LCFF Budget Overview for Parents

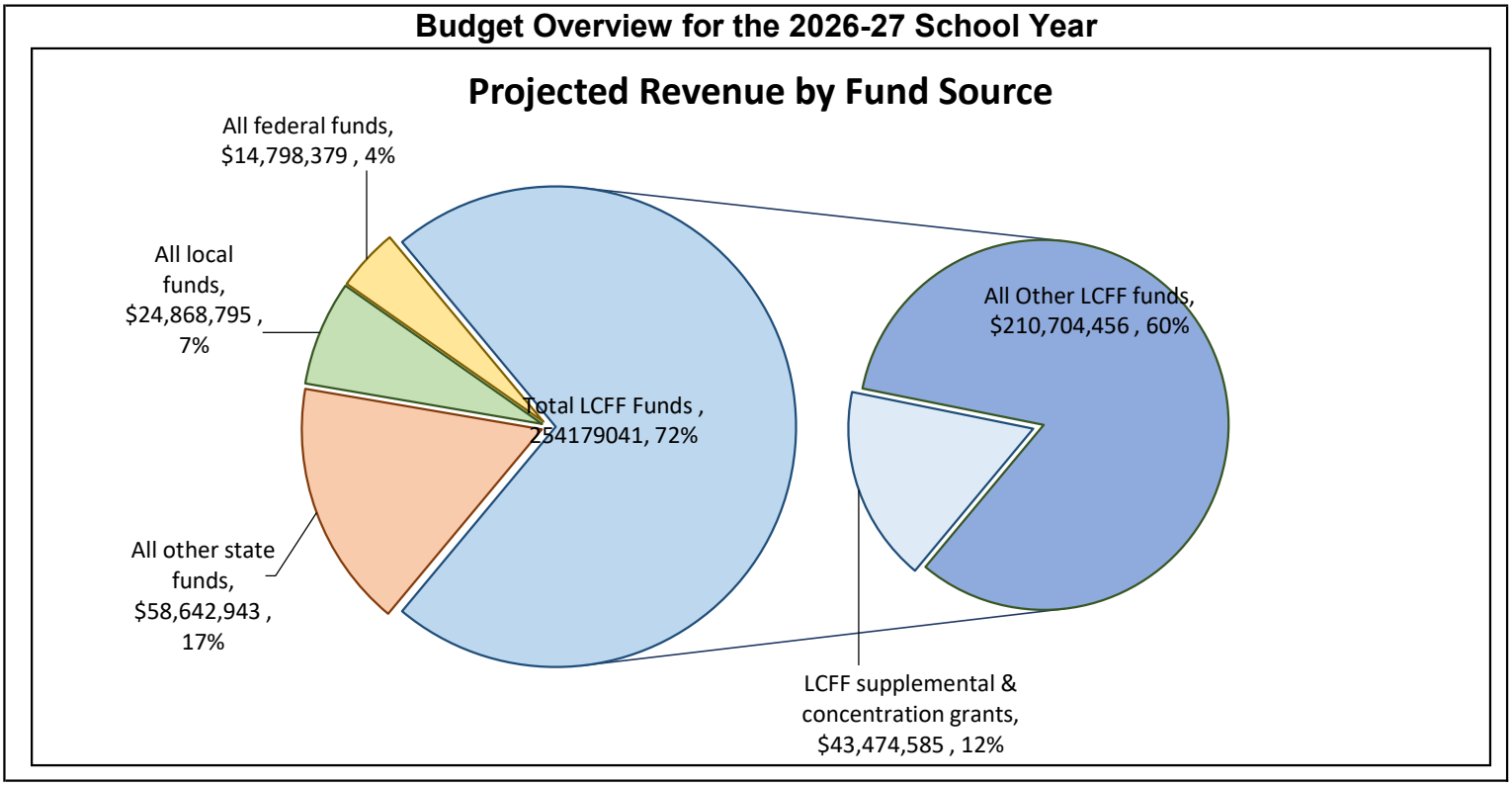
Local Educational Agency (LEA) Name: Vista Unified School District

CDS Code: 37684520000000

School Year: 2026-27

LEA contact information: Ana Machado760-726-2170 / anamachado@vistausd.org

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).

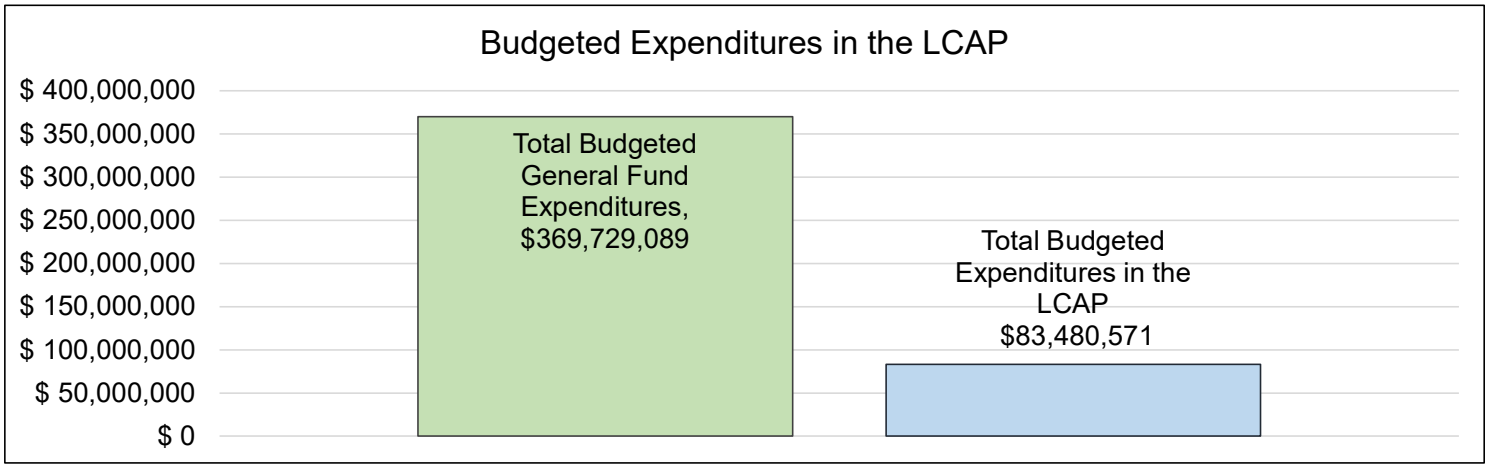


This chart shows the total general purpose revenue Vista Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Vista Unified School District is $352,489,158.00, of which $254,179,041.00 is Local Control Funding Formula (LCFF), $58,642,943.00 is other state funds, $24,868,795.00 is local funds, and $14,798,379.00 is federal funds. Of the $254,179,041.00 in LCFF Funds, $43,474,585.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Vista 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: Vista Unified School District plans to spend $369,729,089.00 for the 2026-27 school year. Of that amount, $83,480,571.00 is tied to actions/services in the LCAP and $286,248,518.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

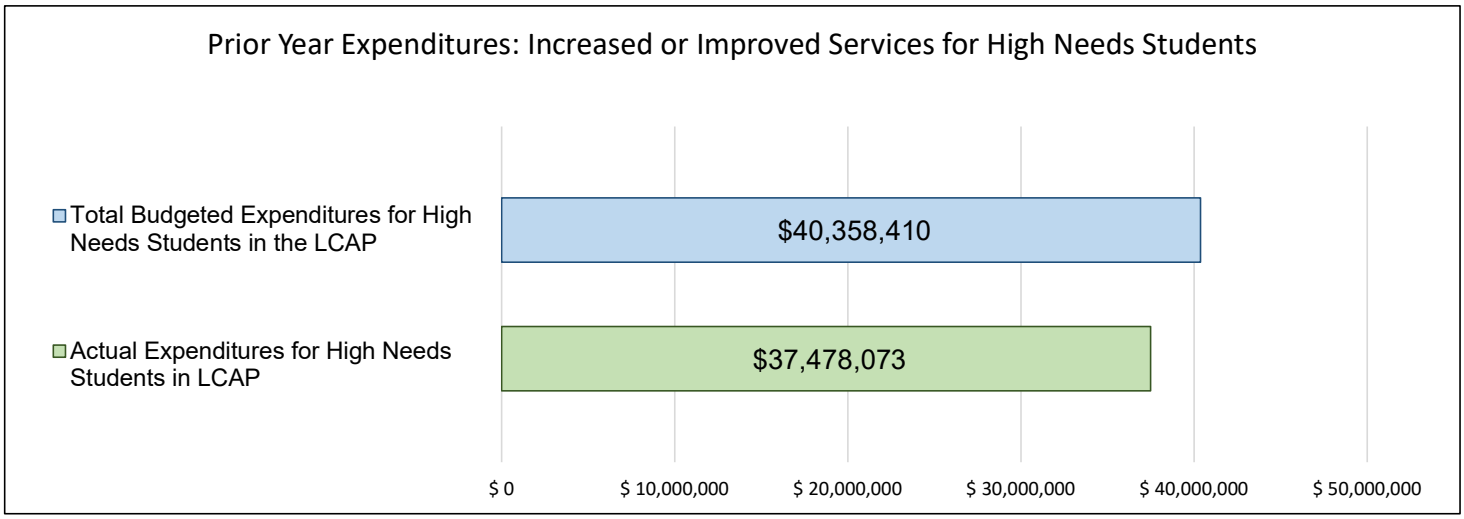
The district has not included in its comprehensive LCAP plan those instructional and administrative services provided under the base, unrestricted general funding, and other restricted services such as routine restricted maintenance, one-time dollar expenditures, most local grants and special education.

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

In 2026-27, Vista Unified School District is projecting it will receive $43,474,585.00 based on the enrollment of foster youth, English learner, and low-income students. Vista Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Vista Unified School District plans to spend $47,723,919.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Vista 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 Vista 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, Vista Unified School District's LCAP budgeted $40,358,410.00 for planned actions to increase or improve services for high needs students. Vista Unified School District actually spent $37,478,073.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $2,880,337.00 had the following impact on Vista Unified School District's ability to increase or improve services for high needs students:

While some actions had lower actual expenditures than their budgeted amounts, the majority of the planned actions and services were fully implemented as intended, with no impact to the increased or improved services for our high needs students. The district continues to make strategic adjustments which reallocate funding sources from supplemental and concentration to other restricted programs. Additionally, for some action items, the expenditure will be realized in the upcoming school year, and several action items were completed within the allocated budget.

Local Control and Accountability Plan

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

Local Educational Agency Name	Contact Name and Title	Email and Phone
Vista Unified School District	Dr. Eric Chagala Assistant Superintendent of Educational Excellence & Innovation	(760) 726-2170 ericchagala@vistausd.org

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.

Our vision is for *every student to graduate from Vista Unified School District as a resilient, agile learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges.* Our values of *respect, trust, collaboration, equity, and kindness* serve as a framework for how we behave and treat each other in the pursuit of our vision.

Vista Unified School District (VUSD) is located 40 miles north of the city of San Diego and seven miles inland from the Pacific Ocean and is home to a thriving, diverse community of 18,024 students in transitional kindergarten through grade twelve. The district serves the communities of Vista, as well as parts of Oceanside, Carlsbad, and San Marcos, and encompasses approximately 39 square miles. Major employers in Vista include DJO Global (medical devices), Altman Plants (horticulture), and Hot Spring Spas (spa and wellness manufacturing), providing career opportunities in health science, advanced manufacturing, and agriculture.

VUSD serves a diverse student population across 27 schools. These include fourteen elementary schools, four middle schools, three comprehensive high schools, two alternative high schools, one 6-12 independent study school, an adult education school, an adult transition center, and a special education school. The district also offers a magnet school program including two elementary schools, two middle schools, and one high school, providing specialized educational opportunities for interested students.

Our K-12 student population reflects the rich cultural diversity of our community, including Hispanic (66.0%), white (22.6%), African American (1.5%), Asian (2%), Filipino (1.2%), Pacific Islander (0.5%), American Indian (0.2%) and two or more races (5.9%). Among our student body, 15.5% are classified as English language learners, 0.20% represent foster youth, and 6.9% are students experiencing homelessness. Additionally, students with disabilities represent 18.7%, and a majority, 67.6%, of students, come from low socioeconomic backgrounds.

Over the past decade, like many districts in California, VUSD has experienced a significant decline in enrollment, decreasing by more than 3,500 students. This trend prompted the formation of the District Asset Management Advisory Committee to evaluate and recommend actions for under-enrolled schools. Due to the fiscal impact of declining enrollment, the Governing Board approved the consolidation of Beaumont Elementary School and Rancho Minerva Middle School in January 2024, with implementation at the end of the 2023-24 school year. Enrollment continued to decline between the 2023-24 and 2024-25 school years by an additional 357 students (1.93%). This trend has persisted into the 2025-26 school year, with current enrollment at 18,024, reflecting a further decline of 88 students (0.49%).

The 2025 California School Dashboard results reflect an overall improvement for VUSD, with progress across several key indicators alongside areas that continue to require focused attention. The district demonstrated notable gains in college and career readiness, increasing by 4.6% from the prior year. Graduation rates reached an all-time high of 88.8%, exceeding the statewide average, while suspension rates continued to decline, reflecting ongoing efforts to foster a positive school climate. At the same time, growth in English Language Arts and Mathematics was modest, and chronic absenteeism increased to 17.5% in 2025 after declining to 14.6% the previous year. English Learner progress also declined, with fewer than half of students advancing at least one proficiency level, highlighting the need to strengthen language acquisition support. These results will guide the district's continued focus on targeted instruction, strengthened intervention systems, and increased support for student groups demonstrating the greatest needs.

In 2024, the California Department of Education (CDE) introduced the Equity Multiplier to provide additional funding to schools with student mobility rates above 25 percent and where more than 70 percent of students are socioeconomically disadvantaged. In VUSD, eligible schools include Vista Visions Academy (74% socioeconomically disadvantaged; 59.1% mobility), Alta Vista High School (96%; 48.1%), and Major General Raymond Murray High School (94%; 42%), based on 2024-25 student data. California Avenue Elementary School is no longer eligible to receive Equity Multiplier funds beginning in the 2025-26 school year. Schools were identified based on high levels of student need, including elevated mobility and socioeconomic disadvantage, which align to the district's focus on improving student engagement, access to support, and graduation outcomes. Equity Multiplier funds must be used to support evidence-based services that directly benefit eligible students and must be reflected in the LCAP beginning in the 2024-25 school year.

The 2026-27 LCAP marks the third year of VUSD's three-year LCAP cycle.

Reflections: Annual Performance

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

INTRODUCTION

The California School Dashboard (Dashboard) is an online tool that provides families, educators, and the community with accessible information about how schools and districts are performing. It includes key measures such as academic achievement, graduation rates, and school climate. To make performance easier to understand, the Dashboard uses a color-coded system ranging from Red (very low) to Blue (very high).



For the 2025 Dashboard, performance levels are based on results from both the current year (2025) and the prior year (2024). Schools and districts receive one of five color-coded performance levels for each state indicator. There indicators include:

- Academic performance in English Language Arts and Mathematics
- English Learner Progress
- Chronic Absenteeism (K–8)
- Graduation Rate
- College/Career Readiness (9–12)
- Suspension Rate

Results are also reported by student group to help highlight how different groups of students are performing. These groups include African American, American Indian, Asian, English Learners, Filipino, Foster Youth, Hispanic, Students Experiencing Homelessness, Two or More Races, Pacific Islander, Socioeconomically Disadvantaged Students, Students with Disabilities, and White students.

Each year, VUSD reviews both Dashboard and local data to better understand student outcomes. This annual review helps the district identify what is working well and where additional support is needed. As part of this process, the district also identifies any student group or school that receives the lowest performance level (Red) on any Dashboard indicator, as required by the state. The areas of greatest need, identified from the 2023 Dashboard, remain fixed (beginning on page 22) and are prioritized throughout the current three-year Local Control and Accountability Plan (LCAP) cycle (2024-25, 2025-26, and 2026-27).

ANNUAL PERFORMANCE

English Language Arts (ELA)

The California School Dashboard ELA Indicator measures how well students are meeting grade-level ELA standards based on statewide assessment results and students' average Distance from Standard, which reflects how far above or below the state standard students performed.

*There were **no** student groups in the **Red** performance Level for 2025*

English Language Arts (ELA) performance in Table 1 demonstrates steady improvement over the three-year period, with notable gains across several student groups. The distance from standard for All Students improved from 22.3 points below standard in 2023 to 17 points below standard in 2025, reflecting positive progress in literacy outcomes. Several student groups are performing above standard, including Asian, Filipino, Two or More Races, and White students, with Asian students demonstrating strong performance at 75.3 points above standard.

Student group analysis also reveals progress. African American students demonstrated notable growth, improving from 20.6 points below standard in 2023 to 6.2 points below standard in 2025. Students with Disabilities and English Learners also made gains, with Students with Disabilities improving to 86.2 points below standard in 2025 and English Learners improving from 91.1 points below standard in 2023 to 76.7 points below standard in 2025. Hispanic students improved slightly, from 43.6 points below standard in 2023 to 40.1 points below standard in 2025, while Students Experiencing Homelessness improved from 77.6 points below standard to 70.5 points below standard over the same period. Long-Term English Learners also demonstrated growth but remained 133.8 points below standard in 2025. These trends indicate that historically underperforming student groups are making progress. However, Pacific Islander students experienced a decline in performance, moving from 13.4 points below standard in 2023 to 25.6 points below standard in 2025.

Overall, the results indicate that English Language Arts outcomes across the district are trending positively, with evidence of growth among multiple student groups. The district demonstrates emerging strengths in several areas, including narrowing gaps for historically underserved populations, particularly African American students. These findings suggest that continued implementation of targeted literacy strategies and differentiated supports will be necessary to accelerate progress and sustain improvement for student groups furthest from standard.



Table 1: English Language Arts - Distance (points) from Standard[1] (2023-2025)

Student Group	2023 VUSD Data Distance from Standard and Performance Color	2024 VUSD Data Distance from Standard and Performance Color	2025 VUSD Data Distance from Standard and Performance Color
All Students	22.3 points below std	22.6 points below std	17 points below std
Asian	57.2 points above std	62.1 points above std	75.3 points **above** std
Filipino	34.4 points above std	40.5 points above std	57.2 points **above** std
Two or More Races	15.0 points above std	17.8 points above std	16.6 points **above** std
Pacific Islander	13.4 points below std	5.60 points below std	25.6 points below std
African American	20.6 points below std	21.8 points below std	6.2 points below std
American Indian	28.8 points below std***	34.5 points below std	28.5 points below std***
Socioeconomically Disadvantaged	44.0 points below std	45.9 points below std	40.3 points below std
Hispanic	43.6 points below std	45.7 points below std	40.1 points below std
Students Experiencing Homelessness	77.6 points below std	82.8 points below std	70.5 points below std
English Learners	91.1 points below std	86.8 points below std	76.7 points below std
Students with Disabilities	97.2 points below std	97.6 points below std	86.2 points below std
Foster Youth	142.5 points below std	147.6 points below std***	N/A*
Long-Term English Learners	N/A**	147.4 points below std	133.8 points below std
White	23.6 points above std	24.4 points above std	31.5 points **above** std

Data Source: California School Dashboard

***2024 is the first year data is reported for long-term English learners on the Dashboard; ***White = no performance color*

[1] Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3 / Proficient.

Mathematics

The California School Dashboard Math Indicator measures how well students are meeting grade-level Math standards based on statewide assessment results and students' average Distance from Standard, which reflects how far above or below the state standard students performed.

*There were **no** student groups in the **Red** performance Level for 2025.*

Mathematics performance in Table 2 demonstrates modest improvement over the three-year period from 2023 to 2025. The distance from standard for All Students improved from 56.5 points below standard in 2023 to 49.4 points below standard in 2025, reflecting incremental gains in student achievement. Asian students represent a notable area of strength, performing 64.3 points above standard. Additionally, Filipino and White students are performing above standard.

Analysis of student group data reveals some equity gaps across the district. Although some student groups, including African American students, English Learners, and Students with Disabilities, demonstrated gradual improvement over time, they continue to perform below standard in 2025. English Learners improved from 117.3 points below standard in 2023 to 106.6 points below standard in 2025, while Students with Disabilities improved to 114.4 points below standard. Hispanic students showed only slight improvement and remained 75.7 points below standard. Students Experiencing Homelessness and Socioeconomically Disadvantaged students also continue to demonstrate performance gaps, despite modest improvement trends.

Of concern are student groups demonstrating significant decline. Foster Youth outcomes declined from 114.7 points below standard in 2023 to 197.0 points below standard in 2025. Long-Term English Learners, newly reported beginning in 2024, remained among the lowest-performing student groups at 186.1 points below standard in 2025. American Indian students also demonstrated a pattern of declining performance over time. These trends indicate that while incremental gains are occurring in some areas, progress is not consistent across all student groups.

Overall, the results indicate that mathematics performance across the district is characterized by gradual improvement alongside persistent achievement gaps, as reflected on the California School Dashboard. The data demonstrate a continued need to accelerate progress for all students, particularly student groups experiencing the greatest levels of need. While isolated areas of strength are evident, the district's overall performance suggests the need for more targeted, differentiated, and sustained strategies to improve mathematics outcomes across student groups.



Table 2: Mathematics - Distance (points) from Standard[2] (2023-2025)

Student Group	2023 VUSD Data Distance from Standard and Performance Color	2024 VUSD Data Distance from Standard and Performance Color	2025 VUSD Data Distance from Standard and Performance Color
All Students	56.5 points below std	53.7 points below std	49.4 points below std
Asian	40.6 points **above** std	43.9 points **above** std	64.3 points **above** std
Filipino	4.6 points **above** std	0.90 points below std	18.8 points **above** std
Two or More Races	16.6 points below std	9.10 points below std	3.9 points below std
Pacific Islander	48.4 points below std	45.4 points below std	69.5 points below std
African American	68.2 points below std	66.9 points below std	51.4 points below std
American Indian	61.0 points below std***	67.6 points below std***	78.5 points below std***
Hispanic	79.6 points below std	79.5 points below std	75.7 points below std
Socioeconomically Disadvantaged	16.6 points below std	78.1 points below std	74.5 points below std
Students Experiencing Homelessness	109.8 points below std	117.6 points below std	103.0 points below std
English Learners	117.3 points below std	113.4 points below std	106.6 points below std
Students with Disabilities	123.7 points below std	125.6 points below std	114.4 points below std
Foster Youth	114.7 points below std	170.4 points below std***	197.0 points below std***
Long Term English Learners	**N/A	199.2 points below std	186.1 points below std
White	5.7 points **above** std	1.40 points **above** std	5.7 points **above** std

Data Source: California School Dashboard *- **2024 is the first year data is reported for long-term English learners on the Dashboard; ***White = no performance color*

[2] Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3 / Proficient.

Graduation Rate

*There were **no** student groups in the **Red** performance Level for 2025.*

Graduation rate outcomes in Table 3 demonstrate consistent improvement over the three-year period. The percentage of students graduating increased from 85.9% in 2023 to 88.8% in 2025. This upward trend reflects positive momentum in student completion outcomes and indicates that an increasing number of students are successfully meeting graduation requirements over time. Several student groups demonstrate strong performance, including Asian, Filipino, White, and students identifying as Two or More Races. These patterns suggest that the district has established systems and supports that are contributing to overall increases in graduation rates.

