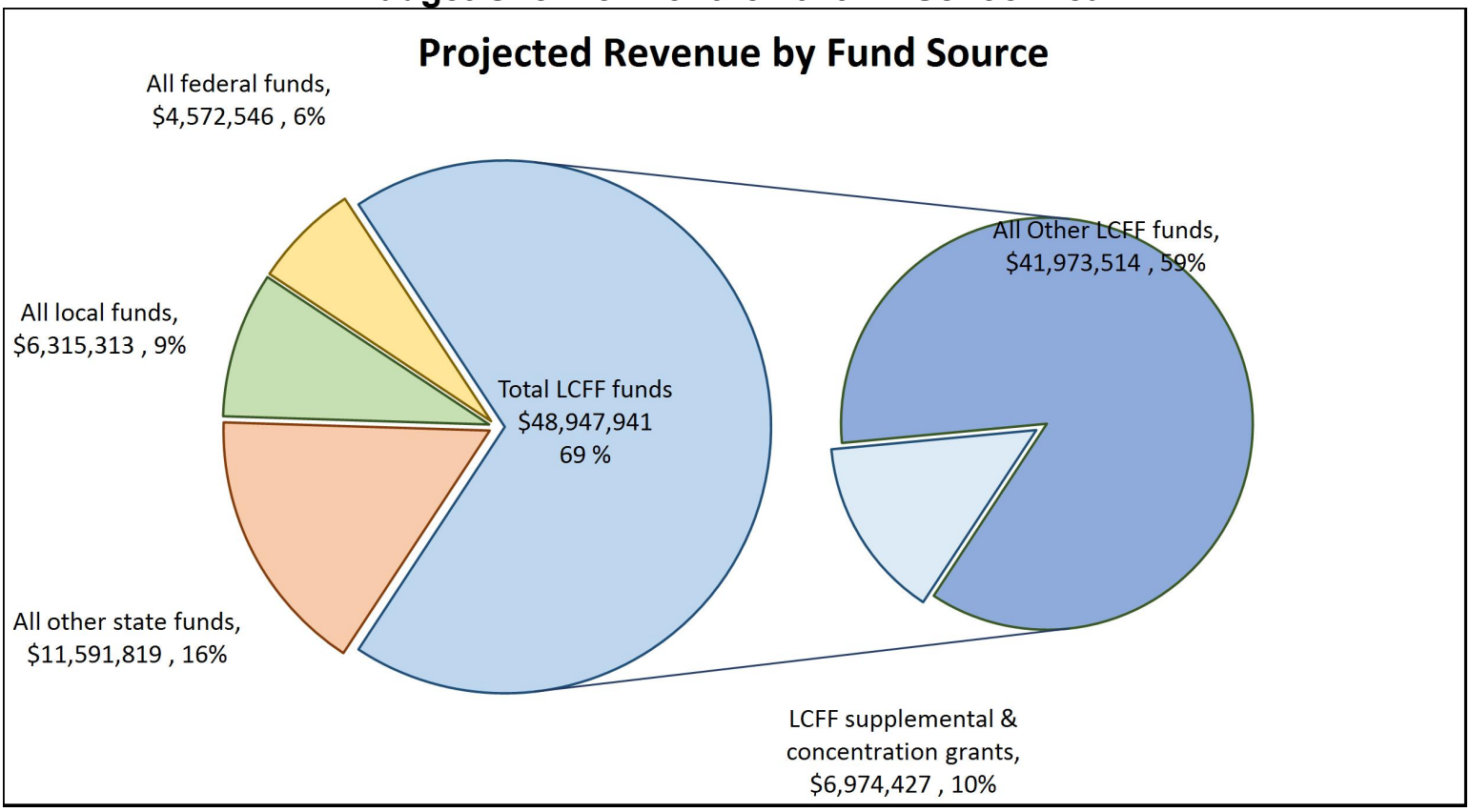
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Center Pauma Unified School District
CDS Code: 37-75614-0000000
School Year: 2026-27
LEA contact information:
Mark Hailwood
Superintendent
hailwood.ma@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 2026-27 School Year

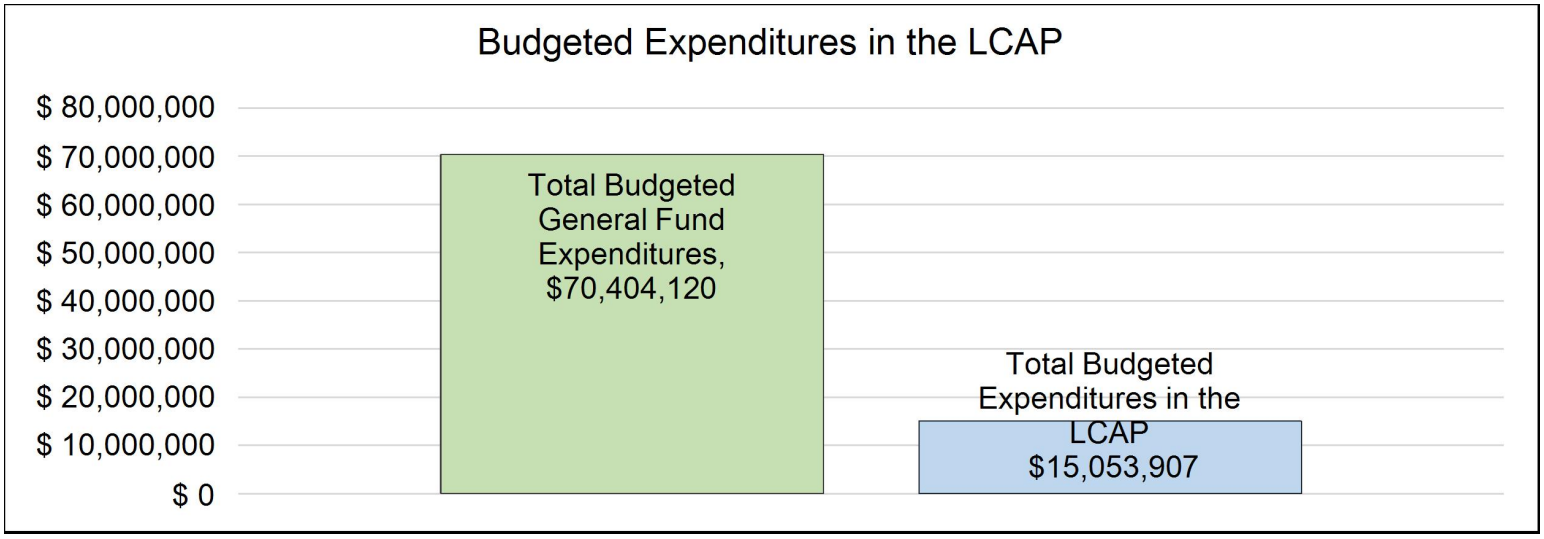


This chart shows the total general purpose revenue Valley Center Pauma Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Center Pauma Unified School District is $71,427,619, of which $48,947,941 is Local Control Funding Formula (LCFF), $11,591,819 is other state funds, $6,315,313 is local funds, and $4,572,546 is federal funds. Of the $48,947,941 in LCFF Funds, $6,974,427 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Valley Center Pauma Unified School District plans to spend $70,404,120 for the 2026-27 school year. Of that amount, $15,053,907 is tied to actions/services in the LCAP and $55,350,213 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

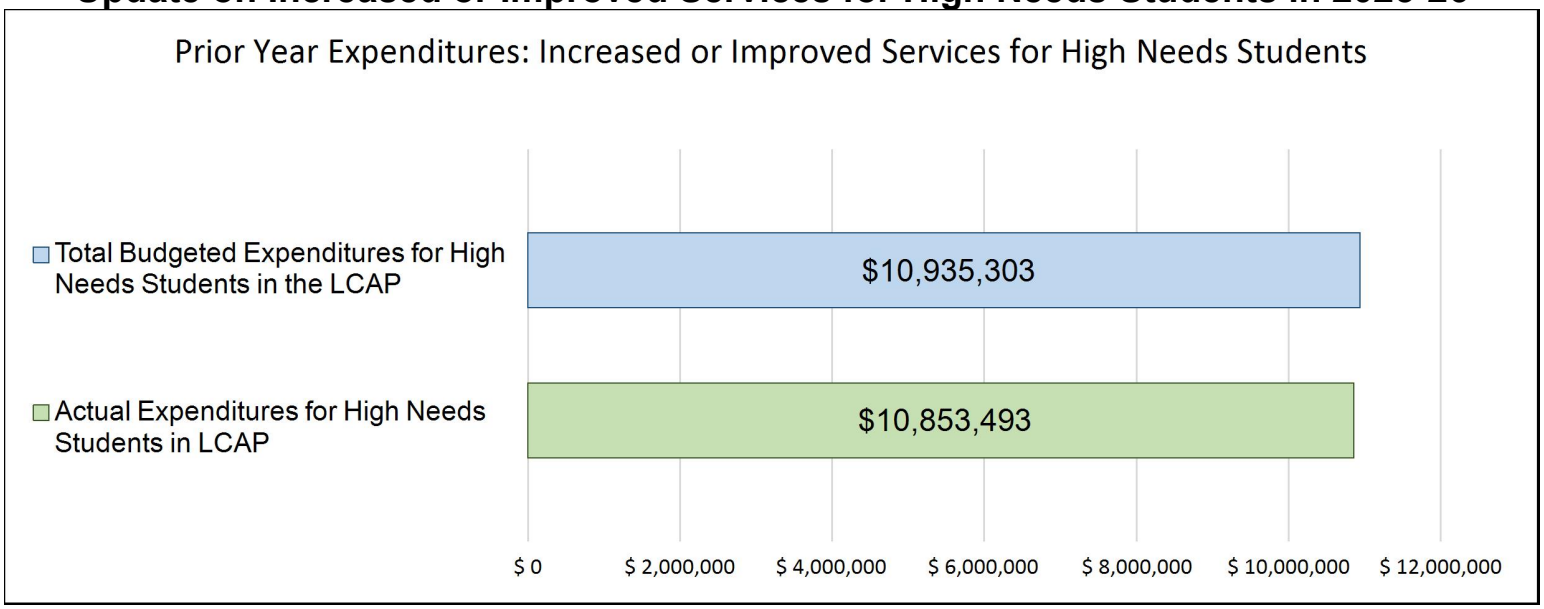
The budgeted expenditures that are not included in the LCAP will be used for the following: classroom instruction and support, as reflected in the salaries and benefits for teachers, counselors, psychologists, administrators, and a wide variety of classified support staff, accounting for roughly 80% 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 2026-27 School Year

In 2026-27, Valley Center Pauma Unified School District is projecting it will receive $6,974,427 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 $11,276,879 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Valley Center Pauma Unified School District's LCAP budgeted $10,935,303 for planned actions to increase or improve services for high needs students. Valley Center Pauma Unified School District actually spent $10,853,493 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $81,810 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 were partially supported with one-time supplemental funds that were used to fund programs originally planned under the LCAP. As a result, expenditures for certain LCAP actions were lower than initially anticipated. This change reflects a shift in the funding source rather than a reduction in the scope or level of services provided. There were no discernible impacts to the actions and services provided to high needs students, and the district continued to implement the planned supports and programs.

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	Mark Hailwood Superintendent	Hailwood.ma@vcpusd.org 760-749-0464

Plan Summary [2026-27]

General Information

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

Valley Center-Pauma Unified (VCPUSD) is a TK-12 school district with over 3636 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 makeup of 64.3% Hispanic, 19.5% White, 8% American Indian, 5.9% Two or more races, and 1% or less in each of the following groups: African American, Asian, Filipino, and Pacific Islander (based on 2025 CA Schools Dashboard). Our Native American Indian students are from five American Indian Reservations: San Pasqual, Rincon, La Jolla, Pauma, and Pala. Of our students served, approximately 23% are English Learners, 0.3% are Foster Youth, 4% are Homeless, and 65.2% are Socioeconomically Disadvantaged. (Based on 2025 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 elementary students. Valley Center High School offers our students a rigorous A-G college-prep pathway and Career and Technical Education (CTE) Pathways to engage in while at the high school. Our pathways include A-G courses, so students who elect to pursue the following CTE sectors 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, 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 is our American Indian 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. 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 values and overarching goals around the success and support 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 engage students in learning by providing a meaningful learning environment that allows each of our students to excel. An engaging environment that 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 has put information in the hands of all learners instantaneously. To keep up with changes in public education, educators will need to continue to revamp, adapt, and engage with students and families in ways that "speak" to them. As a district, we aim for college and career readiness for each student, starting at TK/Kindergarten. The second aspect of this goal 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 partners throughout their children's matriculation in the district. An important element of partnering with our parents and students is to ensure we have provided every opportunity for each to have input and to connect with our parents who speak only Spanish. Connections should not only be in forms such as written communications and phone calls, but also in how we welcome all parents to our school sites, in participation in district-wide meetings as site-based decision-making bodies, and in families participating 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 the end of the 2026-2027 school year, increase the number of students served in their least restrictive environment, with standards-aligned instruction that enables students to meet or exceed state standards.

Ensuring 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 a 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 our students' preparedness 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 for improvement to better prepare them for the future. The 2023 CA Dashboard listed VCPUSD with a low status, and several student groups were placed at the very low status level. The 2024-25 Dashboard suggested that ELs, LTELs, and the Homeless Youth student groups are in the highest need to meet the CCI requirements. It also suggested that all students, specifically the SED student group at OG, will need substantial support to be CCI-prepared. Using the listed metrics to determine whether a student is prepared or nearly prepared, VCPUSD will reexamine our programs and work to build a higher level of preparedness by improving state assessment scores, A-G requirements, and CTE pathway completion. Breaking out the CCI into a focus goal allows tracking of each element and targets additional resources to meet the targets for the next three years. VCPUSD would like to note that out of all student groups that showed great need during the 2023 dashboard data (AI, EL, HI, HOM, SED, SWD), some student groups at the district level showed progress according to the 24/25 dashboard data (AI, Hi, SED, SWD), while others are still in need of support (ELs, LTELs, and Homeless). For OG, the 2023 dashboard data showed all students, including Hi, SED, EL, and SWD, in need of support, while the 24/25 dashboard data of OG suggested that all students and the SED student groups still need support, while other groups, such as Hi and SWD, have shown growth. As for Valley Center High School, the 2023 Dashboard indicated a need for two student groups, Els and WD. The 24/25 Dashboard indicated that both student groups showed progress.

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 the 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 the 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 and 2026-2027 school years, 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 need continued improvement at the student-group level across the Dashboard Indicators. For VC Prep, the 2023 Dashboard indicated an ELA and Math need for all students, and the 24/25 Dashboard showed growth in academics for all student groups at VC Prep. For OG, the 23/24 dashboard indicated a strong need for CCI support for all students in OG, including the following student groups (Hispanic and SED). It also indicated a need for suspension support for ELs. The 2024-2025 Dashboard indicated growth in all students and student groups at VC Prep. For OG, the 24/25 dashboard indicated a need for suspension support for all students, including the SED and Hispanic student groups. It also indicated a need for CCI support for all students, specifically

the SED student group.

The Engaging Educational Partners section highlights the overarching input from 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 the 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 to continue and expand its efforts to ensure that all students learn, grow, and reach their greatness. This supports the district's vision of all students graduating with the greatest number of postsecondary options from the widest array. 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 in the majority of student- and staff-facing actions, as it is the foundation of the district's efforts to improve outcomes for all students, address disparities in 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 tiered supports based on individual student needs, allowing 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 three 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 for all students in addition to 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 "very low" status for all students as well as 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, Socioeconomically Disadvantaged),

English Language Arts (State Assessment): Yellow Indicator, 63.3 points below standard (increased 18 points), 30.57% Meeting or Exceeding Standards
Student groups in the red indicator level: Homeless and Two or More Races. Student groups in the orange indicator level saw an increase from the previous year but are still below standard (American Indian, ELs, Hispanic, SED, and SWD). The white student group also increased from the previous year and is listed in the yellow indicator level. At the school level, Lilac was in the red indicator level for the following student groups (EL, Hispanic, SED, and SWD); Pauma was in the red indicator level for all students in addition to (ELs, Hispanic, SED); VCES was in the red indicator level for (SWD, and AI), Valley Center Middle School was in the red indicator level for Multiple Races, and VC Prep was in the red indicator level for all of its students.

Mathematics (State Assessment): Orange Indicator, 104.3 points below standard (increased 13.5 points), 17.15% Meeting or Exceeding Standards
Student groups are in the red indicator level: Homeless, ELs, and Multiple Races. Student groups in the orange indicator level saw an increase from the previous year but are still below standard (American Indian, Hispanic, SED, and SWD). White students also saw an increase from the previous year and are listed in the yellow indicator level. At the school level Lilac was in the red indicator for ELs and SWD; Pauma Elementary was in the red level indicator for all students in addition to the following school level student groups: (English Learners, Hispanic, SED); Valley Center Middle was in the red indicator level for (Multiple Races); and Valley Center Prep was in the red indicator level for all of its stduents.

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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.
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California School Dashboard Results 2025
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 2025 Dashboard, 2) Any student group with the lowest performance level on one or more indicator on the 2025 Dashboard 3) Any student group within a school with the lowest performance level on one or more indicator on the 2025 Dashboard. The goals and actions listed in this LCAP are designed to address these areas with specific actions and goals, along with strategies in each school's Site Plan for Student Achievement (SPSA), which, in alignment, addresses each of the school-level indicators and low-performing student groups.

Chronic Absenteeism (K-8): Orange Indicator, 29.2% (declined 1.7%)
Chronic absenteeism is at 29.2%, down 1.7% from last year. Student groups at the red level: Homeless, LTELs, Two or More Races. ELs, Hispanic, SED are in the orange. All other groups are in yellow or higher, with American Indian students having the highest rate at 56.7% (down 3.8%). At the school level, VCMS and VCES were in red for all students for this indicator.

Suspension Rate: Yellow Indicator, 2.8% (maintained 0.1%)

Examining the suspension rate, the district resides in the yellow indicator level, with 2.8% of students suspended for a minimum of one day—0.1% increased from the prior school year. Student groups that fall into the red indicator level at the district are LTELs and Homeless. Student groups at the orange level are ELs (3.1%), Hispanic (2.7%), and SWD (5.5%). Three groups occupy the yellow level: SED at 3.4% (maintained 0.1%), American Indian at 4.7% (down 2%), and White at 2.3% (up by 0.6%). At the school level, Oak Glen High School at 15% (an increase of 3.7% from the prior year) with the folowing student group in red; SED at 12.9% (an increase of 1.8%) and Hispanic at 12.5% (an increase of 3.8%). The other school that had the American Indian student group at a red level was VCES with a percentage of 10.3% (an increase of 10.3%).

English Learner Progress: Green indicator, 52.6% (increased 6.2%)
The English Learner Progress Indicator shows that 52.6% of English learners are making progress towards English language proficiency. This is an increase of 6.2% from the previous year, placing the district in the green indicator level. The progress indicator shows that 32.8% of students maintained ELPI levels 1-3 and 14.2% decreased one or more level. None of our schools were in the red indicator level (Dashboard 2025)- The following school sites were in the orange indicator level; VC Primary School (at 44.4%), and VCHS (at 48.4%). The remaining schools were either in the blue or the green indicator levels. OG and VC prep didn't show any color due to the small number of participating ELs.

Graduation Rate: Green Indicator, 92% (maintained 0.6%)
The district graduation rate is 92% in the green level, maintained 0.6% from last year. No student groups are in the red indicator level. LTELs (85.7%, decline of 6.6%) and Homeless Youth (85.4%, decline of 11.2%) are in the orange indicator level. ELs (84.6%, maintained 0.2%), SED (90.2%, maintained 0.6), and White (91.7%, decline of 3.4%) are in the yellow level. All other student groups reported in the green or blue indicator levels, either maintaining or raising the graduation rate compared to the previous year. The district graduation rate continues to be significantly higher than the state rate of 87.8% and higher than many local comparable school districts.

College/Career Indicator (CCI): Green Indicator, 36% (increase 2.6%)
The district outcome for graduating seniors measured as part of the CCI was 36% reported as prepared (an increase of 2.6%) and 14.9% approaching prepared. Homeless students (7.3%, maintained 0.2%), LTELs (7.9%, decline of 1.7%), and ELs (7.8%, decline of 1.7%) were reported in the red indicator level. Students with Disabilities (5.8%, an increase of 2%) and White (52.1%, a decline of 4.7%) were reported at the orange indicator level. Hispanic (31.7%, increase of 5.1%) and Socioeconomically Disadvantaged (29.5%, increase of 6.6%) 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 group: Oak Glen High School (SED).

English Language Arts (State Assessment): Orange Indicator, 62.6 points below standard (maintained 0 dfs), 28.98% Meeting or Exceeding Standards
Student groups that are in the red indicator level: Homeless Youth, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged. Student groups at the orange indicator level saw an increase from the previous year but remain below standard (ELs, SWD, and AI). The White student group remained stable, while Two or More Races students saw a decrease from the previous year. There were no student groups in the yellow, green, or blue indicator level. At the school level, Valley Center Middle School was in the red level indicator. The following student groups were in the red indicator level: VCMS (SED, Hispanic), VCHS(ELs, SED, SWD, Hispanic), VCES (ELs, SWD, AI)

Mathematics (State Assessment): Red Indicator, 104.7 points below standard (increase of 8.1 points), 17.91% Meeting or Exceeding Standards
There are no student groups in the red indicator level. All other student groups are at orange indicator levels, except the white student group, which is at the yellow indicator level. At the school level, VCHS was in the red-level indicator for the following student groups: SED and Hispanic. Valley Center Middle was in the red-indicator level for the SED student group.

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 local indicator and the locally collected data that determine whether the indicator's standards have been met. VCPUSD met all local indicator measures.

VCPUSD has remaining funds from the Learning Recovery Emergency Block Grant (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), and 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; Goal 6: Action 6.8 Social Worker for OG and VC Prep mesured by chronic absenteeism rate (metric 6.5) and suspension rate (metric 6.3) and : Social 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 appendices). Based on the findings, we identified the following schools as in the 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 2025 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 specific student groups indicate that improvement is needed, and gaps 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 achieved by 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 and 2025 CA Schools Dashboard:
Continued need for Academic Performance ELA & Math for our Homeless Youth student group
Suspension Rate for LTELs and our Homeless Youth student group
Chronic Absenteeism - LTELs, Homeless (Growth-American Indian and ELs)
College and Career Readiness (CCI) - LTELs and continued need for the Homeless (Growth for ELs and AI student groups)

The San Diego County Office of Education (SDCOE) is providing VCPUSD with Technical Assistance that aligns with the intent of the Local Control Funding Formula legislation, which encourages capacity-building, strengthens 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, the school site (Oak Glen), working through the Targeted Support and Improvement (TSI) process, is aligning its work with the actions in this LCAP in its site plans (SPSA) to support the necessary growth and meet the identified needs. In addition to helping the community understand the metrics reported on the California Dashboard and how they were reported in 2025, staff are monitoring the actions we are taking in the district and on sites to address student needs. Presentations have been made to share the sites' work, to continue monitoring and addressing students' needs through a variety of resources and supports, and to provide ongoing opportunities to monitor overall progress.

The VCPUSD LCAP 2026-2027 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 illustrate how the LCAP has been influenced by the DA assistance process and the 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. Across the school district, this action contributes to Chronic Absenteeism among 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 targeted interventions.
Action 1.12 Attendance Monitoring and Communication: Supports student groups with 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, LTELs, Homeless, 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 Homeless, American Indian, ELs, and LTEL 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, LTELs, Homeless students, Hispanic, 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, including homeless, ELs, LTELs, and American Indian students.
Action 2.21 Learning Recovery Intervention and Support Teachers (LREBG): Provides data-driven instruction to small groups of at-risk students in ELA and Math (TK-5), focusing on LTELs, ELs, AI, and Homeless student groups.
Action 2.22 Expanded After-School Academic and Enrichment Program (LREBG): Provides expanded after-school programs for grades 7-12, focusing on students below grade level in ELA or Math, focusing on LTELs, ELs, AI, Hispanic, SED, and Homeless student groups

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, LTELs, 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, LTEL, EL, and AI student groups, which are 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: 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, LTEL, EL, SED, and AI 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). It specifically targets American Indian, Hispanic, English Learner, Socioeconomically Disadvantaged, and 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, for all students, focusing on the SED student group.
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, which includes the outcomes for American Indian, SED, and homeless student groups.

