



2026-27 Local Performance Indicator Self-Reflection

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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	14	12	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	25

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Vallecitos Elementary School District measures implementation of California's adopted academic standards through locally selected measures aligned to Goal 1 of the 2026–27 LCAP. These measures include teacher assignment and credential monitoring (Metric 1.7), annual Williams instructional materials reviews (Metric 1.8), professional learning participation (Metric 1.13), access to a broad course of study (Metric 1.14), English Learner progress through ELPAC and reclassification data (Metrics 1.9 and 1.10), local benchmark assessments (i-Ready), and state assessment results (CAASPP). These measures were selected because they monitor both the foundational conditions necessary for implementing California's academic standards and the impact of instruction on student achievement.

The district maintained 100% appropriately assigned and fully credentialed teachers, ensuring every classroom is staffed by a qualified educator. The annual Williams review confirmed that 100% of students continued to have access to standards-aligned instructional materials for use at school and at home. Students also maintained 100% access to a broad course of study, including English language arts, mathematics, science, history-social science, physical education, health, visual and performing arts, and enrichment opportunities. The continuation of the full-day TK/K combination classroom and dedicated physical education instruction helped preserve equitable access despite the district's small size.

Professional learning remained a district priority throughout the year. Staff participated in professional development aligned to California's academic standards, including literacy, English Language Development, Multi-Tiered System of Supports (MTSS), restorative practices, instructional data analysis, and effective instructional strategies. These efforts strengthened instructional capacity while supporting equitable access to rigorous, standards-based instruction.

Student outcome measures demonstrate continued progress in English Language Arts through both CAASPP and local i-Ready results, reflecting the district's sustained focus on literacy. English Learner progress continued through ELPAC growth and ongoing reclassification efforts. Mathematics remains an identified area for continued improvement. While students demonstrated growth on local benchmark assessments, state assessment results indicate a continued need to strengthen conceptual mathematics instruction, targeted intervention, and professional learning.

Overall, Vallecitos continues to maintain the foundational conditions necessary for successful implementation of California's academic standards. The district sustained 100% appropriately assigned teachers, 100% access to

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Vallecitos Elementary School District continues to strengthen relationships between school staff and families by fostering a welcoming, inclusive, and collaborative school culture. The district values family engagement as an essential component of student success and intentionally creates opportunities for meaningful partnerships throughout the school year.

The district maintains a highly welcoming environment by offering numerous family-centered events, including Back-to-School Night, Open House, Fall Festival, Lunch on the Lawn, Santa's Workshop, Movie Night, Spring Fling Art Show, Talent Show, our annual Promotion Ceremony, and other school celebrations that encourage families to participate in school life. These events provide opportunities for staff and families to build relationships outside the classroom while reinforcing a strong sense of community.

Vallecitos continues to strengthen culturally responsive practices by providing bilingual communication, translation services, and family engagement opportunities that reflect the linguistic and cultural diversity of the school community. Staff work collaboratively with families through parent conferences, Individualized Education Program meetings, Student Study Team meetings, School Site Council, DELAC, LCAP meetings, and other school-based activities to better understand each family's goals, strengths, and needs.

The district has also expanded staff capacity to build trusting relationships with families through ongoing professional learning. During the year, staff participated in training focused on Multi-Tiered System of Supports (MTSS), restorative practices, and strategies for building positive relationships with students and families. These efforts support respectful communication, collaborative problem-solving, and stronger partnerships centered on student success.

Vallecitos continues to provide multiple avenues for meaningful two-way communication through ClassDojo, FinalSite, district and classroom communications, bilingual notices, phone calls, conferences, surveys, and direct access to school administration. Families are encouraged to participate in decision-making through advisory committees, public meetings, and ongoing opportunities to provide feedback that informs district planning and continuous improvement.

Overall, the district has continued to strengthen relationships between staff and families by maintaining a welcoming school environment, expanding opportunities for meaningful engagement, increasing staff capacity to build positive partnerships, and ensuring that family voice remains an important component of district decision-making.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

While Vallecitos has established a welcoming school culture and multiple opportunities for family engagement, the district recognizes several areas for continued growth. Educational partner input and local data indicate that strengthening authentic two-way partnerships with families remains an ongoing priority.