Student group analysis also reveals meaningful improvement among several historically underserved populations. Students with Disabilities demonstrated one of the largest gains, improving from 58.6% in 2023 to 70.5% in 2025, representing a nearly 12 percentage point increase over the three-year period. English Learners improved from 68.8% to 76.4%, while Students Experiencing Homelessness increased from 69.9% to 76.7%. Long-Term English Learners, first reported in 2024, improved from 71.9% to 79.9% in 2025. Socioeconomically Disadvantaged students also demonstrated steady growth, increasing from 84.6% to 87.4%. These trends suggest that targeted supports and intervention efforts are contributing to improved graduation outcomes for high-need student groups.

Overall, the results indicate that graduation outcomes across the district are trending positively, as reflected in California School Dashboard data. At the same time, disparities persist for several student groups with higher levels of need. While the district's overall graduation rate reflects the effectiveness of system-level supports, variation among student group outcomes highlights the need for continued implementation of targeted strategies to ensure that all students, particularly English Learners, Students with Disabilities, and Students Experiencing Homelessness, are supported to graduate at rates comparable to their peers.



Table 3: Percentage of Students who Graduated (2023-2025)

Student Group	2023 VUSD Data % Graduated	2024 VUSD Data % Graduated	2025 VUSD Data % Graduated
All Students	85.9	86.8	88.8
Asian	90.7	91.2	95.9

Student Group	2023 VUSD Data % Graduated	2024 VUSD Data % Graduated	2025 VUSD Data % Graduated
Filipino	93.3	90.9	96.2
Two or More Races	92.6	93.3	93.7
Pacific Islander	-*	-*	-*
African American	86.7	85.2	85.7
American Indian	-*	-*	-*
Hispanic	84.3	84.9	86.4
Socioeconomically Disadvantaged	84.6	86.0	87.4
Students Experiencing Homelessness	69.9	72.7	76.7
English Learners	68.8	69.0	76.4
Students with Disabilities	58.6	64.4	70.5
Foster Youth	-*	-*	-*
Long Term English Learners	N/A**	71.9	79.9
White	88.3	90.2	93

Data Source: California School Dashboard

**No data displayed if fewer than 11 students; **2024 is the first year data is reported for long-term English learners on the Dashboard; White = no performance color*

K-8 Chronic Absenteeism

The California School Dashboard Chronic Absenteeism Indicator measures the percentage of K-8 students who are absent for 10 percent or more of the instructional days they were enrolled during the school year.

*The following Student Groups are in the **Red** Performance Level for 2025:*

African American, Foster Youth, Hispanic, Students Experiencing Homelessness, Long-Term English Learners, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities

Chronic absenteeism in grades K–8, as shown in Table 4, demonstrates initial improvement followed by a partial increase in 2025. The percentage of students classified as chronically absent decreased significantly from 23.5% in 2023 to 14.6% in 2024, reflecting strong post-pandemic recovery in student attendance. However, this trend reversed in 2025, with chronic absenteeism increasing to 17.5%. While the district has made meaningful progress compared to 2023 levels, the increase from 2024 to 2025 suggests that sustaining improved attendance remains a challenge. Overall, districtwide outcomes indicate that chronic absenteeism continues to be an area of concern.

Student group analysis reveals persistent disparities in attendance outcomes among historically underserved populations. Students Experiencing Homelessness, Pacific Islander students, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and English Learners all demonstrated chronic absenteeism rates above the district average in 2025. Foster Youth remained among the highest impacted groups, with chronic absenteeism increasing from 24.0% in 2024 to 55.6% in 2025. Students with Disabilities also experienced elevated rates, increasing from 19.7% to 23.4% over the same period. English Learners demonstrated improvement between 2023 and 2024 but experienced an increase in 2025, rising from 16.7% in 2024 to 19.8% in 2025. These patterns suggest that while attendance interventions may have contributed to earlier improvements, many high-need student groups are facing barriers affecting consistent school attendance.

Overall, the results indicate that while chronic absenteeism rates improved significantly from 2023 to 2024, the increase in 2025 reflects ongoing challenges in sustaining attendance gains, as reported on the California School Dashboard. The district demonstrates areas of relative strength; however, elevated rates among specific student populations, particularly Foster Youth, Long-Term English Learners, and Students Experiencing Homelessness, highlight challenges in attendance outcomes. These findings suggest the need for continued and targeted attendance interventions, particularly for student groups experiencing the highest rates of chronic absenteeism, to support consistent student engagement and improved outcomes across all schools.



Table 4: Percentage of Students in Grades K-8 who are Chronically Absent (Ten % or More of the Instructional Days students were Enrolled) 2023-2025

Student Group	2023 VUSD Data % Chronically Absent	2024 VUSD Data % Chronically Absent	2025 VUSD Data % Chronically Absent
All Students	23.5	14.6	17.5
Asian	14.3	7.5	6.9
Filipino	12.3	3.8	6.8
Two or More Races	20.1	12.6	14.8
Pacific Islander	34.9	28.1	31.9
African American	25.9	16.1	23.6
American Indian	32.1	26.7	25.9
Hispanic	26.0	16.6	20.0
Socioeconomically Disadvantaged	27.0	17.3	21.2
Students Experiencing Homelessness	40.2	27.1	30.3
English Learners	27.8	16.7	19.8
Students with Disabilities	30.9	19.7	23.4
Foster Youth	24.0	31.8	55.6
Long Term English Learners	N/A**	24.4	32.1
White	17.2	9.9	11.1

Data Source: California School Dashboard
**No data displayed if fewer than 11 students*
***2024 is the first year data is reported for long-term English learners on the Dashboard*
White = no performance color

College/Career Readiness

The California School Dashboard College/Career Indicator measures the percentage of high school graduates who are placed in the "Prepared" level based on multiple measures, such as completing A-G and Career Technical Education (CTE) pathways, participation in dual enrollment, and participation and performance in Advanced Placement and International Baccalaureate courses.

*There were **no** student groups in the **Red** performance Level for 2025.*

College and Career Indicator (CCI) outcomes in Table 5 demonstrate strong improvement over time, with the percentage of high school graduates classified as "Prepared" increasing from 37.3 percent in 2023 to 51.5 percent in 2025. This represents substantial growth in college and career readiness and reflects expanded access to pathways such as A-G completion, Career Technical Education, dual enrollment, and other readiness measures. Several student groups demonstrate strong outcomes, including Asian, Filipino, White, and students identifying as Two or More Races, all of whom show high levels of preparedness. These patterns suggest that systems of support, access, and pathway opportunities are functioning effectively for these student groups.

Student group analysis also demonstrates improvement among several historically underserved student populations. Hispanic students improved from 28.6% Prepared in 2023 to 40.1% in 2025, while Socioeconomically Disadvantaged students increased from 30.3% to 44.0% over the same period. English Learners improved from 6.2% to 13.0%, and Students with Disabilities increased from 6.6% to 13.4%. Long-Term English Learners, first reported in 2024, also improved from 9.9% to 11.1% in 2025.

Despite overall gains, disparities persist across student groups. English Learners, Students with Disabilities, Long-Term English Learners, and Students Experiencing Homelessness continue to demonstrate lower levels of college and career preparedness compared to the district average. Students Experiencing Homelessness remained among the lowest-performing student groups, with outcomes declining slightly from 18.4% in 2023 and 2024 to 17.5% in 2025. African American students showed limited growth over the three-year period, remaining relatively stable in the 30 percent range. These patterns indicate that while overall district performance is improving, equitable access to and successful completion of college and career readiness measures has not yet been achieved across all student groups.

Overall, the district demonstrates strengths among several student populations and has made meaningful progress in increasing the proportion of students who are college and career ready. However, continued gaps among English Learners, Students with Disabilities, Students Experiencing Homelessness, and Long-Term English Learners suggest the need for expanded and targeted supports. These findings highlight the importance of continuing to increase equitable access to rigorous coursework, career pathways, and support systems to ensure all students graduate prepared for college or career..



Table 5: Percentage of High School Graduates who are Placed in the "Prepared" Level on the College/Career (CCI) Indicator (2023-2025)

Student Group	2023 VUSD Data % Students Prepared on CCI	2024 VUSD Data % Students Prepared on CCI	2025 VUSD Data % Students Prepared on CCI
All Students	37.3	43.7	51.5
Asian	59.3	70.6	85.7
Filipino	62.1	69.7	83.3
Two or More Races	58.2	57.3	67.5
Pacific Islander	-*	-*	-*
African American	34.5	37.0	34.3
American Indian	-*	-*	-*
Hispanic	28.6	34.7	40.1
Socioeconomically Disadvantaged	30.3	37.0	44.0
Students Experiencing Homelessness	18.4	18.4	17.5
English Learners	6.20	11.1	13.0
Students with Disabilities	6.60	9.20	13.4
Foster Youth	-*	-*	-*
Long Term English Learners	N/A**	9.90	11.1
White	51.7	62.6	72.4

Data Source: California School Dashboard

**No data displayed if fewer than 11 students*

***2024 is the first year data is reported for long-term English learners on the Dashboard; White = no performance color*

(Note: Performance colors were not used in 2023)

K-12 Suspension Rates

The California School Dashboard Suspension Rate Indicator measures the percentage of students in grades K–12 who were suspended at least one full day during the school year.

*Long-term English Learners are in the **Red** Performance Level for 2025:*

Suspension outcomes in Table 6 demonstrate improvement over time, with the percentage of students suspended for at least one day decreasing from 4.8 percent in 2023 to 3.2 percent in 2025. This consistent decline over multiple years suggests that districtwide strategies, including site-based interventions and expanded student supports, are contributing to improved outcomes. In addition to overall improvement, several student groups demonstrate notable progress, particularly Foster Youth, whose suspension rate declined significantly from 19.0 percent in 2023 to 8.7 percent in 2025. Similar downward trends are evident among Socioeconomically Disadvantaged students, Hispanic students, and Students Experiencing Homelessness, indicating that targeted supports are having a positive impact for many students with higher levels of need.

At the same time, student group data reveal disparities in suspension outcomes across the district. While many groups have experienced improvement, some continue to demonstrate higher suspension rates relative to their peers. Students with Disabilities, English Learners, and Long-Term English Learners demonstrate ongoing areas of concern, with suspension rates remaining elevated and, in the case of Long-Term English Learners, increasing from 10.8 percent in 2024 to 11.9 percent in 2025. African American students show little overall change across the three-year period, with suspension rates remaining relatively stable. Although other student groups, including Asian and White students, maintain comparatively lower suspension rates, the variation across student groups highlights the need for improvement in student experiences and disciplinary outcomes.

Overall, the results indicate that the district is making meaningful progress in reducing suspension rates and improving school climate. While districtwide outcomes are trending positively, disparities across several student groups suggest that additional focus is needed to ensure improvements are experienced consistently by all students. These findings highlight the importance of continuing to strengthen Multi-Tiered Systems of Support (MTSS), restorative practices, and targeted interventions for student groups experiencing higher rates of suspension.



Table 6: Percentage of Students in Grades K-12 who have been Suspended for at Least One Day in a Given School Year (2023-2025)

Student Group	2023 VUSD Data % Students Suspended	2024 VUSD Data % Students Suspended	2025 VUSD Data % Students Suspended
All Students	4.8	3.5	3.2
Asian	1.5	1.8	0.3
Filipino	1.7	1.3	1.3
Two or More Races	5.0	3.4	3.0
Pacific Islander	3.4	0.0	2.1
African American	5.9	5.7	5.9
American Indian	2.3	2.1	4.7
Hispanic	5.5	3.9	3.7
Socioeconomically Disadvantaged	5.9	4.0	3.7
Students Experiencing Homelessness	9.9	5.8	5.7
English Learners	5.6	4.2	4.5
Students with Disabilities	8.3	5.6	5.9
Foster Youth	19.0	13.2	8.7
Long Term English Learners	N/A**	10.8	11.9
White	3.1	2.2	2.0

Data Source: California School Dashboard

***2024 is the first year data is reported for long-term English learners on the Dashboard*

English Learner (EL) Progress

The California School Dashboard English Learner Progress Indicator measures the percentage of English Learners who are making progress toward English language proficiency based on annual ELPAC (English Language Proficiency Assessments for California) results.

*There were **no** student groups in the **Red** performance Level for 2025.*

English Learner (EL) progress toward English language proficiency, as shown in Table 7, reflects relatively stable outcomes over the three-year period, with a slight decline in the percentage of EL students making progress toward proficiency. The percentage of English Learners demonstrating progress decreased from 46.8 percent in 2023 to 44.2 percent in 2025. While the decline is modest, the data indicate that fewer than half of English Learners are making annual progress toward English proficiency, suggesting that continued focus on language development remains necessary. These trends may reflect ongoing challenges associated with academic language acquisition and the varying levels of support needed among English Learner populations.

Student group analysis also highlights differing trends between English Learners overall and Long-Term English Learners. Long-Term English Learners, first reported in 2024, improved from 43.6 percent making progress in 2024 to 48.0 percent in 2025. This increase suggests that targeted interventions and supports for Long-Term English Learners may be contributing to improved language development outcomes for this student group. However, despite this improvement, nearly half of Long-Term English Learners are not making expected annual progress toward proficiency, indicating that significant needs remain.

Overall, the results indicate that progress toward English language proficiency remains an area of ongoing need within the district. While Long-Term English Learners demonstrated improvement in 2025, overall English Learner outcomes have remained relatively flat and slightly declined over the three-year period. These findings suggest the need for continued implementation of targeted language acquisition strategies, integrated instructional supports, designated and integrated English Language Development (ELD), and ongoing monitoring of student progress to ensure English Learners are making sufficient progress toward proficiency and academic success.

Table 7: Percentage of English Learner (EL) Students Making Progress Towards English Language Proficiency (2023-2025)

Student Group	**2023** % ELs Making Progress Towards EL Proficiency	**2024** % ELs Making Progress Towards EL Proficiency	**2025** % ELs Making Progress Towards EL Proficiency
English Learners	46.8	46.2	44.2
Long-Term English Learners	N/A**	43.6	48.0

Data Source: California School Dashboard; ***2024 is the first year data is reported for long-term English learners on the Dashboard*

Equity

Table 8 reflects meaningful district progress in reducing the number of student groups performing in the Red performance level across California School Dashboard state indicators since 2022. Through an equity lens, the data suggest that targeted supports, interventions, and a sustained focus on student engagement and achievement have contributed to improved outcomes for several historically underserved student groups. Since 2022, five student groups previously identified in the Red performance level across multiple indicators have exited the Red level in all reported areas, reflecting positive movement toward improved educational outcomes and greater equity across the district.

English Learners, Foster Youth, Students Experiencing Homelessness, African American students, and Students with Disabilities all demonstrated improvement over time by reducing the number of indicators in which they were identified in the Red performance level. In particular, English Learners demonstrated substantial progress by exiting the Red level in Academics, Graduation Rate, Chronic Absenteeism, and College/Career indicators. Foster Youth and Students Experiencing Homelessness also exited the Red level in areas related to academics, student engagement, and school climate. African American students exited the Red performance level for both Suspension Rate and Chronic Absenteeism after 2022, reflecting improvement in areas connected to student belonging, attendance, and school climate.

Students with Disabilities also demonstrated improvement over multiple years. While this student group continued to experience challenges in Academics and Graduation Rate through 2024, the reduction in Red performance levels across Suspension Rate, Chronic Absenteeism, and College/Career readiness indicates progress toward creating more supportive and inclusive systems for students with disabilities.

While the original five student groups demonstrated improvement and exited the Red performance level in multiple areas, Long-Term English Learners newly appeared in the Red performance level in 2025 for Suspension Rate and Chronic Absenteeism. This highlights the importance of ongoing monitoring and responsive support systems to ensure Long-Term English Learners receive the academic, behavioral, and engagement supports necessary for success.

Overall, the district's progress demonstrates that focused investments and equity-centered strategies can lead to measurable improvements for historically underserved student groups. Although continued work remains necessary, the reduction in Red performance levels across multiple indicators suggests that the district is making progress toward improving student outcomes, strengthening support systems, and creating equitable learning environments for all students.

Table 8: District Level - Student Groups in the Red Performance Level by Dashboard Indicator (2022 - 2025)

	Academics Pupil Achievement Priority 4				Graduation Rate Pupil Engagement Priority 5				Suspension Rate School Climate Priority 6				Chronic Absenteeism Pupil Engagement Priority 5				College/Career Pupil Outcomes Priority 8		
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025	2023	2024	2025
African American																			
English Learner (EL)																			
Long-Term EL																			
Foster Youth																			
Homeless																			
SWD																			

Data Source: California School Dashboard

Reflection Summary

Despite ongoing challenges in several areas, VUSD continues to demonstrate meaningful progress across multiple state indicators, reflecting the district's sustained focus on student achievement, engagement, and equitable outcomes. Districtwide performance improved in several key areas between 2023 and 2025, including English Language Arts, mathematics, graduation rate, college and career readiness, and suspension rates. Graduation rates increased to 88.8% in 2025, while the percentage of students identified as "Prepared" on the College/Career Indicator rose substantially from 37.3% in 2023 to 51.5% in 2025. Suspension rates also continued to decline over time, indicating positive movement in school climate and student support systems.

The district also demonstrated notable progress in reducing the number of student groups performing in the Red performance level on the California School Dashboard. Since 2022, English Learners, Foster Youth, Students Experiencing Homelessness, African American students, and Students with Disabilities have exited the Red performance level across multiple indicators, reflecting improvements in academics, attendance, school climate, graduation outcomes, and college and career readiness. In 2025, there were no student groups in the Red performance level for English Language Arts, Mathematics, Graduation Rate, College/Career Readiness, or English Learner Progress.

At the same time, the data highlight areas requiring continued focus and targeted support. Chronic absenteeism, while significantly improved from post-pandemic levels, increased in 2025 after substantial gains in 2024. Long-Term English Learners also newly appeared in the Red performance level for Suspension Rate and Chronic Absenteeism in 2025, highlighting the need for continued intervention and support for this student group.

English Learner outcomes present a mixed picture of progress and ongoing need. While English Learners improved academically and exited the Red performance level across multiple indicators, progress toward English proficiency declined slightly districtwide over the three-year period. At the same time, Long-Term English Learners demonstrated improvement in English language acquisition outcomes, suggesting that targeted supports are beginning to positively impact this student group. These findings reinforce the district's continued focus on strengthening integrated and designated English Language Development (ELD) and improving support systems for multilingual learners.

To sustain recent gains and address ongoing disparities, Vista Unified continues to focus its efforts through four strategic priorities:

1. Access
2. Achievement
3. Attendance
4. Attitude.

In the area of Access, educators apply Universal Design for Learning (UDL) principles to proactively design inclusive and engaging instruction for all students. Schools support lesson planning that incorporates differentiated instruction, flexible grouping, and student-centered practices, which are monitored through classroom observations, active learning walks, and a TK-12 instructional framework aligned to the updated 2024 California Standards for the Teaching Profession (CSTP).

For Achievement, the district uses a combination of internal and external data sources to monitor student progress toward grade-level proficiency in reading, writing, mathematics, and science. These data help guide instructional decisions, targeted interventions, and continuous improvement efforts at both the classroom and district levels.

Attendance efforts are grounded in a districtwide goal of maintaining 96% average daily attendance. Progress in this area reflects a shift toward proactive engagement with students and families, including early identification of attendance concerns, relationship-building, and coordinated support systems designed to improve student connectedness and consistent school participation.

Attitude is supported through districtwide implementation of Positive Behavioral Interventions and Supports (PBIS), which promotes positive school climate, student belonging, and consistent behavioral expectations across schools.

In addition, administrators and staff utilize a proprietary district-developed tool called RiskRater, which analyzes multiple empirical data points to identify students who may be at risk of not reaching their full academic potential. Each student is assigned a quantifiable risk level, allowing schools to proactively connect higher-risk students with mentors, counselors, administrators, and other targeted supports designed to improve student outcomes and engagement.

These four focus areas continue to be supported by a systemwide commitment to Continuous Improvement. District and site teams engage in ongoing progress monitoring using both leading and lagging indicators to evaluate the effectiveness of instructional practices and student supports. Leading indicators include formative assessment data, student engagement measures, and evidence of classroom practices aligned to the district's instructional framework. Site administrators also participate in active learning walks to calibrate expectations for high-quality Tier 1 instruction and promote consistency in instructional practices across classrooms and schools. Lagging indicators include measures such as state assessment results, graduation rates, and California School Dashboard outcomes.

To support continuous growth and responsiveness, the district utilizes Plan-Do-Study-Act (PDSA) cycles to test, refine, and scale strategies in real time. This continuous improvement process helps ensure that decisions are data-informed, responsive to student needs, and focused on improving outcomes for all students.

This work is guided by Vista Unified's Framework for the Future, which reflects our commitment to long-term student success. Our vision is that every student graduates from Vista Unified as a resilient, agile learner and creative problem solver who navigates the world with confidence and kindness and eagerly embraces local and global challenges. Our Learner Portrait envisions students who are kind and confident, curious and

connected, and capable and knowledgeable. Our Adult Portrait describes educators and leaders as compassionate champions, flexible and innovative facilitators, and open-minded, equity-centered learners. Our Systems Portrait commits to inclusive cultures focused on growth, joyful and rigorous learning environments, future-ready systems, and strong family and community partnerships.

2023 Lowest Performing Schools and Student Groups: Three Year Reference Data

As required during the first year of the three-year LCAP cycle, the district identified schools and student groups that were assigned a Red performance level on the 2023 California School Dashboard. In accordance with LCAP requirements, these identified schools and student groups will remain unchanged throughout the three-year LCAP cycle. The LCAP also includes targeted actions and supports designed to address the identified areas of need and improve student outcomes.