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 2026-2027 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 2026-2027 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 2026-2027 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 consistently requested 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 who 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 of all students are being discussed and incorporated in the LCAP planning process. This feedback gave us the time and opportunity to guide our work throughout the year and to finalize the LCAP priorities. LCAP SSC Goals Overview and Input 12/18/2025 (All School Sites) LCAP ELAC Goals Overview and Input 12/18/2025 (All School Sites) LCAP Input SSC 2/26/2026 (All School Sites) LCAP Input ELAC 2/26/2026 (All School Sites) LCAP Input DELAC 2/26/2026 LCAP Input Migrant 2/26/2026

Educational Partner(s)	Process for Engagement
	LCAP Input Title VI Advisory Committee 2/10/2026
Parents	LCAP Input Meetings 10/23/2025, 12/18/2025, 2/27/2026, 4/20/2026 LCAP Parent Survey (March 2026)
Student Advisory Committee	LCAP Input Meeting 4/2/26 Students provide their input on areas of importance for the LCAP
Students	Student Survey (March 2026) Student Focus Group Site Meetings as Applicable by Grade Level
Teachers and School Personnel / Local Bargaining Units	LCAP Input Meetings LCAP Staff Survey (March 2026) 3/25/2026, 4/1/2026, 4/15/2026, 4/29/2026 VCPUSD engaged with bargaining units, inviting them to participate in LCAP engagement sessions with staff regarding LCAP content and presentations. 4/2/26
General Public, Students, Staff, and Families	Regular Board Meetings: 9/14/2025, 11/13/2025, 1/15/2026, 4/23/2026, 5/14/2026 LCAP Input for the whole community 04/20/26
Administration (Site Principals, Site Admin, and District Admin)	District Administration Meetings: 9/2/2025, 10/7/2025, 11/4/2025, 12/2/2025, 1/13/2026, 2/3/2026, 3/3/2026, 4/22/2026, 5/12/2026 These meetings were planned to cover key items at specific intervals throughout the LCAP development process beginning with feedback sessions in September on items of importance that principals felt should be included in the LCAP. That feedback was reviewed and included with the other educational partners engagement. In January, feedback was provided on areas of importance identified from the overall feedback from educational partners, and February was an

Educational Partner(s)	Process for Engagement
	update on how those areas of importance are being identified in the LCAP.
Equity Multiplier Meetings	Site Meetings (Applicable site SSC Meetings Engaging Applicable Educational Partners) OGHS/VC Prep 2/23/26, 3/25/2026
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. 12/17/2025, 3/13/2026, 5/15/2026

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 the 2025-26 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 most of the time reserved for open sharing of input from 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 students' individual needs and fosters open communication between the school and families. All partners shared an appreciation for the school's efforts in addressing issues, as well as a clear call for continuous improvement in policies and practices. Staff shared the importance of focused professional development and sought more proactive measures in behavior management and school safety.

Parent/ Guardian Survey 23/24 vs 24/25
The school provided all the resources needed (iPad, Chromebook, essential materials, etc.) to engage students in learning. (97%) vs (94.49%)
The school treats all students with respect. (91%) vs (88.99%)
The school is a safe place. (88%) vs (85.11%)
The school connects with my student. (91%) vs (90.93%)
The school enforces school rules equally for all students. (74%) vs (78.96%)
The school has clean and well-maintained facilities and grounds. (91%) vs. (90.61%)

The school is welcoming and inclusive. (93%) vs (89.96%)

Staff Survey 23/24 vs 24/25
Our school provided all the resources needed (iPad, Chromebook, essential materials, etc.) to engage students in learning. (94%) vs (93.3%)
Our school treats all students with respect. (92%) vs (79.72%)
Our school is a safe place. (79%) vs (72%)
Our school connects with students. (90%) vs (82.66%)
Our school has clear expectations for student behavior. (76%) vs (80%)
Our school has clean, sanitized, and well-maintained facilities and grounds. (83%) vs (70.66%)
Our school is welcoming and inclusive. (88%) vs (90.66%)
Our school provides social emotional and mental health supports for students that need it. (86%) vs. (85.13%)
At least 75% of students are engaged in learning so far this year. (71%) vs (78.57%)
At least 75% of students at our school treat staff and peers with respect. (77%) vs. (79.45%)
Digital citizenship and media literacy skills are integrated into student instruction. (80%) vs. (82.08%)

Recommendations from the surveys for Goal 1 included:

Cultivating a Safe and Supportive Environment
Proactive Supervision: Enhancing presence in shared spaces like playgrounds, bathrooms, and locker rooms to ensure every student feels secure throughout the day.
Constructive Conflict Resolution: Refining our approach to behavioral reporting to ensure tools like Sprigeo are used with integrity, while providing clear, consistent paths to accountability for all students.
Empowering Every Learner: Creating a focused learning environment by providing the right balance of support and boundaries, ensuring that disruptive behaviors are addressed through meaningful intervention and growth.

Enhancing Campus Safety and Professional Support
Comprehensive Safety Measures: Investing in campus security and resource officers to provide peace of mind for families and staff alike.
Specialized Expertise: Increasing access to behavioral specialists (including BCBAs) and classroom aides to ensure students with IEPs receive the dedicated attention they deserve.
Professional Growth: Providing staff with ongoing training in positive classroom management and respectful communication to build stronger bridges between educators and students.

Inspiring Student Engagement and Enrichment
Hands-On Learning: Expanding interactive math and science projects and reducing screen time in favor of "back-to-basics" tactile learning.
Diverse Opportunities: Strengthening our STEM, CTE, arts, and athletic programs—from drone technology and culinary arts to band—to give every student a reason to be excited about school.
Academic Excellence: Maintaining a sharp focus on core academic goals, ensuring that every student has the tools to succeed at the highest level.

Strengthening the Home-School Partnership
Transparent Communication: Streamlining how we share information so that guardians are always informed, especially regarding their child's safety and progress.
Operational Excellence: Improving daily logistics, such as bus capacity and traffic safety during drop-off/pick-up, to make the school day run smoothly for everyone.
A Culture of Care: Ensuring that every interaction—whether from a coach or a teacher—is professional, encouraging, and centered on the student's well-being.

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 23/24 versus 24/25
The school provides a quality education that focuses on the academic success of my child. (90%) vs (90.29%)
The school offers supports to promote learning at high levels. (83%) vs (82.84%)
The school promotes academic success for all students. (86%) vs (85.76%)
The school has teachers that go out of their way to help students. (88%) vs (91.26%)
The school focuses on improving student attendance. (88%) vs (88.67%)
The school is preparing my student to be college and career ready. (79%) vs (81.25%)

Staff Survey 23/24 versus 24/25
Our school has an effective system to monitor all students' progress toward meeting or exceeding grade level academic standards. (80%) vs (81.25%)
Assessment data, both qualitative and quantitative, is analyzed and used to make instructional decisions. (77%) vs (79.68%)
I have adequate staff development opportunities for the effective implementation of the California Standards or to excel in my department/grade level. (68%) vs (71.66%)
Staff professional development/learning connects to access, support, and success of our students. (72%) vs (70.31%)
I have adequate technology for the effective implementation of the California Standards or to excel in my department / grade level. (88%) vs (87.69%)
Our staff regularly reviews current practices to determine the degree to which it focuses on successful student learning. (79%) vs (75%)
Students use technology to assist them in achieving the academic standards. (92%) vs (82.85%)
Our school has an atmosphere of trust, respect, and professionalism. (86%) vs (77.02%)
The staff's practices and activities facilitate access and success for diverse student needs. (84%) vs (83.33%)
Our school promotes academic success for all students. (86%) vs (88.88%)
Our staff go out of their way to help students. (93%) vs (91.89%)
Our school focuses on improving student attendance. (81%) vs (77.33%)
Our school is preparing all students to be college and career-ready. (73%) vs (63.88%)

Recommendations from the surveys for Goal 2 included:

Celebrating Our Dedicated Educators
Providing Personalized Care: Through one-on-one instruction and dedicated office hours, our teachers ensure that every student has a personalized path to success.
Building Stronger Connections: The open lines of communication between teachers and families regarding assignments and performance create a powerful support system that keeps our students motivated.
Leading with Compassion: Our community recognizes that our teachers don't just instruct—they truly care, creating a culture where students feel seen, heard, and valued.

Collaborative Academic Growth & Intervention
Powerful Support Teams: Our teacher-led intervention programs and after-school tutoring are making a real difference, providing vital support for students with IEPs, 504 plans, and those utilizing tools like Lexia.
Foundational Excellence: Our shared focus on reading and math levels, alongside our thriving bilingual classes, ensures we are meeting students where they are and elevating their potential together.
Academic Spirit: Programs like the Academic League show that we value intellectual growth as a rewarding team pursuit.

A Vibrant Culture of Enrichment & Joy
Harmony and Teamwork: From the marching band and winter Drumline at Lilac School to our expressive art and FAVE programs, our students are learning the power of collaboration.
Diverse Learning Paths: Programs like Agriculture and Physical Education provide unique, hands-on environments where students build confidence and practical skills for the future.

Fostering a Rigorous and Inclusive Environment
Inspiring Achievement: Our rigorous AP courses and motivational traditions—like bell-ringing and certificates—celebrate hard work and give students a tangible sense of accomplishment.
Safe and Mindful Learning: By staying proactive with student safety and responsible technology monitoring, we create a focused space where learning remains the top priority.
A Culture of Kindness: Above all, we are proud to be a community that actively fosters respect and inclusion, ensuring every student feels a deep sense of belonging.

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 seeking more proactive communication about 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 23/24 versus 24/25
The schools seeks parent input. (85%) vs (83.17%)
The school welcomes parents to participate in school activities. (89%) vs (87.70%)

The school and teachers communicate academic progress regarding my child. (87%) vs (86.36%)
The school keeps me well informed about school activities. (96%) vs (93.20%)
The school's front office is welcoming. (88%) vs (92.23%)
I feel valued at the school. (84%) vs (83.49%)

Staff Survey SY 23/24 versus 24/25
School staff actions are targeted to improve parent, community, and student engagement. (91%) vs (86.84%)
Our school ensures that parents understand student achievement as measured by the state's academic standards. (79%) vs (75%)
Our school seeks parent input. (78%) vs (78.94%)
Our school welcomes parents to participate in school activities. (88%) vs (90.78%)
Our school keeps parents well informed about school activities. (94%) vs (92.10%)
Our school uses multiple methods to communicate with parents. (95%) vs (93.42%)

Recommendations from the surveys for Goal 3 included:

Empowering Families Through Proactive Planning
Advanced Horizons: Providing a "heads-up" of at least one to two weeks for meetings, awards, and events. This ensures our working parents have the flexibility they need to join in the celebration of our students.
Early Academic Insights: Rather than waiting for report cards, provide ongoing updates. This allows us to work as a team—teachers, students, and parents—to celebrate growth or pivot strategies while there is still plenty of time to make an impact.

Streamlined & Effective Connection Tools
Direct & Reliable Updates: Continue to lean into the methods you find most helpful, such as weekly newsletters via text and email, and real-time updates from ClassDojo.
Urgent Reach-Outs: For time-sensitive information, prioritize direct text messages and phone calls to ensure every guardian stays "in the loop" the moment it matters.

Real-Time Academic Partnership
Digital Excellence: Encouraging consistent and timely updates to Infinite Campus (IC). When grades and behavior reports are updated quickly, the portal becomes a powerful conversation starter for families at home.
Personalized Access: Understand that every household connects differently. Exploring ways to provide physical report cards alongside our online portals to ensure every family has a tangible way to track progress.

Growing Our Communication Together
Updated Resources: We are focusing on keeping our school website current and ensuring our newsletters include vital "future-ready" information, like upcoming scholarship deadlines.
Personalized Language Preferences: We strive to honor each household's primary language, ensuring our messages are clear, accessible, and inclusive for all families.
Frequent Dialogue: We are looking for opportunities to move beyond the once-a-year conference model and foster a continuous, year-round conversation between parents and teachers.

Goal 4:
Parent/Guardian Survey (23/24 versus 24/25)
The school's IEP team reviews all placement and service options available, at least annually, for my child. (98%) vs (91.7%)
The IEP team considers the effects to my child before recommending placement/services with a special education teacher. (94%) vs (90.5%)
My child with an IEP is working on standards-aligned coursework. (94%) vs (93.10%)
My child with an IEP is making academic progress. (91%) vs (87.93%)
My child with an IEP spends the majority of their day in a general education classroom. (94%) vs (86.6%)

Staff Survey (23/24 versus 24/25)
Students with an IEP are working on standards-aligned coursework. (86%) vs (81.15%)
Students with an IEP are making academic progress. (78%) vs (69.56%)
Students with an IEP spend the majority of their day in a general education classroom. (73%) vs (73.43%)

Recommendations from the surveys for Goal 4 included:

Strengthening Our Support Teams
Expanding Specialist Expertise: Recognize the immense value of specialized support. Grow our team of behavioral specialists, analysts, and dyslexia experts to ensure every campus has the resources it needs to thrive.
Empowering Teachers with Aides: Increasing the presence of instructional aides and paraprofessionals in general education classes + providing teachers with the partnership they need to support students with IEPs and BIPs effectively.
Individualized Attention: Exploring ways to provide dedicated support for students with unique learning or behavioral needs, ensuring that every child has a steady guide by their side.

Cultivating Inclusion and Proactive Growth
Total Inclusion: Ensuring students with special needs have full access to core grade-level instruction and the same exciting opportunities as their peers.
Proactive Wellness: By prioritizing the teaching of emotional regulation and launching positive anti-bullying campaigns, we can address student needs early and create a kinder, more resilient campus.
Forward-Thinking Care: Shifting from reactive measures to proactive planning and ensuring that support systems are in place before challenges arise.

Building Stronger Partnerships with Families
Collaborative Administration: Fostering an administrative culture that is welcoming, empathetic, and deeply supportive of families navigating the IEP process.
Reliable Program Delivery: Ensuring that specialized settings, such as co-taught classes, are implemented seamlessly and that all agreed-upon accommodations are honored with excellence.
Open Dialogue: Welcome ongoing feedback as a tool to help our leadership team better serve our students and their guardians.

Optimizing Learning and Staff Growth
Maximizing Instructional Time: Exploring creative scheduling—such as offering specialized services like speech therapy at times that do not overlap with core subjects—to ensure students get the best of both worlds.
Investing in Our Case Managers: Continuous professional development remains a priority. By providing our case managers with ongoing, high-level training, we ensure they are equipped with the latest tools to advocate for and support our students.

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 goal areas were also incorporated into the analysis.

Recommendations from the surveys for Goal 5 included:

Expanding Pathways to Success
Diverse Career Horizons: Aim to broaden our focus to include robust promotion of trade schools and vocational careers, bringing in guest speakers to share the many ways to achieve professional fulfillment.
Hands-On Innovation: By implementing more Project-Based Learning (PBL) and STEM exploration, we give students the chance to solve real-world problems and discover their passions early.
Future-Ready Guidance: Starting in elementary school, we can begin gentle, inspiring conversations about career goals, helping students connect what they learn today to who they want to become tomorrow.

Balancing Technology with Foundational Learning
Tactile & Tailored Learning: Exploring a healthy balance between digital tools and traditional, paper-based learning to ensure students master foundational skills through direct, teacher-led instruction.
Small-Group Focus: Foster more one-on-one time between teachers and students, creating smaller class sizes that enable truly differentiated and personalized learning.
Mindful Assessment: Shifting the focus away from heavy testing and toward consistent, manageable practice + give students the space they need to grow without unnecessary pressure.

Elevating Academic Excellence
Rigorous Middle School Prep: At VCMS, focus on the "soft skills" of success—study habits, time management, and organization—to build a strong bridge to high school.
Expanded Advanced Opportunities: For our high-achieving learners, we should expand our dual-enrollment and AP programs to offer college-level experiences aligned with their specific goals.
Accessible Tutoring: To keep everyone moving forward, work to provide more math tutors and after-school support systems that turn challenges into triumphs.

Cultivating Life Skills & Community Impact
Practical Life Skills: Teach emotional regulation, strong communication, and reading comprehension as the essential building blocks for adulthood.

Real-World Experience: Exploring ways to encourage community service and volunteer hours + helping students build character and professional resumes through meaningful service.
Professional Polish: By integrating time management and professional skill-building into our daily culture, we can ensure our graduates are as capable in the boardroom or the shop as they are in the classroom.

Goal 6: Alternative Education Programs
Oak Glen School had two family meetings on February 23, 2026, and March 25, 2026, to collect families' input. There were also parent advisory committee meetings (SSC on 12/18/25, Migrant on 2/26/26, Title VI on 2/10/26, ELAC/DELAC on 2/26/26) at OG, where families could voice their concerns and provide feedback and suggestions on services and programs that best meet their students' needs.
For this “focus goal,” open-ended questions were provided to collect feedback. Aspects of other questions from other related goal areas were also incorporated into the analysis.

Recommendations from the surveys for Goal 6 included:

Expanding Flexible Learning Pathways
Versatile Independent Study: Enhance both short-term and long-term independent study programs. Whether a student is navigating a temporary family need or requires a more permanent alternative setting, ensure they stay seamlessly connected to their teachers and curriculum.
Clear & Accessible Guidance: Simplifying our guidelines to make it easier for families to navigate their options, ensuring that academic progress never misses a beat.

Empowering Individual Achievement
Customized Success Plans: Developing individualized growth plans that help students either thrive in alternative settings or transition smoothly back to their home school with confidence.
Mastery-Based Progress: Believe in the value of a student’s hard work. By focusing on true proficiency and core skills—like reading and math—we can ensure that when a student moves forward, they do so with a solid foundation for the next grade level.

Building Community & Collegiate Bridges
Vibrant Partnerships: Foster deeper connections with tribal organizations and community partners to offer enriched experiences like field trips and specialized test prep.
Early College Advantages: Encouraging our middle schoolers to explore supplemental courses through Palomar College. This not only strengthens their academic transcripts for future applications but also gives them a head start on the college experience.

Targeted Social & Academic Mentorship
The "Buddy" System: Exploring a high school mentorship program where older students provide homework help and encouragement to younger learners.
Extended Support Windows: To help everyone reach their goals, consider optional study halls and Saturday sessions, which provide a focused environment for students to turn their grades around.
Emotional Wellness: Fostering emotional regulation and a bully-free environment, ensuring that every student feels safe enough to learn.

Innovative Curriculum & Equitable Assessment
Future-Ready Courses: Offer more semester-long electives that focus specifically on college and career readiness skills.
Inclusive ELD Practices: Fair and accurate English Language Development (ELD) assessment process. Reviewing our criteria to ensure that every student is placed in the program that best supports their unique linguistic background, honoring their heritage while accelerating their academic growth.

Feedback Leading to LCAP Actions
VCPUSD will continue the successful actions and services of the past, many of which were influenced by feedback from educational partners. Aspects of the VCPUSD 2026-2027 LCAP that have been influenced by educational partner input include, but are not necessarily limited to:

- The continuation of the Positive Behavior Intervention and Supports (PBIS) program moving into Tier 2 and Tier 3 levels, in alignment with district work in MTSS
- Professional learning (Development and Training) actions addressing many areas of feedback (curriculum, academic, behavior, student supports)
- Additional after-school and expanded learning offerings for both elementary and secondary school environments
- Additional systems to support staffing positions, such as counseling and intervention teachers
- Increased ability to monitor college and career readiness (graduation requirements, A-G completion, CTE completion) with the addition of CTE and A-G approved courses that are of 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	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: +0.26%

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	connects with my student. 2026: 88.43% 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	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. 2026: 81.22% Strong Agree/Agree	90% or above for goal area and applicable statements.	School Climate - Staff Survey: -8.25%
1.3	School Climate - Student Survey	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school. School Connectedness: I feel like I belong at school.	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school. School Connectedness: I	Students actively engaged in learning, feels safe at school and demonstrates good citizenship School Safety: I feel safe at school. School Connectedness: I	90% or above for goal area and applicable statements.	School Climate - Student Survey: -10.52%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: 88% Strong Agree/Agree	feel like I belong at school. 2025: 90% Strong Agree/Agree	feel like I belong at school. 2026: 77.48% 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: No data 2022-2023 Attendance Rate (Local): 89.76% Primary: 88.22% Lilac: 90.41% Elementary: 91.46% Pauma: 87.33% VCMS: 90.24% VCHS: 90.51% OGHS: 72.46%	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% Lilac: 92.38%	2024-2025 Chronic Absenteeism Rate (CA Dashboard): 29.2% Student Groups Orange: ELs, Hispanic, SED Red: Homeless, LTELs, Two or more races Groups that were of a concern but improved: American Indian: at 56.7% (-3.8%) White: 23.6% (-3.9%) 2024-2025 Chronic Absenteeism Rates (Dataquest) Primary: 31.9% Lilac: 22.9% Elementary: 28.9% Pauma: 36.7% VCMS: 28.0% VCHS: 24.9% OGHS: 71.4% VC Prep: 61.4%	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): -8.7% Chronic Absenteeism (Dataquest) Primary: -16.10% Lilac: -14.8% Elementary: -4.60% Pauma: -16.40% VCMS: -2% VCHS: -10% OGHS: -4.2% VC Prep: 1.60% Attendance Rate (Local): +1.01% Primary: +2.91% Lilac: +2.67% Elementary: -0.09% Pauma: +2.03% VCMS: +1.29% VCHS: +1.26% OGHS: -0.01% VC Prep: -31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VC Prep: 100%	Elementary: 91.91% Pauma: 88.93% VCMS: 92.26% VCHS: 91.70% OGHS: 72.37% VC Prep: 100%	2024-2025 Attendance Rate (Local): 90.77% Primary: 91.13% Lilac: 93.08% Elementary: 91.37% Pauma: 89.36% VCMS: 91.53% VCHS: 91.77% OGHS: 72.45% VC Prep: 69 %		
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%	2024-2025 Suspension Rate (CA Dashboard): 2.8% Red groups: LTELs and Homeless American Indian: 4.7% Hispanic: 2.7% SED: 3.4% SWD: 5.5% Homeless: 8.2% Added SY 26/27 LTELs: 7.5% ELs: 3.1% SWD: 5.5% White: 2.3% Two or more races: 3.1% Asian: 0%	Suspension Rate: 3% or lower AI, Hispanic, SED, SWD: 4% or lower	Suspension Rate (CA Dashboard): -1.1% American Indian: -3% Hispanic: -0.9% SED: -1.2% SWD: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Student Engagement - Dropout Rates (High School and Middle School)	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%	2024-2025 High School Dropout Rate (Tableau Public): https://public.tableau.com/app/profile/rcoe/viz/CaliforniaK-12Indicators/CAK-12Indicators Overall district: 6.2% VCHS: 3.8% OGHS: 19.5% VC Prep: 11.1% 2024-2025 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): +1.6% VCHS: +1.2% OGHS: +10.5% VC Prep: -4.2% Middle School Dropout Rate: 0%
1.7	School Climate - Expulsions	2022-2023 Recorded Expulsion Count (Dataquest): 3	2023-2024 Recorded Expulsion Count (Dataquest): 0	2024-2025 Recorded Expulsion Count (Dataquest): 0	Recorded Expulsions: 2 or less	Recorded Expulsion Count (Dataquest): -3
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	September 2025- All schools rated "Good" on FIT report except for VC prep rating "FAIR"	All schools maintain "Good" on FIT report	All schools rated "Good" on FIT report except for VC prep rating "FAIR"
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%	2025 Tier 1 Level TFI Primary: 87% Lilac: 90% Elementary: 87% Pauma: 100% VCMS: 97%	2026 Tier 2 Level TFI Primary: 81% Lilac: 88.46% Elementary: 84.61% Pauma: 88.46%	Tier 1 Level TFI: All Schools 80% or higher Tier 2 Level TFI: All Schools 70% or higher	Tier 1 Level TFI Primary: +11% Lilac: + 18.46% Elementary: +14.61% Pauma: +18.46% VCMS: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		VCMS: 83% VCHS: 90% OGHS: 63%	VCHS: 100% OGHS: 100% Tier 2 - District-Wide Inventory Starting 25-26 Tier 3 - District-Wide Inventory Starting 26-27	VCMS: 92% VCHS: 96.15% OGHS: 96.15% Tier 3 - District Wide Inventory Starting 26-27	Tier 3 Level TFI: All Schools Implementation Level	VCHS: +6.15% OGHS: +33.15%

Goal Analysis [2025-26]

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

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

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 the chronic absenteeism 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 budgeted expenditures and actual expenditures are the following:

1.1: Counseling Support: The difference between budgeted expenditures and actual expenditures was due to unplanned raises and benefits. In addition, there was a counselor who was on paid leave, and other staff members covered the services, adding to the anticipated cost
1.9 District Itinerant Psychologist- This position was vacant for the year, and the services to VCPUSD's alternative suspension program, Reflect and Restore, were being provided by other district support staff (other funds).
1.12 Attendance Monitoring and Communication: Site teams monitored student attendance using Infinite Campus reports to identify students with high absenteeism rates. They also communicated with their families about support plans. This service was being funded by other funds (site funds).
1.13: Professional Development and Training at the Secondary Level: PD opportunities took place at HS, OG, and MS, such as high-impact strategies and ELD collaborative, Math OpenUp training, etc. Such PDs were funded by other sources, including the Effective Educator Grant and Title III.
1.14: Positive Behavioral Interventions and Supports Implementation (PBIS): PBIS was implemented at our schools with positive outcomes. The difference in the budgeted cost and actuals was due to increased planning/reflective meetings, prints of visuals/posters/incentives, and the cost of substitute teachers for teachers who attended the meetings and were members of the PBIS leading committee.

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 students' overall engagement during the school day, as measured by attendance, suspension rates, and other 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 effective, as evidenced by reductions in overall chronic absenteeism at each school site and small increases in overall attendance at each site and at the district level. 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 can be categorized into two areas: progress for the overall goal and growth in outcomes.

Student Engagement Metrics and Related Actions: Chronic Absenteeism, Attendance, Dropout Rates, CCI Readiness
1.1 & 1.2 Counseling Support; 1.6 Support Staff: Behavior & Attendance; 1.7 District Social Worker; 1.8 Physical Health and Nutrition (Elementary PE Teachers); 1.10 Counseling & Tutoring; 1.11 Bussing; 1.12 Attendance Monitoring and Communication; 1.13 Professional Development and Training
Data related to absenteeism and attendance suggest that these actions made progress toward the goal, with a decrease in Chronic Absenteeism to 29.2% from 30.9% the previous year. At the district level, the two groups that we were paying closer attention to were the American Indian group at 56.7% (improved by 3.8%) and the white student group at 23.6% (improved by 3.9%). Student groups that we have monitored for chronic absenteeism since 2023 varied in their progress. They included the following: At Lilac; Two or More Races at 31.8% (+1.4), White at 11.7% (-8.5%), Primary; English Learners at 28.5% (-1.9%), Hispanic at 34.8% (maintained), SED at 36.5% (-2.7%), White at 20.2% (-11.2%), Pauma; American Indian at 62.8% (-8.3), All at 36.7% (-9.5%) and VCMS; American Indian at 46.6% (+0.5). Survey feedback suggests that these actions were impactful with services provided to students and families. The continuation of counseling and social work placed at each school site met many of the increased needs of the students and families in our district. Each staff member 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 about attendance and in refining existing MTSS continue to increase parents' access to more information about resources available through the school district. Counseling Support (1.2) also focuses on College and Career Readiness. At VCHS: We're taking a closer look at the CCI of student groups that are underperforming, such as EL at 10.7% (-1.5%) and SWD at 7.5% (+2.8%).

