indian student group to improve academic performance, as measured by SBAC ELA and Mathematics.

Action 2.16 Professional Learning and Training (CAASPP): Addresses low performance of targeted student groups in ELA and Math by aligning assessment rigor and incorporating formative tools, prioritizing English Learners, Homeless students, and American Indian students.

Action 2.17 High School Summer Credit Recovery / Acceleration / Enrichment (LREBG): A program to address academic outcomes including college/career readiness. It directly impacts the College and Career Indicator (CCI), English Language Arts (ELA) Academic Performance, Mathematics Academic Performance, and A-G Completion Rate, for students with the greatest needs as identified in the LREBG needs assessment which includes homeless and American Indian students.

Action 2.21 Learning Recovery Intervention and Support Teachers (LREBG) (New Action): Provides data-driven instruction to small groups of at-risk students in ELA and Math (TK-5).

Action 2.22 Expanded After School Academic and Enrichment Program (LREBG) (New Action):

Provides expanded after-school programs for grades 7-12 focusing on students below grade level in ELA or Math.

Action 3.1 District TOSA: Supports American Indian students (a DA focus group) and families in college and career readiness, cultural events, and academic support.

Action 3.3 Software Services: Implements software for communicating key data and information, including a local district dashboard, with a focus on high-need student groups (including American Indian, Hispanic, English Learners, Homeless, Socioeconomically Disadvantaged, and Students with Disabilities) to inform decision-making.

Action 4.1 Student Services - Program Specialist: Supports sites with Multi-Tiered Systems of Support (MTSS) addressing academic, behavioral, and social-emotional needs of Students with Disabilities. This action directly addresses Chronic Absenteeism (SWD), Suspension Rate (SWD), SBAC ELA and Math (SWD).

Action 5.1 Implementation of California College Guidance Initiative (CCGI): Leverages CCGI tools for monitoring A-G completion, exploring college and career options, and streamlining applications, with a particular focus on lower performing student groups.

Action 5.5 Expanded Career Exploration and Vocational Pathway Development (New Action): Broadens career exploration opportunities for students, aiming to improve college and career readiness outcomes for all students, especially those needing intensified support including the homeless student groups.

Action 6.1 Chronic Absenteeism Interventions: Implemented at OGHS to reduce chronic absenteeism through preventative measures and tiered interventions, with particular attention to American Indian and homeless student groups.

Action 6.3 Career Technical Education (CTE) Expansion and Exploration: Expands CTE pathways at OGHS to address the 0% CCI preparedness.

Action 6.6 Academic Interventions: Adds instructional resources and intervention staffing to OGHS to facilitate academic achievement in English Language Arts and Mathematics, targeting student performance as indicated on the CA schools dashboard that includes the outcomes for American Indian and homeless student groups.

Action 6.7 Reading and Literacy Interventions: Establishes comprehensive interventions at OGHS and VC Prep, including a dedicated specialist and evidence-based tools, to improve literacy outcomes and foundational reading skills for student groups demonstrating the lowest performance levels on state ELA indicators.

Appendix A: Preliminary Needs Assessment (Summary of CA Dashboard Data)

The following is a summary of key findings from the California School Dashboard data for Valley Center-Pauma Unified School District, providing context for the identified needs within this report.

Chronic Absenteeism (K-8): Yellow Indicator

- District Rate: 30.9% (declined 7% from the previous year).
- Red Level Student Group: American Indian (60.5%).
- Orange Level Student Groups: Homeless, Long-Term English Learners, Two or More Races.
- All other student groups are in Yellow or higher.
- School at Red Level: Valley Center Prep School (Long Term Independent Study). No student group data was available for this school due to size/student count.

Suspension Rate: Green Indicator

- District Rate: 2.7% (declined 1.2% from the previous school year).
- No student groups in the Red level.
- Orange Level Student Group: Homeless (5.5%).
- Yellow Level Student Groups:
    - American Indian: 6.7% (declined 1%).
    - Long Term English Learners: 5.1% (declined 4.4%).
    - Two or More Races: 4.8% (declined 1.5%).
    - Students with Disabilities: 4.8% (declined 0.8%).
- All aforementioned groups experienced a substantial decline in suspension rates.
- School at Red Level: Oak Glen High School (11.2%).
    - School-Level Student Group Concern: Socioeconomically Disadvantaged (SED) at 11.1%.