*LCAP Required Action Criteria:**

1. Schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard
2. Student groups within VUSD that received the lowest performance level on one or more state indicators on the 2023 Dashboard
3. Student groups within a school that received the lowest performance level on one or more state indicators on the 2023 Dashboard

2023 California School Dashboard						
School	**CA School Dashboard Indicator**	**Student Group**	***LCAP Required Action Criteria**	**2024-25 LCAP Actions based on the 2023 Dashboard**	**LCAP Actions Added to the 2025-26 LCAP based on the 2024 Dashboard**	**LCAP Actions Added to the 2026-27 LCAP based on the 2025 Dashboard**
Alta Vista High (Continuation)	College/Career	All	1	1.2, 4.9, 4.11, 5.4	No actions updated	No actions updated
Alta Vista High (Continuation)	Graduation Rate	All	1	9.1, 9.2, 9.3	No actions updated	No actions updated
Bobier Elementary	English Language Arts	All	1	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Foothill Oak Elementary	English Language Arts	All	1	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Major General Raymond Murray High	College/Career	All	1	1.2, 4.9, 4.11, 5.4, 8.4	No actions updated	No actions updated
Major General Raymond Murray High	Math	All	1	8.1	No actions updated	No actions updated
Rancho Minerva Middle	English Language Arts	All	School closure June 2024			
Rancho Minerva Middle	Math	All				
Roosevelt Middle	English Language Arts	All	1	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Roosevelt Middle	Suspension Rate	All	1	3.2	No actions updated	4.13
Vista High	Math	All	1	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista Visions Academy	Chronic Absenteeism	All	1	3.1	11.3	4.13

Vista Visions Academy	Math	All	1	3.3, 3.4, 4.3, 4.4, 4.10	11.1, 11.2	
District	**CA School Dashboard Indicator**	**Student Group**	***LCAP Required Action Criteria**	**2024-25 LCAP Actions Aligning with the District's Differentiated Assistance Qualifications**	**LCAP Actions Added to the 2025-26 LCAP based on the 2024 Dashboard**	**LCAP Actions Added to the 2026-27 LCAP based on the 2025 Dashboard**
Vista Unified	College/Career	English Learner	2	1.2, 4.9, 4.11, 5.4	No actions updated	No actions updated
Vista Unified	College/Career	Students with Disabilities	2	1.2, 4.9, 4.11, 5.4	No actions updated	No actions updated
Vista Unified	English Language Arts	English Learner	2	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista Unified	English Language Arts	Foster Youth	2	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista Unified	English Language Arts	Students with Disabilities	2	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista Unified	Graduation Rate	Students with Disabilities	2	3.1, 7.1, 7.2	No actions updated	No actions updated
Vista Unified	Math	English Learner	2	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista Unified	Suspension Rate	Foster Youth	2	3.2	No actions updated	4.13
Vista Unified	Suspension Rate	Homeless	2	3.2	No actions updated	4.13
Vista Unified	Suspension Rate	Students with Disabilities	2	3.2	No actions updated	4.13
School	**CA School Dashboard Indicator**	**Student Group**	***LCAP Required Action Criteria**	**2024-25 LCAP Actions based on the 2023 Dashboard**	**LCAP Actions Added to the 2025-26 LCAP based on the 2024 Dashboard**	**LCAP Actions Added to the 2026-27 LCAP based on the 2025 Dashboard**
Alamosa Park Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Alamosa Park Elementary	Suspension Rate	Socioeconomically Disadvantaged	3	3.2	No actions updated	4.13
Alamosa Park Elementary	Suspension Rate	Students with Disabilities	3	3.2	No actions updated	4.13
Alta Vista High (Continuation)	College/Career	Hispanic	3	9.1, 9.2, 9.3	No actions updated	No actions updated
Alta Vista High (Continuation)	College/Career	Socioeconomically Disadvantaged	3	9.1, 9.2, 9.3	No actions updated	No actions updated
Alta Vista High (Continuation)	Graduation Rate	Hispanic	3	9.1, 9.2, 9.3	No actions updated	No actions updated
Alta Vista High (Continuation)	Graduation Rate	Socioeconomically Disadvantaged	3	9.1, 9.2, 9.3	No actions updated	No actions updated
Beaumont Elementary	English Language Arts	English Learner	School closure June 2024		No actions updated	4.10 (updated), 4.13
Beaumont Elementary	English Language Arts	Students with Disabilities			No actions updated	

Bobier Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Bobier Elementary	English Language Arts	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Bobier Elementary	English Language Arts	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Bobier Elementary	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	No actions updated	4.10 (updated), 4.13
Bobier Elementary	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Bobier Elementary	Suspension Rate	Homeless	3	3.2	No actions updated	4.13
Breeze Hill Elementary	Suspension Rate	African American	3	3.2	No actions updated	4.13
Foothill Oak Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Foothill Oak Elementary	English Language Arts	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Foothill Oak Elementary	English Language Arts	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Foothill Oak Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Foothill Oak Elementary	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	No actions updated	4.10 (updated), 4.13
Foothill Oak Elementary	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Grapevine Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Grapevine Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Grapevine Elementary	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Hannalei Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Hannalei Elementary	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Hannalei Elementary	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	No actions updated	4.10 (updated), 4.13
Hannalei Elementary	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Madison Middle	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Madison Middle	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Madison Middle	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Madison Middle	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Madison Middle	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Major General Raymond Murray High	College/Career	Hispanic	3	8.4	No actions updated	No actions updated
Major General Raymond Murray High	College/Career	Socioeconomically Disadvantaged	3	8.4	No actions updated	No actions updated

Major General Raymond Murray High	English Language Arts	Socioeconomically Disadvantaged	3	8.1	No actions updated	8.5, 8.6, 8.7, 4.10 (updated), 4.13
Major General Raymond Murray High	Math	Hispanic	3	8.1	No actions updated	No actions updated
Major General Raymond Murray High	Math	Socioeconomically Disadvantaged	3	8.1	No actions updated	No actions updated
Major General Raymond Murray High	Suspension Rate	English Learner	3	8.3	No actions updated	4.13
Maryland Elementary	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4 ,4.10	No actions updated	4.10 (updated), 4.13
Maryland Elementary	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Mission Vista High	Suspension Rate	Students with Disabilities	3	3.2	No actions updated	4.13
Monte Vista Elementary	Suspension Rate	Hispanic	3	3.2	No actions updated	4.13
Rancho Buena Vista High	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	No actions updated	4.10 (updated), 4.13
Rancho Buena Vista High	Graduation Rate	English Learner	3	3.1, 7.1, 7.2	No actions updated	No actions updated
Rancho Buena Vista High	Graduation Rate	Students with Disabilities	3	3.1, 7.1, 7.2	No actions updated	No actions updated
Rancho Buena Vista High	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Rancho Buena Vista High	Suspension Rate	Homeless	3	3.2	No actions updated	4.13
Rancho Minerva Middle	English Language Arts	English Learner	School closure June 2024			
Rancho Minerva Middle	English Language Arts	Hispanic				
Rancho Minerva Middle	English Language Arts	Socioeconomically Disadvantaged				
Rancho Minerva Middle	English Language Arts	Students with Disabilities				
Rancho Minerva Middle	Math	English Learner				
Rancho Minerva Middle	Math	Hispanic				
Rancho Minerva Middle	Math	Homeless				
Rancho Minerva Middle	Math	Socioeconomically Disadvantaged				
Rancho Minerva Middle	Math	Students with Disabilities				
Rancho Minerva Middle	Suspension Rate	Homeless				
Rancho Minerva Middle	Suspension Rate	Socioeconomically Disadvantaged				
Rancho Minerva Middle	Suspension Rate	Students with Disabilities				
Roosevelt Middle	Chronic Absenteeism	English Learner	3	3.1	No actions updated	4.13
Roosevelt Middle	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13

Roosevelt Middle	English Language Arts	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Roosevelt Middle	English Language Arts	Homeless	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Roosevelt Middle	English Language Arts	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Roosevelt Middle	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Roosevelt Middle	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Roosevelt Middle	Suspension Rate	Hispanic	3	3.2	No actions updated	4.13
Roosevelt Middle	Suspension Rate	Socioeconomically Disadvantaged	3	3.2	No actions updated	4.13
T.H.E Leadership Academy	English Learner Progression	English Learner	3	4.1, 4.3, 4.4, 4.10, 4.11	No actions updated	4.10 (updated), 4.13
Vista High	College/Career	English Learner	3	1.2, 4.9, 4.11, 5.4	No actions updated	No actions updated
Vista High	College/Career	Students with Disabilities	3	1.2, 4.9, 4.11, 5.4	No actions updated	No actions updated
Vista High	English Language Arts	English Learner	3	3.3, 3.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista High	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista High	Graduation Rate	Students with Disabilities	3	3.1, 7.1, 7.2	No actions updated	No actions updated
Vista High	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista High	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista High	Math	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista High	Math	White	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista High	Suspension Rate	Homeless	3	3.2	No actions updated	4.13
Vista High	Suspension Rate	Students with Disabilities	3	3.2	No actions updated	4.13
Vista Innovation and Design Academy	English Language Arts	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista Innovation and Design Academy	English Language Arts	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	4.10 (updated), 4.13
Vista Innovation and Design Academy	Math	English Learner	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista Innovation and Design Academy	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista Innovation and Design Academy	Math	Students with Disabilities	3	3.3, 3.4, 4.3, 4.4, 4.10	No actions updated	No actions updated
Vista Innovation and Design Academy	Suspension Rate	English Learner	3	3.2	No actions updated	4.13

Vista Innovation & Design Academy	Suspension Rate	Students with Disabilities	3	3.2	No actions updated	4.13
Vista Magnet Middle School	Chronic Absenteeism	Multiracial	3	3.1	No actions updated	4.13
Vista Magnet Middle School	Chronic Absenteeism	Students with Disabilities	3	3.1	No actions updated	4.13
Vista Magnet Middle School	Suspension Rate	English Learner	3	3.2	No actions updated	4.13
Vista Visions Academy	Chronic Absenteeism	Hispanic	3	3.1	No actions updated	4.13
Vista Visions Academy	Chronic Absenteeism	Socioeconomically Disadvantaged	3	3.1	11.3	4.13
Vista Visions Academy	Math	Hispanic	3	3.3, 3.4, 4.3, 4.4, 4.10	11.1, 11.2	No actions updated
Vista Visions Academy	Math	Socioeconomically Disadvantaged	3	3.3, 3.4, 4.3, 4.4, 4.10	11.1, 11.2	No actions updated

Learning Recovery and Emergency Block Grant (LREBG)

Vista Unified has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in the following **goals and actions** table.

Additional information, including a research based rationale, metrics, and the amount of LREBG funds used for each action can be found in the Goals and Actions section beginning on page 50.

Goal #	Goal Short Description	Action Number	Action Title
Goal 3	Social-Emotional Well-Being - Provide a multi-tiered system of universal, supplemental, and intensive positive behavior supports for engagement and attendance.	Action 1	Positive Behavior Supports
		Action 2	Responsive Support Programs - Reducing Suspension
Goal 4	Teaching and Learning - Improve academic achievement and equity in education across all student groups through high-quality learning and teaching.	Action 1	ELA Supplemental Materials
		Action 3	English Language Arts
		Action 9	College & Career Readiness
Goal 5	Staffing	Action 5	Learning Recovery & Class Size Reduction
Goal 6	Performance Framework	Action 1	Performance Framework
Goal 7	Personalized Learning	Action 1	Personalized Learning Pathway
		Action 2	Career Superhighway

Goal #	LREBG Needs Assessment and Use of Funds
1	Goal 1 does not have any actions that are supported with LREBG funds.
2	Goal 2 does not have any actions that are aligned with the allowable uses of the LREBG.
3	The LREBG needs assessment confirmed findings from the 2025-26 California Healthy Kids Survey indicating that while some grade levels demonstrated declines in chronic sadness and emotional distress between 2023-24 and 2024-25, disparities persist across race/ethnicity, disability status, and grade level. In 2025-26, elevated levels of chronic sadness continued to be reported among several student groups, including multiracial students and students with IEPs. For example, 32% of multiracial Grade 8 students and 31% of multiracial Grade 9 students reported experiencing chronic sadness or hopelessness, while 45% of Grade 6 students with IEPs and 34% of Grade 11 students with IEPs reported similar experiences. These patterns have been identified as contributing factors associated with chronic absenteeism and reduced student engagement. In response,

	Goal 3, Actions 1 and 2 focus on maintaining differentiated supports and wellness initiatives that help students manage emotions, strengthen school connectedness, and build effective coping strategies. These actions align with the allowable uses of LREBG funds in the area of mental health support services.
4	The LREBG needs assessment confirmed findings from the 2025 California School Dashboard regarding ELA and math performance. An analysis of state and local data identified Socioeconomically Disadvantaged students, Hispanic students, English Learners, Students Experiencing Homelessness, and Long-Term English Learners, as the groups most in need of academic support. These student groups consistently performed well below standard and exhibited either declining performance or limited progress over time. In response, Goal 4, Actions 2-5 and Actions 9-11 are designed to address these academic disparities and align with the allowable uses of LREBG funds for implementing supplemental academic services.
5	The LREBG needs assessment supported findings from the 2025 California School Dashboard related to suspension. A review of both state and local data revealed elevated suspension rates among Students with Disabilities, English Learners, and Long-Term English Learners highlighting an ongoing need for MTSS and behavioral support. In response, Goal 5, Action 5 is designed to address the needs of these student groups by providing professional learning for teachers and paraprofessionals on MTSS and behavioral supports; this aligns with the allowable uses of LREBG funds in the area of social-emotional learning initiatives.
6	The LREBG needs assessment confirmed findings from the 2025 California School Dashboard related to ELA and math performance. An analysis of state and local data identified Socioeconomically Disadvantaged students, Hispanic students, English Learners, Students Experiencing Homelessness, and Long-Term English Learners as those with the greatest need for academic support. These groups consistently performed well below standard and showed either declining outcomes or limited academic growth over time. To help address these gaps, the district will continue implementing Universal Design for Learning (UDL) as a strategy to remove barriers to learning and create more accessible learning environments. In alignment with these priorities, Goal 6, Action 1 focuses on supporting the academic needs of these student groups and corresponds with the allowable uses of LREBG funds to enhance student learning.
7	The LREBG needs assessment supported findings from the 2025-26 California Healthy Kids Survey, the *School Engagement and Supports* domain, which showed a decline in the percentage of students who rated "School is Really Boring" at a seven or higher (out of ten) across grades seven, nine, and eleven from 2023-24 to 2025-26, indicating a modest improvement in student engagement. In Grade 7, the percentage decreased slightly from 44% to 41%, suggesting stable yet persistent perceptions of disengagement among middle school students. Grade 9 saw a decline from 40% to 38%, reflecting some improvement, though more than one-third of students in that grade still report high levels of boredom. The data indicate that

	student engagement remains an area of need. In response, Goal 7, Actions 1 and 2 are designed to address these engagement challenges and align with the allowable uses of LREBG funds to support expanded learning opportunities.
8	Goal 8 does not have any actions that are supported with LREBG funds.
9	Goal 9 does not have any actions that are supported with LREBG funds.
10	Goal 10 does not have any actions that are supported with LREBG funds.

Reflections: Technical Assistance

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

Vista Unified School District is currently receiving Differentiated Assistance (DA) from the San Diego County Office of Education (SDCOE), consistent with the eligibility criteria outlined in Education Code section 52071. During the 2025 California School Dashboard reporting cycle, Long-Term English Learners (LTEL) were identified in the Red performance level for both Suspension Rate and Chronic Absenteeism. District data indicate that Long-Term English Learners, particularly at the middle school level, are experiencing disproportionately higher rates of absenteeism and suspension, highlighting concerns related to student engagement, school connectedness, behavioral supports, and consistent access to instruction. As a result, the district has engaged in targeted technical assistance and continuous improvement efforts focused on strengthening attendance interventions, behavioral supports, and academic engagement strategies designed to improve outcomes for Long-Term English Learners.

As part of the district's root cause analysis process, VUSD identified variation across schools in the implementation of systems and structures intended to support students along the continuum of support. The district determined that greater consistency and fidelity are needed in the implementation of student support systems, including Student Study Team (SST) processes, Positive Behavioral Interventions and Supports (PBIS), and the regular review and use of data to align interventions with identified student needs. In addition, the district identified a need to strengthen structures related to supplemental and intensified supports, as well as the development and consistent use of decision rules that clearly identify entry and exit points for student interventions. These findings have informed the district's technical assistance priorities and ongoing support efforts for school sites.

To address these needs, the district is developing a structured, districtwide data-review cycle for administrators and school teams to regularly review student progress, make informed decisions, and align supports to identified student needs in order to improve outcomes. The plan includes establishing a districtwide data-review cycle designed to model effective practices for administrators to engage in structured student data reviews on a regular basis. The process includes: (1) facilitated data dialogue, (2) application of districtwide decision rules, (3) informed decision-making within established systems and structures, and (4) matching supports and interventions to identified student needs. Administrators will then replicate this coherence-building structure with school site teams to support aligned, action-oriented data reviews within existing intervention systems, with the goal of strengthening consistency and fidelity of implementation across the district.

One major area of district support is through participation in the San Diego County Office of Education (SDCOE) and WestEd English Language Development (ELD) Collaborative. The purpose of the collaborative is to support the co-design and implementation of an asset-based, culturally sustaining comprehensive ELD model for grades 4-12 that strengthens both integrated and designated ELD practices across participating school sites. Participating site teams include administrators, classroom teachers, ELD teachers, instructional support staff, and family/community liaisons from elementary, middle, and high school sites across the district. Through this work, district staff are supporting

schools in analyzing multilingual learner achievement data, refining instructional inquiry questions, and implementing culturally responsive instructional practices that strengthen academic language development, literacy, and student engagement.

The collaborative also emphasizes continuous improvement through cycles of inquiry, coaching, data analysis, and pilot implementation of high-leverage instructional routines across participating schools. An additional focus of the work has been elevating student and family voice through empathy interviews and family/community listening circles designed to better understand the experiences, engagement, confidence, and instructional needs of multilingual learners.

Another area of district support has focused on the early identification of student needs through the development and implementation of a proprietary district-developed data tool known as *RiskRater*. District staff have worked collaboratively with site administrators to refine and implement the tool, which analyzes multiple empirical data points to identify students who may be at risk of not reaching their full academic potential. Each student is assigned a quantifiable risk level, allowing schools to proactively identify and monitor students requiring additional support. The tool supports earlier intervention efforts by connecting higher-risk students with mentors, counselors, administrators, attendance supports, academic interventions, and other targeted services intended to improve engagement, attendance, behavior, and overall student success. As part of the district's Differentiated Assistance work, RiskRater has strengthened schools' ability to identify Long-Term English Learner and other students demonstrating early indicators of disengagement, chronic absenteeism, and behavior concerns.

Collectively, these technical assistance and continuous improvement efforts are intended to strengthen districtwide systems of support, improve instructional coherence, and address the underlying conditions contributing to chronic absenteeism, disengagement, and suspension rates among Long-Term English Learners.

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.

1. Alta Vista High School

Support for Identified Schools

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

Needs Assessment

Alta Vista High School (AVHS) was identified for Comprehensive Support and Improvement (CSI) based on persistently low graduation rates, performing in the Red performance level on the 2023 California School Dashboard.

To conduct a comprehensive needs assessment, District and site staff analyzed multiple data sources, for all student groups, over the three-year CSI cycle, including:

- California School Dashboard indicators (graduation rate, suspension rate, college/career readiness)
- CAASPP data in English Language Arts and Mathematics
- ELPAC results for English Learners
- Local data including attendance, credit completion, course failure rates

Analysis of these data revealed consistent patterns contributing to low graduation rates. Dashboard data showed that while AVHS demonstrated improvement in graduation rates (65.3%, +10.1%), the school remained in the Red performance level, with student group performance similarly low. Academic data indicated that the majority of students were not meeting standards in ELA and Mathematics, limiting students' ability to earn credits required for graduation. Student group data further highlighted concentrations of high-need students, including over 90% socioeconomically disadvantaged students and elevated rates of students experiencing homelessness and students with disabilities, indicating systemic barriers that can impact consistent school engagement and progress toward graduation.

In partnership with Big Picture Learning, a nonprofit organization that supports student-centered, personalized learning, AVHS conducted a root cause analysis and identified several key contributing factors:

- Low student engagement and inconsistent attendance, particularly among credit-deficient students
- Limited systems for early identification and intervention for at-risk students
- Insufficient time within the school day to provide targeted academic support and credit recovery
- Lack of consistent adult-student connections to support re-engagement
- Gaps in foundational literacy and numeracy skills impacting credit attainment

Over the three-year CSI cycle, an understanding of these needs deepened. Initially, efforts focused primarily on credit recovery and increasing course completion. Over time, analysis revealed that improving graduation rates required a more comprehensive approach centered on student engagement, relationships, and timely intervention. Trends across the three years showed that students were more likely to re-engage and complete credits when support systems were embedded during the school day and when strong, consistent relationships with staff were established. This shift in understanding led to more targeted and systemic interventions.

Evidence-Based Interventions

In response to identified needs, AVHS implemented a set of aligned, evidence-based interventions designed to directly improve graduation outcomes:

- ***Early Warning Indicator System***: Implemented to systematically identify students at risk of not graduating based on attendance, behavior, and course performance data. This intervention directly addressed the need for earlier identification and response.
- ***Connect and Check***: A structured, relationship-based strategy ensuring each student is consistently monitored and supported by a staff member, addressing the root cause of low engagement and lack of connection.
- ***Flex Advisory Period***: Embedded within the school day to provide dedicated time for credit recovery, targeted academic support, and mentoring, addressing the need for increased instructional time and access to support.
- ***Extended Learning Opportunitie***s: Including tutoring, credit recovery, and enrichment opportunities, designed to accelerate credit attainment and close academic gaps.
- ***Implementation of the Big Picture Learning Model***: Implemented to provide personalized, interest-based learning pathways, internships, and post-secondary planning, increasing student engagement and relevance of learning.

These interventions were selected through a structured process that included analysis of needs assessment data, review of evidence-based practices for alternative education settings, and evaluation of prior implementation outcomes. The selection prioritized strategies that addressed the primary drivers of low graduation rates: disengagement, lack of timely intervention, and insufficient access to support.

Over the three-year period, these interventions were refined and scaled based on ongoing evaluation. We learned that:

- Early identification systems are most effective when paired with clear staff ownership and regular data review cycles
- Relationship-based strategies are critical for re-engaging students who are significantly behind in credits
-Academic interventions are most successful when embedded within the school day rather than offered only as optional after-school supports

As a result, AVHS strengthened implementation fidelity by formalizing routines, increasing consistency across staff, and expanding embedded support structures. These refinements contributed to improved graduation outcomes from 60% in 2023 to 65.3% in 2025.

Resource Inequities

The needs assessment also identified several resource inequities that contributed to low graduation rates:

- Limited access to instructional time for credit-deficient students needing accelerated learning
- Inconsistent staffing structures to support intervention, mentoring, and data monitoring
- Lack of structured systems for ongoing progress monitoring and timely response
- Barriers to engagement for high-need student populations, including homelessness and socioeconomically disadvantaged status

These inequities were identified through analysis of student outcome data, staff feedback, and program implementation reviews.

To address these inequities, the following targeted changes were implemented:

- Established a flex advisory period to ensure all students have access to intervention and mentoring during the school day
- Allocated staffing to support Early Warning Indicator monitoring, intervention coordination, and student mentoring
- Expanded extended learning opportunities to provide additional time and access for credit recovery
- Implemented systems to ensure consistent use of data for monitoring and intervention

Over time, these actions have reduced inequities in access to support and intervention. Students now have more consistent opportunities to receive targeted academic assistance and build relationships with staff, which has contributed to increased engagement and improved progress toward graduation.

Monitoring and Evaluating Effectiveness

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

Monitoring (Implementation)

To ensure effective implementation of strategies aimed at improving graduation rates, a structured monitoring system was established at Alta Vista High School (AVHS) that includes multiple data sources, defined roles, and regular review cycles.

***Data Collected**:*

- Early Warning Indicator data (attendance, behavior, course performance)
- Graduation progress metrics (credits earned, on-track status)
- Participation in interventions (flex advisory, tutoring, credit recovery)
- Behavior data, including suspension and chronic absenteeism rates
- English Learner progress and reclassification data

***Who Collects the Data**:*

- Site administrators oversee overall monitoring and data review
- Counselors and staff track credit completion and student progress
- Teachers track course performance and engagement data
- District staff support Dashboard analysis and cross-site data review

***Frequency**:*

- Early Warning Indicator data are reviewed biweekly at the site level
- Student progress and engagement data are monitored weekly
- Intervention participation and effectiveness are reviewed monthly
- District and site leadership conduct quarterly data reviews

***Use of Data to Adjust Implementation**:*

Data is used in real time to identify students off track for graduation and adjust supports accordingly. Students flagged through Early Warning Indicator data are prioritized for immediate intervention, including assignment to targeted support during flex advisory, increased mentoring

through Connect and Check, and enrollment in credit recovery or extended learning opportunities. Site teams use biweekly, weekly, and monthly data cycles to adjust groupings, reassign supports, and refine intervention strategies to ensure students remain on track to graduate.

Evaluation (Effectiveness):

The effectiveness of implemented strategies is determined through analysis of student outcomes, with a primary focus on improving graduation rates and related leading indicators.