School Climate Metrics and Related Actions: Suspension, Expulsion, PBIS Tiered Fidelity Inventory (TFI)
1.3 Administrators; 1.4 School Psychologists; 1.5 Support Staff: Campus Supervision; 1.6 Support Staff: Behavior & Attendance; 1.7 District Social Worker; 1.8 Physical Health and Nutrition (Elementary PE Teachers), 1.14 Positive Behavioral Interventions & Supports (PBIS), and 1.9 (District Itinerant Psychologist) that supported our secondary students through the restore and reflect program (R& R) in addressing alternative ways to suspensions and showed students ways to deal with conflict and self-control.
Data related to suspensions and expulsions suggest these actions have led to no increase toward the goal, with district-wide suspension rates remaining at 2.7% to 2.8% (below the 3% target). There were decreases across some of the reported student groups, such as the American Indian student group, which decreased from 6.7% to 4.7% (a 2% decrease). Expulsion counts were lowered from 3 the previous year to 0, suggesting that severe incidents also decreased, and families were provided with alternatives to address behavior concerns affecting 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 and second year focus on schoolwide, Tier 1 and 2 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 next year, with a focus on implementing Tier 3 targeted areas and strategies.

Please note that suspension at OGHS has been monitored since 2023 due to its high suspension rate. 2025 Dashboard data also suggests it remains in the red indicator level at 15%, up 3.7%. Additionally, some student groups at OGHS remain a concern, such as ELs, at 12.5% (down 4.2%), and SED at 12.9% (+1.8). Additionally, suspension at Pauma has also been monitored since 2023 for all students and several student groups, including American Indian and SED. The 2025 Dashboard suggests that the suspension rate at Pauma is at 2.7% (below the targeted goal), American Indian at 2.3% (down 8.5%), and SED at 3.4% (down 0.5%).

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 2026-2027 school year; however a revision was made to action 1.9.

SY 26/27 Revision to Action 1.9: "Support Staff" was added to District Itinerant Psychologist since the support given to our students in the Restore and Reflect program will not be limited to the district psychologist, but would rather be provided by the psychologist and other support staff considering the needs, frequency, and number of students participating in this program.

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 is provided at each elementary school site, with two counselors at Valley Center Middle School and one at Oak Glen Continuation School/Alternative Programs. Counselors will provide immediate, targeted support for students in the areas of socio-emotional and mental health. By ensuring timely connection with students and families, students will receive the services they need to re-engage in school, thereby reducing student absenteeism and potentially disciplinary infractions if not addressed. The counselors will prioritize support for unduplicated student groups that constitute the largest share of students at each applicable school site, including Foster Youth, Homeless Youth, and Students with Disabilities, to improve students' sense of belonging and combat Chronic Absenteeism. This will be done through facilitating SEL and working directly 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 school sites: student groups that we were paying closer attention to since 2023 included the following: At Lilac; Two or More Races at 31.8% (+1.4), White at 11.7% (-8.5%), Primary; English Learners at 28.5% (-1.9%), Hispanic at 34.8% (maintained), SED at 36.5% (-2.7%), White at 20.2% (-11.2%), Pauma; American Indian at 62.8% (-8.3), All at 36.7% (-9.5%) and VCMS; American Indian at 46.6% (+0.5). Similar needs were identified using the data from dashboard 24/25, at the district-level, LTELs, the homeless, and multiple race student groups were in the red zones. At VCES, all students, including SED, AI, Hispanic, and white student groups, were in the red zone. At Lilac, the SWD student group was in the red zone. At VCMS, all students, including ELs, LTELs, Homeless, SED, AI, Hispanic, and the multiple race student groups, were in the red zone. At Primary, the Hispanic student group was in the red zone.	$1,156,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Counselor Support (LREBG)	Counselors will provide immediate, targeted support for students in the areas of socio-emotional and mental health. By ensuring timely connection with students and families, students will receive the services they need to re-engage in school, thereby reducing student absenteeism and potentially disciplinary infractions 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 make up approximately 53% of the Valley Center High School student population, and to student groups with the highest level of need based on local and state outcome data, such as the EL at 10.7% (-1.5%) and SWD at 7.5% (+2.8%) student groups. 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 with the highest level of need, as identified in our required needs assessment. The provision of counseling services aligns 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)	$122,214.00	Yes
1.3	Administrators	District and site administration will lead site work on restorative practices, trauma-informed practices, safety at school, working collaboratively with counselors and site teams, to reduce the number of students who are chronically absent, focusing on all students, but in particular our students with high levels of absenteeism, American Indian students, and Students With Disabilities. This year, two additional student groups were flagged as high needs for Chronic absenteeism: Homeless and LTELs. In addition, staff will work to reduce suspension rates for American Indian, Hispanic, low-income, and Students with Disabilities, and attend to the needs of two	$436,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
		newly identified student groups (Homeless and LTELs). Ensuring our students are engaged in school will increase their academic achievement. This service is directed towards our unduplicated students.		
1.4	School Psychologists	According to report 1.17 in CALPADs, approximately 58.3% of our VCPUSD are Unduplicated Pupil (UPP). Approximately 18.87% percent of our students with special needs are identified as part of our district's 58.3% UPP (CALPADS report 1.17). 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 who exhibit higher rates of chronic absenteeism and behavior referrals. Educational partner input further underscores a critical need for increased social-emotional support and improved family engagement to address underlying barriers, including low 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.	$883,062.00	Yes
1.5	Support Staff: Campus Supervision	Staff provide a safe learning environment by interacting with students and ensuring that students' 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	$415,536.00	Yes

Action #	Title	Description	Total Funds	Contributing
		regarding students', parents', and staff's feelings of safety in our schools. This action is directed towards our unduplicated students who make up 53% of the Valley Center High School student population, 60.37% of the Valley Center Middle School, and 76.71% 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 (LTELs and Homeless Youth).		
1.6	Support Staff: Behavior and Attendance	Support staff, such as secretaries, who work with student discipline support and restorative practices at the middle school and high school grade levels, collaborate with the Assistant Principals and connect with and support families when students may have been suspended for a behavior in the past. The middle school UPP is 60.37%, of which 33% are English Learners and 4.6% are American Indian. The high school UPP is 53%, of which 21.3% are English Learners and 5.3% are American Indian. Based on the data on the CA Schools dashboard and the differentiated assistance designation for several of our unduplicated student groups, this action directs services to our unduplicated students. For instance, suspension at OGHS has been monitored since 2023 due to its high suspension rate. 2025 Dashboard data also suggests it remains in the red indicator level at 15%, up 3.7%. Additionally, some student groups at OGHS remain a concern, such as ELs, at 12.5% (down 4.2%), and SED at 12.9% (+1.8). Similarly, attendance clerks at these school sites connect with and support families on attendance matters. With UPPs of more than 52% at both the middle school and high school sites, these positions work closely with families daily. These efforts are in addition to other practices to reduce suspensions and chronic absenteeism by keeping students in school. The support staff at school 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 Long Term English Learners (LTELs) and homeless student groups, as reported in the red indicator level on the CA Schools Dashboard.	$551,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	District Social Worker	Social workers provide a range of preventive, early-intervention, and acute mental health assessments and treatments in group, individual, and 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 58.3% 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.	$135,736.00	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 are credentialed in physical education to cover topics such as 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 54.16% at Lilac, 60.8% at VC Elementary, and 72.29% at Pauma Elementary, making the staffing aligned with this action directly serving the unduplicated student count.	$543,683.00	Yes
1.9	District Itinerant Psychologist and Support staff	VCPUSD has implemented an alternative to suspension program called Reflect and Restore that uses restorative practices as its foundation. This program directly benefits the district's student groups that in the past have had higher suspension rates, many of which are part of the district's UPP. This program provides attending students with mental health, SEL, academic, and counseling services. To support this program, highly qualified staff, such as an itinerant psychologist, are integral. Suspension at OGHS has been monitored since 2023 due to its high suspension rate. 2025 Dashboard data also suggests it remains in the red indicator level at 15%, up 3.7%. Additionally, some student groups at	$188,002.00	Yes

Action #	Title	Description	Total Funds	Contributing
		OGHS remain a concern, such as ELs, at 12.5% (down 4.2%), and SED at 12.9% (+1.8). Suspension at Pauma has also been monitored since 2023 for all students and several student groups, including American Indian and SED. 2025 Dashboard suggests that the suspension rate at Pauma is at 2.7% (below the targeted goal), American Indian at 2.3% (down 8.5%), and SED at 3.4% (down 0.5%). 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 alternative to suspension restorative program for which student groups at Pauma Elementary (Socioeconomically Disadvantaged, SWD) and Oak Glen HS (All, Els, LTELs, Homeless youth, SWD, AI, Hispanic, and Mutiple Races) have higher rates of suspension.		
1.10	Counseling and Tutoring	Partnerships with Palomar Counseling 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 in the socio-emotional and mental health areas, particularly our students with disabilities. By ensuring timely connection with students and their families, students will receive the services they need to re-engage in school, thereby reducing student absenteeism and potentially disciplinary infractions if not addressed. Americorps provides a direct connection with students on campus, engaging them in their learning and ensuring that they are socio-emotionally ready to learn. They can serve as an additional "counselor" ear for students, providing tutoring, referring to school supports, and serving as an added adult on campus for students to connect with. These services are directed towards the needs of the 58.3% 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.	$73,735.00	Yes
1.11	Transportation (Bussing)	The VCPUSD Unduplicated Pupil Percentage for 25-26 is 58.3%; approximately 70% of the students who ride the bus are unduplicated.	$2,448,255.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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, safety, and ensuring that students who 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.		
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 absenteeism rates and/or on track to be absent for more than 10% of the school year (chronically absent) will be noted for further support. Principal, site team, and Student Services will work together to support students with chronic absenteeism, including educating staff on the signs of students experiencing homelessness and developing individualized support plans for these students. This work will be done at all school sites district-wide through the School Attendance Review Team (SART) process to address groups demonstrating the highest attendance and engagement needs district-wide; American Indian at 56.7% (-3.8%), White at 23.6% (-3.9%). California Dashboard 24/25 indicated additional groups that are at the red indicator for chronic absenteeism: LTELs at 32.5% (+0.8%), Homeless at 42.1% (+6.4%), and Multiple Races/Two or more at 27.8% (+2.9%) School sites who have have higher chronic absenteeism rates (Pauma Elementary) and student groups with higher need; Pauma Elementary (American Indian, SED, Hispanic), Lilac Elementary (Two or More Races, AI), VC Primary (Socioeconomically Disadvantages, SWD, AI, Hispanic), VCMS (EI, LTELS, Homeless, SED, SWD, AI), and VCES (SED, SWD, AI) 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 that are at risk of affecting	$3,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student success in school. Notifications and procedures will include communication regarding excessive unexcused and/or excused absences, as well as support 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.	$9,756.00	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 with 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 interventions 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 has 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 the development of behaviors, and develop information and resources to be shared throughout the school site. This work will address suspension rates as reported on the CA Schools Dashboard - those at or higher than 3%.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
		At VCHS (ELs, LTELs, Homeless, SED, SWD, Hispanic, and White), OG (all student groups, specifically SED), VCMS (ELs, LTELS, Homeless, SED, SWD, AI, Hispanic), Pauma Elementary (SED, SWD, Hispanic), VCES (SWD, AI, White), and Lilac (SWD). This action will address the school-level suspension indicator on the CA Schools Dashboard, focusing on student groups with higher suspension rates. Suspension at OGHS has been monitored since 2023 due to its high suspension rate. 2025 Dashboard data suggest it remains at the red indicator level of 15%, up 3.7%. Additionally, some student groups at OGHS remain a concern, such as ELs at 12.5% (down 4.2%) and SED at 12.9% (+1.8 %). Suspension at Pauma has also been monitored since 2023 for all students and several student groups, including American Indian and SED. 2025 Dashboard suggests that the suspension rate at Pauma is at 2.7% (below the targeted goal), American Indian at 2.3% (down 8.5%), and SED at 3.4% (down 0.5%).		

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%	2023-2024 Graduation Rate: 91.4% American Indian: 83.3% Hispanic: 92.1% White: 95.1%	24-25 Graduation Rate: 92% American Indian: 88.5% (increased by 5.1%) Hispanic: 92.1% (maintained)	Graduation Rate: 96% Increase reported student groups to 92% or higher.	Difference from Baseline Graduation Rate: -1.4% American Indian: +0.6% Hispanic:- 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 93% Students with Disabilities: 89.3%	English Learners: 84.4% SED: 93% Students with Disabilities: 75.5%	White: 91.7% (decreased by 3.4%) Two or more races: 94.7% (increased by 17.8%) English Learners: 84.6% (maintained) SED: 90.2% (maintained) Students with Disabilities: 83% (increased by 7.5%)		White: -0.1% English Learners: -10% SED: -2.8% Students with Disabilities: -6.3%
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%,	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:	2024-25 CA Dashboard: Overall Green Status 36.5% Prepared (increased by 2.6%) 14.9% Approaching Prepared CA Dashboard Status Level Red: ELs (7.8%), Homeless (7.3%), LTELs (7.9%) Met UC/CSU Requirements in Combined	CCI: 50% Prepared No student groups at "Very Low" or Red Level (when reported in future years) Met UC/CSU Req: 60% Increase reported student groups to 50% or higher. Completed CTE Pathway: 40% Increase reported student groups to 30% or higher	Difference from Baseline CCI: +23.5% Prepared, -9% Approaching Prepared Met UC/CSU Requirements in Combined Graduation Rate All Students: +26.7%, American Indian: +19.2%, Hispanic: +23.3%, White: +34.7%, Two or More Races: +36.8%, English Learners: +6.4%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 0%, English Learners: 0%, SED: 0%, SWD: 0%, Homeless: 0% Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate All Students: 16.4%, American Indian: 15.2%, Hispanic: 13.4%, White: 27.4%, 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%,	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 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:	Graduation Rate: (Ca Dashboard Additional Reports) All Students: 26.7%, American Indian:19.2% Hispanic: 23.3%, White: 34.7%, Two or More Races:36.8%, English Learners: 6.4%, LTELs: 6.3% (Added SY 26/27) SED:29.9%, SWD: 5.7%, Homeless: 9.8% Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate (Ca Dashboard Additional Reports) All Students: 24.8%, American Indian: 23.1%, Hispanic: 20.3%, White: 36.1%, Two or More Races: 21.1%,	Met UC/CSU Req and Completed CTE Pathway: 40% Increase reported student groups to 30% or higher.	LTELs: no baseline to compare (Added SY 26/27) SED: +29.9%, SWD: +5.7%, Homeless: +9.8% Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate All Students: +8.4%, American Indian: +7.9%, Hispanic: +6.9%, White: +8.7%, Two or More Races: +14%, English Learners: +1.5%, LTELs: No baseline to compare (Added SY 26/27) SED: +8.4%, SWD: +17.6%, Homeless: -6.9% Met UC/CSU Requirements AND

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 0%, SWD: 0%, Homeless: 0%	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%	English Learners: 9%, LTELs: 11.1% (Added SY 26/27) SED: 22.5%, SWD: 28.3%, Homeless: 4.9% Met UC/CSU Requirements AND Completed at Least One CTE Pathway in Combined Graduation Rate(Ca Dashboard Additional Reports) All Students: 10.1%, American Indian: 7.7%, Hispanic: 8.9%, White: 13.9%, Two or More Races: 5.3%, English Learners: 0%, LTELs: 0% (Added SY 26/27) SED: 9.8%, SWD: 0%, Homeless: 0%		Completed at Least One CTE Pathway in Combined Graduation Rate All Students: +10.1%, American Indian: +7.7%, Hispanic: +8.9%, White: +13.9%, Two or More Races: +5.3%, English Learners: +0%, LTELs: No baseline to compare (Added SY 26/27) SED: +9.8%, SWD: +0%, Homeless: +0%
2.3	SBAC ELA Assessment	2022-2023 SBAC Score: 30.57% Met or Exceeded Standards;	2023-2024 SBAC Score: 29.36% Met or Exceeded Standards; 23.56%	2024-2025 ELA SBAC Score: Met or Exceeded Standards:28.98%	SBAC Score: 50% or greater, Met or Exceeded Standards	Difference from Baseline SBAC Score: -1.59% Met or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	Nearly Met Standards: 24.26% CA Dashboard Color Meter: Overall (Orange) Yellow: No Yellow Orange: ELs, SWD, AI, White, Multiple Races Red: LTELs, Homeless, SED, Hispanic	CA Dashboard Growth Meter: Yellow - move 1 color band Orange and Red - move 2 color bands	Exceeded Standards +2.22% Nearly Met Standards: CA Dashboard Growth Meter: American Indian: Orange —> Orange (No Growth) English Learners: Orange —> Orange (No Growth) Hispanic: Orange —> Red Homeless: Red —> Red (No Growth) Long-Term English Learners: No Baseline for Growth / Difference (Added SY 26/27) SED: Orange —> Red SWD: Orange —> Orange (No Growth) Two or More Races: Red —> Orange White: Yellow ----> Orange
2.4	SBAC Math Assessment	2022-2023 SBAC Score: 17.15% Met or	2023-2024 SBAC Score: 17.63% Met	2024-2025 Math SBAC Score:	SBAC Score: 40% or greater, Met or	Difference from Baseline SBAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Exceeded Standards; 25.47% Nearly Met Standards CA Dashboard Color Meter; Yellow: White Orange: American Indian, Hispanic, SED, SWD Red: English Learners, Homeless, Two or More Races	or Exceeded Standards; 21.28% Nearly Met Standards CA Dashboard Color Meter: Yellow: White Orange: Two or More Races Red: American Indian, English Learners, Hispanic, Homeless, Long-Term English Learners, SED, SWD	Met or Exceeded Standards:17.91% Nearly Met Standards: 23.04% CA Dashboard Color Meter: Overall (Orange) Yellow: White Orange: ELs, LTELs, Homeless, SED, SWD, AI, Hispanic, Multiple Races Red:No Red	Exceeded Standards CA Dashboard Growth Meter: Yellow - move 1 color band Orange and Red - move 2 color bands	Score: +0.76% Met or Exceeded Standards -2.43% Nearly Met Standards CA Dashboard Growth Meter: American Indian: Orange —> Orange (no Growth) English Learners: Red —> Orange Hispanic: Orange —> Orange (No Growth) Homeless: Red —> Orange Long-Term English Learners: No Baseline for Growth / Difference (Added SY 26/27) SED: Orange —> Orange (No Growth) SWD: Orange —> Orange (No Growth) Two or More Races: Red —> Orange White: Yellow ----> Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current 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%	2024-2025 A-G Completion Rate (CA Dashboard Additional Reports): 26.7%	A-G Completion Rate: 60% or higher	Difference from Baseline A-G Completion Rate (CA Dashboard): -3.3%
2.6	CTE Pathway Completion	2022-2023 CTE Pathway Completion Rate: 21%	2023-2024 CTE Pathway Completion Rate (CA Dashboard): 24.5%	2024-2025 CTE Pathway Completion Rate (Ca Dashboard Additional Reports): 24.8%	CTE Pathway Completion Rate: 40%	Difference from Baseline CTE Pathway Completion Rate (CA Dashboard): +3.8
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)	2024-2025 English Learning Progress (CA Dashboard Additional Reports): 52.6% making progress (increased 6.2%) 2025 Summative ELPAC Level 4 (Well Developed):18.49 % Level 3 (Moderately Developed): 33.89% Level 2 (Somewhat Developed): 27.09%	English Learning Progress: 60%	Difference from Baseline Learning Progress (CA Dashboard): +6.7%
2.8	English Learner Reclassification Rate	2022-2023 Reclassification Rate: 14%	2023-2024 Reclassification Rate: 12.9%	24/25 Reclassification rate = 16.14%	Reclassification Rate: 20%	Difference from Baseline Reclassification Rate: +2.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 (Average Scores on Assessments) 2025-2026 (Trimester 2 w/ Quarter 2): Grade 2: 60% Grade 4: 52% Grade 6: 49%	ELA Benchmark Assessments: 70% or above at grades 2,4,6 (Average Scores on Assessments)	Difference from Baseline ELA Benchmark Assessments Trimester 2 w/ Quarter 2: Grade 2: +3% Grade 4: +9% Grade 6: -12%
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%	iReady Math Diagnostic TK-8 2025-2026 On or Above GL (Window 3): TK-8: 28% Grade K: 54% Grade 2: 35% Grade 4: 24% Grade 6: 21% Grade 8: 11%	70% At or Above Grade Level	TK-8: +3% Grade K: +12% Grade 2: +13% Grade 4: -8% Grade 6: +6% Grade 8: -18%
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%;	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%,	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2025 - 2026 Reported Card A-C Rate Middle School: 85.68%, American Indian: 73.26%	Report Card A-C Rate Middle School: 80% or higher High School: 80% or higher Increase Rate for American Indian and Hispanic by 5%	Difference from Baseline Middle School and High School Grades Reported Card A-C Rate Middle School: +8.68%, American Indian: +19.26% Hispanic: +7.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		American Indian: 71% Hispanic: 86%	American Indian: 66% Hispanic: 75% High School: 83%; Native American: 75% Hispanic: 83%	Hispanic: 85.78% High School: 83.21%; American Indian: 72.58% Hispanic: 83.21%		High School: -3.79%; American Indian: +1.58% Hispanic: -2.79%
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%; American Indian: 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%; American Indian: 67% Hispanic: 71%	Middle School (Quarter 2) and High School Grades (Semester 1 VCHS/VCPrep & Trimester 1 OGHS) 2025 - 2026 Reported Card A-C Rate Middle School: 76.22%, American Indian: 67.44% Hispanic: 73.82% High School: 78.77%; American Indian: 63.41% Hispanic: 78.49%	Report Card A-C Rate Middle School: 80% or higher High School: 80% or higher Increase Rate for American Indian and Hispanic by 5%	Difference from Baseline Middle School and High School Grades Reported Card A-C Rate Middle School: -2.78%, American Indian: +1.44% Hispanic: -4.18% High School: +16.77%; American Indian: +12.41% Hispanic: +16.49%
2.13	Course Access - CTE Elements of a High Quality Program (Priority 7)	2022-2023 Program Score: 80%	2023-2024 Program Score: 82%	2024-2025 Program Score: 77.77%	Program Score: 90%	Program Score Difference from baseline: -2.23%
2.14	Physical Fitness Test (PFT)	2022-2023 Participation Rate: Grade 5: 100%	2023-2024 Participation Rate: Grade 5: 100%	2024-2025 Participation Rate: Grade 5: 96%	Participation Rate: 95% or higher for grades 5, 7, 9	Participation Rate Difference from baseline:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 93% Grade 9: 97%	Grade 7: 89% Grade 9: 98%	Grade 7: 88% Grade 9: 97%		Grade 5: -4% Grade 7: -5% Grade 9: 0% No Growth from baseline
2.15	Student Survey	Survey on high-quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2024: 83%	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2025: 89%	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2025: 84.26%	Student Survey: 90% or higher	Student Survey Student Survey Difference from Baseline: +1.26%
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%	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness. 2026: 78.36%	Staff Survey: 90% or higher	Staff Survey Staff Survey Difference from Baseline: -11.14%
2.17	Parent Survey	Survey on high quality instruction leading to academic achievement and physical fitness successfully preparing them for college and career readiness.	Survey on high-quality instruction leading to academic achievement and physical fitness	Survey on high-quality instruction leading to academic achievement and physical fitness,	Parent Survey: 90% or higher	Parent Survey Difference from Baseline: 1.02%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2024: 85.56%	successfully preparing them for college and career readiness. 2025: 85.40%	successfully preparing them for college and career readiness. 2026: 86.58%		
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)	2025: 49% (passed with a 3 or better)	75% (passed with a 3 or better)	-13% Difference from Baseline
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: 82.9% (subject areas and for pupils that they are teaching)	California Dashboard SY 24/25: Teachers appropriately assigned and fully credentialed: 81.5% (subject areas and for pupils that they are teaching) - previously 82.9%	Teachers appropriately assigned and fully credentialed: 100%	Teachers appropriately assigned and fully credentialed: -17.5%
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: 100%	No Difference from Baseline
2.21	State Standards: Implementation of Academic Content and Performance Standards (Priority 2)	Implementation of Academic Content and Performance Standards: Met	Implementation of Academic Content and Performance Standards: Met	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	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% (evidenced by master schedule analysis)	Enrollment in Broad Course of Study: 100%	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	exceptional needs (Priority 7)					
2.23	Long Term English Learners (LTELs)	2022-2023: 15.1% of students who are classified as LTELs 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: 16.03% of ELs who are classified as LTELs 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)	California Dashboard 2024-2025: 31.5% of ELs who are classified as LTELs 2024-2025 Summative ELPAC (LTEL Only) 25.60% Level 4 (Well Developed) 39.29% Level 3 (Moderately Developed) 27.38% Level 2 (Somewhat Developed) 7.74% Level 1 (Minimally Developed)	Decrease to 10% or less	Difference from baseline: ELs who are classified as LTELs: +16.4%
2.24	STAR Benchmark Reading	2023-2024 (Spring): 41.1% At or Above Benchmark	2024-2025 (Spring): 41.1% At or Above District Benchmark	2025-2026 (Spring): 46% At or Above District Benchmark	70% At or Above Benchmark	4.9% difference from baseline
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	2025-2026: Average IRL (Independent Reading Level Trend) @ Spring , STAR Grade 3: 3.0 Grade 4: 3.2	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 difference from baseline: Grade 3: +0.7 Grade 4: +0.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 5: 4.0	Grade 5: 3.7		Grade 5: -0.2
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)	2025-2026 (Spring): 56% of Students At or Above District Benchmark	Spring Outcome: 70% or higher at GE	Difference from last year's: +14%
2.27	Lexia (Will sunset SY 26/27)	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	Students in Grade Level Material (GLM) or Above Fall 2025: 24% in GLM Spring 2026: 58% in GLM	Spring Outcome: 70% or higher in GLM	Spring Outcome /difference from baseline: -1%
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 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 difference from baseline: +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	2024-2025 CAST Score: 22.12% Met or Exceeded Standards; 57.84% Nearly Met Standards	CAST Score: 40% or greater, Met or Exceeded Standards	CAST Score difference from baseline: +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	2025-2026: 94% TK-12 Classrooms integrating ELD	100% TK-12 Classrooms integrating ELD	ELD Integration difference from baseline: +14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			strategies in the instructional day	strategies in the instructional day	strategies in the instructional day	
2.31	Pupil Achievement: Early Assessment Program (EAP) (Priority 4)	The Early Assessment Program (EAP) is signal of college academic preparation through 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%	2023-2024 EAP ELA: 45.66% Met or Exceeded Standard Met Level 3: 27.33% Standard Exceeded Level 4: 18.33%	2024-2025 EAP ELA (11th Grade SBAC ELA): 37.18% Met or Exceeded Standard Met Level 3: 22.74% Standard Exceeded Level 4: 14.44%	Increase EAP ELA to 60%	EAP ELA: -1.44% Met or Exceeded Standard
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	QSA (Avg Level 1-4): New Metric for 2025-2026 2024-2025 District Wide: Level 2	QSA (Avg Level 1-4): New Metric for 2025-2026 2024-2025 District Wide: Level 3	QSA (Avg Level 1-4): New Metric for 2025-2026 2024-2025 District Wide: Level 3	QSA: +1 from the year before

Goal Analysis [2025-26]

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

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

The implementation of actions within Goal 2 during the 2025-2026 school year (with updated data from 2024-2025 state measures and 2025-2026 for key local measures) largely aligned with the planned strategies. An analysis of the most recent metrics, based on the implementation of actions for this goal, indicates notable progress and 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 "Yellow" to "Green" (2024-2025 data), with the percentage of students classified as 'Prepared' increasing substantially from 29.3% to 36%. At OGHS, CCI was at 0% for all students, Hispanic and SED student groups. Furthermore, Career Technical Education (CTE) Pathway completion also showed positive movement, with the rate increasing from 24.5% to 26.7% (2024-2025 data). On state assessments, SBAC Math scores continued to grow slowly, with 17.91% meeting or exceeding standards (up from 17.63%) for the 2024-2025 school year. The district graduation rate increased slightly from 91.4% to 92% (2024-2025).