The district will continue building staff capacity to engage families through culturally responsive communication, restorative practices, and effective collaboration. Professional learning will emphasize relationship-building strategies that promote meaningful dialogue, shared problem-solving, and productive partnerships with families from diverse backgrounds.

Increasing participation among historically underrepresented families also remains an area of focus. The district will continue strengthening engagement with English Learner families, families of students with disabilities, and other groups whose participation in advisory committees and school activities has historically been lower. Expanding opportunities for participation while reducing barriers related to language, scheduling, and access will remain an important component of the district's family engagement efforts.

Vallecitos will also continue enhancing communication systems to ensure families receive timely, understandable, and accessible information. The district will expand the use of multiple communication platforms, provide bilingual communications and translation services whenever appropriate, and continue seeking family input through surveys, advisory committees, conferences, LCAP engagement activities, and informal opportunities for feedback throughout the school year.

As the district continues implementing its Multi-Tiered System of Supports (MTSS) framework and restorative practices, staff will strengthen partnerships with families by emphasizing early intervention, collaborative problem-

solving, and shared responsibility for supporting student success. These efforts will help ensure that families remain active partners in both academic and social-emotional development.

Through these continuous improvement efforts, Vallecitos seeks to further strengthen trust between families and school staff, increase meaningful participation in district decision-making, and ensure every family feels welcomed, valued, and connected to the educational experience of their child.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Vallecitos Elementary School District remains committed to ensuring that all families, particularly those who have historically been underrepresented in school decision-making, have meaningful opportunities to engage as partners in their children's education. The district will continue focusing on English Learner families, families of students with disabilities, socioeconomically disadvantaged families, and other groups whose participation may be limited by language, work schedules, transportation, or other barriers.

The district will continue expanding multilingual communication by providing important information in English and Spanish, offering translation services during meetings, and utilizing multiple communication platforms, including ClassDojo, ParentSquare, phone calls, conferences, and the district website. These efforts help ensure that families receive timely, accessible information and have multiple opportunities to communicate with school staff.

Vallecitos will continue strengthening the role of advisory groups, including DELAC, School Site Council, and the LCAP development process, by encouraging participation from families representing the district's diverse student population. Family surveys, public meetings, and direct outreach will continue to provide opportunities for educational partners to share their perspectives and help shape district priorities.

The district will also continue building staff capacity to engage families through ongoing professional learning focused on culturally responsive communication, restorative practices, and collaborative problem-solving. These strategies support positive relationships between school staff and families while promoting early intervention and shared responsibility for student success.

As part of the district's Multi-Tiered System of Supports (MTSS), school staff will continue working collaboratively with families to identify student needs early, develop appropriate interventions, and monitor progress. This proactive approach encourages regular communication and strengthens partnerships that support both academic achievement and social-emotional well-being.

Through these efforts, Vallecitos seeks to ensure that every family feels welcomed, respected, informed, and empowered to participate in school life and district decision-making. The district will continue evaluating participation and educational partner feedback to identify additional opportunities for improving engagement among underrepresented families as part of its continuous improvement process.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Vallecitos Elementary School District continues to strengthen partnerships with families by recognizing that meaningful collaboration between home and school is essential to improving student outcomes. Analysis of parent surveys, staff input, and educational partner feedback indicates that families value the caring relationships they have with teachers and staff, the welcoming school culture, and the district's commitment to student success. Families also expressed a desire for additional academic opportunities, expanded extracurricular activities, continued communication, and increased involvement in supporting student learning.

Professional learning continues to strengthen staff capacity to partner effectively with families. Throughout the year, teachers, administrators, and classified staff participated in professional learning focused on Multi-Tiered System of Supports (MTSS), restorative practices, collaborative problem-solving, and instructional practices designed to support all learners. These efforts have strengthened communication with families while promoting shared responsibility for student success.

The district maintains multiple opportunities for families and educators to collaborate through parent-teacher conferences, Student Study Team meetings, Individualized Education Program meetings, MTSS problem-solving meetings, School Site Council, DELAC, and ongoing classroom communication. These structures promote early intervention, shared goal-setting, and collaborative decision-making to support students academically, socially, and emotionally.