How Effectiveness is Determined:

- Changes in graduation rates over time
- Increases in credit completion and percentage of students on track to graduate
- Improvements in attendance and reductions in chronic absenteeism
- Reductions in suspension rates
- Increased student engagement as reflected in participation and persistence

Use of Dashboard and Outcome Data:

California School Dashboard data is used as a key measure of success, particularly the graduation rate indicator that led to CSI identification. For example, AVHS demonstrated measurable improvement in graduation rates (+5.3%). Additional Dashboard indicators, including ELA, Math, English Learner Proficiency, and suspension rate are used to evaluate broader impacts on student engagement and school climate.

Process for Evaluating Success:

Evaluation occurs through a structured cycle:

- Collect and analyze outcome data (graduation rate, credit completion, engagement indicators)
- Compare trends over time to assess growth across the three-year cycle
- Identify which interventions are contributing to improvement based on student outcomes
- Adjust or refine strategies to improve effectiveness and address persistent gaps

Year 3 Reflection and Continuous Improvement:

Over the three-year cycle, the monitoring system has improved in both consistency and effectiveness. Initially, data collection and intervention implementation were less systematic and not consistently applied at AVHS. Over time, the District established clear expectations for data use, defined staff roles, and implemented regular monitoring cycles, resulting in more timely and targeted interventions.

***Evidence that interventions are working include**:*

- Increases in graduation rates
- Improved identification and support of at-risk students through Early Warning Indicator systems
- Increased access to intervention time during the school day through flex advisory
- Strengthened student-staff relationships contributing to improved engagement

At the same time, outcome data indicates that challenges remain, particularly in academic performance in ELA and Mathematics and in sustaining improvements across all student groups. These findings will inform continued refinement of strategies, ensuring that interventions remain aligned to the goal of increasing graduation rates and improving long-term student outcomes.

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
Administrator Forum	A survey was made available to our TK-12 principals during an in-person meeting on February 4, 2026. For our TK-12 Assistant Principals a survey was also made available during February 2026.
Parents/Guardians, Students, Teachers, Staff, Administrators and Educational Community	A survey, in English and Spanish, was made available to our educational partners via the district website from February 1, 2026 through the end of April, 2026. During that same period, the survey was also shared through the *Superintendent's Community Update* via email.
	To further engage our educational partners, a virtual LCAP Community Forum was held on March 4, 2026, along with two in-person LCAP Community Forums held on February 10 and February 25, 2026.
	The California Healthy Kids Survey was also administered to parents/guardians, students, and staff from March 2 through March 27th, 2026.
District English Learner Advisory Committee (DELAC)	The first DELAC presentation, held on February 23, 2026, focused on gathering feedback on the current year 2025-26 LCAP to identify what was working, what was not working, and what was missing. A second presentation was held on May 18, 2025 to collect input on the proposed 2026-27 LCAP.
District Parent Advisory Committee (DPAC)	The first DELAC presentation, held on March 24, 2026, focused on gathering feedback on the current year 2025-26 LCAP to identify what was working, what was not working, and what was missing. A second presentation was held on May 20, 2026 to collect input on the proposed 2026-27 LCAP.

Educational Partner(s)	Process for Engagement
Superintendent's Council for Innovative Learning	On February 25, 2026, a LCAP feedback session was held with the Superintendent's Council for Innovative Learning. This council is composed of 21 students in grades 11 and 12 representing six high schools. Its purpose is to provide feedback and recommendations to the Superintendent and Board of Trustees on the implementation of Framework for the Future 2.0, with an emphasis on the Learner Portrait.
Special Education Local Plan Areas (SELPA)	A meeting with SELPA was held February 25, 2026 to review the most recent data on students with disabilities and to gather feedback and guidance.
Special Education: Parents and Families	On April 16, 2026 a LCAP feedback session on the current year 2025-26 LCAP was held with parents and families of students with disabilities to identify what was working, what was not working, and what was missing.
K-12 Student Forums	During the months of February and March, 2026, each school site held a student focus group facilitated by Teachers on Special Assignment (TOSAs). Each group consisted of approximately twenty students, representing 26 campuses.
Vista Teachers Association (VTA) and Classified School Employees Associate (CSEA)	A LCAP feedback session with classified staff was held on February 23, 2026. An additional session was conducted with the VTA Representative Council on March 23, 2026.
Vista Unified Council Parent Teacher Association (VUCPTA) Executive Board	On February 24, 2026, a LCAP Feedback session was held with the executive board of the VUCPTA to gather input.
Equity Multiplier Schools	Alta Vista High School (AVHS): On February 3, March 3, and May 5, 2026, data was presented to the School Site Council to support discussions regarding the allocation of Equity Multiplier funds and strategies to promote equitable access.
	Major General Raymond Murray High School (MGMHS): On February 5, March 5, and May 7, 2026, data was presented to the School Site Council to support discussions regarding the allocation of Equity Multiplier funds and strategies to promote equitable access.
	Vista Visions Academy (VVA): On February 3, March 3, and May 5, 2026, the School Site Council met to discuss goals and resource allocation related to academic achievement, student engagement, and school climate.

Educational Partner(s)	Process for Engagement
VUSD School Board	At the April 23, 2026 Special Board meeting, a summary of the LCAP feedback from our educational partners was presented to the Board of Trustees, organized by themes for their review and input. At the April 30, 2026 Special Board meeting, a review and discussion of the draft of adjustments to the 2026 - 2027 LCAP/Blueprint. was conducted. The LCAP was presented for public hearing on June 10, 2026 for feedback from the Board of Trustees and members of the public. On June 25, 2026, the LCAP was brought to the Board of Trustees for approval and was formally adopted at that meeting.

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

LCAP Goal 1 - Engagement: Engage families and the community as partners in education *to foster shared responsibility for student success*

Goal 1 actions focus on improving communication and parental and family involvement. A summary of our educational partner input that influenced Goal 1 action items is provided below.

Overall
Community liaisons, translation services, and community school models are widely valued as effective engagement strategies, and families report feeling welcomed and supported; however feedback indicates access is inconsistent.

Administrators
Community liaisons and the Community Schools model are valued as effective ways to connect and support families; however engagement efforts are limited by insufficient staffing (e.g., part-time liaisons).

CSEA
Communication tools such as videos with language access, Google platforms, and newsletters are supporting staff and family engagement effectively.

District English Learner Advisory Committee (DELAC)
Engagement strategies such as workshops, community liaisons, and translation services are valued and support family connection; however, communication is not consistently reaching families, and participation can be limited due to unclear information.

District Parent Advisory Committee (DPAC)
Multilingual engagement efforts, interpreters, and opportunities for involvement help build trust and connection with families; however, communication is often overwhelming or unclear, making it difficult for families to identify key information and access meaningful ways to engage.

Spanish Speaking Families
Families feel welcomed, and efforts to engage families are recognized; however, communication is not always clear or accessible, limiting meaningful participation and understanding.

Families of Students with Disabilities
SPED webpage to include school-specific program information, program descriptions, a glossary of terms, and a resource for families and staff who need assistance or have questions.

Staff
Staff value family and community engagement and see collaboration as an important part of supporting students.

LCAP Goal 2 - Conditions of Learning: *Maintain* ***high-quality facilities and resources*** *to ensure optimal conditions for learning.*

Goal 2 actions focus on information technology, facilities, and safe environments. A summary of our educational partner input that influenced Goal 2 action items is provided below.

Overall
Positive school climate and welcoming environments are consistently noted, with appreciation for responsive safety support, improved systems (e.g., work orders, locksmith services), and efforts to maintain facilities and campus security.

Administrators
Safety supports, facilities processes, and transportation access are working in some areas; however, gaps remain in custodial staffing, facility maintenance, and supervision across schools.

CSEA
Targeted improvements, such as the new locksmith and ongoing maintenance efforts, are recognized as steps in the right direction for campus safety and operations; however, concerns remain regarding lack of transparency in work order systems.

District English Learner Advisory Committee (DELAC)
Schools are described as welcoming environments with strong relationships, safety practices, and supportive spaces for students; however, facilities quality and access to supports (e.g., sensory rooms, materials in home languages) are inconsistent across sites.

District Parent Advisory Committee (DPAC)
There is interest in improving facilities and creating welcoming, community-centered spaces for students and families; however, concerns about cleanliness, safety, and outdated infrastructure indicate that current facility conditions are not consistently meeting student needs.

Spanish Speaking Families
Schools are generally seen as welcoming and responsive to students' cultural and language backgrounds; however, concerns about cleanliness and campus safety indicate that facility conditions need improvement.

Families of Students with Disabilities
Improved inclusion opportunities, updated technology and supplies, and increased staffing and resources to better support students with disabilities.

Staff
Staff recognize efforts to improve facilities and maintain safe learning environments; however, concerns still remain about facility conditions across sites.

LCAP Goal 3 - Student Engagement: *Enhance student support systems to improve educational outcomes and* ***social-emotional well-being and mental health*** *for all students*

Goal 3 actions focus on mental health and social-emotional well-being. A summary of our educational partner input that influenced Goal 3 action items is provided below.

Overall
Programs such as PBIS, restorative practices, RISE/RESET, and existing mental health supports are valued, indicating that these systems are important for student well-being and connection.

Administrators
Programs like RISE/RESET, PBIS, MTSS structures, and ELOP are valued and provide important support for student well-being; however, feedback suggests mental health systems are under-resourced.

CSEA
Mental health support, positive behavior systems, and access to interpreters are recognized as important when helping students feel supported; however, feedback suggests these systems need clearer integration to effectively meet student needs.

District English Learner Advisory Committee (DELAC)

Existing programs for bullying prevention and peer connection are providing a foundation for student support and belonging; however, counseling services, mental health supports, and supervision during unstructured time are insufficient and not consistently meeting student needs.

District Parent Advisory Committee (DPAC)

Programs that support mental health, peer mentorship, and student leadership are valued and seen as beneficial for student well-being; however, additional supports are needed for mental health, coping skills, and supervision.

Spanish Speaking Families

Mental health supports and counseling services are recognized as helpful when accessible; however, limited supervision and insufficient access to mental health services remain concerns.

Families of Students with Disabilities

Families requesting stronger classroom and emotional supports and a better understanding of what services are available for students.

Staff

Social-emotional supports and programs such as PBIS and restorative practices are valued by staff; however, student behavior, mental health supports, and counselor capacity are major concerns, with systems sometimes described as reactive rather than proactive.

LCAP Goal 4 - Academic Outcomes: *Improve academic achievement and equity in education across all student groups through* ***high-quality learning and teaching.***

Goal 4 actions focus on professional development, special education, multilingual education, curriculum, athletics, arts, and instruction. A summary of our educational partner input that influenced Goal 4 action items is provided below.

Overall

High-impact instructional strategies (e.g., Math Transformations, Guided Language Acquisition Design (GLAD), tutoring, English language development (ELD) supports) are strongly supported, with educational partners noting improvements in engagement, teacher capacity, and support for multilingual learners and college readiness pathways.

Administrators

Instructional initiatives such as Math Transformations and GLAD are improving teaching practices and student engagement; however, there are gaps in intervention, inconsistent resources (e.g., ELD support), and ineffective assessment tools (e.g., Amira).

CSEA

Professional development efforts, including bringing in external consultants and tools, are supporting instructional capacity building; however, a system for onboarding bilingual staff is needed to support consistent academic support across sites.

District English Learner Advisory Committee (DELAC)
Targeted supports such as tutoring, ELD instruction, and college readiness efforts are helping English learner (EL) students make academic progress; however, gaps remain in reclassification, access to EL supports, and clear communication of student progress to families.

District Parent Advisory Committee (DPAC)
There is strong support for rigorous instruction, early literacy, and expanded learning opportunities to support student success; however, inconsistent access to intervention and enrichment programs across schools limits academic progress and equity.

Spanish Speaking Families
Academic supports such as tutoring and teacher training are valued and seen as beneficial for student learning; however, there is a need for more targeted academic support, especially in reading, math, and native language instruction, as well as smaller class sizes.

Families of Students with Disabilities
Families expressed a need for increased staffing and supports in extracurricular and after-school activities and greater access for students with disabilities to participate meaningfully alongside their peers

Staff
There is strong interest in improving instruction, particularly in early literacy and foundational skills. Gaps in intervention supports, and uneven implementation of curriculum and assessment tools are seen as impacting instruction and student progress.

LCAP Goal 5 - Conditions of Learning (Workforce): *Strengthen workforce development and support systems with* ***high quality, flexible, and adaptable staff*** *to improve educational outcomes*

Goal 5 actions focus on professional development and attracting and retaining teachers. A summary of our educational partner input that influenced Goal 5 action items is provided below.

Overall
Collaboration opportunities, such as secretary meetings, shared Google tools, and professional learning, are helpful. Bilingual staff and community liaisons play an important role in supporting schools.

Administrators
There is a strong commitment to professional learning and improving staff capacity across systems; however, staffing shortages, and excessive training demands are creating workload challenges.

CSEA
Districtwide collaboration opportunities and professional development days are valued by staff; however, staffing shortages and more personalized professional development for classified staff are ongoing challenges.

District English Learner Advisory Committee (DELAC)
Bilingual staff and strong, dedicated teachers are recognized as valuable assets in supporting students and families; however, equitable distribution of bilingual and experienced staff varies across schools.

District Parent Advisory Committee (DPAC)
Community liaisons, bilingual staff, and partnerships with universities and volunteers are seen as valuable supports; however, staffing shortages and challenges with recruitment and retention for instructional aides and Dual Language Immersion (DLI) teachers impact program consistency.

Spanish Speaking Families
Bilingual staff, community liaisons, and tutoring supports are recognized as important and effective; however, staffing gaps affect program access and quality.

Staff
Staff are committed to professional growth and supporting students.

LCAP Goal 6 - Student Outcomes (Performance Framework) : *Implement and optimize a comprehensive* ***performance framework*** *for improved student support and achievement*

Goal 6 actions focus on assessment and a performance framework. A summary of our educational partner input that influenced Goal 6 action items is provided below.

Overall
Tools like Risk Rater, PowerBI, iReady diagnostics, and ELPAC awareness efforts are viewed as valuable for identifying student needs and supporting data-informed decision-making.

Administrators
Tools like Risk Rater, PowerBI, and iReady are useful for identifying and supporting student needs when maintained effectively; however, some data systems are difficult to use.

CSEA
Systems for feedback and program evaluation (e.g., professional development effectiveness) are underdeveloped, limiting continuous improvement.

District English Learner Advisory Committee (DELAC)
Efforts such as ELPAC awareness and some monitoring systems are useful for tracking student progress; however, formative EL student performance data is not clearly communicated or consistently tracked, limiting transparency and accountability.

District Parent Advisory Committee (DPAC)
Data systems, intervention supports, and expectations are inconsistent across schools, limiting accountability and equitable outcomes.

Spanish Speaking Families
Many feel students are supported and able to succeed, reflecting confidence in existing programs; however, information about programs, student progress, and follow-through on concerns is not consistently clear or accessible.

Staff
Implementation gaps, fragmented data systems, and lack of follow-through limit the effectiveness of the performance framework.

LCAP Goal 7 - Student Engagement (Pathways): *Enhance* ***personalized learning*** *through comprehensive career and educational pathways.*

Goal 7 actions focus on CTE and career pathways. A summary of our educational partner input that influenced Goal 7 action items is provided below.

Overall
CTE programs, dual enrollment, athletics, clubs, and extracurricular activities are highly valued and seen as strong drivers of student engagement, confidence, and connection to real-world learning.

Administrators
CTE programs, dual enrollment, and athletics are engaging students and supporting college and career readiness; however, limited funding for experiential learning hinders access to personalized learning.

CSEA
Feedback indicates a need to better connect workforce, communication, and program efforts to student career and college readiness experiences.

District English Learner Advisory Committee (DELAC)
Programs like clubs and A-G support are helping to build student confidence and aspiration; however, career pathways, internships, and college readiness supports lack visibility for EL families.

District Parent Advisory Committee (DPAC)
Feedback regarding real-world learning, financial literacy, and career exploration suggest that these represent a strong foundation for meaningful student engagement; however, opportunities for career pathways, life skills, and equitable access to programs, especially for multilingual learners, need expansion and better implementation.

Spanish Speaking Families
Extracurricular activities and real-world learning opportunities are highly valued and strongly support student engagement; however, lack of diverse options and insufficient career-connected learning opportunities reduce equitable participation.

Families of Students with Disabilities
Families would like to see the Workability program expanded with more hours and locations.

Staff
Career pathways, extracurricular programs, and real-world learning opportunities are seen as important programs for engaging students; however, personalized learning and pathway access are viewed as not consistently achievable due resources, staffing, and program implementation.

Goal 8: Equity Multiplier School - Major General Raymond Murray High School (MGMHS)*: Increase math and ELA performance for low-income and Hispanic students by 10%, improve college and career readiness for low-income and Hispanic students, increase the high school graduation rate for low-income and Hispanic students by 10 percentage points, and increase English language proficiency progress among English learners by 15 percentage points, each year by the end of the academic year.*

A summary of our educational partner input that influenced Goal 8 action items is provided below.

School Site Council and Community Schools Council
After school support for English learners and Long-term English learners

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Goal 9: Equity Multiplier School - Alta Vista High School (AVHS)*: Increase math and ELA performance for low-income and Hispanic students by 10%, improve college and career readiness for low-income and Hispanic students, increase the high school graduation rate for low-income and Hispanic students by 10 percentage points, and increase English language proficiency progress among English learners by 15 percentage points, each year by the end of the academic year.*

A summary of our educational partner input that influenced Goal 9 action items is provided below.

School Site Council Community Schools Council
Focus on credit recovery options and English learner and Long-term English learner interventions and support.

Goal 10: *Equity Multiplier School - California Avenue School: No longer identified as an Equity Multiplier school.*

Goal 11: *Equity Multiplier School - Vista Visions Academy: Increase the high school graduation rate for all students by 10 percentage points and decrease chronic absenteeism for all students by 10 percentage points each year.*

A summary of our educational partner input that influenced Goal 11 action items is provided below.

School Site Council
Continued focus on engagement strategies and academic supports to improve outcomes

Goals and Actions

LCAP Goal 1 - Engagement

LCAP Goal #	Description	Type of Goal
1	**Engage families and the community as partners in education** to foster shared responsibility for student success This goal focuses on building robust partnerships with families and the community, specifically to enhance the success and educational outcomes of English learners (EL), long-term ELs, foster youth, and low-income students. We will utilize diverse communication platforms to ensure timely interactions with families and community members. In addition, we will organize workshops and events tailored to engage and support families and community partners of English learners (EL), long-term ELs, foster youth, and low-income students.	Broad Goal

State Priorities addressed by this goal.

Parent Involvement (Priority 3): By expanding communication channels and organizing engagement activities, this goal directly aims to increase parental involvement in the educational process, which is crucial for creating supportive learning environments at home and enhancing parental participation in schooling decisions.

School Climate (Priority 6): By fostering positive relationships between schools, families, and the community, the goal contributes to a positive school climate. This includes efforts to ensure student safety, improve student social and emotional well-being, and build a welcoming and inclusive school environment.

An explanation of why the LEA has developed this goal.

The development of this goal stemmed from an analysis of our district's educational environment, demographic data, and feedback from various educational partners, including parents, teachers, and community members. We identified a need to strengthen the support network around our students, particularly those from low-income backgrounds, English learners (EL), long-term ELs, and foster youth who often face unique challenges that can be addressed through improved collaboration between their families, schools, and the community.

Feedback from educational partners indicated parents and families needed more opportunities to engage with schools. Parents expressed a need for better communication and more resources to help them support their children’s education at home.

Research consistently shows that active family and community engagement in education leads to improved student achievement, reduced absenteeism, and better social and emotional well-being. Families play a crucial role in shaping students' learning and attitudes towards education. By fostering a partnership approach, we aim to leverage this influence to improve educational outcomes.

Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 1 Measuring and Reporting Results - Engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of high needs schools with a family and **community liaison** *Data Source: District Office*	*2023-24* *100%*	*2024-25* 100%	*2025-26* 100%	*2026-27* *100%*	0%
1.2	**Promotion of parental (parents of unduplicated pupils) involvement:** Average percent of **parents of unduplicated pupils** reporting "Strongly Agree" ~~or "Agree"~~ *Data Source: California Healthy Kids Survey*	*2023-24* English learner: 51% Not English learner: 37% (foster youth and low income data not available)	*2024-25* EL: 58% Not EL: 43%	*2025-26* EL: 27% Not EL: 43%	*2026-27* English learner: 65% Not English learner: 45% (foster youth and low income data not available)	EL: -24% Not EL: +6%
1.3	**Seeks input of parents before making important decisions:** Average percent of **parents of ~~unduplicated pupils~~** reporting "Strongly Agree" or "Agree" *Data Source: California Healthy Kids Survey*	*2023-24* All schools (All): 67% Elementary (ES): 71% Middle (MS): 68% High (HS): 50%.	*2024-25* (All): 73% (ES): 77% (MS): 63% (HS): 57%	*2025-26* (All): 74% (ES): 78% (MS): 80% (HS): 57%	*2026-27* All schools (All): 77% Elementary (ES): 81% Middle (MS): 78%, High (HS): 60%	All: +7% ES: +7% MS: +12% HS:+7%
1.4	**Seeks input of parents of unduplicated pupils before making important decisions:** Average percent of **parents of unduplicated pupils also identified as students with disabilities** reporting "Strongly Agree" or "Agree" *Data Source: California Healthy Kids Survey*	*2023-24* *Special Education Program* *All schools (All): 35%* *Elementary (ES): 39%* *Middle (MS): 40%,* *High (HS): 13%.* *Not in Special Education Program* *All schools (All): 26%* *Elementary (ES): 38%* *Middle (MS): 22%,* *High (HS): 9%.*	*2024-25* Special Education Program All schools (All): 35% Elementary (ES): 39% Middle (MS): 21% High (HS): no data Not in Special Education Program All schools (All): 32% Elementary (ES): 35% Middle (MS): 26%, High (HS): 17%.	*2025-26* Special Education Program All schools (All): 35% Elementary (ES): 40% Middle (MS): 25% High (HS): 17% Not in Special Education Program All schools (All): 28% Elementary (ES): 34% Middle (MS): 26%, High (HS): 11%.	*2026-27* *Special Education Program* All schools (All): 72% Elementary (ES): 75% Middle (MS): 70%, High (HS): 61%. *Not in Special Education Program* All schools (All): 78% Elementary (ES): 83% Middle (MS): 78%, High (HS): 63%.	All: 0 ES: +1% MS: -15% HS: +4% All: +2% ES: -4% MS: +4% HS:+2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	**Seeks input of parents of unduplicated pupils before making important decisions:** Average percent of **parents of unduplicated pupils also identified as English learners** reporting "Strongly Agree" ~~or "Agree"~~ *Data Source: California Healthy Kids Survey*	*2023-24* *ELD Program* All schools (All): 36% Elementary (ES): 35% Middle (MS): 43%, High (HS): N/A. *Not in ELD Program* All schools (All): 27% Elementary (ES): 34% Middle (MS): 21%, High (HS): 10%.	2024-2025 ELD Program All schools (All): 46% Elementary (ES): 48% Middle (MS): 38%, High (HS): no data Not in ELD Program All schools (All): 31% Elementary (ES): 34% Middle (MS): 24%, High (HS): 15%.	2025-2026 ELD Program All schools (All): 15% Elementary (ES): 23% Middle (MS): no data High (HS): no data. Not in ELD Program All schools (All): 31% Elementary (ES): 36% Middle (MS): 30%, High (HS): 13%	*2026-27* *ELD Program* All schools (All): 90% Elementary (ES): 0% Middle (MS): 100%, High (HS): 70% *Not in ELD Program* All schools (All): 75% Elementary (ES):78% Middle (MS): 73%, High (HS): 64%.	All: -21% ES: -12% MS: n/a HS:n/a All: +4% ES: +2% MS: +9% HS: +3%
1.6	**Metric Discontinued - Discontinued: could not locate results in 2024-25 CHKS Parent Report** **Parents' (of unduplicated pupils)** perceptions of **school connectedness**: *Data Source: California Healthy Kids Survey*	*2023-24* Elementary (ES): 95% Middle (MS): 71%, High (HS): 57%.	2024-2025 Elementary (ES): % Middle (MS): %, High (HS): %.	N/A	*2026-27* ES: >95% MS: >85% HS: >70%	N/A
1.7	**School Connectedness**: average percent of **elementary** students who report "Yes, most of the time" or "Yes, all of the time" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	2023-24 Grade 5: 69%	2024-25 Grade 5: 75%	2025-26 Grade 5: 72%	*2026-27* Grade 5: 85%	Gr 5: +3%
1.8	**School Connectedness:** average percent of **secondary** students reporting "Agree" or "Strongly agree"	*2023-24* Grade 6: 59% Grade 7: 55% Grade 8: 58% Grade 9: 58%	*2024-25* Grade 6: 60% Grade 7: 57% Grade 8: 58% Grade 9: 63%	*2025-26* Grade 6: n/a Grade 7: 60% Grade 8: n/a	*2026-27* Grade 6: 74% Grade 7: 70% Grade 8: 73%	Gr 6: n/a Gr 7: +5% Gr 8: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	Grade 11: 58%	Grade 11: 64%	Grade 9: 64% Grade 11: 71%	Grade 9: 73% Grade 11: 73%	Gr 9: +6% Gr 11: +13%
1.9	**School Connectedness:** Average percent of **students with an IEP** reporting feeling connected to school - "Agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* *Students with IEP* Grade 6: 52% Grade 7: 58% Grade 8: 55% Grade 9: 56% Grade 11: 53% *Students with No IEP* Grade 6: 63% Grade 7: 55% Grade 8: 60% Grade 9: 60% Grade 11: 60%	*2024-25* *Students with IEP* Grade 6: 56% Grade 7: 63% Grade 8: 61% Grade 9: 61% Grade 11: 57% *Students with No IEP* Grade 6: 60% Grade 7: 57% Grade 8: 59% Grade 9: 64% Grade 11: 67%	*2025-26* *Students with IEP* Grade 6: n/a Grade 7: 62% Grade 8: n/a Grade 9: 63% Grade 11: 64% *Students with No IEP* Grade 6: n/a Grade 7: 61% Grade 8: n/a Grade 9: 64% Grade 11: 67%	*2026-27* *Students with IEP* Grade 6: 67% Grade 7: 73% Grade 8: 70% Grade 9: 71% Grade 11: 68% *Students with No IEP* Grade 6: 78% Grade 7: 70% Grade 8: 75% Grade 9: 75% Grade 11: 75%	With IEP Gr 6: n/a Gr 7: +4% Gr 8: n/a Gr 9: +7% Gr 11: +11% No IEP Gr 6: n/a Gr 7: +6% Gr 8: n/a Gr 9: +4% Gr 11: +7%
1.10	**School Connectedness:** Average percent of **English learner** students reporting feeling connected to school - "Agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 63% Grade 7: 61% Grade 8: 49% Grade 9: 52% Grade 11: 50% *Not English learners* Grade 6: 60% Grade 7: 54% Grade 8: 59% Grade 9: 59% Grade 11: 59%	*2024-2025* *English learners* Grade 6: 56% Grade 7: 54% Grade 8: 61% Grade 9: 64% Grade 11: 46% *Not English learners* Grade 6: 61% Grade 7: 57% Grade 8: 59% Grade 9: 63% Grade 11: 66%	*2025-26* *English learners* Grade 6: n/a Grade 7: 60% Grade 8: n/a Grade 9: 57% Grade 11: 55% *Not English learners* Grade 6: n/a Grade 7: 60% Grade 8: n/a% Grade 9: 64% Grade 11: 66%	*2026-27* *English learners* Grade 6: 78% Grade 7: 76% Grade 8: 64% Grade 9: 67% Grade 11: 65% *Not English learners* Grade 6: 75% Grade 7: 69% Grade 8: 74% Grade 9: 74% Grade 11: 74%	EL Gr 6: n/a Gr 7: -1% Gr 8: n/a Gr 9: +5% Gr 11: +5% Not EL Gr 6: n/a Gr 7: +6% Gr 8: n/a Gr 9: +5% Gr 11: +7%
1.11	Percentage of **district communication** provided in primary languages other than English - what interpretation we are using are we sourcing	*2023-24* 100%	*2024-25* 100%	*2025-26* 100%	*2026-27* 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	out, or turn-around time , efficiency *Data Source: District Office*					

Goal 1 Analysis for 2025-26

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

1. 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.

Implementation of Goal 1 was successful overall, with actions leading to stronger family engagement efforts and improved access to school information and services. The district implemented the planned actions as intended and focused on engaging families and the community as partners in education to support student success. Key implementation efforts included placing community liaisons at all Title I schools, expanding communication and outreach systems, providing additional staffing supports, and increasing interpretation and translation services across the district.

Several implementation successes emerged throughout the year:

Action 1.1 (FACE Network), which placed community liaisons at all Title I schools, was fully implemented and became an important strategy for strengthening school-family connections, particularly for families of unduplicated pupils. Educational partners consistently identified community liaisons as valuable supports that helped create welcoming school environments and strengthen family engagement.

Action 1.2 (Two-Way Communication) was implemented through a broad range of communication and outreach supports, including communication materials, digital communication tools, community outreach efforts, and opportunities for educational partner feedback. These efforts expanded communication channels and provided families with additional ways to connect with schools and district initiatives.

Action 1.3 (Community Schools) also strengthened implementation by providing staffing supports, including counselors, resource teachers, and a College and Career Technician position that expanded access to services and support systems for students and families.

Action 1.4 (Community Access) was also successfully implemented districtwide through expanded interpretation and translation services, helping ensure families could participate more fully in school communications and meetings. Feedback from families and the school community affirmed the value of multilingual communication efforts, translated materials, and language access supports.

While implementation was successful overall, several challenges emerged through educational partner feedback. Some educational partners noted that access to supports varied across school sites due to staffing limitations, including part-time community liaison positions. Families also indicated that communication could at times feel overwhelming, or difficult to navigate, creating barriers to meaningful engagement. Families of students with disabilities identified a need for expanded website resources and clearer information regarding available programs and supports.

Overall, Goal 1 implementation demonstrated strong progress and meaningful successes while also highlighting opportunities to improve consistency, simplify communication practices, and strengthen equitable access to engagement opportunities across school communities.

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

Action 1.1 (FACE Network): Community Outreach expenditures were lower than budgeted ($213,908 estimated actual expenditures compared to $260,114 budgeted), which reflect lower-than-anticipated costs due to an unfilled community liaison position.
All Funding Sources: Estimated actual expenditures for Community Outreach ($1,372,632) were lower than the budgeted amount ($1,804,438) due to an unfilled community liaison position and lower-than-anticipated personnel costs for community liaisons.

Action 1.2 (Two-Way Communication):
Supplemental & Concentration: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.3 (Community Schools):
All Funding Sources: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.4 (Community Access): A material difference occurred between estimated actual expenditures, which totaled $355,115, compared to the budgeted amount of $270,520, a 32% variance. This increase reflects higher than anticipated staffing costs for translation and interpretation services, some of which had to be outsourced to meet demand.

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

Goal 1 was effective overall in strengthening family engagement, improving communication, and increasing access to school information and services. The goal focused on engaging families and the community as partners in education to foster shared responsibility for student success. Feedback from families and educational partners indicated that key strategies, including community liaisons, multilingual supports, and expanded communication efforts, helped families feel more welcomed, informed, and connected to their schools. Parent feedback also reflected stronger perceptions of school responsiveness and involvement, suggesting positive progress toward building stronger school-family partnerships.

Action 1.1 (FACE Network), which placed community liaisons at all Title I schools, proved to be one of the most valued engagement strategies. Under ***Metric 1.1***, community liaisons were placed at 100% of high needs schools. Community liaisons strengthened relationships between schools and families, particularly for families of unduplicated pupils, and helped create welcoming environments where families felt supported and connected. Feedback from administrators, District English Learner Advisory Committee (DELAC) members, and families consistently

identified community liaisons as effective supports that strengthened family partnerships and improved access to school resources and information.

Overall, this action was partially effective in advancing the goal of engaging families and the community as partners in education. Educational partner feedback indicates that community liaisons, multilingual communication tools, newsletters, videos, and online platforms helped improve communication and family engagement. However, administrators and DELAC members expressed concerns that information was not always communicated clearly or consistently enough to reach all families.

Survey results ***(Metric 1.2)*** reflect these mixed outcomes. While the percentage of non-English learner parents who strongly agreed that schools promote parental involvement increased from 37% in 2023-24 to 43% in 2025-26, the percentage of English learner parents reporting the same perception declined from 51% to 27%. While findings suggest that the community liaisons have been successful in creating structures and opportunities for family engagement, continued focus on ***Metric 1.2*** is needed to ensure English learner families feel informed, connected, and actively involved in their children's education.

Action 1.2 (Two-Way Communication) supported improved communication and access to information through a variety of tools and outreach efforts. Communication resources, community outreach materials, digital communication tools, and opportunities for educational partner feedback, such as the Annual Climate Survey, helped strengthen communication systems and expand opportunities for engagement. However, while these efforts contributed to improved access to information, this action was partially effective in supporting two-way communication.

Survey results ***(Metric 1.3)*** indicate that parent perceptions of being consulted before important decisions improved substantially across all schools, increasing from 67% in 2023-24 to 74% in 2025-26. Improvements were observed across all grade spans, including elementary schools (71% to 78%), middle schools (68% to 80%), and high schools (50% to 57%), suggesting that families generally felt more informed and engaged in district and school decision-making processes.

Results for specific student groups, however, were mixed. Among parents of unduplicated pupils whose children participate in special education programs ***(Metric 1.4)***, districtwide perceptions that schools seek parent input remained stable at 35%, with slight increases at elementary schools (39% to 40%) and high schools (13% to 17%), but a decline at middle schools (40% to 25%). Feedback from families of students with disabilities also identified a need for additional communication and information, including school-specific program descriptions, a glossary of special education terminology, and accessible resources for families seeking assistance. Among parents of English learners ***(Metric 1.5)*** participating in the ELD program, perceptions that schools seek their input declined from 36% to 15% districtwide and from 35% to 23% at elementary schools. In contrast, parents not participating in the ELD program reported improvements across all grade spans, increasing districtwide from 27% to 31%.

These findings suggest that communication and engagement efforts have been successful in improving overall parent perceptions of involvement and decision-making opportunities. However, the decline in responses from English learner families and the feedback from families

of students with disabilities indicate that continued focus on ***Metrics 1.3 and 1.4*** is needed to ensure all families feel informed, supported, and actively involved in district initiatives.

Action 1.3 (Community Schools) provided additional staffing supports, including counselors, resource teachers, and College and Career Technician support at alternative schools. These positions expanded services and strengthened support systems that contributed to student and family engagement. By increasing access to supports and resources, these positions helped strengthen connections between schools, students, and families.

This action was effective in advancing the goal of engaging families and the community as partners in education through the California Community School Partnership Program. Feedback from administrators indicated that the Community Schools model has been an effective strategy for connecting and supporting families and students and expanding access to resources and services. While administrators noted that staffing limitations, such as part-time liaison positions, constrained some engagement efforts, survey results suggest that students increasingly felt connected to their schools, an important indicator of family, school, and community partnership effectiveness.

Results for school connectedness improved across several metrics. Under ***Metric 1.7***, the percentage of Grade 5 students reporting that they felt connected to school increased from 69% in 2023-24 to 72% in 2025-26. Under ***Metric 1.8***, secondary students also reported stronger feelings of connectedness, increasing from 55% to 60% in Grade 7, from 58% to 64% in Grade 9, and from 58% to 71% in Grade 11. Similarly, ***Metric 1.9*** showed improvements among students with IEPs, with connectedness increasing from 58% to 62% in Grade 7, from 56% to 63% in Grade 9, and from 53% to 64% in Grade 11. By 2025-26, students with IEPs reported levels of connectedness that were comparable to or nearly equivalent to their peers without IEPs across reported grade levels.

Results for English learner students were more mixed. Under ***Metric 1.10***, English learners reported increased connectedness in Grade 9 (52% to 57%) and Grade 11 (50% to 55%), while Grade 7 remained relatively stable (61% to 60%). Although English learner students demonstrated improvement over time, their reported connectedness remained below that of non-English learner students in Grades 9 and 11. Overall, these findings suggest that the Community Schools strategy contributed to stronger student connectedness and engagement, particularly for students with disabilities and older secondary students, while highlighting the need for continued focus on ***Metric 1.10*** to strengthen connections and engagement among English learner students and their families.

Action 1.4 (Community Access) was partially effective in advancing the goal of engaging families and the community as partners in education by improving access to translated and interpreted communications for families of English learners, long-term English learners, and dually identified students. Under ***Metric 1.11***, the district maintained 100% of district communications in primary languages other than English from 2023-24 through 2025-26, demonstrating continued implementation of translation and interpretation services beyond federal requirements. This ensured that families had access to important district information in their preferred language and supported equitable access to communication.

Educational partner feedback indicates that these efforts have been valued and have contributed to stronger family connections. DELAC members, District Parent Advisory Committee (DPAC) members, and Spanish-speaking families identified multilingual engagement efforts and interpretation services as important supports that help families feel welcomed, informed, and connected to their schools and the district. These efforts have helped build trust and expanded opportunities for participation among families whose primary language is not English.

However, educational partner feedback also suggests that additional refinement is needed to maximize the effectiveness of communication efforts. Families reported that information can be overwhelming, unclear, or difficult to navigate, making it challenging to identify key messages and meaningful opportunities for engagement. DELAC members and Spanish-speaking families similarly noted that communication does not always reach families consistently or in a manner that promotes full understanding and participation. These findings suggest that while the district successfully maintained comprehensive translation and interpretation services under ***Metric 1.11***, continued focus is needed to improve the clarity, accessibility, and effectiveness of communications so that families can more easily engage as partners in supporting student success.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 1 Actions

Action #	Title	Description	Total Funds	Contributing
1.1	FACE Network	The Family and Community Engagement (FACE) Network will facilitate the involvement of parents and families of English learners (EL), long-term ELs, foster youth, and low-income students through our network of community liaisons. This initiative is integrated into our multi-tiered system of support and community school strategy. The FACE Network will provide opportunities for parents and family members of these student groups to actively engage in their child's education. This action is designed to support the following student groups and schools/district who scored at the lowest performance level for *the College and Career Indicator* on the 2023 Dashboard: Alta Vista High - all unduplicated students, Major General Raymond Murray High - all unduplicated students, the District - English learners (EL), long-term ELs and students with disabilities, and Vista High English learners and students with disabilities.	$1,836,745	Y
1.2	Communication	Families and community members of English learners, foster youth, and low-income students will actively participate in two-way communication and have access to current information about teaching, learning, collaboration, and family engagement. This will ensure they are well-informed and actively involved in district initiatives. This action is designed to support the following student groups and schools/district who scored at the lowest performance level for *the College and Career Indicator* on the 2023 Dashboard: Alta Vista High - all unduplicated students, Major General Raymond Murray High - all unduplicated students, the District - English learners and students with disabilities, and Vista High English learners (EL), long-term ELs and students with disabilities.	$ 352,000	Y
1.3	Community Schools	Families and community members of English learners (EL), long-term ELs, foster youth, and low-income students will benefit from enhanced support through the California Community School Partnership Program. This initiative aims to improve parental and family involvement and expand and enhance the resources available within the educational community specifically for these groups.	$ 3,350,721	N

Action #	Title	Description	Total Funds	Contributing
1.4	Community Access	Refine and monitor communication services to support family and community access and engagement for parents and families of English learners (EL), long-term ELs and dually identified students (English learner/student with disabilities, English learner/foster youth, English learner/low-income family), and ensure the provision of translation and interpretation supports and services (beyond federal requirements).	$ 288,247	Y

LCAP Goal 2 - Conditions of Learning

LCAP Goal #	Description	Type of Goal
2	Maintain **high-quality facilities and resources** to ensure optimal conditions for learning. Schools in low-income areas often contend with outdated buildings, insufficient cooling systems, poor lighting, and lack of proper maintenance. These conditions can create a physically uncomfortable and distracting environment, making it difficult for students to concentrate and learn effectively. Issues such as mold, poor air quality, and unsafe playgrounds can lead to higher rates of illness and absenteeism among students. This disproportionately affects their ability to maintain consistent attendance and keep up with their studies.	Maintenance of Progress Goal

State Priorities addressed by this goal.

State Priority 1: Basic Services - This priority involves ensuring that school facilities are in good repair, and that students have access to sufficient instructional materials and qualified teachers. By maintaining high-quality facilities and resources, the goal directly supports the assurance that foster youth, English learners (EL), long-term ELs, and low income students learn in environments that are safe, clean, and conducive to learning.

State Priority 5: Student Engagement - This priority focuses on enhancing student involvement and connection to school, aiming to improve educational outcomes and reduce dropout rates.

State Priority 6: School Climate - The quality of facilities is a key component of the overall school climate. Safe, clean, and well-maintained schools contribute positively to the physical and emotional safety of students, which is crucial for a positive school climate.

An explanation of why the LEA has developed this goal.

There is a growing body of evidence showing a correlation between the adequacy of a school facility and student behavior and performance. Most studies conducted over the past few decades have found a statistically significant relationship between the condition of a school, or classroom, and student achievement. (Young, 2003) In general, students attending school in newer, better facilities score higher on standardized tests than those attending in substandard buildings. Many of our schools are located in low income areas where parents/guardians of English learners (EL), long-term ELs and students from low income families live.

This goal acknowledges the achievements we have made in recent years in upgrading our educational facilities and resources. Our schools have seen significant improvements in infrastructure, technology integration, and resource availability, which have collectively contributed to

creating better learning environments. Recognizing the importance of these developments, we are committed to continuing our upgrades, and maintaining and building upon this progress.

As educational technologies evolve, so too must our facilities and resources. This goal ensures that we not only maintain our current standards but also stay responsive to future educational requirements. Regular updates and maintenance will help adapt our educational settings to new technologies and student needs.

Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 2 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students with **access to instructional materials**, specifically digital devices and hotspots as measured by the district and site annual review and SDCOE Williams settlement review *Data Source: VUSD Facilities and SDCOE Williams Reports*	*2023-24* District and site annual review and SDCOE Williams settlement review: 100%	*2024-25* 100%	*2025-26* *100%*	*2026-27* District and site annual review and SDCOE Williams settlement review: 100%	0%
2.2	Average percent of ~~students~~ **parents** reporting "Agree" or "Strongly agree." that schools are **clean and well-maintained facilities**. *Data Source: CA Healthy Kids Survey*	*2023-24* All: 81% K-5: 86% 6-8: 79% 9-12: 64%	*2024-25* All: 87% K-5: 90% 6-8: 83% 9-12: 62%	*2025-26* All: 87% K-5: 88% 6-8: 90% 9-12: 81%	*2026-27* All: 85% K-5: 90% 6-8: 85% 9-12: 75%	All: +6% K-5: +2% 6-8: +11% 9-12: +17%
2.3	Quality of school **physical environment**: My school is usually clean and tidy - Percentage of students who Agree and Strongly Agree *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 35% Grade 7: 34% Grade 8: 39% Grade 9: 45% Grade 11: 39%	*2024-25* Grade 6: 39% Grade 7: 33% Grade 8: 35% Grade 9: 52% Grade 11: 50%	*2025-26* Grade 6: n/a Grade 7: 38% Grade 8: n/a Grade 9: 58% Grade 11: 45%	*2026-27* Grade 6: 50% Grade 7: 49% Grade 8: 54% Grade 9: 60% Grade 11: 54%	Gr 6: n/a Gr 7: +4% Gr 8: n/a Gr 9: +13% Gr 11:+6%
2.4	Schools have clean and **well-maintained facilities**: Average percent of **parents** reporting "Strongly Agree" *Data Source: CA Healthy Kids Survey*	*2023-24* Asian: 38% Hispanic: 44% White: 30% Two or more races/ethnicities: 47% English learner: 50% Not English learner: 35%	*2024-2025* Asian: 44% Hispanic: 46% White: 34% Two or more races/ethnicities: 38% English learner: 56% Not English learner: 34%	*2025-26* Asian: 50% Hispanic 37% White: 31% Two or more races/ethnicities: 48% English learner: 20% Not English learner: 38%	*2026-27* Asian: 53% Hispanic: 59% White: 45% Two or more races/ethnicities: 62% English learner: 65% Not English learner: 50%	Asian: +12% Hispanic-7% White: +1% Two or: +1% EL: -30% Not EL: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	Percentage of schools that score "exemplary" or "**Good repair"** on the **Facilities** Inspection Tool (FIT) *Data Source: VUSD FIT*	*2023-24* Title I Schools: 91% Non-Title I Schools: 100%	*2024-25* Title I Schools: 91% Non-Title I Schools: 80%	*2025-26* Title I Schools: 18/19 schools: 94.7% Non-Title I Schools: 5/5 schools: 100%	*2026-27* Title I Schools: >95% Non-Title I Schools: 100%	+3.7% 0%
2.6	**School Attendance** Rate *Data Source: Measurement & Monitoring*	*2023-24* All students (All): 92.3% Low Income (LI): 92.4% English Learner (EL): 92.2% Long Term EL (LTEL): 91.3% Foster Youth (FY): 90.6% Students with Disabilities (SwD): 91.7% Homeless (Ho): 90.1%	*2024-25* All: 92.9% LI: 94.0% EL: 93.0 LTEL: 90.9% FY: 93.0% SwD: 92.3% HO: 91.7	*2025-26* All: 93.6% LI: 93.2% EL: 93.1 LTEL: 89.5% FY: 91.7% SwD: 92.0% HO: 91.1%	*2026-27* All >95% LI >95% EL >95% LTEL >95% FY >95% SWD >95% HO >95%	All: +1.3% LI : +0.8% EL: +0.9% LTEL: -1.8% FY: +1.1% SWD +0.3% HO: +1.0%
2.7	*School is a* **Safe place** for staff: Average percent of **staff** reporting "Strongly agree" and "Agree" *Data Source: California Healthy Kids Survey*	*2023-24* All schools: 36% Elementary: 52% Middle: - High: 19%	*2024-25* All schools: 44% Elementary: 50% Middle: 37% High: 17%	*2025-26* All schools: 45% Elementary: 47% Middle: 32% High: 44%	*2026-27* All schools: >85% Elementary: >85% Middle: >80% High: >85%	All: +9% K-5: -5% 6-8: -5% High: +25%
2.8	Average percent of **staff** who report they "strongly agree" that their school is a **supportive and inviting place to work, promotes trust and collegiality among staff, and promotes personnel participation in decision making** *Data Source: California Healthy Kids Survey*	*2023-24* All schools: 33% Elementary: 43% Middle: - High: 20%	*2024-25* All schools: 41% Elementary: 45% Middle: 38% High: 19%	*2025-26* All schools: 42% Elementary: 45% Middle: 32% High: 37%	*2026-27* All schools: >60% Elementary: >60% Middle: >60% High: >60%	All: +9% K-5: +2% 6-8: -6% High: +17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	School is a **safe place** for my child: Average percent of **parents** reporting "Strongly Agree" *Data Source: CA Healthy Kids Survey*	*2023-24* Asian: 50% Hispanic: 41% White: 41% Two or more races/ethnicities: 46%	*2024-25* Asian: 50% Hispanic: 47% White: 47% Two or more races/ethnicities: 52%	*2025-26* Asian: 70% Hispanic: 49% White: 38% Two or more races/ethnicities: 55%	2026-27 Asian: 65% Hispanic: 56% White: 56% Two or more races/ethnicities: 61%	Asian: +20% Hispan: +8% White:-3% Two or more: +9%
2.10	**Safety**: The percentage of **elementary** students who perceive school as Safe or Very Safe *Data Source: CA Healthy Kids Survey*	*2023-24* Elementary: 73%	*2024-25* Elementary: 78%	*2025-26* Elementary: 77%	*2026-27* Elementary: 88%	K-5: +4%
2.11	**Safety:** Percentage of **secondary** students who perceive school to be safe or very safe *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 59% Grade 7: 55% Grade 8: 63% Grade 9: 67% Grade 11: 60%	*2024-25* Grade 6: 59% Grade 7: 57% Grade 8: 60% Grade 9: 71% Grade 11: 73%	*2025-26* Grade 6: 60% Grade 7: 60% Grade 8: 61% Grade 9: 72% Grade 11: 74%	*2026-27* Grade 6: 77% Grade 7: 70% Grade 8: 78% Grade 9: 82% Grade 11: 75%	Gr 6: +1% Gr 7: +5% Gr 8: -2% Gr 9: +5% Gr 11:+14%
2.12	**Safety**: School perceived as very safe or safe: Average percent of **English learners** reporting "Agree" or "Strongly agree" with regard to a perceived sense of safety at school *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 71% Grade 7: 68% Grade 8: 62% Grade 9: 58% Grade 11: 66% *Not English learners* Grade 6: 58% Grade 7: 53% Grade 8: 62% Grade 9: 68% Grade 11: 60%	*2024-25* *English learners* Grade 6: 59% Grade 7: 61% Grade 8: 59% Grade 9: 72% Grade 11: 64% *Not English learners* Grade 6: 60% Grade 7: 56% Grade 8: 60% Grade 9: 70% Grade 11: 75%	*2025-26* *English learners* Grade 6: 73% Grade 7: 52% Grade 8: 66% Grade 9: 50% Grade 11: 56% *Not English learners* Grade 6: 59% Grade 7: 61% Grade 8: 61% Grade 9: 74% Grade 11: 76%	*2026-27* *English learners* Grade 6: 86% Grade 7: 83% Grade 8: 77% Grade 9: 73% Grade 11: 81% *Not English learners* Grade 6: 73% Grade 7: 68% Grade 8: 77% Grade 9: 83% Grade 11: 75%	EL Gr 6: +2% Gr 7: -16% Gr 8: +4% Gr 9: -8% Gr 11:-10% Not EL Gr 6: +1% Gr 7: +8% Gr 8: -1% Gr 9: +6% Gr 11:+16%
2.13	**Safety:** School perceived as very safe or safe: Average percent of **students with an IEP** reporting	*2023-24* *Students with IEP* Grade 6: 53%	*2024-25* *Students with IEP* Grade 6: 61%	*2025-26* *Students with IEP* Grade 6: 41%	*2026-27* *Students with IEP* Grade 6: 68%	IEP Gr 6: -12% Gr 7: +2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Agree" or "Strongly agree" with regard to a perceived sense of safety at school *Data Source: CA Healthy Kids Survey*	Grade 7: 60% Grade 8: 63% Grade 9: 56% Grade 11:56% *Students with No IEP* Grade 6: 61% Grade 7: 55% Grade 8: 62% Grade 9: 69% Grade 11: 63%	Grade 7: 80% Grade 8: 61% Grade 9: 67% Grade 11:58% *Students with No IEP* Grade 6: 56% Grade 7: 55% Grade 8: 61% Grade 9: 72% Grade 11: 76%	Grade 7: 62% Grade 8: 60% Grade 9: 68% Grade 11:69% *Students with No IEP* Grade 6: 64% Grade 7: 60% Grade 8: 62% Grade 9: 76% Grade 11: 76%	Grade 7: 75% Grade 8: 78% Grade 9: Grade11: *Students with No IEP* Grade 6: 76% Grade 7: 70% Grade 8: 77% Grade 9: 84% Grade 11: 78%	Gr 8: -3% Gr 9: +12% Gr 11:+13% No IEP Gr 6: +3% Gr 7: +5% Gr 8: 0% Gr 9: +7% Gr 11:+13%
2.14	**Safety**: School perceived as very safe or safe: Average percent of **race/ethnicity** students reporting "Agree" or "Strongly agree" with regard to a perceived sense of safety at school *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 60% Grade 7: 55% Grade 8: 70% Grade 9: 61% Grade 11: 69% *Black or African American* Grade 6: - Grade 7: 45% Grade 8: 24% Grade 9: 71% Grade 11: 75% *Hispanic* Grade 6: 58% Grade 7: 55% Grade 8: 64% Grade 9: 67% Grade 11: 57% *White* Grade 6: 57% Grade 7: 59% Grade 8: 64% Grade 9: 68% Grade 11: 64% *Multriacial* Grade 6: 52%	*2024-25* *Asian* Grade 6: 65% Grade 7: 63% Grade 8: 55% Grade 9: 83% Grade 11: 70% *Black or African American* Grade 6: - Grade 7: 63% Grade 8: 27% Grade 9: 44% Grade 11: - *Hispanic* Grade 6: 62% Grade 7: 56% Grade 8: 61% Grade 9: 69% Grade 11: 72% *White* Grade 6: 51% Grade 7: 57% Grade 8: 61% Grade 9: 76% Grade 11: 78% *Multriacial* Grade 6: 50%	*2025-26* *Asian* Grade 6: 64% Grade 7: 55% Grade 8: 52% Grade 9: 77% Grade 11: n/a *Black or African American* Grade 6: n/a Grade 7: n/a Grade 8: 52% Grade 9: n/a Grade 11: n/a *Hispanic* Grade 6: 61% Grade 7: 58% Grade 8: 63% Grade 9: 71% Grade 11: 76% *White* Grade 6: 65% Grade 7: 65% Grade 8: 61% Grade 9: 80% Grade 11: 69% *Multriacial*	*2026-27* *Asian* Grade 6: 75% Grade 7: 70% Grade 8: 85% Grade 9: 76% Grade 11: 84% *Black or African American* Grade 6: - Grade 7: 60% Grade 8: 39% Grade 9: 86% Grade 11: 90% *Hispanic* Grade 6: 73% Grade 7: 70% Grade 8: 79% Grade 9: 82% Grade 11: 72% *White* Grade 6: 72% Grade 7: 74% Grade 8: 79% Grade 9: 83% Grade 11: 79% *Multriacial* Grade 6: 67%	*Asian* Gr 6: +4% Gr 7:0% Gr 8: -18% Gr 9: +16% Gr 11:n/a *Black or AA* Gr 6: n/a Gr 7: n/a Gr 8: +28% Gr 9: n/a Gr 11: n/a *Hispanic* Gr 6: +3% Gr 7: +3% Gr 8: -1% Gr 9: +4% Gr 11:+19% *White* Gr 6: +8% Gr 7: +6% Gr 8: -3% Gr 9: +12% Gr 11:+5% *Multiracial*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 7: 58% Grade 8: 50% Grade 9: 67% Grade 11: 66%	Grade 7: 59% Grade 8: 56% Grade 9: 73% Grade 11: 70%	Grade 6: 67% Grade 7: 57% Grade 8: 62% Grade 9: 58% Grade 11: 76%	Grade 7: 73% Grade 8: 65% Grade 9: 82% Grade 11: 81%	Gr 6: +15% Gr 7: -1% Gr 8: +12% Gr 9: -9% Gr 11:+10%

Goal 2 Analysis for 2025-26

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

1. 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.

Action 2.1 - Information Systems
Implementation of Action 2.1 was successful overall and supported the district's efforts to maintain reliable technology resources and infrastructure. Technology replacement and modernization efforts helped ensure students, including English learners, long-term English learners, foster youth, and low-income students, had access to the devices and technology resources necessary to support learning. Educational partner feedback generally reflected appreciation for technology supports; however, families of students with disabilities identified a continued need for updated technology to better meet student needs.

Action 2.2 - High Quality Facilities
Implementation of Action 2.2 was generally successful and contributed to maintaining safe and functional learning environments across the district. Preventative maintenance and equipment replacement efforts supported school operations and student safety. However, administrators, staff, families, and advisory groups identified ongoing concerns regarding custodial staffing shortages, facility maintenance needs, cleanliness, and aging infrastructure. Feedback suggests that while facility improvements have been made, the quality and condition of facilities are not experienced consistently across all school sites. CSEA members also expressed concerns regarding transparency within work order systems, highlighting opportunities to improve communication and visibility related to maintenance requests and facility services.

Action 2.3 - Transportation
Implementation of Action 2.3 was successful in continuing to provide transportation services that support student access and safety. Transportation services helped reduce barriers to attendance for eligible students and ensured that English learners, long-term English learners, foster youth, and low-income students had access to their educational programs. Educational partner feedback did not identify substantive concerns regarding transportation implementation, indicating that services were provided largely as intended.

Action 2.4 - Safe Environments
Implementation of Action 2.4 was generally successful and supported the district's efforts to maintain safe and secure learning environments through the provision of noon duty assistants and campus supervisors at high-needs schools. Educational partner feedback indicated that these supports contributed positively to school climate and campus operations. However, administrators and staff noted ongoing supervision challenges at some sites, suggesting that staffing capacity continues to impact the consistency of support provided across the district.

Action 2.5 – Child Nutrition

Implementation of Action 2.5 was successful in providing nutrition education opportunities for students and families through programs such as Harvest of the Month, nutrition education activities, and support for school garden initiatives. These efforts contributed to student wellness and provided meaningful opportunities for students to learn about healthy eating and nutrition. Educational partner feedback generally reflected appreciation for programs that support positive learning environments and student well-being, and no substantive implementation concerns were identified for this action.

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

Action 2.1 (Information Technology Support): There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.2 (High Quality Facilities): Action 2.2 reflected a variance with estimated actual expenditures totaling $258,864 compared to a budgeted amount of $724,256. This difference can be attributed to adjustments in project timelines and staffing capacity due to a large number of facilities/maintenance personnel retiring at the end of December, 2025.

Action 2.3 (Transportation Support): There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.4 (Safe Environments): There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.5 (Child Nutrition): There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 2.1 (Information Technology) was effective in advancing the goal of maintaining high-quality facilities and resources to ensure optimal conditions for learning. Through the district's technology replacement plan, students continued to have access to the digital devices and connectivity resources necessary to support instruction, communication, and learning. These efforts helped ensure that English learners, long-term English learners, foster youth, and low-income students had equitable access to technology resources needed for educational success.

Under ***Metric 2.1***, the percentage of students with access to instructional materials, including digital devices and hotspots, remained at 100% from 2023-24 through 2025-26, as verified through district and site annual reviews and the San Diego County Office of Education Williams settlement review process. Maintaining full access over the three-year period demonstrates the district's continued commitment to providing reliable technology resources and infrastructure for all students.

Action 2.2 (High Quality Facilities) was effective in advancing the goal of maintaining high-quality facilities and resources to ensure optimal conditions for learning. Through ongoing preventative maintenance and equipment life-cycle replacement, the district maintained safe, functional, and well-maintained learning environments for students. Improvements in both parent and student perceptions of school facilities, along with strong Facilities Inspection Tool (FIT) results, indicate that these efforts contributed positively to the quality of school environments across the district.

Survey results demonstrated increased satisfaction with school facilities over time. Under ***Metric 2.2***, the percentage of parents reporting that schools are clean and well-maintained increased from 81% in 2023-24 to 87% in 2025-26. Improvements were observed across all grade spans, including elementary schools (86% to 88%), middle schools (79% to 90%), and high schools (64% to 81%). Similarly, ***Metric 2.3*** showed improvements in student perceptions that their school is usually clean and tidy, increasing from 34% to 38% among Grade 7 students, from 45% to 58% among Grade 9 students, and from 39% to 45% among Grade 11 students.

Results from ***Metric 2.4*** were more mixed. Parent perceptions that schools have clean and well-maintained facilities increased among Asian families (38% to 50%), White families (30% to 31%), Two or More Races families (47% to 48%), and parents who are not English learners (35% to 38%). However, Hispanic parents declined from 44% to 37%, and English learner parents declined significantly from 50% to 20%, indicating that some families may not be experiencing facility improvements in the same way as other groups.

Facility condition data remained strong throughout the reporting period. Under ***Metric 2.5***, the percentage of Title I schools receiving a rating of "Exemplary" or "Good Repair" on the Facilities Inspection Tool increased from 91% in 2023–24 to 94.7% (18 of 19 schools) in 2025–26, while non-Title I schools maintained a 100% rating.

These findings suggest that the district successfully maintained high-quality facilities overall; however, continued focus on ***Metric 2.4*** is needed to better understand and address the perceptions of English learner and Hispanic families regarding school facility conditions.

Action 2.3 (Transportation Support) was effective in advancing the goal of maintaining high-quality facilities and resources to ensure optimal conditions for learning. By providing transportation services for students, the district helped reduce barriers to school attendance and supported consistent access to educational opportunities for English learners, long-term English learners, foster youth, low-income students, and other student groups.

Results from ***Metric 2.6*** indicate overall improvements in attendance rates between 2023-24 and 2025-26. The attendance rate for all students increased from 92.3% to 93.6%. Improvements were also observed among several targeted student groups, including low-income students (92.4% to 93.2%), English learners (92.2% to 93.1%), foster youth (90.6% to 91.7%), students with disabilities (91.7% to 92.0%), and students

experiencing homelessness (90.1% to 91.1%). These gains suggest that transportation services, along with other attendance supports, contributed to improving students' ability to consistently attend school. Results were mixed for long-term English learners, whose attendance rate declined from 91.3% in 2023-24 to 89.5% in 2025-26.

While most student groups demonstrated improved attendance over time, the decline among long-term English learners indicates that continued focus on ***Metric 2.6*** is needed to ensure additional supports are provided to address barriers affecting this student group.

Action 2.4 (Safe Environments) was effective in advancing the goal of maintaining high-quality facilities and resources to ensure optimal conditions for learning. By providing noon duty assistants at high-needs elementary schools and campus supervisors at high-needs secondary schools, the district strengthened school safety, supervision, and campus climate. Survey results from students, staff, and parents generally indicate improved perceptions of safety across schools between 2023-24 and 2025-26.

Staff perceptions of safety and school climate improved over time. Under ***Metric 2.7***, the percentage of staff reporting that their school is a safe place increased from 36% to 45% districtwide. Notable improvements were observed at high schools, where positive responses increased from 19% to 44%, and middle schools reported 32% positive responses in 2025-26. Similarly, ***Metric 2.8*** showed improvements in staff perceptions that their school is a supportive and inviting workplace that promotes trust and participation, increasing from 33% to 42% districtwide. High school staff responses increased from 20% to 37%, while elementary school responses increased from 43% to 45%.

Parent perceptions of school safety also improved. Under ***Metric 2.9***, the percentage of parents who strongly agreed that school is a safe place for their child increased among Asian families (50% to 70%), Hispanic families (41% to 49%), and families identifying as Two or More Races (46% to 55%). White families experienced a slight decline from 41% to 38%. Student perceptions of safety improved as well. Under ***Metric 2.10***, the percentage of elementary students reporting that school is safe or very safe increased from 73% to 77%. Under ***Metric 2.11***, secondary students generally reported stronger perceptions of safety, including increases from 55% to 60% in Grade 7, from 67% to 72% in Grade 9, and from 60% to 74% in Grade 11.

Results for specific student groups were mixed. Under ***Metric 2.12***, English learners reported increased perceptions of safety in Grades 6 and 8, but declines in Grades 7, 9, and 11. In contrast, non-English learners demonstrated notable improvements across most grade levels, particularly in Grades 9 and 11. Under ***Metric 2.13***, students with IEPs reported improved perceptions of safety in Grades 7, 9, and 11, with Grade 11 increasing from 56% to 69%, although Grade 6 declined from 53% to 41%. Results by race and ethnicity under ***Metric 2.14*** were generally positive, with notable increases among Hispanic, White, and Multiracial students at several grade levels, particularly in high school.

Overall, the data suggest that the district's investment in supervision and campus safety supports contributed positively to school safety and climate. Improvements across most staff, parent, and student measures indicate meaningful progress toward creating safer learning

environments. However, declines in safety perceptions among some English learner students and students with IEPs highlight the need for continued focus on ***Metrics 2.12 and 2.13*** to ensure these student groups experience school as a safe and supportive environment.

Action 2.5 (Child Nutrition) was effective in advancing the goal of maintaining high-quality facilities and resources to ensure optimal conditions for learning. Through participation in California's Harvest of the Month program, nutrition education activities, annual farmers market events, and support for school garden initiatives, the district expanded opportunities for students and families to learn about healthy eating and nutrition. These efforts supported student wellness and contributed to positive learning environments by promoting healthy habits and increasing student engagement in nutrition-related activities.

Educational partner feedback indicates that implementation was successful and that nutrition education opportunities were valued by students, families, and staff. Programs such as Harvest of the Month and school garden initiatives provided meaningful, hands-on learning experiences that connected nutrition education to real-world applications. The district's collaboration with produce vendors and support for school garden clubs further enhanced opportunities for students to develop an understanding of healthy food choices and the importance of nutrition to overall well-being.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 2 Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Information Systems	We will implement a high-quality technology replacement plan that updates technology software, equipment, and infrastructure across the district. This action ensures that English learners (EL), long-term ELs, foster youth, and low-income students have access to necessary wireless technology devices to support their educational progress.	$ 3,784,500	Y
2.2	High Quality Facilities	We will provide regular preventative maintenance and equipment life cycle replacement to improve safety for English learners (EL), long-term ELs, foster youth, and low-income students attending our high needs schools.	$ 953,211	Y
2.3	Transportation	Improve student safety by providing transportation services for English learners (EL), long-term ELs, foster youth, and low-income students at elementary and middle schools living 1.5 and 2.0 miles respectively from school sites.	$ 1,828,231	Y
2.4	Safe Environments	We will maintain safe and secure environments across the district by employing noon duty assistants at high needs elementary schools and providing campus supervisor support at our high needs secondary schools.	$ 2,842,937	Y
2.5	Child Nutrition	We will provide nutrition education opportunities for students and families through participation in California's Harvest of the Month program. Additionally, we will collaborate with produce vendors to organize an annual nutrition education and farmers market event. We will also support school site garden clubs by purchasing their produce at fair market value for use in school salad bars.	$ 1,132,000	N

LCAP Goal 3 - Student Engagement

LCAP Goal #	Description	Type of Goal
3	Enhance student support systems to improve educational outcomes and **social-emotional well-being and mental health** for all students This goal aims to develop and strengthen an integrated network of support across behavioral, emotional, academic, and health domains to ensure low-income students, English learners (EL), long-term ELs, and foster youth have the necessary resources and opportunities to succeed. By implementing a range of multi-tiered support systems, this goal addresses the complex and varied needs of these students, ensuring they have the necessary resources and opportunities to succeed academically, socially, and personally. Actions to achieve this goal include identifying needs early and tailoring support accordingly; establishing a variety of support programs, including counseling services and social-emotional learning (SEL) curricula, that are responsive to identified needs; and providing ongoing professional development for teachers, counselors, and administrative staff on identifying and supporting social-emotional development.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Student Engagement - This priority targets reducing dropout rates and chronic absenteeism while increasing student engagement. Enhancing support systems, such as counseling services and social-emotional learning programs, aims to keep students engaged and invested in their education.

State Priority 6: School Climate - This priority involves fostering a positive school climate and reducing suspension and expulsion rates. By implementing Positive Behavioral Interventions and Supports (PBIS) and restorative practices, the goal aims to create a supportive and inclusive school environment.

State Priority 7: Course Access

An explanation of why the LEA has developed this goal.

There is also a growing body of evidence from research highlighting the importance of mental health and social-emotional well-being in student success. Many students, particularly those from disadvantaged backgrounds, face mental health challenges that impact their overall well-being. By implementing routine social-emotional and mental health screenings, we can identify issues early and provide timely interventions and support to address these challenges.

Based on these identified needs and current research, the following actions and metrics have been grouped together to help achieve this goal.