Performance on English Learner indicators also showed growth: the English Learner Progress Indicator (ELPI) was 52.6% in 2024-2025 (compared to 45.9% in the prior year), and the reclassification rate increased from 12.9% to 16.4% (2024-2025). Local Indicators such as Curriculum Assessment Benchmark ELA TK indicated growth in student achievement, with a 2% increase for grade 2 (from 58% to 60%) and a slight 1% increase for grade 4 (from 51% to 52%). New local assessment data from the iReady Math diagnostic for TK-8 students (Window 3, 2025-2026) indicate that 28% of students are currently meeting or exceeding grade-level benchmarks (an increase of 3% from the previous year) - this score is still reflected as a significant area for targeted instructional support.

Despite these gains, several areas require intensified focus and strategic intervention. Similarly, A-G completion rates declined slightly from 29.8% to 24.8% (2024-2025). While the overall CCI status improved, disparities persist for some student groups (ELs, LTELs, Homeless, SWD, White), 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. Unfortunately, at OGHS, CCI was at 0% prepared for all students, including Hispanic and SED student groups, who remained at 0% preparedness.

Stakeholder feedback gathered through the 2026 surveys (covering the 2025-2026 school year) provides valuable insights into perceptions of Goal 2 implementation. The staff survey indicated 79.34% satisfaction (decreased from 84.57% in 2025), and the parent survey showed 86.58% satisfaction (a slight increase from 84.40% in 2025) 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 budgeted expenditures and actual expenditures are the following:

2.9 Site Computer Technicians: Fewer technicians were needed than anticipated; some services were offered through various contracts that were grant-funded.
2.10: EL Support Classes: The budget was based on staff members who are on a different salary schedule than the ones that were budgeted for.
2.11: EL Secondary instruction: Fewer ELs counted and fewer staff members than anticipated
2:12: Alternative Education Program: Difference between estimated budget cost and actual cost for the school year.
2.14 1:1 Devices - The difference is due to the split cost of one-time funds and LCAP
2.15: Intervention Resources: Some of our intervention resources were split-funded (one-time funds and LCAP)
2.16: Professional Learning and Training (CAASPP): The majority of the budgeted expenditures was based on the cost of sending a team of our staff to the California Assessment Conference (CAC) - This year, we could not send the team due to calendar conflicts with major district events at the same time as the conference. All training took place in-house during school hours, which explains the difference between budgeted and estimated actual expenditures.
2.17: High School Summer Credit Recovery/Acceleration/Enrichment: A big chunk of the budgeted amount was to pay for Edgenuity credit recovery courses. The cost of the courses was waived this year since the company elected to extend the subscription for the summer. Also,

fewer teachers were assigned this year than anticipated, which cut the hourly cost of teachers during the summer session. Additionally, fewer students participated, reducing the cost of summer school materials.
2.18: Elementary and Middle School Summer Extended Learning: Fewer teachers were assigned this year than anticipated, which cut the hourly cost of teachers during the summer session. Fewer students enrolled in the summer program, reducing the cost of summer school materials. Also, some of the summer programs were funded by various sources, including Title III and migrant funds.
2.19: LTEL Professional Learning Community (PLC) Practices: Most of the LTEL PDs that we engaged in were free of charge. The ones that took place in-house were during school hours, thus explaining the difference between budgeted and estimated actual expenditures.
2.20: EL instructional Programs and Professional Development: This year, we partnered with out-of-district professional trainers who offered training in high-impact ELD strategies to our staff members. The cost of the training exceeded the budgeted expenditures.
2.22: Expanded After-School Academics and Enrichment Program: This year, not many staff members participated in providing after-school academic support for our students. The program showed more participation later during the year, thus explaining the difference between the estimated budget cost and the actual cost for the school year (fewer staff members leading to fewer timesheets)
2.23: Bilingual Instructional Aides: The budgeted expenditures failed to include the bilingual instructional aides at the Elementary Schools and only included the bilingual instructional aides at the MS, HS, and OG, which explains the difference in cost.

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

The implementation of actions under 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 grade-level articulation. Analysis of student performance data, coupled with an understanding of the implemented actions, indicates significant progress, particularly in college and career preparedness, while also highlighting areas requiring ongoing, intensified effort, especially in advancing English Learners 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 as we move into the 2026-2027 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, 2.22 Expanded After-school Academic and Enrichment Program): 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, 2.21 Learning Recovery Intervention and Support Teachers): ELA/Literacy: Positive trends in STAR Reading (Metric 2.24), STAR Early Literacy GE (Metric 2.26),

slight increase in Lexia GLM (Metric 2.27), and elementary ELA benchmarks/ Grades 2 and 4 (Metric 2.9) suggest some effectiveness of actions like Elementary Instructional TOSAs (2.2) and intervention resources (2.15). However, the slight decline in EAP ELA (Metric 2.31) 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 decline. The new iReady Math data (Metric 2.10) showed a slight 3% increase (currently at 28%) in on- or above-grade-level performance, still indicating a need for intensified and potentially different strategies. While High School and Middle School Math A-C grades improved (Metric 2.12), SBAC Math scores still declined for both.

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, 2.23 Bilingual Instructional Aides): Despite a comprehensive suite of actions, outcomes for English Learners varied by different metrics. For instance, there was a 6.2% increase in ELPI from the previous year (Metric 2.7), a 3.24% increase in the Reclassification Rate (Metric 2.8). However, there was a significant increase in LTELs (Metric 2.23), suggesting that significant emphasis should be placed on our LTELs. 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. Our bilingual instructional aides (Action 2.23) also played a very important role in supporting our English Learners and LTEL student groups in their academic performance, as evidenced by the ELPI performance (Metric 2.7), which is at a green indicator level.

Graduation and A-G Completion (Actions 2.3 Secondary Intervention TOSA, 2.5 Guidance Technicians, 2.17 High School Summer Credit Recovery): There was a slight increase (+0.6%) in the overall Graduation Rate (Metric 2.1); however there was a 3.1% decrease in the A-G Completion Rate (Metric 2.5) indicating 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 such as 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 (such as 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) and 2.14 Physical Fitness Test. The increase in the CTE Program Score (Metric 2.13) is positive. PFT participation (Metric 2.14) has shown a slight decline for grades (5th, 7th, and 9th).

Specific actions have demonstrated clear effectiveness in areas such as the College and Career Indicator and in maintaining foundational services. However, data indicate a pressing need to re-evaluate and enhance strategies, particularly to reduce the percentage of LTELs,

improve mathematics achievement across TK-8, and increase A-G completion rates. The district's ongoing commitment to data analysis and the refinement of PLC practices will be vital to addressing these areas of concern and building on 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.

There will be no major changes to Goal 2, since many actions and metrics were modified and added during the year 25/26. Many existing actions were determined to be effective, and although adjustments were made, many actions will continue. The Valley Center Pauma Unified School District's (VCPUSD) LCAP draft's Goal 2 analysis, which reflects actions from the 2025-26 school year, notes that several initiatives will continue into the upcoming 2026-27 LCAP cycle. Specifically, Actions 2.19, "Long-Term English Learner Instructional Programs and Professional Development," and 2.21, "Learning Recovery Intervention and Support Teachers." 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 expanded programs, their full effectiveness and impact on metrics can only be compared over a year of baseline. 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, and the addition of a metric to monitor the implementation of expanded learning and after-school programs, the expansion for 2025-2027 is planned. In the 25/26 school year, 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 and will continue through 2026-2027.

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 necessary measure to ensure that program offerings and services are regularly monitored. 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 three-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 Learners.

Specific changes or additions in actions, metrics, and desired outcomes include the following:
SY 26/27: A metric that will be removed since the program will sunset (Lexia: Metric 2.27)
SY 26/27: LTELs will be included in metrics 2.2 and 2.3

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
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 with access to the curriculum through strategies and adaptations, as well as to assessments, will allow English Learner students to grow and excel in their academics. The ELD TOSA will support the district's language acquisition programs for English Learners, work with site teams to monitor English Learner and Long-Term English Learner (LTEL) progress toward reclassification, and provide training and support for continued implementation. While supporting all district schools, specific support will be provided to the following student schools based on the California dashboard. The district has been monitoring Lilac's ELPI Level for our EL student group since 2023 due to their Low performance. Dashboard 2025 scores suggest that EL student groups at Lilac showed a growth in their ELPI level: 55.1% (+16.1%). The district also monitored Primary's ELPI level since 2023. Current data showed that ELs at the Primary school declined 44.4% (-2.7%). Current data shows needs in the following areas: ELs at VCHS and VCES for ELA; ELs at VCHS and VCMS for Science; and ELs at the Secondary-level schools for CCI. Additionally, extra emphasis will be placed on LTELs district-wide in ELA and CCI, as well as VCMS for Science. This will be done through site visits and classroom support to help meet EL progress as measured by the English Language Proficiency Indicator on the CA Schools Dashboard.	$151,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Elementary Instructional TOSA	TOSAs at each elementary school (school-wide Title 1) provide direct student support to unduplicated students (small group instruction) who are below grade level in core subject areas. In addition, they provide site- and district-wide staff development on core subject areas and district initiatives. Their impact on student achievement can be measured through local and state metrics, as well as for student groups showing growth on the color meter. The district has been monitoring the following sites and student groups since 2023 based on their Low SBAC ELA performance. Dashboard 2025 scores suggest that some sites and some student groups showed progress while others did not. For instance, Lilac: EL 3.58% (+1.62%), Hispanic 32.12% (+12.83%), SED 32.09% (+10.56%), SWD 25.01% (+10.73%). Pauma: All 16.18% (-1.27%), EL 2.50% (-1.35%), Hispanic 15% (-1.67%), SED 13.64% (+0.36%). VCES: AI 8.34% (-4.81%), SWD 5.50% (-5.75%). The district has also been monitoring the following sites and student groups since 2023 based on their low SBAC Math performance. Dashboard 2025 scores suggest that some sites and some student groups showed progress while others did not. For instance, Lilac: EL 8.93% (+5.08%), SWD 12.51% (-5.86%). Pauma: All 13.77% (+6.44%), EL 2.38% (+2.38%), Hispanic 10.78% (+2.16%), SED 11.71% (+7.77%). Middle School: MR 8% (-1.8%). The TOSAs 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 TOSAs will work with site teachers and site leadership teams to develop interventions and supports for specific student groups at their school sites who are performing at lower levels on state assessments in ELA and Math, as reported by the CA Schools Dashboard 24/25. These sites and applicable student groups include: ELA in red: District-wide (LTELS, Homeless, SED, Hispanic); VCES/Primary (EL, SWD, AI); and in orange: Pauma (All, ELs, SED, Hispanic); Lilac (SWD). As for Math in orange: District-wide(All), Pauma (All, ELs, SED, Hispanic), VCES/Primary (ELs, SED, SWD, AI, Hispanic), Lilac (SWD)	$621,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Secondary Intervention TOSA	Two Intervention TOSAs at Valley Center High School and Middle School provide direct student support (small-group instruction) to students who are below grade level in core subject areas. In addition, they provide site-wide staff development and coaching of teachers in the core subject areas on strategies that support the growth and success of unduplicated students. and district initiatives. The district has been monitoring VCMS, specifically the Multiple Races/Two or More student group, since 2023 due to their Low SBAC ELA performance. Dashboard 2025 scores suggest that the MR student group showed a decline in SBAC ELA Performance; MR at 22.56% (-1.02%) 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, behavioral, and attendance measures, following an MTSS approach. Student progress grades, credits towards graduation, and other data are 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 the student groups with the highest needs. These actions align with areas for improvement for both school sites serving low-performing student groups, as indicated on the CA Schools Dashboard 24/25, in the following metrics: Valley Center MS ELA in red (All, SED, Hispanic) and VCMS Math in red (SED); Valley Center High School CCI in orange (English Learners, LTELs, SWD).	$281,653.00	Yes
2.4	District Wide Mathematics TOSA (LREBG)	The district-wide mathematics TOSA will support teachers with staff development in mathematics and provide a framework for intervention and small-group instruction in grades TK-12. In addition, the TOSA will work with families to develop learning strategies for mathematics at home. The district-wide mathematics TOSA supports all school sites and grade levels, with a focus on the 58.3% UPP student group, which comprises the highest percentage of students performing low in mathematics.	$165,539.00	No

Action #	Title	Description	Total Funds	Contributing
		The district has been monitoring the EL, Homeless, and Multiple Races/Two or More student groups since 2023 due to their low SBAC Math performance. Dashboard 2025 scores suggest that some of the following student groups showed progress, while others have declined. For instance. Dashboard data 2025 suggests that the Multiple Races student group at 22.50% met and exceeded standards on the SBAC Math, showed a decline (-0.57%); however, the ELs at 3.01% showed growth (1.49%), and the homeless student group at 2.82% showed growth as well (+2.82%). Based on the CA Schools Dashboard, in addition to unduplicated student groups, the TOSA will prioritize English Learners, LTELs, Homeless students, AI, SWD, and SED who have had the lowest performance levels for the district overall over the past year.		
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 aid, etc.), field trips to colleges, and schedules on campus career speakers, available scholarships, FAFSA completion, and part of parent nights. Given the very low performance of English Learners, LTELs, SED, Homeless, SWD, American Indian, and Hispanic students on the College and Career Indicator, this workaround, preparing students for college and career readiness through direct services provided 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, 52.89% of students are in the UPP, of which 21.3% are English Learners. These groups are the focus of the guidance technicians' time, as they address many areas to support growth in these student groups. The different measures that make up 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 needs. At Valley Center High School, these staff members interact directly with English Learners, LTELs, Homeless, SED, AI, and Students with Disabilities, and will	$81,018.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 opportunity to many students who may not traditionally engage in music. These two teachers serve TK-5 students in School-wide Title I schools and represent 52.4% of the district's UPP and 60% of the district's elementary students. Within this percentage, more than 25% are English Learners. Band at the Elementary level is not required; however, VCPUSD has implemented band because research on the positive effects of music on academics is the rationale for including band in our elementary schools. This also has a longer trajectory for many students, as this introduction provides a pathway to 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 may also foster a passion.	$190,322.00	Yes
2.7	Special Projects Team	The Special Projects Team's work is to provide direct service to our English Learners, American Indians, and Migrant students in the following ways: writes and updates grants to serve students and families, calls all Migrant families to communicate district changes and provides needed items to support student success, holds parent meetings to allow for collaboration and input, works with site leadership to facilitate programming for student success, and serves as district liaison to bring local community health services to families. The special projects team works with sites, TOSA, and student services to identify high-need student groups and ensure supports and services are provided. This team supports the monitoring and reclassification process for English Learners. It guides district work in implementing designated and integrated ELD and language acquisition programs, with a focus on English Learners (EL), Long-Term English Learners (LTELs), and students who are Reclassified Fluent English Proficient (RFEP). With the district UPP at 58.3%, comprising 21% English Learners, the services provided by this team, either directly to students and families or indirectly through guidance and support to each school site, have a direct impact on all academic measures for high-need student groups district-wide.	$342,723.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$242,183.00	Yes
2.9	Site Computer Technicians	To support a 1:1 district vision to accelerate learning and close achievement gaps, the team ensures that our students have fluid access to curricular materials and assessments. They serve 58.3% of our UPP families and students by training and supporting them, often one-on-one, in using hotspots, troubleshooting access to the curriculum, and providing phone support to families who call in. Many families come in person for support with Internet access.	$104,923.00	Yes
2.10	English Learner (EL) Support Classes	Provide intervention and support classes at the secondary level to support EL students, targeting newcomer students.	$47,085.00	Yes
2.11	English Learner Secondary Instruction	Teachers work directly with curriculum and instruction staff and 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 teacher's lesson planning and incorporated directly into the instruction day. At Valley Center High School, 11.2% of the student enrollment is English Learners, with approximately 75% reported as Long-Term English Learners (LTEL). Overall, the majority of students at the secondary level fall into the LTEL group (75%). This instruction supports students outside a designated ELD classroom and meets the needs of EL students who have not met reclassification criteria at the secondary level, often those who have been designated as EL for 7+ years in the school district.	$768,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Alternative Education Program	The alternative education option offered to students at Oak Glen High School provides a different academic pathway so that all students graduate and meet local district and state graduation requirements. There is an identified need in the district to offer this nontraditional school setting, beneficial to students who work on their course requirements and complete their high school diplomas. Although any student may participate based on need, unduplicated students make up the majority of the enrollment, comprising 76.7% 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 significantly from the alternative education program, and the school is structured to support students attending our accredited alternative high school, who have thrived in an environment that is smaller, more flexible in scheduling, 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 across the measures that make up the College and Career Indicator (CCI). The staff and leadership team meet regularly to direct support to student groups with the greatest need. Oak Glen High School serves students with the highest level of need. Staff members interact directly with all students, specifically the 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.	$839,450.00	Yes
2.13	Additional School Sections	Sections at the secondary level provide for smaller class sizes to support reading, mathematics, and science literacy. These classes meet the needs of Students with Disabilities, American Indian students, English Learners, LTELs, 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 are based on English Language Development (ELD), serving the needs of our EL students.	$1,293,911.00	Yes
2.14	1-to-1 Devices	Providing devices to all students for learning has been part of VCPUSD's vision. 58.3% of our students are socioeconomically disadvantaged, and this funding supports devices and hotspots to enable learning, research,	$477,905.00	No

Action #	Title	Description	Total Funds	Contributing
		and communication. Technology access is critical for low-income students who typically lack connectivity to learning resources on devices at school and at home. This ensures our students have access to curriculum, research, and programs for their success in school.		
2.15	Intervention Resources	In addition to the classroom teaching and learning process, computer-based programs, curricular programs, and tutoring provide additional resources for teachers to use when students exhibit learning gaps. These resources are integrated throughout the day for students and are part of the overall curricular program when we measure student success in both ELA and mathematics. With the goal of providing intervention for students with higher support needs, these resources target the district's 58.3% UPP and student groups (English Learners, Low Income/SED, LTELs, American Indian, and Homeless) that are low-performing on the CA Schools Dashboard.	$90,689.00	Yes
2.16	Professional Learning and Training (Standardized Assessments; CAASPP, CAST, CAA)/ High Impact strategies PDs - Benefits all students, specifically English Learners, LTELs, AI, Homeless, Two or More Races, SED, SWD	SBAC assessment data suggest that continued growth and improvement are needed for all students in VCPUSD. As part of the differentiated assistance process, VCPUSD is working to address low performance among unduplicated student groups. Part of this work is to align the DOK and rigor levels of classroom assessments with those of state assessments. Teachers at all school sites will engage in staff training and preparation during specific staff meetings and district early-release days. With the continued use of CAASPP/CAST/CAA interim assessment blocks and the SBAC Tools for Teachers system, teachers will incorporate formative tools that provide data to drive instruction and meet the needs of student groups, especially those in unduplicated groups. This district-wide work in both ELA and mathematics at all school sites and grade levels, with a focus on supporting the 58.3% UPP student groups, which make up the highest percentage of students performing low in both subject areas. Based on the CA Schools Dashboard, in addition to unduplicated student groups, this work will prioritize English Learners, LTELs, SED, AI, and Homeless students with the lowest performance levels across the district overall. District-wide, special attention has been given since 2023 to the following two student groups to support them with ELA: Homeless at	$76,847.00	No

Action #	Title	Description	Total Funds	Contributing
		15.94%, meeting or exceeding standard (+4.62%) and Multiple Races at 11.34% (-4.2%). 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 the integration of culturally relevant content. These initiatives empower teachers to create inclusive environments and accurately assess students' language development, fostering academic success and linguistic proficiency among English learners. They also provide teachers with ongoing training to support the implementation of integrated instructional strategies across both ELD and content-area courses. With a focus on each student's journey as an EL and a whole-child view, professional development will also address the needs of students who have not yet been reclassified in our district and are part of the Long Term English Learners (LTEL) student group.		
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 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	$140,746.00	No

Action #	Title	Description	Total Funds	Contributing
		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.	$224,357.00	No
2.19	Long-Term English Learner Instructional Programs and Professional Development	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.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
2.20	English Learner Instructional Programs and Professional Development	To support English Learners throughout the district, VCPUSD has an instructional program comprising highly trained staff, implemented language acquisition programs, intervention and support services, and monitoring programs. These programs focus on all English Learners with the emphasis on the individual needs of English Learners (EL), Long-Term English Learners (LTEL), and Reclassified English Learners (RFEP). Language acquisition programs have been implemented through the core curriculum at the elementary level and through the curriculum for specific English Language Development (ELD) courses at the secondary level. This designated instruction provides teachers with resources to meet the needs of ELs in their classrooms. Training is provided for these programs to ensure that teachers can fully implement the materials and have the support resources they need. In addition, emphasis is placed on differentiated instruction, language scaffolding, and the integration of culturally relevant content 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, and 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 with access to a student information system that includes all the academic information they need on their EL students (e.g., 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	$33,129.00	No

Action #	Title	Description	Total Funds	Contributing
		monitor the effectiveness of this action include the ELPI and state assessments, LTEL rate, reclassification rates, ELD implementation, reading levels, and secondary report card grades.		
2.21	Learning Recovery Intervention and Support Teachers (LREBG)	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-group or whole-class settings, and assisting with 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 was a new action for the 2025-26 LCAP and is funded through the Learning Recovery Emergency Block Grant. This action aligns with the purpose of the Learning Recovery Emergency Block Grant (LREBG) 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 to accelerate 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), LTELs, Homeless, AI, 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	$587,775.00	No

Action #	Title	Description	Total Funds	Contributing
		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, 2.28).		
2.22	Expanded After School Academic and Enrichment Program (LREBG)	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 a 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 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, 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 in turn 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	$119,736.00	No

Action #	Title	Description	Total Funds	Contributing
		research emphasizing the effectiveness of high-impact tutoring. Such targeted support directly addresses academic proficiency and learning recovery, with a focus on students below grade level in ELA or Math, prioritizing English Learners (ELs), LTELs, Homeless, Foster Youth, and low-income students (Socioeconomically Disadvantaged), and 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, 2.17)		
2.23	Bilingual Instructional Aides (BIA)	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 placed at school sites focusing on effective strategies for supporting designated and integrated English Language Development (ELD), primary language support techniques, differentiation 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 to 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.	$163,319.00	No

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%	Parents and guardians are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2026: 88.18%	90% or above	Parent Survey: +3%

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%	Students are informed with timely district, school and classroom information and opportunities to provide input for decision-making. 2026: 84.77%	90% or above	Student Survey: +10.77%
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%	Parents, guardians, and students are provided with timely district, school, and classroom information and opportunities to provide input for decision-making. 2025: 86.08%	90% or above	Staff Survey: -9.16%
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	2025-2026: 90% of SSC members attend all meetings	90% of SSC members attend all meetings	SSC Involvement: +3%
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	2025-2026: 65% of ELAC members attend all meetings	90% of ELAC members attend all meetings	ELAC Involvement: No difference from baseline
3.6	Parent Involvement - Title VI Advisory Committee (Priority 3)	2023-2024: Title VI meetings have 17-32 attendees	2024-2025: 54% of Community Members are parents	2025-2026: 51% of Community Members are parents	Increase parent participation to 75% of community	Parent Participation; +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		50% community members and 50% staff. Of community members: 42% are parents			members are parents.	
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%	2025: 4 Workshop Series (multiple events) (Math / Reading District Wide) Parent/Guardian Participation: 14% English Learner: 20% Low-Income: 26% Foster Youth: 13%	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 Group) - New metric for 2024-2025 school year.	2024-2025 Back to School Night: 54% (Average Across All School Site) 2024-2025 Elementary Sites Open House: Data Not Available Parent/Guardian Participation (Student Group) -	2025-26 Back to School Night: Average across all school sites: 41.88% Primary: 59.5% Lilac: 63.57% Pauma: 53.16% VCMS: 36.03% VCHS: 21% OGHS: 92.10%	70% Parent Attendance (Average Across All School Site) Parent/Guardian Participation (Student Group): 50% for all measured groups	Back to School Night: -12.12% No Baseline Available for Difference for school sites

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: No Baseline Established Low-Income: No Baseline Established Foster Youth: No Baseline Established	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%	Active Parent Portal Accounts 2025-2026: 96.08%	100% of students with parents/guardians have active parent portal account	Active Parent Portal Accounts: +5.08%
3.10	Translated Documents	2022-2023: All Required Documents are Translated into Spanish	2023–2024: All Required Documents are Translated into Spanish	2024–2025: All Required Documents are Translated into Spanish	All Required Document are Translated	No Difference from Baseline

Goal Analysis [2025-26]

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

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

The 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 with timely information and opportunities for input, as measured by the Parent Survey (Metric 3.1), which remained at 88.18% in 2026 (Goal 3: Q1 and Q3). This suggests that ongoing communication strategies are being well-received by families. The district maintained high access to student information through the Parent Portal, with 96.08% 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 timely information and opportunities to provide input (Q6), from 92.75% in 2025 to 91.04% in 2026. 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 2026, target 90%) and Title VI (Metric 3.6: 51% of community members were parents in 2026, target 75%) remains below desired levels. Parent/Guardian attendance at events like Back to School Night (Metric 3.8: 41.88% average in 2025-2026, 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 it into active, broad-based participation across all offered avenues remains a complex challenge requiring ongoing strategic thinking 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, and ensuring that 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 on its successes.