Vallecitos also continues to ensure that families understand and can exercise their educational rights by providing information regarding special education procedural safeguards, English Learner programs, district policies, and opportunities to participate in advisory committees and the LCAP development process. Translation services and bilingual communication remain available to ensure equitable access.

The district continues expanding opportunities for families to support learning at home through classroom communication, literacy initiatives, digital communication platforms, and community partnerships. While educational partners identified opportunities to further strengthen curriculum-specific home learning resources and enrichment opportunities, Vallecitos has established strong partnerships that promote student success through trust, communication, and continuous collaboration between families and school staff.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Analysis of educational partner input identified several opportunities to further strengthen partnerships between families and schools to improve student outcomes. While families expressed appreciation for the supportive relationships they have with staff, they also identified opportunities to expand academic supports, enrichment opportunities, communication, and resources that help families reinforce learning at home. Staff similarly identified continued implementation of MTSS, mathematics achievement, writing instruction, social-emotional learning, and student engagement as priorities for continuous improvement.

The district will continue expanding resources that help families support student learning outside the classroom. This includes providing curriculum-aligned information, literacy and mathematics strategies, digital learning resources, and practical guidance that families can use to reinforce classroom instruction at home.

Strengthening ongoing communication regarding student progress also remains an area of focus. In addition to parent-teacher conferences, the district will continue encouraging timely communication between families and school staff through multiple platforms so that academic or behavioral concerns can be addressed proactively through collaborative problem-solving.

Educational partner feedback also highlighted interest in additional enrichment opportunities and expanded student supports. As resources allow, the district will continue exploring opportunities to strengthen extracurricular activities, extended learning opportunities, family engagement events, and community partnerships that support the whole child.

Finally, Vallecitos will continue building staff capacity through professional learning focused on MTSS, restorative practices, culturally responsive communication, and evidence-based instructional practices. These efforts will strengthen partnerships with families by promoting shared responsibility for student success and ensuring that educational decisions are informed through ongoing collaboration between home and school.

Through these continuous improvement efforts, the district seeks to provide every family with the information, resources, and opportunities needed to actively support their child's academic, behavioral, and social-emotional success while strengthening meaningful partnerships that contribute to improved student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Vallecitos Elementary School District will continue strengthening partnerships with underrepresented families by ensuring that all educational partners have equitable opportunities to participate in their children's education and district decision-making. The district will continue focusing outreach efforts toward English Learner families, families of students with disabilities, socioeconomically disadvantaged families, and families whose participation has historically been limited by language, work schedules, transportation, or other barriers.

The district will continue expanding multilingual communication through bilingual notices, translation services, ClassDojo, FinalSite, phone calls, conferences, and district advisory meetings. These communication systems help ensure that families receive timely information in an understandable format while providing multiple opportunities for two-way communication with school staff.

Vallecitos will continue using its Multi-Tiered System of Supports (MTSS) framework to strengthen partnerships with families through early identification of student needs, collaborative problem-solving, and ongoing progress monitoring. Families will continue to participate as active members of Student Study Team meetings, Individualized Education Program meetings, attendance interventions, and other support processes designed to improve academic, behavioral, and social-emotional outcomes.

The district will continue encouraging participation from underrepresented families through DELAC, School Site Council, LCAP engagement activities, parent surveys, and public meetings. Educational partner feedback will

continue informing district priorities and the development of programs and services that address the unique needs of Vallecitos students and families. Parent survey responses indicate that families value the caring relationships, communication, and family atmosphere of the school while also expressing interest in expanded academic supports, extracurricular opportunities, and continued communication regarding student progress. These priorities will continue guiding district improvement efforts.

Through these ongoing efforts, Vallecitos will continue building meaningful partnerships with underrepresented families by reducing barriers to participation, strengthening communication, and ensuring that every family has the opportunity to actively contribute to their child's educational success and the continuous improvement of the district.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- 1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

Vallecitos Elementary School District continues to strengthen opportunities for educational partners to participate in district decision-making through a transparent and collaborative engagement process. Parent surveys, staff input, student feedback, advisory committee meetings, and public Board meetings all contribute to the development, implementation, and evaluation of district programs and services. Educational partner feedback directly informed the priorities reflected in the 2026–27 Local Control and Accountability Plan, including continued emphasis on academic achievement, Multi-Tiered System of Supports (MTSS), student engagement, school climate, and expanded enrichment opportunities.