Goal 3 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	**School Attendance** Rate *Data Source: Measurement & Monitoring*	*2023-24* All students (All): 92.3% Low Income (LI): 91.4% English Learner (EL): 92.2% Long Term EL (LTEL): 91.3% Foster Youth (FY): 90.6% Students with Disabilities (SwD): 91.7% Homeless (H): 90.1%	*2024-25* All: 92.9% LI: 94.0% EL: 93.0 LTEL: 90.9% FY: 93.0% SwD: 92.3% HO: 91.7	*2025-26* All: 93.6% LI: 93.2% EL: 93.1 LTEL: 89.5% FY: 91.7% SwD: 92.0% HO: 91.1%	*2026-27* All >95% LI >95% EL >95% LTEL >95% FY >95% SWD >95% HO >95%	All: +1.3% LI : +1.8% EL: +0.9% LTEL: -1.8% FY: +1.1% SWD +0.3% HO: +1.0%
3.2	**School Connectedness**: average percent of **elementary s**tudents who report “Yes, most of the time” or “Yes, all of the time” with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	2023-24 Grade 5: 69%	*2024-25* Grade 5: 75%	*2025-26* Grade 5: 72%	*2026-27* Grade 5: 85%	Grade 5: +3%
3.3	**School Connectedness:** average percent of **secondary** students reporting “Agree” or “Strongly agree” with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 59% Grade 7: 55% Grade 8: 58% Grade 9: 58% Grade 11: 58%	*2024-25* Grade 6: 60% Grade 7: 57% Grade 8: 58% Grade 9: 63% Grade 11: 64%	*2025-26* Grade 6: 58% Grade 7: 60% Grade 8: 57% Grade 9: 64% Grade 11: 65%	*2026-27* Grade 6: 74% Grade 7: 70% Grade 8: 73% Grade 9: 73% Grade 11: 73%	Gr 6: -1% Gr 7: +5% Gr 8: -1% Gr 9: +6% Gr 11:+7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.4	**School Connectedness:** Average percent of **race/ethnicity** students reporting "agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 80% Grade 7: 52% Grade 8: 57% Grade 9: 56% Grade 11: 69% *Black or African American* Grade 7: 46% Grade 9: 60% Grade 11: 62% *Hispanic* Grade 6: 57% Grade 7: 53% Grade 8: 58% Grade 9: 58% Grade 11: 56% *White* Grade 6: 62% Grade 7: 61% Grade 8: 62% Grade 9: 64% Grade 11: 62% *Multriacial* Grade 6: 59% Grade 7: 61% Grade 8: 48% Grade 9: 50% Grade 11: 58%	*2024-2025* *Asian* Grade 6: 57% Grade 7: 64% Grade 8: 61% Grade 9: 68% Grade 11: 67% *Black or African American* Grade 7: 45% Grade 9: 43% Grade 11: 56% *Hispanic* Grade 6: 59% Grade 7: 55% Grade 8: 57% Grade 9: 61% Grade 11: 61% *White* Grade 6: 59% Grade 7: 63% Grade 8: 64% Grade 9: 70% Grade 11: 69% *Multriacial* Grade 6: 62% Grade 7: 63% Grade 8: 56% Grade 9: 62% Grade 11: 68%	*2025-26* *Asian* Grade 6: 59% Grade 7: 60% Grade 8: 66% Grade 9: 66% Grade 11: n/a *Black or African American* Grade 7: 61% Grade 9: n/a Grade 11: n/a *Hispanic* Grade 6: 57% Grade 7: 57% Grade 8: 56% Grade 9: 62% Grade 11: 65% *White* Grade 6: 60% Grade 7: 66% Grade 8: 64% Grade 9: 69% Grade 11: 70% *Multriacial* Grade 6: 59% Grade 7: 69% Grade 8: 60% Grade 9: 57% Grade 11: n/a	*2026-27* *Asian* Grade 6: >80% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *Black or African A* Grade 7: >70% Grade 9: >70% Grade 11: >70% *Hispanic* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *White* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *Multriacial* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70%	Asian Gr 6: -21% Gr 7: +8% Gr 8: +9% Gr 9: +10% Gr 11:n/a Black or AA Gr 7: +15% Gr 9: n/a Gr11: n/a Hispanic Gr 6: 0% Gr 7: +4% Gr 8: -2% Gr 9: +4% Gr 11:+9% White Gr 6: -2% Gr 7: +5% Gr 8: +2% Gr 9: +5% Gr 11:+8% Multiracial Gr 6: 0% Gr 7: +8% Gr 8: +12% Gr 9: +7% Gr 11:n/a
3.5	**School Connectedness:** Average percent of **students with an IEP** reporting feeling connected to school - "Agree" or "Strongly agree" with regard to feeling connected to school	*2023-24* *Students with IEP* Grade 6: 52% Grade 7: 58% Grade 8: 55% Grade 9: 56% Grade 11: 53% *Students with No IEP* Grade 6: 63%	*2024-25* *Students with IEP* Grade 6: 56% Grade 7: 63% Grade 8: 61% Grade 9: 61% Grade 11: 57% *Students with No IEP* Grade 6: 60%	*2025-26* *Students with IEP* Grade 6: 53% Grade 7: 62% Grade 8: 54% Grade 9: 63% Grade 11: 64% *Students with No IEP* Grade 6: 59%	*2026-27* *Students with IEP* Grade 6: 67% Grade 7: 73% Grade 8: 70% Grade 9: 71% Grade 11: 68% *Students w/ No IEP* Grade 6: 78%	Students IEP Gr 6: +1% Gr 7: +4% Gr 8: -1% Gr 9: +7% Gr 11:+11% Students No IEP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Healthy Kids Survey	Grade 7: 55% Grade 8: 60% Grade 9: 60% Grade 11: 60%	Grade 7: 57% Grade 8: 59% Grade 9: 64% Grade 11: 67%	Grade 7: 61% Grade 8: 60% Grade 9: 64% Grade 11: 67%	Grade 7: 70% Grade 8: 75% Grade 9: 75% Grade 11: 75%	Gr 6: -4% Gr 7: +6% Gr 8: 0% Gr 9: +4% Gr 11: +7%
3.6	**School Connectedness:** Average percent of **English learner (EL)** students reporting feeling connected to school - "Agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 63% Grade 7: 61% Grade 8: 49% Grade 9: 52% Grade 11: 50% *Not English learners* Grade 6: 60% Grade 7: 54% Grade 8: 59% Grade 9: 59% Grade 11: 59%	*2024-25* *English learners* Grade 6: 56% Grade 7: 54% Grade 8: 61% Grade 9: 64% Grade 11: 46% *Not English learners* Grade 6: 61% Grade 7: 57% Grade 8: 59% Grade 9: 63% Grade 11: 66%	*2025-26* *English learners* Grade 6: 63% Grade 7: 60% Grade 8: 57% Grade 9: 57% Grade 11: 55% *Not English learners* Grade 6: 59% Grade 7: 60% Grade 8: 58% Grade 9: 64% Grade 11: 66%	*2026-27* *English learners* Grade 6: 78% Grade 7: 76% Grade 8: 64% Grade 9: 67% Grade 11: 65% *Not ELs* Grade 6: 75% Grade 7: 69% Grade 8: 74% Grade 9: 74% Grade 11: 74%	*English learners* Gr 6: 0% Gr 7: -1% Gr 8: +8% Gr 9: +5% Gr 11: +5% Not ELs Gr 6: -1% Gr 7: +6% Gr 8: -1% Gr 9: +5% Gr 11: +7%
3.7	Development Supports: **Anti Bullying Climate** - average percent of **elementary** students who report "Yes, most of the time" or "Yes, all of the time"l with regard to a positive anti bullying climate *Data Source: CA Healthy Kids Survey*	*2023-24* Elementary: 74%	*2024-25* Elementary: 74%	*2025-26* Elementary: 68%	*2026-27* 87%	K-5 -6%
3.8	Development Supports: **Anti Bullying Climate** - percentage of **secondary** students who have experienced any harassment or bullying over the past 12 months	*2023-24* Grade 6: 42% Grade 7: 38% Grade 8: 34%	*2024-25* Grade 6: 46% Grade 7: 38% Grade 8: 32%	*2025-26* Grade 6: 42% Grade 7: 37% Grade 8: 31%	*2026-27* Grade 6: <10% Grade 7: <10% Grade 8: <10%	Grade 6: 0 Grade 7: -1% Grade 8: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Healthy Kids Survey					
3.9	Development Supports: - **Anti Bullying Climate**: percentage of **race/ethnic** students who have experienced any harassment or bullying over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 50% Grade 7: 72% Grade 8: 35% *Black or African American* Grade 6: - Grade 7: 53% Grade 8: 47% *Hispanic* Grade 6: 38% Grade 7: 33% Grade 8: 31% *White* Grade 6: 46% Grade 7: 44% Grade 8: 40% *Multiracial* Grade 6: 72% Grade 7: 44% Grade 8: 40%	*2024-2025* *Asian* Grade 6: 78% Grade 7: 66% Grade 8: 62% *Black or African American* Grade 6: - Grade 7: 55% Grade 8: 56% *Hispanic* Grade 6: 44% Grade 7: 31% Grade 8: 26% *White* Grade 6: 35% Grade 7: 47% Grade 8: 37% *Multiracial* Grade 6: 59% Grade 7: 51% Grade 8: 56%	*2025-26* *Asian* Grade 6: 46% Grade 7: 51% Grade 8: 63% *Black or African American* Grade 6: - Grade 7: 61% Grade 8: 48% *Hispanic* Grade 6: 38% Grade 7: 34% Grade 8: 26% *White* Grade 6: 43% Grade 7: 37% Grade 8: 32% *Multiracial* Grade 6: 60% Grade 7: 45% Grade 8: 53%	*2026-27* *Asian* Grade 6: <10% Grade 7: <10% Grade 8: <10% *Black or African American* Grade 6: <10% Grade 7: <10% Grade 8: <10% *Hispanic* Grade 6: <10% Grade 7: <10% Grade 8: <10% *White* Grade 6: <10% Grade 7: <10% Grade 8: <10% *Multiracial* Grade 6: <10% Grade 7: <10% Grade 8: <10%	*Asian* Grade 6: -4% Grade 7: -21% Grade 8: +28% *Black or African American* Grade 6: - Grade 7: +8% Grade 8: +1% *Hispanic* Grade 6: 0 Grade 7: +1% Grade 8: -5% *White* Grade 6: -3% Grade 7: -7% Grade 8: -8% *Multiracial* Grade 6: -12% Grade 7: +1% Grade 8: +13%
3.10	Development Supports: **Anti Bullying Climate**: percentage of **English learner** students who have experienced any harassment or bullying over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 33% Grade 7: 26% Grade 8: 40% Grade 9: % Grade 11: % *Not English learners* Grade 6: 45% Grade 7: 41% Grade 8: 35% Grade 9: %	*2024-25* *English learners* Grade 6: 46% Grade 7: 30% Grade 8: 26% Grade 9: 16% Grade 11: 23% *Not English learners* Grade 6: 47% Grade 7: 41% Grade 8: 33% Grade 9: 21%	*2025-26* *English learners* Grade 6: 23% Grade 7: 35% Grade 8: 26% Grade 9: 19% Grade 11: 15% *Not English learners* Grade 6: 44% Grade 7: 35% Grade 8: 26%	*2026-27* *English learners* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Not English learners* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10%	*English learners* Grade 6: -10% Grade 7: +9% Grade 8: -14% Grade 9: +3% Grade 11: -8% *Not English learners* Grade 6: -1% Grade 7: -6% Grade 8: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: %	Grade 11: 16%	Grade 9: 24% Grade 11: 15%	Grade 11: <10%	Grade 9: +3% Grade 11: -1%
3.11	Development Supports: **Anti Bullying Climate**: percentage of **students with an IEP** who have experienced any harassment or bullying over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* *Students with IEP* Grade 6: 47% Grade 7: 36% Grade 8: 34% *Students with No IEP* Grade 6: 40% Grade 7: 38% Grade 8: 34%	*2024-25* *Students with IEP* Grade 6: 45% Grade 7: 26% Grade 8: 39% *Students with No IEP* Grade 6: 46% Grade 7: 38% Grade 8: 32%	*2025-26* *Students with IEP* Grade 6: 54% Grade 7: 41% Grade 8: 34% *Students with No IEP* Grade 6: 39% Grade 7: 36% Grade 8: 31%	*2026-27* *Students with IEP* Grade 6: <10% Grade 7: <10% Grade 8: <10% *Students with No IEP* Grade 6: <10% Grade 7: <10% Grade 8: <10%	*Students with IEP* Grade 6: +7% Grade 7: +5% Grade 8: 0 *Students with No IEP* Grade 6: -1% Grade 7: -2% Grade 8: -3%
3.12	Developmental Supports: **Caring Adult Relationships** - average percent of **elementary** students who report “Yes, most of the time” or “Yes, all of the time” with regard to experiencing caring adult relationships *Data Source: CA Healthy Kids Survey*	*2023-24* Elementary: 68%	*2024-25* Elementary: 72%	*2025-26* Elementary: 68%	*2026-27* Elementary 83%	Elem: 0%
3.13	Developmental Supports: **Caring Adult Relationships** - average percent of **secondary** students who report “Pretty much true” or “Very much true” with regard to experiencing caring adult relationships*Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 62% Grade 7: 58% Grade 8: 63% Grade 9: 58% Grade 11: 66%	*2024-25* Grade 6: 66% Grade 7: 63% Grade 8: 65% Grade 9: 64% Grade 11: 69%	*2025-26* Grade 6: 65% Grade 7: 60% Grade 8: 62% Grade 9: 65% Grade 11: 67%	*2026-27* Grade 6: 77% Grade 7: 73% Grade 8: 78% Grade 9: 73% Grade 11: 81%	Gr 6: +3% Gr 7: +2% Gr 8: -1% Gr 9: +7% Gr 11: +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.14	Developmental Supports: **Caring Adult Relationships** - average percent of **race/ethnicity** secondary students who report “Pretty much true” or “Very much true” with regard to experiencing caring adult relationships *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 80% Grade 7: 60% Grade 8: 65% Grade 9: 61% Grade 11: 73% *Black or African American* Grade 7: 52% Grade 9: 64% Grade 11: 67% *Hispanic* Grade 6: 58% Grade 7: 55% Grade 8: 62% Grade 9: 57% Grade 11: 64% *White* Grade 6: 69% Grade 7: 70% Grade 8: 70% Grade 9: 66% Grade 11: 70% *Multriacial* Grade 6: 62% Grade 7: 62% Grade 8: 58% Grade 9: 63% Grade 11: 67%	*2024-25* *Asian* Grade 6: 62% Grade 7: 59% Grade 8: 77% Grade 9: 62% Grade 11: 70% *Black or African American* Grade 7: 56% Grade 9: 55% Grade 11: 67% *Hispanic* Grade 6: 67% Grade 7: 61% Grade 8: 60% Grade 9: 63% Grade 11: 66% *White* Grade 6: 67% Grade 7: 74% Grade 8: 76% Grade 9: 71% Grade 11: 76% *Multriacial* Grade 6: 65% Grade 7: 62% Grade 8: 71% Grade 9: 62% Grade 11: 71%	*2024-25* *Asian* Grade 6: 70% Grade 7: 67% Grade 8: 65% Grade 9: 70% Grade 11: n/a *Black or African American* Grade 7: 49% Grade 9: n/a Grade 11: n/a *Hispanic* Grade 6: 61% Grade 7: 58% Grade 8: 59% Grade 9: 64% Grade 11: 65% *White* Grade 6: 71% Grade 7: 66% Grade 8: 67% Grade 9: 69% Grade 11: 73% *Multriacial* Grade 6: 75% Grade 7: 65% Grade 8: 69% Grade 9: 67% Grade 11: n/a	*2026-27* *Asian* Grade 6: >80% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *Black or African American* Grade 7: >70% Grade 9: >70% Grade 11: >70% *Hispanic* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *White* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *Multriacial* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70%	Asian Gr 6: -10% Gr 7: +7% Gr 8: 0% Gr 9: +9% Gr 11: n/a Black or AA Gr 7: -3% Gr 9: n/a Gr 11: n/a Hispanic Gr 6: +3% Gr 7: +3% Gr 8: -3% Gr 9: +7% Gr 11: +1% White Gr 6: +2% Gr 7: -4% Gr 8: -3% Gr 9: +3% Gr 11: +3% Multiracial Gr 6: +13% Gr 7: +3%% Gr 8: +11% Gr 9: +4% Gr 11: n/a
3.15	Developmental Supports: **Caring Adult Relationships** - average percent of **English learner** students who report “Pretty much true” or “Very much true” with regard to	*2023-24* *English learners* Grade 6: 63% Grade 7: 62% Grade 8: 57% Grade 9: 58% Grade 11: 59% *Not English learners*	*2024-25* *English learners* Grade 6: 64% Grade 7: 63% Grade 8: 52% Grade 9: 59% Grade 11: 62% *Not English learners*	*2025-26* *English learners* Grade 6: 65% Grade 7: 60% Grade 8: 58% Grade 9: 59% Grade 11: 65% *Not English learners*	*2026-27* *English learners* Grade 6: 78% Grade 7: 76% Grade 8: 71% Grade 9: % Grade 11: %*Not English learners*	English Learner Gr 6: +2% Gr 7: -2% Gr 8: +1% Gr 9: +1% Gr 11: +6% Not EL Gr 6: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	experiencing caring adult relationships *Data Source: CA Healthy Kids Survey*	Grade 6: 64% Grade 7: 59% Grade 8: 65% Grade 9: 59% Grade 11: 67%	Grade 6: 67% Grade 7: 64% Grade 8: 68% Grade 9: 65% Grade 11:70%	Grade 6: 67% Grade 7: 61% Grade 8: 63% Grade 9: 64% Grade 11:65%	Grade 6: 79% Grade 7: 74% Grade 8: 80% Grade 9: 74% Grade 11:82%	Gr 7: +2% Gr 8: -2% Gr 9: +5% Gr 11: -2%
3.16	Developmental Supports: **Caring Adult Relationships** - average percent of **students with an IEP** who report "Pretty much true" or "Very much true" with regard to experiencing caring adult relationships *Data Source: CA Healthy Kids Survey*	*2023-24* *Students with an IEP* Grade 6: 72% Grade 7: 64% Grade 8: 59% Grade 9: 64 % Grade 11: 69% *Students with no IEP* Grade 6: 64% Grade 7: 58% Grade 8: 65% Grade 9: 58% Grade 11: 66%	*2024-25* *Students with an IEP* Grade 6: 67% Grade 7: 66% Grade 8: 67% Grade 9: 62% Grade 11: 76% *Students with no IEP* Grade 6: 66% Grade 7: 64% Grade 8: 67% Grade 9: 65% Grade 11:70%	*2025-26* *Students with an IEP* Grade 6: 68% Grade 7: 65% Grade 8: 64% Grade 9: 71% Grade 11: 72% *Students with no IEP* Grade 6: 66% Grade 7: 61% Grade 8: 62% Grade 9: 63% Grade 11:68%	*2026-27* *Students with IEP* Grade 6: 87% Grade 7: 79% Grade 8: 74% Grade 9: 79% Grade 11: 84% *Students w/ no IEP* Grade 6: 79% Grade 7: 73% Grade 8: 80% Grade 9: 73% Grade 11:81%	Students with IEP Gr 6: -4% Gr 7: +1% Gr 8: +5% Gr 9: +7% Gr 11: +3% Students w/o IEP Gr 6: +2% Gr 7: +3% Gr 8: -3% Gr 9: +5% Gr 11: +2%
3.17	**K-8 Chronic Absenteeism** Rate *Data Source: CA School Dashboard* ***LREBG***	*2023* All students (All): 23.5% Low Income (LI): 27% English Learner (EL): 27.8% Long Term EL (LTEL: 25% Foster Youth (FY): 24% Students with Disabilities (SwD): 30.9% Homeless (H): 40.2%	*2024* (All): ~~13.9%~~ 14.6% (LI): ~~16.1%~~ 17.3% (EL): ~~14.8%~~ 16.7% L(LTEL): ~~9.1%~~ 24.4% (FY): ~~22.0%~~ 31.8% (SWD):~~18.3%~~ 19.7% (H): ~~22.0%~~ 27.1%	*2025* (All): 17.5% (LI): 21.2% (EL): 19.8% (LTEL): 32.1% (FY): 55.6% (SwD): 23.4% (H): 30.3%	*2026* All: <5% LI: <5% EL: <5% LTEL: <5% FY: <5% SwD: <5% HO: <5%	All: -6% LI: -5.8% EL: -8% LTEL: + 7.1% FY: +31.6% SwD: -7.5% HO: -9.9%
3.18	**9-12 Chronic Absenteeism** Rate *Data Source: DataQuest* ***LREBG***	*2023* All students (All): 27.8% Low Income (LI): 33.1% English Learner (EL): 44.7% Long Term EL: 22.1% Foster Youth (FY): 76.9%	*2024* (All): 15.3% (LI): 17.7% (EL): 22.5% (LTEL): 23.5% (FY): 15.0% (SwD): 23.7%	*2025* (All): 21.5% (LI): 21.1% (EL): 18.3% (LTEL): 19.2% (FY): 16.7% (SwD): 25.4% (H): 42.4%	*2026* All: <5% LI: <5% EL: <5% LTEL: <5% FY: <5% SwD: <5%	: All: -6.3% LI: -12% EL: -26.4% LTEL: -2.9% FY: -60.2% SwD: -17.7% HO: -1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities (SwD): 43.1% Homeless (H): 44.2%	(H): 25.4%		HO: <5%	
3.19	**Suspension** Rate *Data Source: DataQuest* ***LREBG***	*2023* All students (All): 5% Low Income (LI): 6% English Learner (EL): 5.7% Foster Youth (FY): 14.6% Students with Disabilities (SwD): 8.3% Homeless (HO):10.3%	*2024* (All): 3.2% (LI): 3.6% (EL): 3.9% (FY): 6% (SwD): 5.1% (HO):5.8%	*2025* (All): 3.6% (LI): 4.2% (EL): 4.1% (FY): 6% (SwD): 6.3% (HO):6.1%	*2026* All <5% LI <5% EL <5% FY <5% SwD <5% HO <5%	All: -1.4% LI: -1.8% EL: -1.6% FY: -8.6% SwD: -2% HO: -4.2%
3.20	**Expulsion Rate** *Data Source: DataQuest*	*2023* All students (All): 0.1% Low Income (LI): 0.1% English Learner (EL): 0.1% Foster Youth (FY): 0% Students with Disabilities (SwD): 0.1% Homeless (HO):0.6%	*2024* (All): 0.1% (LI): 0.1% (EL): 0.2% (FY): 0% (SwD): 0.1% (HO):0.1%	*2025* (All): 0.1% (LI): 0.1% (EL): 0.1% (FY): 0% (SwD): 0.2% (HO):0.4%	*2026* All: 0.1% LI: 0.1% EL: 0.1% FY: 0.1% SwD: 0.1% HO: 0.1%	All: 0% LI: 0% EL: 0% FY: 0% SwD: +0.1% HO: -0.2%
3.21	**Equity Walks**: 8 cohorts x 3 Equity Walks (3 schools per cohort). ***Renamed Active Learning Walks for 2025-26.*** *Data Source: District Office*	*2023-24* 24 Equity Walks	2024-25 12 Equity Walks	2025-26 Active Learning Walks: 33 completed	*2026-27* 24 Equity Walks	+9
3.22	**Fairness:** Average percent of **elementary** students who report "Yes, most of the time" or "Yes, all of the time" with regard to being treated fairly:	*2023-24* Elementary: ~~65~~% 55%	*2024-25* Elementary: ~~71~~% 55%	*2024-25* Elementary: 51%	*2023-24* Elementary: 85%	Elementary: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: California Healthy Kids Survey					
3.23	**Schools promote respect of cultural beliefs / practices:** Average percent of **parents of English learners** and **parents at all schools** reporting "Strongly Agree" or ""Agree"" *Data Source: California Healthy Kids Survey*	*2023-24* English learner: 50% Not English learner: 39% All Schools: ~~82%~~ 39% Elementary: ~~87%~~ 44% Middle: ~~76%~~ 38% High: ~~74%~~ 20%	*2024-25* English learner: 61% Not English learner: 43% All Schools: 46% Elementary: 51% Middle: 31% High: 23%	*2025-26* English learner: 37% Not English learner: 39% All Schools: 38% Elementary: 44% Middle: 41% High: 16%	*2026-27* English learner: 65% Not English learner: 57% All Schools: >85% Elementary: >85% Middle: >85% High: >85%	EL: -13% Not EL: 0% All: -1% K-5: 0% 6-8: -+3% High: -4%
3.24	Schools provide **instructional materials that reflect my child's culture, ethnicity, and identity**: Average percent of **parents** reporting "Strongly Agree" or ""Agree"" *Data Source: California Healthy Kids Survey*	*2023-24* All Schools: 64% Elementary: 70% Middle: 55% High: 54%	*2024-25* All Schools: 72% Elementary: 77% Middle: 59% High: 57%	*2025-26* All Schools: 75% Elementary: 78% Middle: 75% High: 67%	*2026-27* All Schools: >85% Elementary: >85% Middle: >85% High: >85%	All: +11% K-5: +8% 6-8: +20% High: +13%
3.25	**Participating in afterschool programs** is really boring: Percent of **students** responding with a rating of 7 or higher *Data Source: California Healthy Kids Survey- School Climate Module*	*2023-24* *1-2 days per week* Grade 7: 45% Grade 9: 40% Grade 11: 43% *3-5 days per week* Grade 7: 43% Grade 9: 39% Grade 11: 44%	*2024-25* *1-2 days per week* Grade 7: 31% Grade 9: 31% Grade 11: 28% *3-5 days per week* Grade 7: 50% Grade 9: 30% Grade 11: 31%	*2025-26* *1-2 days per week* Grade 7: 34% Grade 9: 31% Grade 11: 31% *3-5 days per week* Grade 7: 43% Grade 9: 33% Grade 11: 40%	*2026-27* *1-2 days per week* Grade 7: <20% Grade 9: <20% Grade 11: <20% *3-5 days per week* Grade 7: <20% Grade 9: <20% Grade 11: <20%	*1-2 days per wk* Grade 7: -11 % Grade 9: -9 % Grade 11: -12 % *3-5 days per wk* Grade 7: 0 pts Grade 9: -6 % Grade 11: -4 %