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 budgeted expenditures and actual expenditures are the following:
3.2: Parent Workhops: The difference in estimated actual expenditures is due to the fact that many of the parent workshops that took place at VCPUSD school sites were funded through other funding sources, such as Title I and Title III.
3.3 Software Services - 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 American Indian Students and Families & Site/District Parent/Student Engagement Support): This multifaceted role remains crucial. The TOSA's work in supporting American Indian students and families, a key part of the district's unduplicated pupil percentage (UPP), by facilitating communication, providing resources, and supporting advisory processes (such as 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 88.18% satisfaction in 2026 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 91.04% in 2026, 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 2026, 51% 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): 2026 data indicated a percentage of 84.77%. 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 and the increase to 4 offerings in 2026, 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 (88.18% satisfaction) suggests parents value the information and opportunities provided, likely including these workshops.
Parent/Guardian Attendance at Site Parent Events (Metric 3.8): The 41.88% average attendance at Back to School Night (2025-2026) is below the 70% target, indicating a need to explore strategies to boost attendance at larger events, including 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 its reach.

Action 3.3: Parent Communication Platforms and Translated Documents: Utilizing multiple communication platforms (digital, traditional) and ensuring translation is fundamental to keeping parents informed.
Parent Survey (Metric 3.1): The 88.18% 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 2025-26) is a clear success and demonstrates commitment to accessibility for Spanish-speaking families.
Active Parent Portal Account (Metric 3.9): 96.08% of students have parents/guardians with active accounts (2025-2026), indicating strong 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 the timeliness of information might suggest a need to review internal processes or to ensure that all staff are using 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 effectively provides 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 2026-2027 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 have. 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 parents to break down any misunderstandings. This TOSA position is developed to support our 8% of our American Indian population who are part of our unduplicated count as Low Income, Foster, and Homeless.	$162,964.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 to communicate information about our student outcomes and school performance to parents, the community, students, and our staff. This communication allows for the input of information and decision-making regarding the school district's goals and needed actions. 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 us to communicate our LCAP plan and our Safety and SPSA, in which 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 ongoing, regularly updated manner is important for monitoring and adjusting actions during the school year, rather than relying solely on end-of-year state data. This dashboard will be part of the district's software services and will focus on our student groups with the highest needs and on the district's focus areas. These groups (American Indian, Hispanic, English Learners, LTELs, Homeless, SED, SWD) make up our 58.3% UPP. Aspects of the dashboard will be publicly accessible to all educational partners and help ensure accurate state reporting each school year.	$66,895.00	Yes
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.	$40,464.00	Yes

Action #	Title	Description	Total Funds	Contributing

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%	2024-2025: 46.4% in 80% (DataQuest)	75% in 80% or more	LRE in 80%: -0.3%
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	New Data Not Available	90% or higher	No baseline comparison
4.3	4 Year Cohort Graduation Rate (SWD)	2022-2023 Graduation Rate (SWD): 89.3%	2023-2024 Graduation Rate (SWD): 75.5%	2024-2025 Graduation Rate (SWD): 83%	Greater than 90%	Graduation Rate (SWD): -6.3%
4.4	Suspension Rate (SWD)	2022-2023 Suspension Rate (SWD): 5.5%	2023-2024 Suspension Rate (SWD): 4.8%	2024-2025 Suspension Rate (SWD): 5.5%	Decrease suspension rate for SWD to 3%	No Difference from baseline
4.5	Chronic Absenteeism Rate (SWD)	2022-2023 Chronic Absenteeism (SWD): 43%	2023-2024 Chronic Absenteeism (SWD): 37.9%	2024-2025 Chronic Absenteeism Rate (SWD): 34.3%	Decrease Chronic Absenteeism to 34%	Chronic Absenteeism (SWD): 8.1% (growth)
4.6	Parent Involvement Rate Participation % in IEP Process	2022-2023 Parent Involvement Rate: 100%	2023-2024 Parent Involvement Rate: 100%	2024-2025 Parent Involvement Rate: 100%	Maintain 100%	No Difference from baseline
4.7	Rate of Students with Transition Goals/Services	2020-2021 Students w/ Transition Goals/Services: 95.81%	No New Data Available	SY 24/25 students with transition goals/services: 100%	Increase to 100%	+4.19%
4.8	SBAC ELA Scores (SWD)	2022-2023 SBAC ELA Scores (SWD): 9.34%	2023-2024 SBAC ELA Scores (SWD): 7.95% Met	2024-2025 SBAC ELA Scores (SWD): 7.37% Met	Increase Met or Exceeded to 22%	SBAC ELA Scores (SWD): -1.97% Met or Exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Met or Exceeded, 12% Nearly Met	or Exceeded 13.15% Nearly Met	or Exceeded 15.38% Nearly Met		
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	2024-2025 SBAC Math Scores (SWD): 4.82% Met or Exceeded 9% Nearly Met	Increase Met or Exceeded to 15%	SBAC Math Scores (SWD): 0.14% 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 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) - 2026: 89.96%	Parent Survey to 90% or above for goal area	Parent Survey: +2.43%
4.11	Staff Survey	Staff survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state	Staff survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned	Staff survey for students eligible for special education and services with an educational program in their least restrictive environment that includes standards-aligned	Staff Survey to 90% or above for goal area	Staff Survey: -11.12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards. (% strongly agree & agree) 2024: 85.83%	instruction enabling students to meet or exceed state standards. (% strongly agree & agree) 2025: 80.06%	instruction enabling students to meet or exceed state standards. (% strongly agree & agree) - G2 (Q14-16) 2026: 74.71% 2026: 74.33%		

Goal Analysis [2025-26]

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

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

The 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 initiatives aimed at improving outcomes for students with disabilities.

Successes in Implementation: Several metrics indicate positive movement and successful implementation of supportive strategies:
A significant increase in the graduation rate for SWD from 75.5% (2023-2024) to 83% (24/25). This is a substantial increase and moves closer to the target of greater than 90%.
Significant improvement was seen in reducing chronic absenteeism for SWD, with the rate dropping from 37.9% (2023-2024) to 34.3% (24/25). This is a substantial gain that led to 34% target. The district maintained a 100% parent involvement rate in the IEP process for 2022-2023, 2023-2024, and 2024-2025, demonstrating strong continued engagement with families in planning for their students.

Challenges in Implementation: Despite the successes, several areas present ongoing challenges and require continued strategic focus:
UDL Professional Development: Staff members were engaged in a variety of training opportunities, such as newly adopted curricula and EL/LTEL high-impact strategies. Site leads attended UDL conferences this year and will extend this work to everyone next yeat (train the trainer model).

There was a slight decrease in the percentage of SWD in the regular class for 80% or more of the day, moving from 47.60% (2023-2024) to 46.4% (2025-2026). This indicates a need for a greater inclusion goal.
A notable increase in the suspension rate for SWD from 4.8% (2023-2024) to 5.5% (24/25), moving farther from the target.
Parent satisfaction with educational programs for SWD in their LRE, including standards-aligned instruction, decreased significantly from 94.34% in 2025 to 89.96% in 2026. This is an area of need for the endorsement of the district's efforts from the parents' perspective.
The percentage of SWD meeting or exceeding SBAC ELA standards decreased from 7.95% (2023-2024) to 7.37% (2024-2025). There was a slight decrease in the percentage of SWD meeting or exceeding SBAC Math standards, from 5.22% (23/24) to 4.82% (24/25). This decline highlights a critical area for academic support.
Staff perception of the effectiveness of programs for SWD in their LRE decreased, from 80.06% in 2025 to 73.43% in 2026. 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 chronic absenteeism and increasing the graduation rate for our SWD student group, significant challenges remain, particularly concerning the SWD SBAC Math and SBAC ELA scores, a decrease in parent satisfaction (per LCAP survey), and a slight decrease in LRE. 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 budgeted expenditures and actual expenditures are the following:
4.1: Student Services - Program Specialist: The difference in cost is due to a staff member leaving at the beginning of the school year and being replaced with another staff member (Benefits and Salary difference). Services were being provided by VCPUSD support staff until the postion was filled.
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 2026-2027 school year. Leadership attended UDL this year and will extend this work to staff members.
4.3: Instructional Program Review and Planning: Meetings took place with the special education team to review high-impact strategies around course access to support our students in the least restrictive environment. Most of the meetings took place in-house and during contract hours (Early Release Days, PLC meetings, RTI meetings) and didn't need additional funding for extra hours or outside contracted agencies.
4.4 Specialized Programs and Training - Specialized programs were offered to our students to meet their needs. Part of the budgeted expenditures for this action was based on the professional training needed for new staff to implement programs; expenditures differed due to a lower need for training and to staff who had previously received it.

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 in improving outcomes for VCPUSD students with disabilities (SWD), with a focus on the least restrictive environment (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 in implementing Multi-Tiered Systems of Support (MTSS), pre-referral strategies, addressing behavioral, academic, and social-emotional needs, IEP implementation, and parent collaboration. The Program Specialist role is crucial in coordinating services and supports.
The significant reduction in Chronic Absenteeism for SWD (Metric 4.5) from 37.9% 34.3% 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) points to effective collaboration and support. The increase in the 4-Year Cohort Graduation Rate for SWD (Metric 4.3) from 75.5% to 83% strongly indicates the impact of strategies supporting our SWD student group. The increase in Suspension Rate for SWD (Metric 4.4) from 4.8% to 5.5% and the notable decrease in Parent Survey satisfaction (Metric 4.10) from 94.34% to 89.96% also point to the need for finding venues for effective collaboration and support. The slight decrease in LRE (Metric 4.1) from 47.60% to 46.4%, and SBAC Math scores for SWD (Metric 4.9) from 5.22% to 4.82%, and ELA scores (Metric 4.8) from 7.95% to 7.37%, also indicate greater attention to providing more focused academic support. The decrease in positive Staff Survey responses (Metric 4.11) to 74.71% suggests a need to ensure staff feel adequately supported by these systems and specialists. This action has been effective in improving student engagement (attendance) and graduation. However, translating these supports into consistent academic gains, particularly in ELA and Math, and towards reducing suspension, 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 implementing this action have begun with planning and needs assessment, but the majority of implementation will take place during the 2026-2027 school year. This year, our leadership teams purchased UDL books and explored impactful strategies to support effective staff implementation. Additionally, some of our site TOSAs are registered to attend UDL training sessions this upcoming summer. The goal is to implement the train-the-trainers model at our school sites during PLC and staff meetings this upcoming school year and provide our teachers with a toolbox (collected from the UDL books and the summer UDL sessions). The decreases in SBAC ELA scores (Metric 4.8) and SBAC Math scores (Metric 4.9) indicate that UDL principles need to be more deeply embedded and effectively implemented to improve 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 are needed. UDL training is a critical long-term strategy. Its effectiveness will be measured by sustained improvements in academic achievement and inclusion. Current data suggest that while the groundwork is being laid, a more intensive, 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. Systemic review and planning are essential for creating truly inclusive environments. The slight decrease in the LRE rate (Metric 4.1) from 47.60% to 46.4% directly reflects the need to pay closer attention to the efforts required for this action. The high Parent Involvement in IEPs (Metric 4.6) also suggests that families view the planning process positively. The significant growth in the SWD Graduation Rate (Metric 4.3) from 75.5% to 83% indicates that current program structures and student placements, despite review, are supporting all SWD toward graduation. Academic performance in SBAC ELA (Metric 4.8) and SBAC Math (Metric 4.9) also declined. The lack of current data for Post-Secondary Outcomes (Metric 4.2) 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 effectively maintains a focus on graduation and parent involvement in planning. However, the declining LRE rate, suspension rate, SBAC ELA, and SBAC Math 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 increase in the SWD Graduation Rate (Metric 4.3) also indicates that academic supports, even specialized ones, are becoming more effective in helping students meet graduation requirements. The decline in positive responses for Staff Survey (Metric 4.11) 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, needs to be strengthened. Ensuring programs are implemented with fidelity and that staff are well-supported is crucial.

The actions under Goal 4 have led to notable improvements in student engagement (reduced absenteeism) and graduation rates. However, significant challenges persist in academic achievement (especially ELA and Math) 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 2026-2027 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 that addresses proactive and pre-referral strategies for students' behavior, academic, social, and emotional needs. This includes providing support for classroom management and student	$175,063.00	Yes

Action #	Title	Description	Total Funds	Contributing
		positive behavior interventions through the coordination and implementation of RTI & PBIS (pre-referral systems of support). Of the districts, 58.3% unduplicated pupil percentage (UPP),18.8% of which are students with disabilities (SWD). On an ongoing basis, the program specialist will consult with site administrators regarding program effectiveness, staff support, 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 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.	$6,000.00	No
4.3	Instructional Program Review and Planning	To support the district's ongoing work to ensure each student has access to their education in the appropriate least restrictive environment (LRE), a partnership will be established to review school site master schedules and the use of strategies for course access. This may include models such as co-teaching and inclusive strategies to best meet the needs of 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 review process for LRE, class size, student placement, and the reduction of stand-alone core academic classes through the implementation of inclusive practices. Trend data will be collected on student outcomes, with external support for data review and analysis.	$7,500.00	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	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
		applicable staff training and ongoing support and resources to ensure a systematic and sustainable approach.		

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 our students' preparedness 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 for improvement to better prepare them 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 listed metrics 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 by improving state assessment scores, A-G requirements, and CTE pathway completion. Breaking out the CCI into a focus goal allows tracking of each element and targets additional resources to meet the targets for the next three years. Even though Dashboard 2025 shows growth in CCI (+2.6%) from the year before, the percentage of students who are prepared is still relatively low (36%) - still far from the goalof 60%.

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	2023-2024 CCI (CA Dashboard): Status Low 29.3% Prepared, 25.1% Approaching Prepared Group Status: Red	2024-25 CCI (CA Dashboard): Overall Green Status 36.5% Prepared (increased by 2.6%)	60% Prepared	CCI (CA Dashboard): +23.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners, Homeless, Socioeconomically Disadvantaged, Students with Disabilities	Homeless	14.9% Approaching Prepared Group Status: Green Added SY 26/27: Red student groups: ELs (7.8%), Homeless (7.3%), LTELs (7.9%)		
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	2024-2025 SBAC Scores (11th Gr. ELA) 37.18% Met or Exceeded 36.46% Nearly Met Standards Student Groups % Met or Exceeded American Indian: 18.18% Hispanic: 34.41% White: 52.08% EL: 0% LTELs: 0% (added SY 26/27) SED: 32.25% SWD: 8.33% Homeless: 20%	60% Meet or Exceed Standards	SBAC Scores (11th Gr. ELA) -9.82% Met or Exceeded, -12.13% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: -25.82% Hispanic: -5.38% White: -12.92% EL: No Difference LTELs: No baseline comparison (added SY 26/27) SED: -2.18% SWD: -0.01% Homeless: -2.23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	SBAC Scores for Math	2022-2023 SBAC Scores (11th Gr. Math) 16.67% Met or Exceeded Standards 23.67% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 5.26% Hispanic: 11.58% White: 33.75% EL: 0% SED: 7.15% SWD: 2.78% Homeless: 5.56%	2023-2024 SBAC Scores (11th Gr. Math) 16% Met or Exceeded Standards 15.33% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: 4.76% Hispanic: 11.77% White: 26.56% EL: 0% SED: 12.85% SWD: 0% Homeless: Not Reported	2024-2025 SBAC Scores (11th Gr. Math) 12.45% Met or Exceeded 18.32% Nearly Met Standards Student Groups % Met or Exceeded American Indian: 5% Hispanic: 9.78% White: 25% EL: 5.88% LTELs: 5.88% (added SY 26/27) SED: 8.33% SWD: 4.26% Homeless: 0%	40% Meet or Exceed Standards	SBAC Scores (11th Gr. Math) -4.22% Met or Exceeded Standards -5.35% Nearly Met Standards Student Groups (% Met or Exceeded) American Indian: -0.26% Hispanic: -1.8% White: -8.75% EL: 5.88% LTELs: No baseline comparison (added SY 26/27) SED: 1.18% SWD: 1.48% Homeless: -5.56%
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%	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%	24-25: Completed at Least One Career Technical Education (CTE) Pathway in Combined Graduation Rate (Ca Dashboard Additional Reports) All Students: 24.8% (+0.3%) American Indian: 23.1% (+18.9%)	40% CTE Completion Rate Increase all student group participation by 10% or more	Completed at Least One Career Technical Education (CTE) Pathway Overall: +3.8% American Indian: 7.9% Hispanic: +6.9% White: +8.7% Two or More Races: +14% EL: +1.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 11.8%	SED: 22.4% SWD: 17% Homeless: 6.9%	Hispanic: 20.3% (-1.9%) White: 36.1% (+1.5%) Two or More Races: 21.1% (-25.1%) English Learners: 9% (-3.5%) LTELs: 11.1% (added SY 26/27) SED: 22.5%, (+0.1%) SWD: 28.3%, (1.3%) Homeless: 4.9% (-2.0%)		LTELs: No baseline comparison (added SY 26/27) SED: +8.4% SWD: +17.6% Homeless: -6.9%
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	AP Exam Scores 2024-2025: 49% of students taking an AP test passed with a 3 or better	70% Passing Rate (3 or better)	AP Exam Scores: -13%
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%	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%	2024-2025 A-G Completion Rate (CA Dashboard Additional Reports): Overall: 26.7% (-3.1%) American Indian: 19.2% (-1.6%) Hispanic: 23.3% (-0.3%)	60% A-G Completion Rate Increase for all student groups by 15% or more	A-G Completion Rate (CA Dashboard) Overall: -3.3% American Indian: +13.2% Hispanic: 0.5% White: -8.3% Two or More Races: +7.8% EL: +1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: Not Available 11th Grade A-G Completion: Percentage of 12th grade class with 11 or more A-G courses complete: No Baseline Established	Homeless: 13.8%	White: 34.7% (-13.4%) Two or More Races: 36.8% (-1.7%) EL: 6.4% (-1.4%) LTELs: 6.3% (added SY 26/27) SED: 20.9% (2.3%) SWD: 5.7% (-1.8%) Homeless: 9.3% (-4.5%)		LTELs: No baseline comparison (added SY 26/27) SED: -3.1% SWD: -0.6% Homeless: -4.5% (difference from last year's baseline)
5.7	State Seal of Biliteracy (SSB)	2022-2023: 3.7% Met Requirements	2023-2024: 3.5%	CALPADS Report 1.22 - Graduates and Completers - Count (EOY2): Out of 316 graduates, 17 students received Seal of Bi-literacy 17/316 = 5.3% (an increase of 1.8% from the year before)	Increase % of students who meet requirements to 6% or higher	State Seal of Biliteracy: +1.6%
5.8	Transition Classroom and Work-Based Learning (WBL) Experiences	2022-2023 Transition and WBL: 1.8%	2023-2024 Transition and WBL: 6.8%	2024-2025 Transition and WBL: 15.2% (16 students with disabilities were CTE completers out of 105)	20% of applicable students participating in transition and WBL experience	Transition and WBL: +13.4%
5.9	Pre-Apprenticeship Program	No Baseline Available (No programs established)	No Data Available - Planning Stage	No Data Available -	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%	2025-2026 CTE Pathway Participation Gr. 9-12 Overall: 62.59% Gr. 6-8 Overall: 38.88%	60% CTE Pathway Participation	CTE Pathway Participation Gr. 9-12 Overall: 3.59% from last year's baseline Gr. 6-8 Overall: -0.12% frm last year's baseline

Goal Analysis [2025-26]

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

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

The implementation of actions supporting Goal 5, which aims to increase 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 focused on improving outcomes across the components that contribute to the CCI, including state assessment scores, A-G completion, and CTE pathway completion. Overall, the implementation of planned actions was 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 to the CCI yielded significant progress, while highlighting areas that continue to require strategic attention and resource allocation.

Challenges in Apprenticeship Implementation: VCPUSD has explored a few of the options for students' apprenticeship opportunities. There were a variety of challenges that hindered its implementation, such as a lack of transportation for faraway opportunities and programs that do not have the proper credentialing or insurance. Having said that, it is important to note that VCPUSD has started a pre-apprenticeship pathway (0.2% culinary opportunity).

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' increased significantly, from 29.3% (2023-2024) to 36% (2024-2025). This +6.7% 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 24.5% (2023-2024) to 24.8% (2024-2025). Several student groups, American Indian: 23.1% (+18.9%), White: 36.1% (+1.5%), LTELs: 11.1%, SED: 22.5% (+0.1%), and SWD: 28.3% (1.3%) saw increases in CTE pathway completion. While the overall A-G completion rate showed a very slight decrease, there was an increase for a specific student group: SED: 20.9% (2.3%)

Challenges in Implementation: Despite the strong overall CCI improvement, several component metrics indicate ongoing challenges:

There was a decrease in the percentage of students meeting or exceeding ELA standards, from 45.66% (2023-2024) to 37.18% (2024-2025). Performance for American Indian, Hispanic, White, SED, and SWD also declined in this area. Similarly, 11th-grade math scores showed a decrease in the percentage of students meeting or exceeding standards, from 16% (2023-2024) to 12.45% (2024-2025). Performance for Hispanic, White, and SED student groups declined. The overall A-G completion rate, as reported on the CA Dashboard 2024-2025, was 26.7%, a slight decrease from the 29.8% rate in 2023-2024. American Indian, Hispanic, White, Two or more races, ELs, and SWD also saw decreases. The percentage of students taking an AP test who passed with a 3 or better also decreased, from 61% (2023-2024) to 49% (2024-2025).

The implementation of Goal 5 actions has driven significant improvement in the overall CCI 'Prepared' rate, a major accomplishment. CTE pathway completion and the State Seal of Biliteracy 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 majority of actual expenditures for Goal 5 do not demonstrate material differences from the budgeted expenditures.
Actions with differences between budgeted expenditures and actual expenditures are the following:
5.1: Implementation of California College Guidance Initiative: The difference between the budgeted and the actual amount is because we overbudgeted, and most of the work that was done was mostly in-house (no external contracted agencies were mainly needed)
5.2: AP Examination: The amount that was provided to support our students with the cost of AP exams was less than the budgeted amount because fewer students who needed the financial support for the cost of AP exams took the test than anticipated.

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 progress in overall CCI preparedness while 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 the California College Guidance Initiative (CCGI): This action involves leveraging CCGI tools to monitor A-G completion, explore college and career options, engage parents, and streamline 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 29.3% to 36.5% suggests that initiatives like CCGI, which provide comprehensive guidance and monitoring, are contributing positively. CCI (Metric 5.1) showed growth for many student groups, including AI at 7.3% (+6.75%), Hispanic at 19.2% (+5.1%), SED at 29.5% (+6.6%), and SWD at 5.8% (+2%). However, some student groups did not grow or declined in CCI, such as the EL student group at 7.8% (-1.7%), LTELs at 7.9% (-1.7%), and the homeless student group at 7.3% (maintained). The tool's ability to track A-G completion (Metric 5.5) likely contributed to the increase observed for one student group

(SED, at 20.9%, a 2.3% increase). Despite CCGI's A-G monitoring capabilities, the overall A-G completion rate decreased to 26.7% (Metric 5.5). 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 contributed to 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) decreased from 61% to 49%. While financial support likely increased access to exams for some students, the slight dip in pass rates suggests that tutoring and exam-preparation support 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 and Action 5.5 (Expanded Career Exploration and Vocational Pathway Development: These two actions involve providing expanded career exploration and vocational pathway development, 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 5.4) increased from 24.5% to 24.8%. Notably, several student groups, including American Indian (+18.9%), Socioeconomically Disadvantaged (+0.1%), and Students with Disabilities (+1.3%), saw improved completion rates. Participation in Transition Classroom and Work-Based Learning (WBL) experiences (Metric 5.8) also increased significantly from 6.8% to 15.2%. These successes are key contributors to the overall improvement in CCI (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. Please note the growth in CCI in some student groups that we have been monitoring district-wide since 2023, due to low performance, including: American Indian: 19.2% (+6.75), Hispanic: 31.7% (+5.1%), SED: 29.5% (+6.6), and SWD: 5.8% (+2%)

Action 5.4: Increased Student Access to A-G Courses: This action focuses on providing additional teacher support at comprehensive high schools to improve student access to and opportunities 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 (26.7%) was lower than the prior year's rate (29.8%). However, this action appears to have positively impacted a specific student group, with an increase in A-G completion for SED (+2.3%). The decrease in A-G completion for all other student groups 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 no improvement in A-G completion among several student groups, indicating that targeted teacher support requires closer attention to make a difference. To address declines in several student 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 moved the district toward its CCI target, with significant gains in the 'Prepared' metric, largely driven by 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, intensified focus on academic achievement and equitable access to rigorous coursework will be critical to sustained progress.