The district provides multiple opportunities for families to participate in decision-making through School Site Council, DELAC, LCAP meetings, parent surveys, conferences, public hearings, and regular communication with school and district leadership. Families are encouraged to share feedback regarding district priorities, instructional programs, student supports, school safety, and family engagement activities. Translation services and bilingual communication help ensure that families can participate meaningfully regardless of language.

Staff members also play an active role in district planning through leadership meetings, professional learning communities, faculty meetings, MTSS discussions, and structured opportunities to provide input on instructional programs, student interventions, and resource allocation. Student perspectives continue to be incorporated through Student Council and other opportunities for student voice regarding school climate and student engagement.

Educational partner feedback this year reflected strong appreciation for the district's caring staff, family atmosphere, communication, and commitment to students while also identifying opportunities to strengthen academic supports, extracurricular opportunities, and continued family engagement. This feedback has been incorporated into district planning and the annual update of the LCAP as part of Vallecitos' continuous improvement process.

Overall, Vallecitos has established effective systems for gathering, considering, and acting upon educational partner input. The district remains committed to maintaining transparent decision-making processes that ensure families, students, staff, and community members have meaningful opportunities to help shape district priorities and improve outcomes for all students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Analysis of educational partner input identified several opportunities to further strengthen the district's decision-making processes. While Vallecitos provides multiple opportunities for families, staff, students, and community members to participate, the district recognizes the importance of continually expanding meaningful participation and ensuring that all educational partners feel their voices are heard and reflected in district decisions.

One area of continued focus is increasing participation among underrepresented families. The district will continue encouraging greater involvement from English Learner families, families of students with disabilities, and other groups that may experience barriers to participation due to language, work schedules, transportation, or other factors. Translation services, bilingual communication, and flexible engagement opportunities will continue supporting broader participation in advisory committees, public meetings, and the LCAP development process.

The district will also continue strengthening communication regarding how educational partner input influences district decisions. Families and staff consistently provide valuable feedback through surveys, advisory committees, conferences, and public meetings. Continuing to communicate how this feedback informs district priorities, resource allocation, and program development will help strengthen trust and encourage ongoing participation.

Educational partner feedback also highlighted the importance of maintaining open communication regarding academic programs, student supports, school safety, enrichment opportunities, and school climate. The district will continue seeking input on these priorities while expanding opportunities for families, students, and staff to participate throughout the school year rather than only during the annual LCAP development process.

Finally, Vallecitos will continue strengthening staff capacity to facilitate meaningful engagement through professional learning focused on culturally responsive communication, collaboration, and effective facilitation of advisory groups. These efforts will help ensure that educational partner engagement remains authentic, inclusive, and focused on continuous improvement.

Through these ongoing efforts, Vallecitos will continue building a culture of shared leadership in which families, staff, students, and community members play an active role in shaping district priorities and improving outcomes for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Vallecitos Elementary School District will continue strengthening engagement of underrepresented families by ensuring that all educational partners have equitable opportunities to participate in district planning and decision-making. The district will continue focusing outreach efforts toward English Learner families, families of students with disabilities, socioeconomically disadvantaged families, and other groups that may experience barriers to participation due to language, work schedules, transportation, or limited access to school events.

The district will continue reducing these barriers through bilingual communication, translation services, multiple communication platforms, and flexible opportunities for participation in School Site Council, DELAC, LCAP meetings, public hearings, parent conferences, and other advisory activities. Families will continue receiving information in accessible formats while having multiple opportunities to provide input throughout the school year.

Educational partner surveys and stakeholder meetings demonstrated that families value the district's welcoming environment and caring staff while requesting continued communication, expanded academic supports, additional enrichment opportunities, and opportunities to remain involved in district planning. The district will continue using this feedback to guide improvements while ensuring that the voices of historically underrepresented families are intentionally included in the decision-making process.