English Learner Progress Indicator (ELPI): Orange Indicator

- District Rate: 46.4% of English learners making progress towards English language proficiency (increased 0.5%).
- Progress Breakdown: 36.4% of students maintained ELPI levels 1-3; 17.2% decreased one or more levels.
- School at Red Level: Pauma Elementary School (42%).

Graduation Rate: Yellow Indicator

- District Rate: 91.4% (declined 1.9%). This rate continues to be significantly higher than the state rate (86.7%) and many local comparable districts.
- No student groups in the Red level.
- Orange Level Student Groups:
    - English Learners: 84.4% (declined 10.2%).

    - Students with Disabilities: 75.5% (declined 13.8%).
- Yellow Level Student Groups:
    - Hispanic: 92.1% (declined 2.5%).
    - Long Term English Learners: 92.3% (declined 7.7%).
    - Socioeconomically Disadvantaged: 90.7% (declined 2.3%).
- All other student groups were in Green or Blue levels, maintaining or increasing their rates.

College/Career Indicator (CCI): Yellow Indicator
- District Outcome (Graduating Seniors):
    - Prepared: 29.3% (increased 16.3%).
    - Approaching Prepared: 23.9%.
- Red Level Student Group: Homeless (3.6% prepared).
- Orange Level Student Groups (Prepared Rate):
    - English Learners: 6.3% (increased 5.3%).
    - Long-Term English Learners: 7.7% (increased 7.7%).
    - Students with Disabilities: 3.8% (increased 2%).
- Yellow Level Student Groups (Prepared Rate):
    - Hispanic: 24.2% (increased 15.7%).
    - Socioeconomically Disadvantaged: 19.9% (increased 12.1%).
- All other student groups were not reported by the state or were in Green or Blue levels.
- School at Red Level: Oak Glen High School.
    - School-Level Student Group Concern: Socioeconomically Disadvantaged (SED).

English Language Arts (State Assessment - CAASPP): Orange Indicator
- District Performance: 62.5 points below standard (maintained, with an improvement of +0.8 points).
- Percentage Meeting/Exceeding Standards: 29.3%.
- Red Level Student Groups: American Indian, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities.
- Orange Level Student Group (Increased from previous year but below standard): Homeless.
- Yellow Level Student Groups (Increased from previous year): White, Two or More Races.
- School at Red Level: Valley Center Prep. No student group level data available.

Mathematics (State Assessment - CAASPP): Red Indicator
- District Performance: 112.9 points below standard (decreased 8.5 points).
- Percentage Meeting/Exceeding Standards: 17.63%.
- Red Level Student Groups: American Indian, English Learners, Hispanic, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Students with Disabilities.
- Orange Level Student Group (Increased from previous year but below standard): Two or More Races.

- Yellow Level Student Group (Increased from previous year): White.
- Schools at Red Level: Pauma Elementary, Valley Center Prep.
    - School-Level Student Group Concerns:
        - Pauma Elementary: English Learners, Hispanic, SED.
        - Valley Center Middle: American Indian, English Learners, Hispanic, Long-Term English Learners.
        - Valley Center High: English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities.

Local Indicators: Standard Met
Valley Center-Pauma Unified School District (VCPUSD) met all five Local Indicator measures, which include:

- Basics: Teachers, Instructional Materials, Facilities
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study
- Implementation of Academic Standards
  Districts measure progress on these indicators based on locally collected data and report results through the CA School Dashboard.

Appendix B: LREBG Program Information

The Learning Recovery Emergency Block Grant (LREBG) provides one-time funds to county offices of education (COEs), school districts, and charter schools for learning recovery initiatives through the 2027-28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.

The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. The LREBG allocates $6,800,050,000 to Local Education Agencies (LEAs), including COES, school districts, and charter schools beginning in Fiscal Year (FY) 2022-23 through FY 2027-28.

Pursuant to Education Code (EC) Section 32526(c) (2) (A-F), funds received for the LREBG shall only be expended for the following purposes:

A. Instructional learning time for the 2022-23 through 2027-28 school years by:

   i. increasing the number of instructional days or minutes provided during the school year,

   ii. providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.

B. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports, such as:

   i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.

   ii. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.

   iii. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.

   iv. Supporting expanded learning opportunity program services pursuant to Section 46120.

   v. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.

   vi. Providing professional development and coaching on either or both of the following:

C. The 2023 Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve.

D. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

E. Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

F. Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

G. Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

H. Conducting the needs assessment pursuant to subdivision (d).

Appendix C: Title IV, Part A Comprehensive Needs Assessment Requirements

This needs assessment report for Valley Center-Pauma Unified School District is also intended to support the requirements of the Title IV, Part A Comprehensive Needs Assessment. According to the Every Student Succeeds Act (ESSA), Section 4106(d), prior to receiving an allocation under Title IV, Part A, a local educational agency (LEA) or consortium of such agencies shall conduct a comprehensive needs assessment of the LEA or agencies proposed to be served under Title IV, Part A, in order to examine needs for improvement of:

1. Access to, and opportunities for, a well-rounded education for all students;
2. School conditions for student learning in order to create a healthy and safe school environment; and
3. Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Each LEA, or consortium of LEAs, shall conduct the needs assessment once every 3 years. A LEA receiving a Title IV, Part A LEA allocation in an amount that is less than $30,000 shall not be required to conduct a comprehensive needs assessment.

The information gathered and analyzed throughout this District Needs Assessment Report, particularly concerning student academic performance, school climate (to be further detailed), access to resources, technology integration, and professional development needs, will inform the district's strategies and use of Title IV, Part A funds to address these key areas.

Appendix D: Differentiated Assistance Overview

This District Needs Assessment Report also serves to inform and align with the requirements for Differentiated Assistance under California's Local Control Funding Formula (LCFF).

Overview of LCFF Assistance Categories
California's accountability and continuous improvement system under LCFF is based on a three-tiered system of support for local educational agencies (LEAs), which include districts, charter schools, and county offices of education (COEs):

1. General Assistance: Resources and assistance made available to all LEAs.
2. Differentiated Assistance: Additional, more targeted support and assistance for LEAs that meet specific eligibility criteria based on performance.
3. Intensive Intervention: Reserved for LEAs with persistent performance issues over a period of time.

Determining Eligibility for Differentiated Assistance

The California School Dashboard (Dashboard) is the primary tool used to determine which districts, charter schools, and COEs are eligible for Differentiated Assistance. Both state and local indicator results reported on the Dashboard are used in this determination. The 2024 Dashboard includes the Long-Term English Learner (LTEL) student group, and LEAs may be eligible for Differentiated Assistance based on the performance of this group.

LCFF State Priority Areas and Eligibility Criteria
Eligibility for Differentiated Assistance is determined by the performance of student groups in one or more of the LCFF State Priority Areas. An LEA (district or COE) is typically eligible if at least one student group meets the criteria in two or more LCFF priority areas.
The LCFF State Priority Areas and general criteria for Differentiated Assistance include:

Priority Area 1: Basics
"Not Met for Two or More Years" on the Local Performance Indicator.

Priority Area 2: Implementation of State Academic Standards
"Not Met for Two or More Years" on the Local Performance Indicator.

Priority Area 3: Parent Engagement
"Not Met for Two or More Years" on the Local Performance Indicator.

Priority Area 4: Pupil Achievement
- "Red" on both Academic-English Language Arts/Literacy (ELA) and Academic-Mathematics indicators; OR

- "Red" on Academic-ELA or Academic-Mathematics indicator AND "Orange" on the other indicator; OR
- "Red" on the English Learner Progress Indicator (ELPI) for either the English Learner (EL) or Long-Term English Learner (LTEL) student group.

Priority Area 5: Pupil Engagement
- "Red" on Graduation Rate Indicator; OR
- "Red" on Chronic Absence Indicator.

Priority Area 6: School Climate
- "Red" on Suspension Rate Indicator; OR
- "Not Met for Two or More Years" on the Local Performance Indicator.

Priority Area 7: Access to a Broad Course of Study
"Not Met for Two or More Years" on the Local Performance Indicator.

Priority Area 8: Outcomes in a Broad Course of Study
"Red" on College/Career Indicator (CCI).

Priority Areas 9 & 10 (COEs Only):
- Coordination of Services for Expelled Pupils (Priority 9): "Not Met for Two or More Years" on Local Performance Indicator.
- Coordination of Services for Foster Youth (Priority 10): "Not Met for Two or More Years" on Local Performance Indicator.