Moving into the 2026-27 school year and throughout the multi-year LCAP cycle, actions will be strengthened or revised to ensure they effectively contribute to improving college/career readiness and align 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 the analysis of prior practice and the feedback received from educational partners regarding Goal 5, 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 actions will be added for the 2026-2027 school year for Goal 5.

There will be a few revisions to some of Goal 5 metrics for the 2026–2027 school year, such as:
Revising Metric 5.1 to include the percentage of student groups identified in the Red performance level on the College and Career Indicator (CCI).
Adding Long-Term English Learners (LTELs) to Metrics 5.2, 5.3, 5.4, and 5.6.

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
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 who 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 a real-time assessment of a student's matriculation status 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 to access data on the status of applications and reach out to students for support. Supports available and information for American Indian, English Learners, LTELs, Homeless, SED, SWD, and Hispanic student groups. Implementation plan includes: staff professional development, student and parent workshops, and applicable materials and supplies.	$1,089.00	No

Action #	Title	Description	Total Funds	Contributing
		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. This team will meet monthly throughout the school year to plan for communication and the use of the provided resources, including training for staff, students, and families. Oak Glen High School, overall and priority student groups district-wide (American Indian, English Learners, LTELs, Homeless, SED, SWD, Hispanic), will be targeted for additional focus and outreach to address the very-low-level preparedness indicator reported. Additionally, closer attention needs to be given to student groups at Valley Center High School that were in the "very low status" for CCI on the Ca Dashboard since 2023, such as the ELs at 10.7% (-1.5%) and SWD at 7.5% (+2.8%).		
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.	$15,000.00	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.	$87,273.00	No
5.4	Increased Student Access to A-G Courses	Increased teacher support at our comprehensive high schools to improve students' access to and opportunities for A-G courses. Counselors and TOSAs at each site will provide students with guidance and support by case-managing their transcripts and offering recommendations for their graduation pathways. This will be done during school hours, so no additional cost is needed.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.5	Expanded Career Exploration and Vocational Pathway Development -	Broaden career exploration opportunities for students starting in middle school to include exposure to skilled trades, vocational programs, and 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.	$52,952.00	No

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 in accordance with state requirements for Local Control Funding Formula (LCFF) Equity Multiplier funding. OGHS qualified for LCFF Equity Multiplier Funding based on its prior-year non-stability rate of 43.0% and the percentage of Socioeconomically Disadvantaged students (76.71%). VC Prep this year did not qualify for LCFF Equity Multiplier Funding based on its prior-year non-stability rate of 44.4% and the percentage of Socioeconomically Disadvantaged students (69%). Improving stability rates is a shared goal across the Equity Multiplier school sites, a key lever for increased school engagement, connectedness, and academic outcomes. Both Oak Glen High School and Valley Center Prep School need improvement at the student-group level across multiple Dashboard Indicators. Based on data from 2024 and 2025, Oak Glen High School will continue to qualify for Equity Multiplier Funding. Based on data from 2024 and 2025, Valley Center Prep no longer meets the Equity Multiplier Funding eligibility criteria.

The following is a summary of student 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)

2025 Ca dashboard - Oak Glen high School
All OG students, Socioeconomically Disadvantaged students, and Hispanic students: Suspension Rate
All OG students, and Socioeconomically Disadvantaged students: College and Career Indicator

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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 shown growth and no longer meets the requirements of the Equity Multiplier Funding.

2025 CA Schools Dashboard - Valley Center Prep School
Valley Center Prep has shown 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%	2024-2025 ELA Valley Center Prep: 38.89% Met or Exceed Standards (-3.04%) Hispanic: 42.86% (-1.59%) Socioeconomically Disadvantaged: 28%(-7.29%) Oak Glen High School: 2.94% Met or Exceed Standards (-2.19%) Hispanic: 4.76% (1.19%)	VC Prep: 50% Meet or Exceed Increase 10% for Student Groups OGHS: 30% Meet of Exceed Increase 10% for Student Groups	SBAC ELA Valley Center Prep: -2.02% Met or Exceed Standards Hispanic: +3.76% Socioeconomically Disadvantaged: -11.28% Oak Glen High School: -12.69% Met or Exceed Standards, Hispanic: -11.24% Socioeconomically Disadvantaged: -14.01%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socioeconomically Disadvantaged: 3.85% (-3.84%)		
6.2	College and Career Indicator	2022-2023 CCI (CA Schools Dashboard) Valley Center Prep: 3.8% Prepared Socioeconomically Disadvantaged: 5.9% Oak Glen High School: 0% Prepared Hispanic: 0% English Learners: 0% Homeless: 0% Socioeconomically Disadvantaged: 0%	2023-2024 CCI (CA Schools Dashboard) Valley Center Prep: 0% Prepared Socioeconomically Disadvantaged: 0% Oak Glen High School: 0% Prepared Hispanic: 0% English Learners: 0% Homeless: 0% Socioeconomically Disadvantaged: 0%	2024-2025 CCI CA Schools Dashboard Valley Center Prep: 0% Prepared - no growth Socioeconomically Disadvantaged: 0% - no growth Oak Glen High School: 0% Prepared - no growth Hispanic: 0% - no growth English Learners: 0% - no growth Homeless: 0% - no growth SED: 0% - no growth	VC Prep: 50% Prepared Student Groups at 30% or higher OGHS: 40% Prepared Student Groups at 30% or higher	CCI (CA Schools Dashboard) Valley Center Prep: -3.8% Prepared 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%	2023-2024 Suspension Rate (CA Schools Dashboard) Valley Center Prep: 1.6% Oak Glen High School: 11.2%	2024-2025 Suspension Rate (CA Schools Dashboard) Valley Center Prep: 0%	VCPrep: Maintain at 0% OGHS: Decrease to 4% Decrease 5% for Student Groups	Suspension Rate (CA Schools Dashboard) Valley Center Prep: no difference from baseline Oak Glen High School: -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 10.8% Homeless: 0% Socioeconomically Disadvantaged: 9.5% Students with Disabilities: 7.1%	American Indian: 25% Hispanic: 8.7% White: Not Reported English Learners: 16.7% Homeless: Not Reported Socioeconomically Disadvantaged: 11.1% Students with Disabilities: 17.6%	Oak Glen High School: 15% (+3.7%) American Indian: 21.4% (-3.6%) Hispanic: 12.5% (+3.8%) White: Not Reported English Learners: 12.5% (-4.2%) LTELs: 11.3% (added SY 26/27) Homeless: 27.3% (previously not reported) SED: 12.9% (+1.8%) Students with Disabilities: 14.8% (-2.8%)		American Indian: +5.6% Hispanic: +3.8 difference from last year's White: NA English Learners: +1.7% LTELs: NA Homeless: +27.3% Socioeconomically Disadvantaged: +3.4% Students with Disabilities: +7.7%
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%	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%	2024-2025 Graduation Rate (CA Schools Dashboard) Valley Center Prep: 84.2% (-3.3%) Hispanic: 83.3% (-6.7%) SED: 78.3% (-9.9%) Oak Glen High School: 81.8% (+10.4%)-	VC Prep: 90% Increase 5% Student Groups OGHS: 92% Increase Student Groups to 90% or higher	Graduation Rate (CA Schools Dashboard) Valley Center Prep: +2.7% Hispanic: difference from last year's baseline: -6.7% Socioeconomically Disadvantaged: -5% Oak Glen High School: -5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 87.3%	English Learners: 69.2% Homeless: Not Reported Socioeconomically Disadvantaged: 69.7%	Hispanic: 80.6% (+11.4%) English Learners: 78.9%(+9.7%) LTELs: 81.3% (added SY 26/27) Homeless: 73.3% (previously not reported) SED: 80.5% (+10.8%)		Hispanic: -11.5% English Learners: -15.5% LTELs: No baseline data available Homeless: -17.6 Socioeconomically Disadvantaged: -6.8%
6.5	Chronic Absenteeism	2022-2023 Chronic Absenteeism (Dataquest) Valley Center Prep: 0% Oak Glen High School: 75.6% 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%	2023-2024 Chronic Absenteeism (Dataquest) Valley Center Prep: 59.8% 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	2024-2025 Chronic Absenteeism (Dataquest) - by school Valley Center Prep: 61.4% (+1.6%) Oak Glen High School: 71.5% (-11.8%) English Learner: Not Reported Socioeconomically Disadvantaged: Not Reported Homeless: Not Reported Students with Disabilities: Not Reported American Indian: 63.6% (-29.7%) Hispanic: 68.1% (-11.3%)	OGHS: 40% or lower Decrease Student Groups to 50% or lower	Chronic Absenteeism (Dataquest) Valley Center Prep: +61.4% Oak Glen High School: -4.1% English Learner: NA Socioeconomically Disadvantaged: NA Homeless: NA Students with Disabilities: NA American Indian: -25.9% Hispanic: -0.9% White: NA Two or more races: No baseline data available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White: Not Reported Added SY 26/27 Two or More Races: 90.9%		
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% Socioeconomically Disadvantaged: 0%	2024-2025 Math Valley Center Prep: 12.91% Met or Exceed Standards (+6.46%) Hispanic: 15% (+9.44%) Socioeconomically Disadvantaged: 9.09%(-2.67%) Oak Glen High School: 3.03% Met or Exceed Standards (+3.03%) Hispanic: 5% (+5%) Socioeconomically Disadvantaged: 4% (+4%)	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: +8.37% Met or Exceed Standards Hispanic: +15% Socioeconomically Disadvantaged: +9.09% Oak Glen High School: 3.03% Met or Exceed Standards Hispanic: +5% Socioeconomically Disadvantaged: +4%
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%	Non-Stability Rates (Dataquest) 2024-2025 OGHS: 43.0% (-11.1%) Added SY 26/27	Decrease OGHS by 25% or more. Decrease VCPrep to below threshold at 25%	Non-Stability Rates (Dataquest) OGHS: -33.7% VC Prep: +6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				AI: 42.5% (+11.6%) Hispanic: 41.7% (-19.2%) Two or More Races: 53.8% (wasn't reported in the previous year) 2024-2025 VC Prep: 51.1% (-5.4%) Added SY 26/27 AI: 29.4% (-10.6%) Hispanic: 50.9% (-6%) White: 71.4% (-0.8%)		

Goal Analysis [2025-26]

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

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

The 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, LTELS, Homeless, and Socioeconomically Disadvantaged student groups. This focus goal, specific to Oak Glen High School (OGHS) and Valley Center Prep School (VC Prep), has been developed in accordance with state requirements for Local Control Funding Formula (LCFF) Equity Multiplier funding. OGHS qualified for LCFF Equity Multiplier Funding based on its prior-year non-stability rate of 43.0% and the percentage of Socioeconomically Disadvantaged students (76.71%). VC Prep this year did not qualify for LCFF Equity Multiplier Funding based on its prior-year non-stability rate of 44.4% and the percentage of Socioeconomically Disadvantaged students (69%). Improving stability rates is a shared goal across the Equity Multiplier school sites, a key lever for increased school engagement, connectedness, and academic outcomes. Both Oak Glen High School and Valley Center Prep School need improvement at the student-group level across multiple Dashboard Indicators. Based on data from 2024 and 2025, Oak Glen High School will continue to qualify for Equity Multiplier Funding. Based on data from 2024 and 2025, Valley Center Prep no longer meets the Equity

Multiplier Funding eligibility criteria. The implementation of planned actions was closely aligned with the district's intent 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 54.1% (2023-2024) to 43% (2024-2025). This 11.1% improvement is a critical step towards fostering a more stable learning environment. OGHS's graduation rate increased significantly from 71.4% to 81.8%, with increases from the prior year in student groups: Hispanic (+11.4%), ELs (+9.7%), and SED (+10.8%). The chronic absenteeism rate decreased from 83.3% to 71.5(-11.8%). Performance in SBAC Math increased from 0% to 3.03% (+3.03%), meeting or exceeding standards for All Students, Hispanic (+5%), and Socioeconomically Disadvantaged students (+4%).

Challenges in Implementation: Academic performance in ELA declined, with the percentage of students meeting or exceeding standards dropping from 5.13% in 23/24 to 2.94% in 24/25 (-2.19%). Declines were also seen for the Socioeconomically Disadvantaged (-3.84%) student group. The CCI remained at 0%. Prepared for All Students, Hispanic, English Learners, LTELs, Homeless, and Socioeconomically Disadvantaged students, showing no improvement from the baseline. The overall suspension rate increased from 11.2% to 15% (+3.7%). Increases were also noted for LTELs (+0.7%), SED (+1.8%), and Hispanic (+3.8%) student groups. Declines were also seen for Hispanic (-22.9%), English Learners (-25.2%), and Socioeconomically Disadvantaged (-17.6%) student groups.

Valley Center Prep School (VC Prep):
Successes in Implementation: The non-stability rate increased from 56.5% (2023-2024) to 51.1%, a decline of -5.4%. Performance on SBAC Math improved, with students meeting or exceeding standards increasing from 6.45% to 9.09% (+2.64%) - with an increase in the performance of the Hispanic student group (+9.44%).

Challenges in Implementation: The overall graduation rate decreased from 87.5% to 84.2% (-3.3 percentage points). Two student groups, the Socioeconomically Disadvantaged and Hispanic, saw declines in graduation rates: SED (-9.9%) and Hispanic (-6.7%). There was a decline in ELA, with students meeting or exceeding standards increasing from 41.93% to 38.89 (-3.04%). The Hispanic student group also saw a -1.59% decrease, and the SED student groups decreased by -7.29%. CCI for 'Prepared' students stayed at 0%. Chronic absenteeism increased by 1.6% from the prior year based on revisited internal procedures and measures for long-term independent study absenteeism.

The implementation of Goal 6 actions has produced varied results across the two Equity Multiplier schools. OGHS's graduation rate increased significantly from 71.4% to 81.8%. There was also a significant improvement in its non-stability rate, which is a foundational success. However, this was coupled with considerable challenges across academic indicators (Academic, Suspensions, and CCI) for all students, while paying closer attention to the SED student group.

VC Prep showed positive academic momentum, with slight gains in SBAC Math and the non-stability rate. However, the school faced challenges, including rising chronic absenteeism 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, CCI, and the overall school 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 budgeted expenditures and actual expenditures are the following:
6.1: Chronic Absenteeism: Tiered intervention meetings were implemented using different funds. Most of the meetings took place during contract hours (no timesheets), which explains the discrepancy between budgeted and actuals.
6.2 Community Engagement - A part of the cost for the budgeted expenditures was to hire a part-time community liaison (a position that wasn't filled). This explains the discrepancy between budgeted and actuals.
6.3 Career Technical Education (CTE) Expansion and Exploration - Staffing costs more than anticipated since the assigned staff member was at a higher pay scale on the salary schedule.
6.4 Behavior Intervention: Additional behavioral interventions were implemented using other available funding sources.
6.5: Professional Learning and Training: Most of the professional learning took place in-house during PLC, RTI, and staff meetings - The ones that were outside contract hours were funded through different funding sources.
6.7: Reading and Literacy Intervention Teacher: We underbudgeted the salary and benefits of the assigned staff member.

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) improved, increasing from 83.3% to 71.55 % (-11.8%). This indicates that the interventions were effective in reducing overall chronic absenteeism at OGHS.
VC Prep: Chronic absenteeism (Metric 6.5) increased from 59.8%. to 61.4% (+1.6%). This suggests the interventions were 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 (down 11.3%) might suggest a positive impact from efforts to build school culture and connectedness, which were part of this action. At VC Prep, the non-stability rate also decreased by 5.4%.

Based on the primary metric of chronic absenteeism, this action was effective at OG and ineffective at VC prep 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), a 11.3% decrease, could be partially attributed to stronger community and family ties fostered by this action, aligning with the goal of improving stability as a lever for engagement and outcomes.
VC Prep: The Non-Stability Rate (Metric 6.7)decreased by 5.4%, suggesting that community engagement efforts may have had the desired impact on student stability at this site.
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, such as ELA at both sites, attendance and graduation at VC Prep, and suspension at OG.

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) remained at 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: Implemented 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 11.2% to 15% (+3.7%). Student groups whose suspension rate increased were: Hispanic (+3.8%), LTELs (+0.7%), and SED (+1.8%). This demonstrates that the behavior interventions were ineffective in reducing suspensions at OGHS, including for the targeted LTELs group.
VC Prep: The suspension rate (Metric 6.3) was maintained at 0%.
This action was ineffective in lowering suspension rates at OGHS; however, it prevented 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 foundational support, it is reflected in other metrics.
OGHS: The general decline or stagnation across most academic (SBAC ELA, CCI) and Suspension metrics suggests that professional learning, while implemented, has not yet translated into widespread positive student outcomes. At OG, some improvements were noted in SBAC math, graduation, chronic absenteeism, and mobility rate.
VC Prep: Some improvements included gains in SBAC Math and a higher stability rate, which could be partially attributed to effective professional learning. However, negative trends in SBAC ELA, CCI, graduation rate, and chronic absenteeism 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 overall lack of improvement or the decline in many key areas, especially at OGHS, indicates that current professional learning strategies may need review and enhancement to achieve the desired impact.

Action 6.6: Academic Interventions: This action involved adding instructional resources and intervention staffing to improve access to the curriculum, engagement, and achievement in ELA and Math, with an emphasis on hands-on activities and individualized learning.
OGHS: SBAC ELA (Metric 6.1) declined from 5.13% to 2.94% (-2.19%), and SBAC Math (Metric 6.6) improved from 0% meeting/exceeding to 3.03% (3.03%). The Graduation Rate (Metric 6.4) also significantly increased from the prior year (+10.4%). The growth in SBAC Math scores and graduation rate indicates that academic interventions were effective at OGHS. These modest gains suggest academic interventions may have had some positive effect at OG.
VC Prep: SBAC ELA (Metric 6.1) declined from 41.93% to 38.89% (-3.04%); however, SBAC Math (Metric 6.6) increased by 6.46%. 24/25 data suggests that 12.91% met or exceeded standards.
Effectiveness was varied by school. Interventions showed some positive impact at OG (Math and Graduation) but were largely ineffective in improving CCI and ELA outcomes at both OGHS and VC Prep.

Action 6.7: Reading and Literacy Interventions: This action focused on providing VC Prep students with additional reading and literacy support leading to academic progress, transitions, and graduation.
VC Prep: There were some gains in SBAC Math (Metrics 6.6). However, the Graduation Rate (Metric 6.4) and SBAC ELA (Metric 6.1) worsened, and CCI remained at 0% prepared.
The effectiveness is mixed. While it may have contributed to some academic growth and improved stability at VC Prep, it did not translate into broad academic success.

The actions for Goal 6 have yielded highly varied results between the two schools and across different metrics. Both sites (OG and VC Prep) saw a critical improvement in non-stability but experienced significant declines or stagnation in SBAC ELA and no growth in CCI. OGHS declined in behavioral areas (Suspension), suggesting that the implemented actions were largely ineffective in addressing the core challenges. VC Prep and OG showed some positive academic momentum in state testing (SBAC Math). OGHS improved in graduation rates and Chronic Absenteeism. This growth indicates the partial effectiveness of academic interventions and staffing strategies. However, VC Prep also experienced setbacks in engagement metrics, such as absenteeism and no growth in CCI. 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 2026-2027 school year, VC Prep will continue to no longer qualify for Equity Multiplier funding. This will place a focus on the majority of actions in this goal towards targeting Oak Glen High School.

The following actions, metrics, and outcomes have been added or revised starting the 2025-2026 school year:
6.5 Reading and Literacy Interventions - This action includes 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 based on Equity Multiplier funding, as those funds will not continue for Valley Center Prep. To support the ongoing growth and improvement of VC Prep measures and metrics, they 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.

SY 26/27: LTELs will be added to metrics 6.3 and 6.4
SY 26/27: Two or More Races will be added to metric 6.5
SY 26/27: American Indian, Hispanic, White, and Two or More Races will be added to Metric 6.7
SY 26/27: A new action (Action 6.8) funded partially through learning recovery is added to help in reducing OG's suspension as well as assist in reducing OG's and VC Prep's chronic absenteeism rate.

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 preventive measures, such as attendance awareness campaigns and building positive school culture, to help reduce chronic absenteeism and enhance school connectedness. For students who are on track to become chronically absent, tiered interventions will be implemented. Particular attention will be placed on focus student groups: American Indian, Hispanic, English Learner, homeless, LTELs, and Socioeconomically Disadvantaged, as indicated on the CA School Dashboard.	$2,500.00	No
6.2	Community Engagement	Provide services through staff between schools, home, and community agencies; for the benefit of student academic success provide assistance to families, school, and community partners; coordinate, plan, develop, and implement information and educational programs with families and educators to benefit student academic success through the practice of 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	$17,903.00	No

Action #	Title	Description	Total Funds	Contributing
		learning and in providing input into school decision-making. Parent engagement in student learning is a key predictor of student success, especially for unduplicated student families who may have lower rates of engagement and participation due to work schedules, transportation, and ability to access school events and resources.		
6.3	Career Technical Education (CTE) Expansion and Exploration	Career Technical Education (CTE) Pathways will be expanded at Oak Glen High School (OGHS) as an important option for college and career preparation. This is particularly important for unduplicated students to maximize opportunities to develop and demonstrate college and career readiness, as well as to explore and complete initial steps toward specific career pathways that can lead to a distinct post-secondary career option. Through this action, the number of CTE sections assigned to school sites 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 addresses this school-wide area of need through the CTE completion metric, which is an alternative path to preparedness for students who do not meet A-G course requirements. When reviewing each student's path to college and career preparedness, these courses will prioritize enrollment for Hispanic, Homeless, LTELs, ELs, AI, and Socioeconomically Disadvantaged (SED) students who make up a large percentage of the school population. This action will also provide access to alternative models for CTE completion through online hybrid coursework at Valley Center Prep.	$21,834.00	No
6.4	Behavior Interventions	Additional behavioral interventions will be implemented at Oak Glen High School (OGHS) by incorporating evidence-based strategies, including 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, all students in the OG, SED, and Hispanic student groups are identified as a student group with a red-level indicator for suspension rate. In addition to actions that benefit all students, greater focus will be placed on monitoring Hispanic, ELs, AI, LTELs, SED, and homeless student groups, and on building a more	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		positive school climate and connectedness with staff through training specific to supporting the student groups that are identified as the red-level indicator student groups.		
6.5	Professional Learning and Training	Engaging SED, Hispanic, American Indian, English Learners, and LTEL student groups in collective efficacy cycles. Provide for release time and additional training for current supplementals. Time for preparation and planning of curriculum alignment. Provide staff with opportunities to attend professional learning related to specific site needs and the learning needs of student populations.	$4,998.00	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 and standards preparation, specific subject-matter supplements, and interventions that support an individualized learning path. We will focus our intervention efforts on English Language Arts and Mathematics, and student group work will focus on student performance as indicated on the CA schools dashboard. This action involved adding instructional resources and intervention staffing to improve access to the curriculum, engagement, and achievement in ELA and Math, with an emphasis on hands-on activities and individualized learning. OGHS: SBAC ELA (Metric 6.1) declined from 5.13% to 2.94% (-2.19%), and SBAC Math (Metric 6.6) improved from 0% meeting/exceeding to 3.03% (3.03%). The Graduation Rate (Metric 6.4) also significantly increased from the prior year (+10.4%). The growth in SBAC Math scores and graduation rate indicates that academic interventions were effective at OGHS. These modest gains suggest academic interventions may have had some positive effect at OG. VC Prep: SBAC ELA (Metric 6.1) declined from 41.93% to 38.89% (-3.04%); however, SBAC Math (Metric 6.6) increased by 6.46%. 24/25 data suggests that 12.91% met or exceeded standards.	$69,113.00	No

Action #	Title	Description	Total Funds	Contributing
		Effectiveness was varied by school. Interventions showed some positive impact at OG (Math and Graduation) but were largely ineffective in improving CCI and ELA outcomes at both OGHS and VC Prep.		
6.7	Reading and Literacy Interventions	This action will establish comprehensive Reading and Literacy Interventions at 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, with the goal of boosting academic achievement. Furthermore, evidence-based reading tools such as STAR will be implemented across 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 students at VC Prep who have demonstrated low performance levels on state ELA indicators per 2024-2025 SBAC ELA California Dashboard scores, who were at 38.89% Met or Exceed Standards (-3.04% from the prior year), with Socioeconomically Disadvantaged student groups at 28%(-7.29%) meeting or exceeding standards and graduation at 84.2% (-3.3% from the prior year)..	$159,824.00	No
6.8	Social Worker (New Action) - Learning Recovery	This new action (Action 6.8), funded partially through learning recovery, is added to help reduce OG's suspensions and to assist in reducing OG's and VC Prep's chronic absenteeism rates. This person will help our students at OG and VC Prep by serving as a bridge connecting a student's home life, school life, and community. Dashboard SY 24/25 indicated that students at OG are in the red indicator for suspension, and students at VC prep have declined in chronic absenteeism and are in the orange indicator level.	$125,164.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$6,974,427	$459,879

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
17.212%	0.000%	$0.00	17.212%

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 support students in successfully re-engaging 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, 1.9

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
	Evidence of needs: 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) Student groups that we were paying closer attention to since 2023 included the following: At Lilac; Two or More Races at 31.8% (+1.4), White at 11.7% (-8.5%), At Primary; English Learners at 28.5% (-1.9%), Hispanic at 34.8% (maintained), SED at 36.5% (-2.7%), White at 20.2% (-11.2%), At Pauma; American Indian at 62.8% (-8.3), All at 36.7% (-9.5%) At VCMS; American Indian at 46.6% (+0.5). Suspension Rate 2.8% all, 3.1% EL, 7.5% LTELs, 8.2% Homeless youth, 5.5% SWD, 3.4% SED, 4.7% AI, and 3.1% multiple races) **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.	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	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 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
	Evidence of these needs includes: 2025 CA Schools Dashboard: Suspension Rate for anyone over the 3% target (VCHS 3% all, 5.1% EL, 5.4% LTELs, 5.9% Homeless youth, 3.8% SED, 5.5% SWD, 3.1% Hispanic, 4% White); Math scores: Red for all, SED, Hispanic, and orange for ELs, SWD ELA scores: Red for ELs, SED, SWD, Hispanic, and orange for All 2025 ED Data: Chronic Absenteeism (VCHS 24.9% all, 30.3% EL, 29.1% SED) Graduation Rate (94.3% All, 87.5% EL, 88.6% LTELs, 93.1% SED, 80% SWD) College & Career Indicator (CCI 44.1% All, 10.7% EL, 11.7% LTELs, 37.6% SED, 7.5% SWD) At VCHS: We're taking a closer look at the CCI of EL at 10.7% (-1.5%) and SWD at 7.5% (+2.8%). **Scope:** Schoolwide	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.	
1.3	**Action:** Administrators **Need:** Reduce suspension rates for American Indian, Hispanic, low-income, Students with Disabilities, Homeless, and LTELs. Evidence of needs: 2025 CA School Dashboard:	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 2025 that were in the red and orange ratings (All students to include ELs, LTELs, Homeless, SED, Hispanic and Multiple Races) and those with a very high percentage of chronic	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
	Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population 2024 at 31.7% and 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism except for Long Term English Learners - LTELs (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) Suspension: The data shows that the overall suspension rate was maintained at 2.8%. The student groups that have shown a decrease in the suspension rates were American Indian (a decrease of 2%), and Multiple Races (a decrease of 1.7%). Student groups that had zero suspensions were Asian and Filipino.	absenteeism such as SD at 34.3% and American Indian at 56.7%. In addition, staff will work to reduce the suspension rates for students who are in the red and orange indicator levels, such as ELs, LTELs, Homeless youth, SWD, and Hispanic (per CA Dashboard data 2025), and those with a suspension rate higher than the student group suspension percentage target (4% or lower) such as AI at 4.7% while 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 make up the highest percentage of students in the determined area of need.	