Vallecitos will also continue using its Multi-Tiered System of Supports (MTSS), advisory committees, parent surveys, and direct communication with families to identify barriers to student success and inform district priorities. Staff will continue building their capacity to engage families through professional learning focused on culturally responsive communication, restorative practices, and collaborative problem-solving that encourages meaningful family participation.

Through these ongoing efforts, Vallecitos will continue strengthening trust, reducing barriers to participation, and ensuring that underrepresented families have meaningful opportunities to help shape district policies, programs, and services. The district remains committed to a continuous improvement process in which educational partner voice informs decision-making and contributes to improved outcomes for all students.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Vallecitos Elementary School District annually collects local school climate data through student, parent, and staff surveys as part of its Local Control and Accountability Plan (LCAP) development process. Survey responses are analyzed alongside local attendance and discipline data to evaluate perceptions of school safety, connectedness, engagement, and overall school climate. Because of the district's small enrollment, disaggregated results are limited in order to protect student confidentiality; however, educational partner feedback is carefully reviewed to identify common themes and areas for continuous improvement.

Student survey responses indicate that students generally feel safe, supported, and connected at school while identifying opportunities to expand extracurricular activities, student leadership opportunities, and engaging learning experiences. Parent survey responses consistently describe Vallecitos as a welcoming school with caring staff, strong communication, and a positive learning environment. Parents also expressed interest in additional academic supports, enrichment opportunities, and continued communication regarding student progress and school activities. Staff feedback similarly highlighted the importance of maintaining a positive school culture while strengthening MTSS implementation, restorative practices, student engagement, and academic supports.

Local outcome data reinforce these positive perceptions. During the 2025–26 school year, the district recorded only one student suspension, resulting in an approximate suspension rate of 0.5 percent. Chronic absenteeism also continued to improve from the previous year, reflecting sustained progress in student engagement and attendance.

The district uses these multiple sources of local data to monitor school climate, identify emerging needs, and guide continuous improvement. Survey findings, attendance trends, discipline data, and educational partner feedback directly informed the development of the 2026–27 LCAP, including continued investments in MTSS, restorative practices, student engagement, and positive school culture.

Overall, local survey results and outcome data indicate that Vallecitos continues to provide a safe, welcoming, and supportive learning environment while remaining committed to strengthening student connectedness, family engagement, and academic success for all students.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

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Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Analysis of local climate survey data, educational partner feedback, attendance data, and discipline outcomes informed several refinements to the district's continuous improvement efforts and the development of the 2026–27 Local Control and Accountability Plan. Survey responses emphasized maintaining the district's positive school culture while strengthening student engagement, academic supports, social-emotional learning, communication, and enrichment opportunities. These priorities were incorporated into Goal 2 and related district initiatives. The district will continue strengthening implementation of its Multi-Tiered System of Supports (MTSS) to ensure students receive timely academic, behavioral, and social-emotional interventions. Staff will continue using data to identify student needs early, monitor progress, and collaborate with families to provide appropriate supports before concerns become more significant.

During 2025–26, Vallecitos also invested in districtwide professional learning focused on restorative practices. These strategies will continue to be integrated into daily school operations to strengthen positive relationships, improve student connectedness, reduce disciplinary incidents, and build a supportive learning environment. The district will continue emphasizing restorative approaches alongside Positive Behavioral Interventions and Supports (PBIS) and MTSS as key components of its school climate efforts.

Educational partner feedback also highlighted opportunities to expand student engagement through enrichment activities, leadership opportunities, and programs that strengthen students' sense of belonging. The district will continue evaluating opportunities to enhance these experiences while maintaining a safe, inclusive, and supportive learning environment.

Finally, the district will continue reviewing local survey results, attendance trends, suspension data, and educational partner feedback as part of its annual continuous improvement cycle. These data sources will continue informing revisions to district priorities, resource allocation, professional learning, and student support systems to ensure that Vallecitos remains responsive to the evolving needs of its students, families, and staff.

By continuing to strengthen MTSS implementation, restorative practices, family engagement, and student connectedness, Vallecitos is committed to sustaining a positive school climate that supports academic success, student well-being, and equitable outcomes for all students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Vallecitos Elementary School District monitors student access to a broad course of study through multiple locally selected measures aligned to the 2026–27 LCAP. The district annually reviews its master schedule, student enrollment, teacher assignments, class rosters, and Williams instructional materials data to verify that all students, including English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities, have equitable access to California's required courses of study.