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
	Student groups that maintained or increased in the suspension rate are: SWD (a slight increase of 0.7%) ELs (a slight increase of 0.4%) LTELs (an increase of 2.4%) Foster youth (a significant increase of 18.9%) Homeless youth (an increase of 2.6%) SED (maintained at 3.4%) Black/African American (increased by 4.2%) Hispanic (a slight increase of 0.4%) White (a slight increase of 0.6%) Suspension Rate 2.8% all, 3.1% EL, 7.5% LTELs, 8.2% Homeless youth, 5.5% SWD, 3.4% SED, 4.7% AI, and 3.1% multiple races) **Scope:** Schoolwide		
1.4	**Action:** School Psychologists **Need:** Address health and wellness needs for low-income students to decrease chronic absenteeism and suspension rates and increase overall connectedness to school. Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population 2024 at 31.7% and 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism except for Long Term	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. 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

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
	English Learners - LTELs (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) Suspension: The data shows that the overall suspension rate was maintained at 2.8%. The student groups that have shown a decrease in the suspension rates were American Indian (a decrease of 2%), and Multiple Races (a decrease of 1.7%). Student groups that had zero suspensions were Asian and Filipino. Student groups that maintained or increased in the suspension rate are: SWD (a slight increase of 0.7%) ELs (a slight increase of 0.4%) LTELs (an increase of 2.4%) Foster youth (a significant increase of 18.9%) Homeless youth (an increase of 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
	SED (maintained at 3.4%) Black/African American (increased by 4.2%) Hispanic (a slight increase of 0.4%) White (a slight increase of 0.6%) Suspension Rate 2.8% all, 3.1% EL, 7.5% LTELs, 8.2% Homeless youth, 5.5% SWD, 3.4% SED, 4.7% AI, and 3.1% multiple races) **Scope:** LEA-wide		
1.5	**Action:** Support Staff: Campus Supervision **Need:** Their action primarily targets grades 6-12 and the following school sites: VCMS, VCHS, and OGHS. 2023-2024 versus 2024-2025 Chronic Absenteeism Rates (Dataquest) VCMS: 26.1% vs 28.0% VCHS: 28.8% vs 24.9% OGHS: 83.3% vs 71.4% Student groups that are in the red indicator for Chronic absenteeism are: District: LTELs, Homeless, Multiple Races VCMS: All students, ELs, LTELs, Homless, SED, AI, Hispanic, Multiple Races 2023-2024 versus 2024-2025 Suspension Rates (Dataquest) Suspension:	This support staff plays an integral role in establishing a healthy climate at each school site and in building positive relationships with students outside the classroom. This work will contribute to decreased suspensions and chronic absenteeism, and increased attendance for student groups who are seeing lower outcomes than others, such as English Learners, LTELs, low-income or SED, and foster and homeless youth. This service is directed towards our unduplicated students. Schoolwide Scope: These actions are being provided on a 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 make up 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

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
	Valley Center Middle School (VCMS): 3.1% in 2023-2024 to 3.8% in 2024-2025. Valley Center High School (VCHS): 3.9% in 2023-2024 to 3.0% in 2024-2025. Oak Glen High School (OGHS): 11.2% in 2023- 2024 to 15% in 2024-2025 Student groups that are in the red indicator for Suspension are: District: LTELs and Homeless OG: All students, SED, Hispanic VCHS's student groups who are at 3% or more: ELs, LTELs, Homeless, SED, SWD, Hispanic, White VCMS's student groups who are at 3% or more: ELs, LTELs, Homeless, SED, SWD, AI, Hispanic **Scope:** Schoolwide		
1.6	**Action:** Support Staff: Behavior and Attendance **Need:** Their action primarily targets grades 6-12 and the following school sites: VCMS, VCHS, and OGHS. 2023-2024 versus 2024-2025 Chronic Absenteeism Rates (Dataquest) VCMS: 26.1% vs 28.0% VCHS: 28.8% vs 24.9% OGHS: 83.3% vs 71.4% Student groups that are in the red indicator for Chronic absenteeism are:	This action will support students and families to ensure students are in school to learn which will directly impact student outcomes. Schoolwide Scope: These actions are being providing school wide basis at Valley Center High, Valley Center Middle, and Oak Glen High as staff and role effects all students at the school but with a focus on UPP student groups who makeup the highest percentage of students in the determined area of need.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9

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
	District: LTELs, Homeless, Multiple Races VCMS: All students, ELs, LTELs, Homless, SED, AI, Hispanic, Multiple Races 2023-2024 versus 2024-2025 Suspension Rates (Dataquest) Suspension: Valley Center Middle School (VCMS): 3.1% in 2023-2024 to 3.8% in 2024-2025. Valley Center High School (VCHS): 3.9% in 2023-2024 to 3.0% in 2024-2025. Oak Glen High School (OGHS): 11.2% in 2023- 2024 to 15% in 2024-2025 Suspension at OGHS has been monitored since 2023 due to its high suspension rate. 2025 Dashboard data also suggests it remains in the red indicator level at 15%, up 3.7%. Additionally, some student groups at OGHS remain a concern, such as ELs, at 12.5% (down 4.2%), and SED at 12.9% (+1.8). Student groups that are in the red indicator for Suspension are: District: LTELs and Homeless OG: All students, SED, Hispanic VCHS's student groups who are at 3% or more: ELs, LTELs, Homeless, SED, SWD, Hispanic, White VCMS's student groups who are at 3% or more: ELs, LTELs, Homeless, SED, SWD, AI, Hispanic **Scope:** Schoolwide		

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
1.7	**Action:** District Social Worker **Need:** Address health and wellness needs among low-income students to reduce chronic absenteeism and increase overall connectedness to school. Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population in 2024 at 31.7% and in 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism except for Long Term English Learners - LTELs (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races)	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, 1.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	**Action:** Physical Health and Nutrition (Elementary PE Teachers) **Need:** Increases in school attendance, decreases in unhealthy and unsafe behaviors, and positive effects on school climate are measured through our survey feedback. Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population in 2024 at 31.7% and in 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism, except for Long Term English Learners (LTELs) (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard :	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

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
	Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) **Scope:** Schoolwide		
1.9	**Action:** District Itinerant Psychologist and Support staff **Need:** An alternative to the suspension program with a high level of student support. 2023-2024 versus 2024-2025 Suspension Rates (Dataquest) Suspension: Valley Center Middle School (VCMS): 3.1% in 2023-2024 to 3.8% in 2024-2025. Valley Center High School (VCHS): 3.9% in 2023-2024 to 3.0% in 2024-2025. Oak Glen High School (OGHS): 11.2% in 2023- 2024 to 15% in 2024-2025 Pauma School: 4.3% in 2023-2024 to 2.7% in 2024-2025 Suspension at OGHS has been monitored since 2023 due to its high suspension rate. 2025 Dashboard data also suggests it remains in the red indicator level at 15%, up 3.7%. Additionally, some student groups at OGHS remain a concern, such as ELs, at 12.5% (down 4.2%), and SED at 12.9% (+1.8).	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, 1.9

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
	Suspension at Pauma has also been monitored since 2023 for all students and several student groups, including American Indian and SED. 2025 Dashboard suggests that the suspension rate at Pauma is at 2.7% (below the targeted goal), American Indian at 2.3% (down 8.5%), and SED at 3.4% (down 0.5%). Student groups that are in the red indicator for Suspension are: District: LTELs and Homeless OG: All students, SED, Hispanic VCHS's student groups who are at 3% or more: ELs, LTELs, Homeless, SED, SWD, Hispanic, White VCMS's student groups who are at 3% or more: ELs, LTELs, Homeless, SED, SWD, AI, Hispanic Pauma's student groups who are 3% or more: SED, SWD, Hispanic **Scope:** Schoolwide		
1.10	**Action:** Counseling and Tutoring **Need:** Improve the academic and behavioral outcomes of unduplicated students, in particular those in need of Tier 2 and Tier 3 support. Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism:	VCPUSD's performance on the 2023 through 2025 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 provided district-wide, as staff provide services to	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7. 1.9

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
	The chronic absenteeism rates decreased for the overall population in 2024 at 31.7% and in 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism, except for Long Term English Learners (LTELs) (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) **Scope:** LEA-wide	all students, with a focus on UPP student groups who make up the highest percentage of students in the determined area of need.	
1.11	**Action:** Transportation (Bussing) **Need:** Ensure student access to school for the percentage of students with the highest level of need, and access to district-supplied transportation.	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	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
	Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population in 2024 at 31.7% and in 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism, except for Long Term English Learners (LTELs) (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) **Scope:** LEA-wide	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.	
1.12	**Action:** Attendance Monitoring and Communication **Need:** As listed on the CA Schools Dashboard, unduplicated student groups in VCPUSD tend	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.	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
	to have higher rates of chronic absenteeism and lower attendance than other students, often necessitating additional support structures to address and improve. Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population in 2024 at 31.7% and in 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism, except for Long Term English Learners (LTELs) (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, White (a decrease of 3.9%), and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5% LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) **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 in the area of need.	

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
1.13	**Action:** Professional Development and Training **Need:** A high level of chronic absenteeism and survey data suggest 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 needs of students with the highest suspension and chronic absenteeism rates. Evidence of needs: 2025 CA School Dashboard: Chronic Absenteeism: The chronic absenteeism rates decreased for the overall population in 2024 at 31.7% and in 2025 at 29.2% (a decrease of 1.7%) All student groups showed improvement in chronic absenteeism, except for Long Term English Learners (LTELs) (an increase of 0.8%), Homeless youth (an increase of 6.4%), Filipino (an increase of 2.8%), and Multiple Races (an increase of 2.9%). Please note that the two student groups that were a concern last year have shown improvement in chronic absenteeism: American Indian (AI) - a decrease of 3.8%, and Students with Disabilities (SWD): a decrease of 3.6% Evidence of needs: 2025 CA Schools Dashboard 2025 CA Schools Dashboard : Chronic Absenteeism in the red and orange level indicators (29.2% all, 26.7% Els, 32.5%	This action will support students, especially EL, Foster Youth, and SED, in aligning instructional practice and curriculum needs vertically and horizontally to achieve positive student outcomes. LEA-wide Scope: This action is being provided district-wide, with the area of need being UPP student groups who make up the highest percentage of students in the area of need. By providing it district-wide, it will positively impact student engagement-related metrics (attendance rates, chronic absenteeism levels, and suspension rates) for all students.	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
	LTELs, 42.1% Homeless Youth, 33.4% SED, 28.2% Hispanic, 27.8% multiple races) Suspension: The data shows that the overall suspension rate was maintained at 2.8%. The student groups that have shown a decrease in the suspension rates were American Indian (a decrease of 2%), and Multiple Races (a decrease of 1.7%). Student groups that had zero suspensions were Asian and Filipino. Student groups that maintained or increased in the suspension rate are: SWD (a slight increase of 0.7%) ELs (a slight increase of 0.4%) LTELs (an increase of 2.4%) Foster youth (a significant increase of 18.9%) Homeless youth (an increase of 2.6%) SED (maintained at 3.4%) Black/African American (increased by 4.2%) Hispanic (a slight increase of 0.4%) White (a slight increase of 0.6%) Suspension Rate 2.8% all, 3.1% EL, 7.5% LTELs, 8.2% Homeless youth, 5.5% SWD, 3.4% SED, 4.7% AI, and 3.1% multiple races) **Scope:** LEA-wide		
2.2	**Action:** Elementary Instructional TOSA	Instructional TOSAs will work in conjunction with TK-5 teams, collaboration teams, classroom teachers, and Educational Services to support and	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
	Need: Instructional TOSAs have been shown to be integral to addressing lower-performing unduplicated student groups. The district has been monitoring the following sites and student groups since 2023 based on their Low SBAC ELA performance. Dashboard 2025 scores suggest that some sites and some student groups showed progress while others did not. For instance, Lilac: EL 3.58% (+1.62%), Hispanic 32.12% (+12.83%), SED 32.09% (+10.56%), SWD 25.01% (+10.73%). Pauma: All 16.18% (-1.27%), EL 2.50% (-1.35%), Hispanic 15% (-1.67%), SED 13.64% (+0.36%). VCES: AI 8.34% (-4.81%), SWD 5.50% (-5.75%). The district has also been monitoring the following sites and student groups since 2023 based on their low SBAC Math performance. Dashboard 2025 scores suggest that some sites and some student groups showed progress while others did not. For instance, Lilac: EL 8.93% (+5.08%), SWD 12.51% (-5.86%). Pauma: All 13.77% (+6.44%), EL 2.38% (+2.38%), Hispanic 10.78% (+2.16%), SED 11.71% (+7.77%). Middle School: MR 8% (-1.8%). Evidence of needs includes: 2025 CA Schools Dashboard - SBAC ELA (28.98% All (orange), 2.98% EL(orange), 2% LTELs (red), 15.94% homeless (red), 10.47% SED (Red), 10.47% SWD (orange), Hispanic 25% (red), AI (Orange) 11.34%,	improve student outcomes for unduplicated student groups. Schoolwide Scope: These actions are provided on a schoolwide basis as staff work with all students at VC Primary, Lilac Elementary, Pauma Elementary, and VC Elementary, with a focus on UPP student groups who make up the highest percentage of students in the identified area of need.	

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
	SBAC Math all in orange except the white student group: (17.91% All, 3.91% EL, 4% LTELs, 5.89% SED, 2.82% homeless, 4.82% SWD, 7.33% AI **Scope:** Schoolwide		
2.3	**Action:** Secondary Intervention TOSA **Need:** At the secondary level, intervention TOSAs have demonstrated to be an integral part of directly addressing lower-performing unduplicated student groups, both inside and outside the classroom and subject-based environment. The district has been monitoring VCMS, specifically the Multiple Races/Two or More student group, since 2023 due to their Low SBAC ELA performance. Dashboard 2025 scores suggest that the MR student group showed a decline in SBAC ELA Performance; MR at 22.56% (-1.02%) Evidence of these includes: Evidence of needs includes: 2025 CA Schools Dashboard CCI in VCHS Orange groups (10.7% ELs, 11.4% LTELS, and 7.5 % SWD) SBAC in ELA in MS: All (22.56%), ELs(0.83%), LTELs (1.25%), SED (16.81%),	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 provided on a schoolwide basis as staff work with all students at Valley Center Middle and Valley Center High, with a focus on UPP student groups who make up the highest percentage of students in the identified area of need.	2.1, 2.2, 2.3, 2.4, 2.5

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
	SWD (3.94%), AI (5.66, 0%), Hispanic (19.02%), Multiple Races (23.92%) SBAC in Math in MS: All (2.28%), ELs(2.28%), LTELs (1.25%), SED (5.46%), SWD (0.79%), AI (0%), Hispanic (7.35%), Multiple Races (2%) **Scope:** Schoolwide		
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 includes: 2025 CA Schools Dashboard - Graduation Rate (92% All, 84.6% EL, 85.7% LTELs, 85.4% homeless, 90.2% SED, 83% SWD, 88% AI); College & Career Indicator (CCI 36% All, 7.8% EL, 7.9% LTELs, 7.3% homeless, 29.5% SED, 5.8% SWD, 19.2% AI) 2025 A-G Completion (26.7% all students, 20.9% low income, 6.4% English Learners, 6.3% LTELs, 9.8% Homeless, 5.7% SED, 19.2% AI)	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
	Scope: Schoolwide		
2.6	**Action:** Elementary Band Teachers **Need:** Increase the percentage of unduplicated students participating in Music Education. Band teachers provide an experience and an opportunity 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, which is the purpose for including band in our elementary schools Evidence of needs includes: 2025 CA Schools Dashboard - SBAC ELA (28.98% All (orange), 2.98% EL(orange), 2% LTELs (red), 15.94% homeless (red), 10.47% SED (Red), 10.47% SWD (orange), Hispanic 25% (red), AI (Orange) 11.34%, SBAC Math all in orange except the white student group: (17.91% All, 3.91% EL, 4% LTELs, 5.89% SED, 2.82% homeless, 4.82% SWD, 7.33% AI College & Career Indicator (CCI 36% All, 7.8% EL, 7.9% LTELs, 7.3% homeless, 29.5% SED, 5.8% SWD, 19.2% AI) **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, 2.4, 2.15, 2.17, 2.22

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
2.7	**Action:** Special Projects Team **Need:** The Special Projects team will work in conjunction with all school sites, collaboration teams, classroom teachers, and Educational Services to support and improve student academic performance outcomes for unduplicated student groups, with a specific focus on English Learners and Low-Income student groups and families. Evidence of needs includes: 2025 CA Schools Dashboard - SBAC ELA (28.98% All (orange), 2.98% EL(orange), 2% LTELs (red), 15.94% homeless (red), 10.47% SED (Red), 10.47% SWD (orange), Hispanic 25% (red), AI (Orange) 11.34%, SBAC Math all in orange except the white student group: (17.91% All, 3.91% EL, 4% LTELs, 5.89% SED, 2.82% homeless, 4.82% SWD, 7.33% AI) College & Career Indicator (CCI 36% All, 7.8% EL, 7.9% LTELs, 7.3% homeless, 29.5% SED, 5.8% SWD, 19.2% AI) LTELs' population is also very high, where 31.5% of all ELs are classified as LTELs. **Scope:** LEA-wide	The Special Projects Team's work is to provide direct service to our English Learners, LTELs, American Indian, and Migrant students in the following ways: writes and updates grants to serve students and families, calls all Migrant families to communicate district changes and provides needed items to support student success, collaborates with our Title VI partners (including TANF and Indian Health), works on accessing transportation for students, holds parent meetings 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 provided district-wide, with the area of need being UPP student groups, who make up the highest percentage of students applicable to the work in the determined areas of need.	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
2.8	**Action:** Library Media Specialist **Need:** Library media specialists at school sites support engagement and growth in student reading and comprehension skills. Evidence of needs includes: 2025 CA Schools Dashboard - SBAC ELA (28.98% All (orange), 2.98% EL(orange), 2% LTELs (red), 15.94% homeless (red), 10.47% SED (Red), 10.47% SWD (orange), Hispanic 25% (red), AI (Orange) 11.34% SBAC Math all in orange except the white student group: (17.91% All, 3.91% EL, 4% LTELs, 5.89% SED, 2.82% homeless, 4.82% SWD, 7.33% AI) **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
2.9	**Action:** Site Computer Technicians **Need:** Ensure student access to technology devices integral to instruction and learning. Evidence of needs includes: 2025 CA Schools Dashboard - SBAC ELA (28.98% All (orange), 2.98% EL(orange), 2% LTELs (red), 15.94% homeless (red), 10.47% SED (Red), 10.47% SWD (orange), Hispanic 25% (red), AI (Orange) 11.34%	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
	SBAC Math all in orange except the white student group: (17.91% All, 3.91% EL, 4% LTELs, 5.89% SED, 2.82% homeless, 4.82% SWD, 7.33% AI) Survey Responses related to the technology access needed for learning (Student: 84.26%, Staff: 81.81%, Parent: 94.8%) **Scope:** LEA-wide		
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: Dashboard 24/25 graduation rate for ELs: Yellow indicator: 87.5% and LTELs: Orange indicator: 88.6% Dashboard College & Career Indicator (7.8% EL, 7.9% LTELs)	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
	Dashboard SY 24/25: The English Learner Progress Indicator (ELPI) for the Valley Center High School (VCHS) is at 48.4% for all ELs (a decrease of 2.4%) and is at 51.6% for LTELs (a decrease of 1.3%) SBAC ELA (0% EL) Red Indicator Group + SBAC Math (7.69% EL), Orange Indicator Group - SBAC ELA (0% LTELs) + SBAC Math (7.14% LTELs) 2025 certified CALPADS (report 1.21 + 2.16)- Reclassification rate (17.36%), LTEL (75%) **Scope:** Schoolwide		
2.12	**Action:** Alternative Education Program **Need:** Increase graduation rates and reduce dropout rates for unduplicated students. Improve CCI rates with alternative programming and a high level of staff support. Evidence of need includes: 2025 CA Schools Dashboard Graduation (92% VCPUSD All, 81.8% OGHS All), CCI (36% VCPUSD All, 0% OGHS All, 0% for SED, and 0% for Hispanic) SBAC ELA OG all: 2.94%, and SBAC Math OG all: 3.03%	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,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.13	**Action:** Additional School Sections **Need:** Improve overall academic performance of unduplicated students, particularly in English Language Arts (ELA) and Math. Evidence of needs includes: 2025 CA Schools Dashboard VCPUSD SBAC ELA (28.98% All, 2.98% EL, 2% LTELs, 22.90% SED, 11.34% AI, 15.94% Homeless) Red Indicator Groups - LTELs, Homeless, SED, Hispanic SBAC Math (17.91% All, 3.91% EL, 4% LTELs, 12.58% SED, 7.33% AI, 2.82% homeless) Red Indicator Groups None - all are orange indicators except for the white student group, which is yellow. **Scope:** Schoolwide	The additional sections added to school sites ensure that teachers have more time with students who benefit from additional intervention, leading to improved student learning and giving students more time in a class focused on a specific need during the school day. This is particularly important for low-income students, English Learners, LTELs, homeless students, and American Indian student groups to ensure they have the most time 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, helping staff know students' targeted needs, analyze student data to provide targeted instruction and support, and improve academic achievement, attendance, engagement, and connectedness. Schoolwide Scope: These actions are being provided on a school-wide basis as staff that is 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 make up the highest percentage of students in the determined area of need.	2.3, 2.4
2.15	**Action:** Intervention Resources **Need:**	Providing school sites with additional intervention resources and approved supplemental programs, services, and related supplies impacts unduplicated students' academic success as well	2.3, 2.4 + local indicators (2.24, 2.25, 2.26)