The district also monitors access to specialized instructional programs, intervention services, physical education, visual and performing arts, enrichment opportunities, career awareness activities, field experiences, and expanded learning opportunities through participation records, student schedules, and LCAP implementation data. Student participation is reviewed by grade span and student group to identify and address potential barriers to access.

Additional measures, including educational partner feedback, student participation data, and annual program reviews, help the district evaluate whether all students are enrolled in and benefiting from a comprehensive educational program. These measures provide ongoing evidence that students have equitable access to a broad course of study while informing continuous improvement efforts and annual LCAP updates.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Vallecitos Elementary School District continues to provide all students on its single TK-8 campus with equitable access to a broad course of study. Master schedule reviews, enrollment data, and annual program monitoring confirm that 100% of students have access to California's required courses of study, including English language arts, mathematics, science, history-social science, physical education, health, visual and performing arts, and enrichment opportunities. This access extends to all student groups, including English Learners, socioeconomically disadvantaged students, foster youth, and students with disabilities.

The district continues to provide specialized instructional supports and intervention services through its Multi-Tiered System of Supports (MTSS), English Learner services, special education programs, expanded learning opportunities, and targeted academic interventions. Students also participate in enrichment activities, field experiences, career awareness opportunities, and community-based learning that complement the core instructional program.

As a single-school district, Vallecitos does not experience differences in access across school sites. Annual reviews indicate that all student groups are provided equitable opportunities to participate in the district's instructional and enrichment programs. The district continues to monitor participation and educational partner feedback to identify and address any barriers that could limit access for individual students or student groups.

Overall, locally selected measures indicate that Vallecitos has maintained universal access to a broad course of study while continuing to expand opportunities that support student engagement, college and career awareness, and academic success for all learners.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Vallecitos Elementary School District continues to provide all students with equitable access to a broad course of study; however, several challenges remain due to the district's size and rural location. As a small TK-8 district with limited enrollment and staffing, offering the same breadth of elective courses, enrichment opportunities, and specialized programs available in larger districts can be challenging. The district must balance available resources while maintaining small class sizes and ensuring access to California's required courses of study.

Educational partner feedback also identified opportunities to expand enrichment activities, visual and performing arts experiences, extracurricular programs, student leadership opportunities, and career exploration experiences. Staff similarly expressed interest in increasing opportunities for music, hands-on learning, science enrichment, and expanded student activities that promote engagement and belonging.

The district's rural location also presents challenges in developing partnerships with colleges, businesses, and community organizations that can provide additional learning experiences for students. Transportation, scheduling, and limited availability of local partners can affect the frequency of field experiences and career exploration activities.

Despite these challenges, Vallecitos continues to monitor student participation and educational partner feedback to identify barriers to access and prioritize available resources. The district remains committed to expanding learning opportunities whenever feasible while ensuring that all students continue to receive equitable access to a comprehensive educational program aligned with California's academic standards.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to educational partner feedback and annual program review, Vallecitos will continue implementing actions identified in the 2026–27 LCAP to ensure all students have equitable access to a comprehensive educational program. The district will maintain full access to California's required courses of study while continuing to invest in academic intervention, English Learner services, special education, physical education, visual and performing arts, expanded learning opportunities, and enrichment activities.

The district will continue strengthening its Multi-Tiered System of Supports (MTSS) to ensure that students receive timely academic and behavioral interventions without limiting access to core instruction or enrichment opportunities. Educational partner feedback supporting additional enrichment, music, hands-on learning, student leadership, and career exploration will continue informing district planning as resources become available.

Vallecitos will also continue expanding partnerships with community organizations and local agencies to increase opportunities for field experiences, career awareness, and student enrichment while maintaining equitable access for all student groups. Annual reviews of student participation, educational partner feedback, and LCAP implementation data will continue guiding program improvements and resource allocation.

Through these ongoing actions, the district will continue ensuring that every student, regardless of background or program eligibility, has access to a rigorous, engaging, and well-rounded educational experience that supports academic achievement, student engagement, and college and career readiness.