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
	Improve unduplicated student outcomes on California School Dashboard indicators districtwide. Evidence of needs includes: 2025 CA Schools Dashboard VCPUSD SBAC ELA (28.98% All, 2.98% EL, 2% LTELs, 22.90% SED, 11.34% AI, 15.94% Homeless) Red Indicator Groups - LTELs, Homeless, SED, Hispanic SBAC Math (17.91% All, 3.91% EL, 4% LTELs, 12.58% SED, 7.33% AI, 2.82% homeless) Red Indicator Groups None - all are orange indicators except for the white student group, which is yellow. **Scope:** LEA-wide	as promotes school connectedness through support and high engagement activities. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	
3.1	**Action:** District TOSA **Need:** This position supports college and career readiness programs for secondary students, including college trips, American Indian student conferences, career visits, and cultural events at schools. The TOSA will provide guidance to diversify our curriculum, maintain alignment with state standards, and support the Director of Special Projects in training Title VI aides, who provide direct academic and	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 have. 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 parents to break down any misunderstandings. This TOSA position is developed to support our 8% of our American	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
	socio-emotional support to American Indian students, in culturally proficient ways. Evidence of need includes: 2025 CA Schools Dashboard Chronic Absenteeism (29.2% all, 33.4% SED, 56.7% American Indian) Red Indicator includes Homeless Youth: 42.1% and Multiple Races: 27.8% Suspension Rate 2.8% all, 3.4% SED, 4.7% American Indian) Red Indicator includes homeless Youth: 8.2% SBAC ELA (28.98% All (orange), 15.94% homeless (red), 10.47% SED (Red), 10.47% SWD (orange), AI (Orange) 11.34%, SBAC Math - Orange, No red indicators (17.91% All, 12.58% SED, 2.82% homeless, 7.33% AI) LCAP Survey Results related to this action: Parent Survey: 88.18% Staff Survey: 91.04% Student Survey: 84.77% **Scope:** LEA-wide	Indian population who qualify for Free and Reduced Lunch, Foster, and Homeless. LEA-Wide Scope: This action is being provided district-wide, with the area of need being UPP student groups, who make up the highest percentage of students applicable to the work in the determined areas of need.	
3.2	**Action:** District and School Parent Workshops **Need:** Feedback from surveys and input meetings with parents of English learners and low-	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	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
	income students indicated an interest in more training and workshops to help their children be actively engaged and successful in school. Evidence of need includes: Surveys, Goal 3 (Parent 88.18%), specific feedback and comments, and Parent Engagement (41.88% Attendance Back to School Night). See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** LEA-wide	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. Several workshops have taken place such as math nights, literacy nights etc.	
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 SY 25/26 LCAP Survey Results related to this action: Parent Survey: 88.18% Staff Survey: 91.04% Student Survey: 84.77% Sy 25/26 Active Parent Portal Account: 96.08% See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections.	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

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		
4.1	**Action:** Student Services - Program Specialist **Need:** The Student Services - Program Specialist is integral to addressing lower-performing unduplicated student groups that make up our SWD student group by guiding the district's MTSS and interventions. Evidence of needs includes: 2025 CA Schools Dashboard SBAC ELA (28.98% All (orange), 2.98% EL(orange), 2% LTELs (red), 15.94% homeless (red), 22.90% SED (Red), 7.37% SWD (orange), 25% Hispanic (red), 11.34% AI (orange) SBAC Math - Orange, No red indicators (17.91% All, 3.91% EL, 4% LTELS, 12.58% SED, 2.82% homeless, 4.82% SWD, 7.33% AI, 13.99% Hispanic) Chronic Absenteeism (29.2% all, 26.7% EL, 32.5% LTELs, 42.1% Homeless, 33.4% SED, 34.5% SWD, 56.7% American Indian, 27.8% Multiple Races) Graduation 92% all, 84.6% EL, 85.7% LTELs, 85.4% Homeless, 90.2% SED, 83% SWD, 88.5% American Indian)	The Student Services - Program Specialist will work in conjunction with administration, site staff, parents, classroom teachers, and Educational Services to support and improve student outcomes for unduplicated student groups and students with disabilities. LEA-Wide Scope: This action is being providing district wide with the area of need being UPP student groups who makeup the highest percentage of students applicable to the work being done in the determined areas of need.	4.1, 4.3, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension Rate (2.8% all, 3.1% EL, 7.5% LTELs, 8.2% Homeless, 3.4% SED, 5.5% SWD, 4.7% American Indian) 2025 CDE Dataquest - LRE @ 80% (46.40%); Surveys Goal 4 - (Parent 89.96%, Staff 74.71%) **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	**Action:** District Wide English Language Development (ELD) TOSA **Need:** Providing a TOSA to focus on teacher, parent, and student training/support, and maintaining the necessary technical components of our emerging EL program. The district has been monitoring Lilac's ELPI Level for our EL student group since 2023 due to their Low performance. Dashboard 2025	This action will ensure all requirements are met for our ELs and LTELs, directly impacting student outcomes and the academic success of our EL/LTEL students. The ELD TOSA will directly interact and support EL students through mentoring, monitoring progress towards English language proficiency and reclassification, and supporting EL/LTEL academic achievement.	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
	scores suggest that EL student groups at Lilac showed a growth in their ELPI level: 55.1% (+16.1%). The district also monitored Primary's ELPI level since 2023. Current data showed that ELs at the Primary school declined 44.4% (-2.7%). Dashboard 2025: EL Evidence of needs includes: English Learning Progress Indicator (ELPI 52.6%), SBAC ELA (2.98% EL, Orange Indicator), SBAC Math (3.91% EL, Orange Indicator), College & Career indicator (CCI 7.8% EL Red Indicator). LTEL Evidence of needs includes: English Learning Progress Indicator (ELPI 56.9%), SBAC ELA (2% LTEL, red Indicator), SBAC Math (4% LTEL, Orange Indicator), College & Career indicator (CCI 7.9% LTEL red 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.	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	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
	Evidence of need includes: 2025 CA Schools Dashboard - English Learning Progress Indicator (ELPI 52.6%); EL: 52.6% and LTELs: 56.9% SBAC ELA: 2.98% EL(orange), 2% LTELs (red) SBAC Math all in orange except the white student group: (3.91% EL, 4% LTELs - Reclassification (16.4%) SY 24/25: The English Learner Progress Indicator (ELPI) for the Valley Center Middle School (VCMS) is at 61.2% for all ELs (an increase of 7.1%) and is at 66.7% for LTELs (an increase of 7.8%) SY 24/25: The English Learner Progress Indicator (ELPI) for the Valley Center High School (VCHS) is at 48.4% for all ELs (a decrease of 2.4%) and is at 51.6% for LTELs (a decrease of 1.3%) **Scope:** Limited to Unduplicated Student Group(s)	(middle and high school) will continue with a focus on students who are newcomers into our district.	
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 with parents of	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
	English learners indicated a continued need for translation services to access information about their students' education. See also: Engaging Educational Partners, Reflections: Annual Performance, and Metrics sections. **Scope:** Limited to Unduplicated Student Group(s)		

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

No limited actions contributing with a planned percentage.

Additional Concentration Grant Funding

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

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

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

English Learner (EL) support classes (2.10) that align supplemental actions for English Learners to support continued language acquisition growth and reclassification.

Two Intervention TOSAs (2.3) will continue at Valley Center High School and Middle School providing direct student support to students (small group instruction) that are below grade level in core subject areas. With Valley Center High School's unduplicated count of 52.8% and Valley Center Middle School's count of 60.3% 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 8% 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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$40,521,831	$6,974,427	17.212%	0.000%	17.212%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,409,686.00	$2,846,879.00	$54,041.00	$743,301.00	$15,053,907.00	$13,297,545.00	$1,756,362.00

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: Pauma, Primary, Elementary, Lilac, VCMS, OGHS/VC Prep	2024-2027	$1,156,725.00	$0.00	$1,156,725.00				$1,156,725.00	
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	$122,214.00	$0.00	$61,107.00	$61,107.00			$122,214.00	
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	$436,057.00	$0.00	$436,057.00				$436,057.00	
1	1.4	School Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$882,912.00	$150.00	$808,440.00	$74,622.00			$883,062.00	
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	$409,758.00	$5,778.00	$415,536.00				$415,536.00	
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	$551,441.00	$0.00	$551,441.00				$551,441.00	

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	1.7	District Social Worker	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$135,386.00	$350.00	$135,736.00				$135,736.00	
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	$543,683.00	$0.00	$543,683.00				$543,683.00	
1	1.9	District Itinerant Psychologist and Support staff	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	2024-2027	$188,002.00	$0.00	$105,655.00	$51,057.00		$31,290.00	$188,002.00	
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	$73,735.00	$73,735.00				$73,735.00	
1	1.11	Transportation (Bussing)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$1,627,427.00	$820,828.00	$2,448,255.00				$2,448,255.00	
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	$3,500.00	$3,500.00				$3,500.00	
1	1.13	Professional Development and Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027	$9,756.00	$0.00	$9,756.00				$9,756.00	
1	1.14	Positive Behavioral Interventions and Supports Implementation (PBIS)	All	No			All Schools	2024-2027	$0.00	$6,000.00		$1,000.00		$5,000.00	$6,000.00	
2	2.1	District Wide English Language Development (ELD) TOSA	English Learners	Yes	Limited to Undupli	English Learners	All Schools	2024-2027	$151,450.00	$0.00	$151,450.00				$151,450.00	

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
					cated Student Group(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	2024-2027	$621,129.00	$0.00	$186,340.00			$434,789.00	$621,129.00	
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	2024-2027	$281,653.00	$0.00	$281,653.00				$281,653.00	
2	2.4	District Wide Mathematics TOSA (LREBG)	All	No			All Schools	2024-2027	$165,539.00	$0.00		$165,539.00			$165,539.00	
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	$81,018.00	$0.00	$81,018.00				$81,018.00	
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	$190,322.00	$0.00	$190,322.00				$190,322.00	
2	2.7	Special Projects Team	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-2027	$342,723.00	$0.00	$283,905.00			$58,818.00	$342,723.00	
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	$228,683.00	$13,500.00	$228,683.00	$6,342.00		$7,158.00	$242,183.00	
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	$104,923.00	$0.00	$104,923.00				$104,923.00	

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	$47,085.00	$0.00	$47,085.00				$47,085.00	
2	2.11	English Learner Secondary Instruction	English Learners	Yes	School wide	English Learners	Specific Schools: VCHS 9-12	2024-2027	$768,280.00	$0.00	$621,148.00	$147,132.00			$768,280.00	
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	$839,450.00	$0.00	$607,832.00	$231,618.00			$839,450.00	
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	$1,293,911.00	$0.00	$1,293,911.00				$1,293,911.00	
2	2.14	1-to-1 Devices	All	No			All Schools	2024-2027	$0.00	$477,905.00	$117,559.00	$360,346.00			$477,905.00	
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	$90,689.00	$32,689.00	$58,000.00			$90,689.00	
2	2.16	Professional Learning and Training (Standardized Assessments; CAASPP, CAST, CAA)/ High Impact strategies PDs - Benefits all students, specifically English Learners, LTELs, AI, Homeless, Two or More Races, SED, SWD	Homeless, Multiple Races, English Learners, LTELs, AI, SED, SWD	No			All Schools	2024-2027	$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	2024-2027	$123,746.00	$17,000.00		$140,746.00			$140,746.00	
2	2.18	Elementary and Middle School Summer Extended Learning	All	No			All Schools K-8	2024-2027	$166,357.00	$58,000.00		$224,357.00			$224,357.00	
2	2.19	Long-Term English Learner Instructional Programs and Professional Development	Long-Term English Learners (LTELs)	No			All Schools	2025-2027	$0.00	$0.00		$0.00	$0.00	$0.00	$0.00	

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, RFEPs	No			All Schools	2024-2027	$19,317.00	$13,812.00				$33,129.00	$33,129.00	
2	2.21	Learning Recovery Intervention and Support Teachers (LREBG)	All	No			Specific Schools: Elementary, Pauma, Primary, Lilac K-5	2024-2027	$587,775.00	$0.00		$587,775.00			$587,775.00	
2	2.22	Expanded After School Academic and Enrichment Program (LREBG)	All	No			Specific Schools: Valley Center Middle School, Valley Center High School Grades 7-12	2025-2027	$114,736.00	$5,000.00		$119,736.00			$119,736.00	
2	2.23	Bilingual Instructional Aides (BIA)	LTELs, ELs, RFEPs	No			All Schools	2024-2027	$163,319.00	$0.00				$163,319.00	$163,319.00	
3	3.1	District TOSA	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: VCMS, VCHS	2024-2027	$162,964.00	$0.00	$130,372.00	$32,592.00			$162,964.00	
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	$66,895.00	$66,895.00				$66,895.00	
3	3.4	Translation Services	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools	2024-2027	$31,292.00	$9,172.00	$40,464.00				$40,464.00	

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
					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	$175,063.00	$0.00	$175,063.00				$175,063.00	
4	**4.2**	Professional Learning - Universal Design for Learning (UDL)	Students with Disabilities	No			All Schools	2024-2027	$0.00	$6,000.00				$6,000.00	$6,000.00	
4	**4.3**	Instructional Program Review and Planning	Students with Disabilities	No			All Schools	2024-2027	$7,500.00	$0.00		$7,500.00			$7,500.00	
4	**4.4**	Specialized Programs and Training	Students with Disabilities	No			All Schools	2024-2027	$0.00	$15,000.00		$15,000.00			$15,000.00	
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	2024-2027	$1,089.00	$0.00			$1,089.00		$1,089.00	
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	$15,000.00	$15,000.00				$15,000.00	
5	**5.3**	Career Technical Education (CTE) Pathways	All	No			Specific Schools: Valley Center High School, Oak Glen High School 9-12	2024-2027	$87,273.00	$0.00		$87,273.00			$87,273.00	
5	**5.4**	Increased Student Access to A-G Courses	All	No			Specific Schools:	2024-2027	$0.00	$0.00		$0.00	$0.00	$0.00	$0.00	

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
							Valley Center High School, Valley Center Prep School 9-12									
5	**5.5**	Expanded Career Exploration and Vocational Pathway Development -	All	No			Specific Schools: Valley Center Middle School 6-8	2025-2027	$21,352.00	$31,600.00			$52,952.00		$52,952.00	
6	**6.1**	Chronic Absenteeism Interventions	All	No			Specific Schools: Oak Glen High School	2024-2027	$2,500.00	$0.00		$2,500.00			$2,500.00	
6	**6.2**	Community Engagement	All	No			Specific Schools: Oak Glen High School	2024-2027	$17,655.00	$248.00	$248.00	$17,655.00			$17,903.00	
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	$21,834.00	$0.00		$21,834.00			$21,834.00	
6	**6.4**	Behavior Interventions	All	No			Specific Schools: Oak Glen High School	2024-2027	$0.00	$1,000.00		$1,000.00			$1,000.00	
6	**6.5**	Professional Learning and Training	All	No			Specific Schools: Oak Glen High School	2024-2027	$3,798.00	$1,200.00		$1,200.00		$3,798.00	$4,998.00	
6	**6.6**	Academic Interventions	All	No			Specific Schools: Oak Glen High	2024-2027	$64,113.00	$5,000.00		$69,113.00			$69,113.00	

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
							School									
6	**6.7**	Reading and Literacy Interventions	All	No			Specific Schools: VC Prep	2024-2027	$159,824.00	$0.00		$159,824.00			$159,824.00	
6	**6.8**	Social Worker (New Action) - Learning Recovery	All	No			Specific Schools: OG, VC Prep Students at all grade levels	2026-2027	$125,164.00	$0.00		$125,164.00			$125,164.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$40,521,831	$6,974,427	17.212%	0.000%	17.212%	$11,276,879.00	0.000%	27.829 %	**Total:**	$11,276,879.00
								LEA-wide Total:	$4,505,452.00
								Limited Total:	$238,999.00
								Schoolwide Total:	$6,532,428.00

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: Pauma, Primary, Elementary, Lilac, VCMS, OGHS/VC Prep	$1,156,725.00	
1	1.2	Counselor Support (LREBG)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS 9-12	$61,107.00	
1	1.3	Administrators	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, DSC, SPED, VCHS	$436,057.00	
1	1.4	School Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$808,440.00	
1	1.5	Support Staff: Campus Supervision	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	$415,536.00	
1	1.6	Support Staff: Behavior and Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCMS, VCHS, OGHS	$551,441.00	

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	$135,736.00	
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	$543,683.00	
1	1.9	District Itinerant Psychologist and Support staff	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	$105,655.00	
1	1.10	Counseling and Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,735.00	
1	1.11	Transportation (Bussing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,448,255.00	
1	1.12	Attendance Monitoring and Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
1	1.13	Professional Development and Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,756.00	
2	2.1	District Wide English Language Development (ELD) TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$151,450.00	
2	2.2	Elementary Instructional TOSA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Primary, Lilac TK-5	$186,340.00	
2	2.3	Secondary Intervention TOSA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS. VCMS 6-8, 9-12	$281,653.00	
2	2.5	Guidance Technicians	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: VCHS	$81,018.00	

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	9-12		
2	2.6	Elementary Band Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Elementary, Pauma, Lilac, Primary TK-5	$190,322.00	
2	2.7	Special Projects Team	Yes	LEA-wide	English Learners Low Income	All Schools	$283,905.00	
2	2.8	Library Media Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Primary, Elementary, Lilac, Pauma, VCHS, VCMS	$228,683.00	
2	2.9	Site Computer Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,923.00	
2	2.10	English Learner (EL) Support Classes	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: VCHS, VCMS	$47,085.00	
2	2.11	English Learner Secondary Instruction	Yes	Schoolwide	English Learners	Specific Schools: VCHS 9-12	$621,148.00	
2	2.12	Alternative Education Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: OGHS 10-12	$607,832.00	
2	2.13	Additional School Sections	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VCHS, VCMS	$1,293,911.00	
2	2.14	1-to-1 Devices				All Schools	$117,559.00	
2	2.15	Intervention Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,689.00	
2	2.17	High School Summer Credit Recovery / Acceleration / Enrichment (LREBG)				All Schools		
3	3.1	District TOSA	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: VCMS, VCHS	$130,372.00	
3	3.2	District and School Parent Workshops	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.3**	Software Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,895.00	
3	**3.4**	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$40,464.00	
4	**4.1**	Student Services - Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$175,063.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,152,457.00	$12,662,174.85

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 Priority 5 Student Engagement (State Indicator: Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)	Yes	$891,356.00	$1,135,600
1	**1.2**	Counselor Support (LREBG) Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate) Priority 8: Outcomes in a Board Course of Study (State Indicator: College/Career)	Yes	$53,908.00	$56,470
1	**1.3**	Administrators Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)	Yes	$406,628.00	$418,021
1	**1.4**	School Psychologists Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)	Yes	$691,540.00	$734,795
1	**1.5**	Support Staff: Campus Supervision	Yes	$430,602.00	$446,360

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)
		Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)			
1	**1.6**	Support Staff: Behavior and Attendance	Yes	$467,953.00	$491,668
1	**1.7**	District Social Worker	Yes	$132,135.00	$132,174
1	**1.8**	Physical Health and Nutrition (Elementary PE Teachers)	Yes	$511,082.00	$536,601
1	**1.9**	District Itinerant Psychologist	Yes	$120,108.00	$32,203
1	**1.10**	Counseling and Tutoring	Yes	$69,100.00	$69,100
1	**1.11**	Transportation (Bussing)	Yes	$2,151,503.00	$2,179,987
1	**1.12**	Attendance Monitoring and Communication	Yes	$15,204.00	$58
1	**1.13**	Professional Development and Training	Yes	$28,163.00	$9,986
1	**1.14**	Positive Behavioral Interventions and Supports Implementation (PBIS)	No	$29,000.00	$20,979
2	**2.1**	District Wide English Language Development (ELD) TOSA	Yes	$135,520.00	$144,914
2	**2.2**	Elementary Instructional TOSA	Yes	$162,056.00	$173,722
2	**2.3**	Secondary Intervention TOSA	Yes	$283,171.00	$284,948

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	2.4	District Wide Mathematics TOSA	No	$161,259.00	$152,198
2	2.5	Guidance Technicians	Yes	$74,697.00	$73,685
2	2.6	Elementary Band Teachers	Yes	$182,516.00	$186,996
2	2.7	Special Projects Team	Yes	$259,105.00	$273,134
2	2.8	Library Media Specialist	Yes	$231,258.00	$229,931
2	2.9	Site Computer Technicians	Yes	$157,682.00	$102,554
2	2.10	English Learner (EL) Support Classes	Yes	$52,921.00	$45,282
2	2.11	English Learner Secondary Instruction	Yes	$1,026,375.00	$750,330
2	2.12	Alternative Education Program	Yes	$498,024.00	$566,493
2	2.13	Additional School Sections	Yes	$1,280,998.00	$1,250,377
2	2.14	1-to-1 Devices	Yes	$131,394.00	$76,936
2	2.15	Intervention Resources	Yes	$95,530.00	$67,968
2	2.16	Professional Learning and Training (CAASPP)	No	$76,847.00	$10,198

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	2.17	High School Summer Credit Recovery / Acceleration / Enrichment (LREBG)	No	$226,977.00	$91,192
2	2.18	Elementary and Middle School Summer Extended Learning	No	$298,153.00	$237,984
2	2.19	Long-Term English Learner Instructional Programs and Professional Development (New Action)	No	$37,500.00	$26,140
2	2.20	English Learner Instructional Programs and Professional Development	No	$25,694.00	$39,215
2	2.21	Learning Recovery Intervention and Support Teachers (LREBG) (New Action)	No	$600,335.00	$542,580
2	2.22	Expanded After School Academic and Enrichment Program (LREBG) (New Action)	No	$119,845.00	$27,613
2	2.23	Bilingual Instructional Aides (BIA) (New Action)	No	$85,929.00	$153,492
3	3.1	District TOSA	Yes	$126,536.00	$130,061
3	3.2	District and School Parent Workshops	Yes	$3,500.00	$585
3	3.3	Software Services	Yes	$59,241.00	$80,718
3	3.4	Translation Services	Yes	$33,023.00	$35,108
4	4.1	Student Services - Program Specialist	Yes	$172,474.00	$138,524
4	4.2	Professional Learning - Universal Design for Learning (UDL)	No	$25,030.00	$3,000

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)
4	4.3	Instructional Program Review and Planning	No	$17,000.00	$3,425
4	4.4	Specialized Programs and Training	No	$21,600.00	$7,956.85
5	5.1	Implementation of California College Guidance Initiative (CCGI)	No	$60,000.00	$35,053
5	5.2	AP Examination Supports	No	$15,128.00	$11,600
5	5.3	Career Technical Education (CTE) Pathways	No	$75,002.00	$80,095
5	5.4	Increased Student Access to A-G Courses	No	$32,179.00	$33,053
5	5.5	Expanded Career Exploration and Vocational Pathway Development - New Action	No	$37,594.00	$34,999
6	6.1	Chronic Absenteeism Interventions	No	$5,256.00	$0
6	6.2	Community Engagement	No	$34,560.00	$19,794
6	6.3	Career Technical Education (CTE) Expansion and Exploration	No	$30,000.00	$36,149
6	6.4	Behavior Interventions	No	$4,740.00	$4,000
6	6.5	Professional Learning and Training	No	$6,048.00	$1,145
6	6.6	Academic Interventions	No	$71,565.00	$78,234
6	6.7	Reading and Literacy Interventions	No	$119,913.00	$156,791

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,263,925	$10,935,303.00	$10,853,493.00	$81,810.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Counseling Support Priority 5 Student Engagement (State Indicator: Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)	Yes	$891,356.00	$1,135,600.00		
1	1.2	Counselor Support (LREBG) Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate) Priority 8: Outcomes in a Board Course of Study (State Indicator: College/Career)	Yes	$53,908.00	$56,470.00		
1	1.3	Administrators Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)	Yes	$406,628.00	$418,021.00		
1	1.4	School Psychologists	Yes	$691,540.00	$734,795.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)					
1	**1.5**	Support Staff: Campus Supervision Priority 5 (state indicator - student engagement - Chronic Absenteeism) Priority 6: School Climate (State Indicator: Suspension Rate)	Yes	$430,602.00	$446,360.00		
1	**1.6**	Support Staff: Behavior and Attendance	Yes	$467,953.00	$491,668.00		
1	**1.7**	District Social Worker	Yes	$132,135.00	$131,197.00		
1	**1.8**	Physical Health and Nutrition (Elementary PE Teachers)	Yes	$511,082.00	$536,601.00		
1	**1.9**	District Itinerant Psychologist	Yes	$120,108.00	$32,203		
1	**1.10**	Counseling and Tutoring	Yes	$69,100.00	$69,100.00		
1	**1.11**	Transportation (Bussing)	Yes	$2,151,503.00	$2,179,987		
1	**1.12**	Attendance Monitoring and Communication	Yes	$15,204.00	$58.00		
1	**1.13**	Professional Development and Training	Yes	$28,163.00	$9,167.00		
2	**2.1**	District Wide English Language Development (ELD) TOSA	Yes	$135,520.00	$144,914.00		
2	**2.2**	Elementary Instructional TOSA	Yes	$162,056.00	$173,722.00		
2	**2.3**	Secondary Intervention TOSA	Yes	$283,171.00	$284,948.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	Guidance Technicians	Yes	$74,697.00	$73,685		
2	**2.6**	Elementary Band Teachers	Yes	$182,516.00	$186,996.00		
2	**2.7**	Special Projects Team	Yes	$259,105.00	$273,134.00		
2	**2.8**	Library Media Specialist	Yes	$231,258.00	$229,931.00		
2	**2.9**	Site Computer Technicians	Yes	$157,682.00	$102,554		
2	**2.10**	English Learner (EL) Support Classes	Yes	$52,921.00	$45,282.00		
2	**2.11**	English Learner Secondary Instruction	Yes	$1,026,375.00	$750,330.00		
2	**2.12**	Alternative Education Program	Yes	$498,024.00	$566,493.00		
2	**2.13**	Additional School Sections	Yes	$1,280,998.00	$1,250,377		
2	**2.14**	1-to-1 Devices	Yes	$131,394.00	$76,936.00		
2	**2.15**	Intervention Resources	Yes	$95,530.00	$67,968.00		
3	**3.1**	District TOSA	Yes	$126,536.00	$130,061.00		
3	**3.2**	District and School Parent Workshops	Yes	$3,500.00	$585.00		
3	**3.3**	Software Services	Yes	$59,241.00	$80,718.00		
3	**3.4**	Translation Services	Yes	$33,023.00	$35,108.00		
4	**4.1**	Student Services - Program Specialist	Yes	$172,474.00	$138,524.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$39,313,349	$7,263,925	0	18.477%	$10,853,493.00	0.000%	27.608%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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