3.26	**Safety**: The percentage of **elementary** students who perceive school as Safe or Very Safe	*2023-24* Elementary: 73%	*2024-25* Elementary: 78%	*2025-26* Elementary: 77%	*2026-27* Elementary: 88%	Elementary: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Healthy Kids Survey					
3.27	**Discontinued Metric** **Safety:** Percentage of **secondary** students who perceive school to be safe or very safe *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 59% Grade 7: 55% Grade 8: 63% Grade 9: 67% Grade 11: 60%	*2024-25* Grade 6: 59% Grade 7: 57% Grade 8: 60% Grade 9: 71% Grade 11: 73%	Discontinued metric from prior year	*2026-27* Grade 6: 77% Grade 7: 70% Grade 8: 78% Grade 9: 82% Grade 11: 75%	Grade 6: 0% Grade 7: 2% Grade 8: -3% Grade 9: 4% Grade 11: 13%
3.28	**Middle School Dropout rate** *Data Source: Aeries Student Information System (SIS)*	*2022-23* *n/a*	*2023-24* *n/a*	*2024-25* 0%	*2025-26* 0%	0%
3.29	**High School Dropout Rate** *Data Source: CALPADS*	*2022-23* *7.4%*	*2023-24* *5.04%*	*2025-26 (Aeries)* 1.7%	*2026-27* *3%*	-5.7%
3.30	**Safety**: School perceived as very safe or safe: Average percent of **race/ethnicity** students reporting “Agree” or “Strongly agree” with regard to a perceived sense of safety at school *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 60% Grade 7: 55% Grade 8: 70% Grade 9: 61% Grade 11: 69% *Black or African American* Grade 6: - Grade 7: 45% Grade 8: 24% Grade 9: 71% Grade 11: 75% *Hispanic*	*2024-25* *Asian* Grade 6: 65% Grade 7: 63% Grade 8: 55% Grade 9: 83% Grade 11: 70% *Black or African American* Grade 6: - Grade 7: 63% Grade 8: 27% Grade 9: 44% Grade 11: - *Hispanic*	*2025-26* *Asian* Grade 6: 64% Grade 7: 55% Grade 8: 52% Grade 9: 77% Grade 11: n/a *Black or African American* Grade 6: n/a Grade 7: n/a Grade 8: 52% Grade 9: n/a Grade 11: n/a *Hispanic* Grade 6: 61%	*2026-27* *Asian* Grade 6: 75% Grade 7: 70% Grade 8: 85% Grade 9: 76% Grade 11: 84% *Black or African American* Grade 6: - Grade 7: 60% Grade 8: 39% Grade 9: 86% Grade 11: 90% *Hispanic*	*Asian* Gr 6: +4% Gr 7:0% Gr 8: -18% Gr 9: +16% Gr 11:n/a *Black or AA* Gr 6: n/a Gr 7: n/a Gr 8: +28% Gr 9: n/a Gr 11: n/a *Hispanic* Gr 6: +3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6: 58% Grade 7: 55% Grade 8: 64% Grade 9: 67% Grade 11: 57% *White* Grade 6: 57% Grade 7: 59% Grade 8: 64% Grade 9: 68% Grade 11: 64% *Multriacial* Grade 6: 52% Grade 7: 58% Grade 8: 50% Grade 9: 67% Grade 11: 66%	Grade 6: 62% Grade 7: 56% Grade 8: 61% Grade 9: 69% Grade 11: 72% *White* Grade 6: 51% Grade 7: 57% Grade 8: 61% Grade 9: 76% Grade 11: 78% *Multriacial* Grade 6: 50% Grade 7: 59% Grade 8: 56% Grade 9: 73% Grade 11: 70%	Grade 7: 58% Grade 8: 63% Grade 9: 71% Grade 11: 76% *White* Grade 6: 65% Grade 7: 65% Grade 8: 61% Grade 9: 80% Grade 11: 69% *Multriacial* Grade 6: 67% Grade 7: 57% Grade 8: 62% Grade 9: 58% Grade 11: 76%	Grade 6: 73% Grade 7: 70% Grade 8: 79% Grade 9: 82% Grade 11: 72% *White* Grade 6: 72% Grade 7: 74% Grade 8: 79% Grade 9: 83% Grade 11: 79% *Multriacial* Grade 6: 67% Grade 7: 73% Grade 8: 65% Grade 9: 82% Grade 11: 81%	Gr 7: +3% Gr 8: -1% Gr 9: +4% Gr 11:+19% *White* Gr 6: +8% Gr 7: +6% Gr 8: -3% Gr 9: +12% Gr 11:+5% *Multiracial* Gr 6: +15% Gr 7: -1% Gr 8: +12% Gr 9: -9% Gr 11:+10%
3.31	**Safety**: School perceived as very safe or safe: Average percent of **English learners** reporting "Agree" or "Strongly agree" with regard to a perceived sense of safety at school *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 71% Grade 7: 68% Grade 8: 62% Grade 9: 58% Grade 11: 66% *Not English learners* Grade 6: 58% Grade 7: 53% Grade 8: 62% Grade 9: 68% Grade 11: 60%	*2024-25* *English learners* Grade 6: 59% Grade 7: 61% Grade 8: 59% Grade 9: 72% Grade 11: 64% *Not English learners* Grade 6: 60% Grade 7: 56% Grade 8: 60% Grade 9: 70% Grade 11: 75%	*2025-26* *English learners* Grade 6: 73% Grade 7: 52% Grade 8: 66% Grade 9: 50% Grade 11: 56% *Not English learners* Grade 6: 59% Grade 7: 61% Grade 8: 61% Grade 9: 74% Grade 11: 76%	*2026-27* *English learners* Grade 6: 86% Grade 7: 83% Grade 8: 77% Grade 9: 73% Grade 11: 81% *Not English learners* Grade 6: 73% Grade 7: 68% Grade 8: 77% Grade 9: 83% Grade 11: 75%	EL Gr 6: +2% Gr 7: -16% Gr 8: +4% Gr 9: -8% Gr 11:-10% Not EL Gr 6: +1% Gr 7: +8% Gr 8: -1% Gr 9: +6% Gr 11:+16%
3.32	**Safety:** School perceived as very safe or safe: Average percent of **students with an IEP** reporting "Agree" or	*2023-24* *Students with IEP* Grade 6: 53% Grade 7: 60% Grade 8: 63%	*2024-25* *Students with IEP* Grade 6: 61% Grade 7: 80% Grade 8: 61%	*2025-26* *Students with IEP* Grade 6: 41% Grade 7: 62% Grade 8: 60%	*2026-27* *Students with IEP* Grade 6: 68% Grade 7: 75% Grade 8: 78%	IEP Gr 6: -12% Gr 7: +2% Gr 8: -3% Gr 9: +12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Strongly agree" with regard to a perceived sense of safety at school *Data Source: CA Healthy Kids Survey*	Grade 9: 56% Grade 11:56% *Students with No IEP* Grade 6: 61% Grade 7: 55% Grade 8: 62% Grade 9: 69% Grade 11: 63%	Grade 9: 67% Grade 11:58% *Students with No IEP* Grade 6: 56% Grade 7: 55% Grade 8: 61% Grade 9: 72% Grade 11: 76%	Grade 9: 68% Grade 11:69% *Students with No IEP* Grade 6: 64% Grade 7: 60% Grade 8: 62% Grade 9: 76% Grade 11: 76%	Grade 9: Grade11: *Students w/ No IEP* Grade 6: 76% Grade 7: 70% Grade 8: 77% Grade 9: 84% Grade 11: 78%	Gr 11:+13% No IEP Gr 6: +3% Gr 7: +5% Gr 8: 0% Gr 9: +7% Gr 11:+13%
3.33	**Frequent sadness:** Average percent of **elementary** students who report "Yes, most of the time" or "Yes, all of the time" with regarding to experiencing sadness over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* Elementary students: 18%	*2024-25* Elementary students: 20%	*2025-26* Elementary students: 18%	*2026-27* <5%	Elementary: 0%
3.34	**Chronic sadness:** Percentage of **secondary** students who report experiencing chronic sadness/hopelessness over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 26% Grade 7: 27% Grade 8: 28% Grade 9: 28% Grade 11: 31%	*2024-25* Grade 6: 22% Grade 7: 23% Grade 8: 25% Grade 9: 24% Grade 11: 22%	*2025-26* Grade 6: 29% Grade 7: 26% Grade 8: 25% Grade 9: 23% Grade 11: 25%	*2026-27* Grade 6: <15% Grade 7: <15% Grade 8: <15% Grade 9: <15% Grade 11: <15%	Gr 6: +3% Gr 7: -1% Gr 8: -3% Gr 9: -5% Gr 11: -6%
3.35	**Chronic sadness:** Percentage of **race/ethnicity** students who report experiencing chronic sadness/hopelessness over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 15% Grade 7: 31% Grade 8: 17% Grade 9: 35% Grade 11: 35% *Black or African American*	*2024-25* *Asian* Grade 6: 26% Grade 7: 11% Grade 8: 26% Grade 9: 25% Grade 11: 31% *Black or African American*	*2025-26* *Asian* Grade 6: 25% Grade 7: 19% Grade 8: 34% Grade 9: 35% Grade 11: n/a% *Black or African American*	*2026-27* *Asian* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Black or African American*	Asian Gr 6: +10% Gr 7: -12% Gr 8: +17% Gr 9: 0% Gr 11: n/a Black or AA Gr 6: n/a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6: - Grade 7: 26% Grade 8: 25% Grade 9: 21% Grade 11: 25% *Hispanic* Grade 6: 27% Grade 7: 28% Grade 8: 28% Grade 9: 27% Grade 11: 30% *White* Grade 6: 30% Grade 7: 22% Grade 8: 26% Grade 9: 27% Grade 11: 33% *Multriacial* Grade 6: 16% Grade 7: 36% Grade 8: 47% Grade 9: 28% Grade 11: 28%	Grade 6: - Grade 7: 40% Grade 8: 19% Grade 9: 41% Grade 11: - *Hispanic* Grade 6: 22% Grade 7: 25% Grade 8: 26% Grade 9: 23% Grade 11: 20% *White* Grade 6: 22% Grade 7: 19% Grade 8: 23% Grade 9: 27% Grade 11: 22% *Multriacial* Grade 6: 30% Grade 7: 19% Grade 8: 26% Grade 9: 23% Grade 11: 41%	Grade 6: n/a Grade 7: n/a Grade 8: 15% Grade 9: n/a Grade 11:n/a *Hispanic* Grade 6: 29% Grade 7: 28% Grade 8: 24% Grade 9: 22% Grade 11: 23% *White* Grade 6: 28% Grade 7: 25% Grade 8: 25% Grade 9: 21% Grade 11: 30% *Multriacial* Grade 6: 26% Grade 7: 26% Grade 8: 32% Grade 9: 31% Grade 11: n/a	Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Hispanic* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *White* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Multriacial* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Gr 7: n/a Gr 8: -10% Gr 9: n/a Gr 11: n/a Hispanic Gr 6: +2% Gr 7: -0% Gr 8: -4% Gr 9: -5% Gr 11: -7% White Gr 6: -2% Gr 7: +3% Gr 8: -1% Gr 9: -6% Gr 11: -3% Multiracial Gr 6: +10% Gr 7: -10% Gr 8: -15% Gr 9: +3% Gr 11: n/a
3.36	*Action 7 School Climate* **Chronic sadness:** Percentage of **English learners** students who report experiencing chronic sadness/hopelessness over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 26% Grade 7: 22% Grade 8: 25% Grade 9: 22% Grade 11: 26% *Not English learners* Grade 6: 23% Grade 7: 28% Grade 8: 28% Grade 9: 29% Grade 11: 30%	*2024-25* *English learners* Grade 6: 31% Grade 7: 19% Grade 8: 28% Grade 9: 22% Grade 11: 19% *Not English learners* Grade 6: 19% Grade 7: 25% Grade 8: 25% Grade 9: 24% Grade 11: 22%	*2025-26* *English learners* Grade 6: 21% Grade 7: 31% Grade 8: 23% Grade 9: 24% Grade 11: 12% *Not English learners* Grade 6: 30% Grade 7: 26% Grade 8: 25% Grade 9: 25% Grade 11: 24%	*2026-27* *English learners* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Not English learners* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	English Learner Gr 6: -5% Gr 7: +9% Gr 8: -2% Gr 9: +2% Gr 11: -14% Not English Learner Gr 6: +7% Gr 7: -2% Gr 8: -3% Gr 9: -4% Gr 11: -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.37	**Chronic sadness:** Percentage of **students with an IEP** who report experiencing chronic sadness/hopelessness over the past 12 months *Data Source: CA Healthy Kids Survey*	*2023-24* *Students with IEP* Grade 6: 33% Grade 7: 38% Grade 8: 33% Grade 9: 28% Grade 11: 37% *Students with No IEP* Grade 6: 22% Grade 7: 27% Grade 8: 28% Grade 9: 27% Grade 11: 29%	*2024-25* *Students with IEP* Grade 6: 22% Grade 7: 26% Grade 8: 26% Grade 9: 30% Grade 11: 32% *Students with No IEP* Grade 6: 22% Grade 7: 22% Grade 8: 25% Grade 9: 24% Grade 11: 22%	*2025-26* *Students with IEP* Grade 6: 45% Grade 7: 29% Grade 8: 25% Grade 9: 27% Grade 11: 34% *Students with No IEP* Grade 6: 26% Grade 7: 24% Grade 8: 24% Grade 9: 23% Grade 11: 22%	*2026-27* *Students with IEP* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: % Grade 11: % *Students w/No IEP* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Student with IEP Gr 6: +12% Gr 7: -9% Gr 8: -8% Gr 9: -1% Gr 11: -3% Students with No IEP Gr 6: +4% Gr 7: -3% Gr 8: -4% Gr 9: -4% Gr 11: -7%
3.38	**Supporting students' social or emotional needs**: Average percent of **parents** who reported they “strongly agree” or "agree" that their school provides quality counseling or other ways to help students with social or emotional needs. *Data Source: CA Healthy Kids Survey*	*2023-24* All schools: 76% Elementary: 76% Middle: 74% High: 76%	*2024-25* All schools: 77% Elementary: 77% Middle: 75% High:77%	*2025-26* All schools: 80% Elementary: 81% Middle: 89% High:68%	*2026-27* All schools: >80% Elementary: >80% Middle: >80% High: >80%	All schools: +4% K-5: +5% 6-8: +15% 9-12: -8%
3.39	**Social emotional learning supports**: Average percent of **elementary** students who report “Yes, most of the time” or “Yes, all of the time” with regard to being taught responsibility, empathy, conflict resolution, and respect	*2023-24* Elementary: 74%	*2024-25* Elementary: 76%	*2025-26* Elementary: 70%	*2026-27* Elementary: >80%	Elementary: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA Healthy Kids Survey					
3.40	**Social emotional distress**: Average percent of **secondary** students who report "Pretty much true" or "Very much true" with regard to experiencing emotional distress *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 26% Grade 7: 27% Grade 8: 28% Grade 9: 22% Grade 11: 26%	*2024-25* Grade 6: 19% Grade 7: 20% Grade 8: 21% Grade 9: 21% Grade 11: 23%	*2025-26* Grade 6: 19% Grade 7: 20% Grade 8: 21% Grade 9: 21% Grade 11: 23%	*2026-27* Grade 6: <15% Grade 7: <15% Grade 8: <15% Grade 9: <15% Grade 11: <15%	Gr 6: -7% Gr 7: -7% Gr 8: -7% Gr 9: -1% Gr 11: -3%
3.41	*Action 7 School Climate* **Social emotional distress**: Average percent of **race/ethnicity** students who report "Pretty much true" or "Very much true" with regard to experiencing emotional distress *Data Source: CA Healthy Kids Survey*	*2023-24* *Asian* Grade 6: 15% Grade 7: 27% Grade 8: 14% Grade 9: 15% Grade 11: 30% *Black or African Am.* Grade 6: - Grade 7: 21% Grade 8: 21% Grade 9: 4% Grade 11: 30% *Hispanic* Grade 6: 21% Grade 7: 20% Grade 8: 21% Grade 9: 20% Grade 11: 23% *White* Grade 6: 20% Grade 7: 21% Grade 8: 27% Grade 9: 25% Grade 11: 30% *Multiracial*	*2024-25* *Asian* Grade 6: 21% Grade 7: 14% Grade 8: 21% Grade 9: 21% Grade 11: 24% *Black or African Am.* Grade 6: - Grade 7: 24% Grade 8: 23% Grade 9: 24% Grade 11: - *Hispanic* Grade 6: 20% Grade 7: 20% Grade 8: 20% Grade 9: 19% Grade 11: 19% *White* Grade 6: 17% Grade 7: 21% Grade 8: 24% Grade 9: 24% Grade 11: 29% *Multiracial*	*2025-26* *Asian* Grade 6: 23% Grade 7: 16% Grade 8: 26% Grade 9: 26% Grade 11: n/a *Black or African Am.* Grade 6: n/a Grade 7: n/a Grade 8: 18% Grade 9: n/a Grade 11: n/a *Hispanic* Grade 6: 23% Grade 7: 19% Grade 8: 18% Grade 9: 18% Grade 11: 15% *White* Grade 6: 24% Grade 7: 18% Grade 8: 20% Grade 9: 17% Grade 11: 26%	*2026-27* *Asian* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Black or African Am.* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Hispanic* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *White* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Multiracial*	Asian Gr 6: +8% Gr 7: -11% Gr 8: +12% Gr 9: +11% Gr 11: -n/a Black or AA Gr 6: n/a Gr 7: n/a Gr 8: -3% Gr 9: n/a Gr 11: n/a Hispanic Gr 6: +2% Gr 7: -1% Gr 8: -3% Gr 9: -2% Gr 11: -8% White Gr 6: +4% Gr 7: -3% Gr 8: -7% Gr 9: -8% Gr 11: -4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6: 17% Grade 7: 29% Grade 8: 36% Grade 9: 34% Grade 11: 32%	Grade 6: 21% Grade 7: 21% Grade 8: 31% Grade 9: 25% Grade 11: 35%	*Multiracial* Grade 6: 21% Grade 7: 21% Grade 8: 23% Grade 9: 31% Grade 11: n/a	Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Multiracial: Gr 6: +4% Gr 7: -8% Gr 8: -13% Gr 9: -3% Gr 11: n/a
3.42	**Social emotional distress**: Average percent of **English learners** students who report "Pretty much true" or "Very much true" with regard to experiencing emotional distress *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 17% Grade 7: 17% Grade 8: 23% Grade 9: 15% Grade 11: 19% *Not English learners* Grade 6: 21% Grade 7: 23% Grade 8: 23% Grade 9: 23% Grade 11: 27%	*2024-25* *English learners* Grade 6: 15% Grade 7: 15% Grade 8: 16% Grade 9: 12% Grade 11: 18% *Not English learners* Grade 6: 18% Grade 7: 22% Grade 8: 22% Grade 9: 22% Grade 11: 23%	*2025-26* *English learners* Grade 6: 15% Grade 7: 15% Grade 8: 16% Grade 9: 12% Grade 11: 18% *Not English learners* Grade 6: 18% Grade 7: 22% Grade 8: 22% Grade 9: 22% Grade 11: 23%	*2026-27* *English learners* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Not English learners* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	English Learner Gr 6: -2% Gr 7: -2% Gr 8: -7% Gr 9: -3% Gr 11: -1% Not EL Gr 6: -3% Gr 7: -1% Gr 8: -1% Gr 9: -1% Gr 11: -4%
3.43	**Social emotional distress**: Average percent of **students with an IEP** who report "Pretty much true" or "Very much true" with regard to experiencing emotional distress *Data Source: CA Healthy Kids Survey*	*2023-24* *Students with IEP* Grade 6: 18% Grade 7: 28% Grade 8: 28% Grade 9: 24% Grade 11: 24% *Students with No IEP* Grade 6: 19% Grade 7: 22% Grade 8: 22% Grade 9: 22% Grade 11: 26%	*2024-25* *Students with IEP* Grade 6: 17% Grade 7: 17% Grade 8: 25% Grade 9: 23% Grade 11: 25% *Students with No IEP* Grade 6: 20% Grade 7: 19% Grade 8: 21% Grade 9: 21% Grade 11: 23%	*2025-26* *Students with IEP* Grade 6: 32% Grade 7: 21% Grade 8: 22% Grade 9: 22% Grade 11: 24% *Students with No IEP* Grade 6: 23% Grade 7: 18% Grade 8: 17% Grade 9: 19% Grade 11: 17%	*2026-27* *Students with IEP* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10% *Students w/ No IEP* Grade 6: <10% Grade 7: <10% Grade 8: <10% Grade 9: <10% Grade 11: <10%	Students with IEP Gr 6: +14% Gr 7: -7% Gr 8: -6% Gr 9: -2% Gr 11: 0% Students No IEP Gr 6: +4% Gr 7: -4% Gr 8: -5% Gr 9: -3% Gr 11: -9%
3.44	The extent to which students have **access to, and are enrolled in, a broad course of study**	*2023* High School Graduation Rate: 85.9%	*2024* 86.8%	*2025* 88.8% A-G: 42.3%	*2026-27* HS Graduation Rate: >95%	+2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that includes the adopted courses of study specified in the California Education Code (EC): **High school graduation rate and A-G completion rate** *Data Source: CA School Dashboard*	A-G Completion Rate: 39%	A-G: 42.9%		A-G Completion Rate: >65%	A-G: +3.3%
3.45	The EE&I department reviews secondary site master schedules each semester to ensure all **English learners** (EL), long-term ELs**, including dually identified students, are enrolled** in a broad course of study that includes programs and services such as a designated English Language Development (ELD) course alongside their grade-level English language arts (ELA) course until they achieve proficiency in English: *Data Source: Aeries Student Information System (SIS)* **Individuals with Exceptional Needs:** LRE Regular Class 80% or More LRE Regular Class Less Than 40% LRE Separate Schools Percent	*2023-24* English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 100% Dually identified English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 54% Individuals with exceptional needs LRE Regular Class 80% or More: N/A Individuals with exceptional needs LRE Regular Class Less Than 40%: N/A Individuals with exceptional needs LRE Separate Schools Percent: N/A	*2024-25* 100% 100% 66.22% 11.93% 2.31%	*2025-26* 100% 100% 67.45% 13.4%	*2026-27* English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 100% Dually identified English learners (EL), long-term ELs enrolled in Designated ELD and ELA courses: 80% Individuals with exceptional needs LRE Regular Class 80% or More: ≥ 67% Individuals with exceptional needs LRE Regular Class Less Than 40%: ≤13.5% Individuals with exceptional needs LRE Separate Schools Percent: ≤2.6%	0% 0% +1.23% +1.47% +0.11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CalTAN			2.42%		
3.46	**Access to a Broad Course of Study** *Data Source: CA School Dashboard*	*2023* Standard Met	*2024* Standard Met	*2025* Standard Met	*2026* Standard Met	0%

Goal 3 Analysis for 2025-26

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

1. 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.

Action 3.1 - Positive Behavior Supports
Implementation of Action 3.1 was successful overall and supported the district's efforts to strengthen positive school climates through multi-tiered systems of behavioral support. Educational partners consistently identified Positive Behavioral Interventions and Supports (PBIS), restorative practices, and Multi-Tiered System of Supports (MTSS) structures as valuable components of student support systems that help address behavioral concerns and improve student engagement. Staff, administrators, and advisory groups reported that these systems contributed positively to student well-being and school connectedness. However, educational partner feedback also indicated that behavioral supports are not consistently sufficient to meet student needs across all sites and that intervention systems can at times feel more reactive than proactive.

Action 3.2 - Responsive Support Programs: Reducing Suspension
Implementation of Action 3.2 was generally successful in providing social-emotional, mental health, and behavioral supports designed to improve student engagement and reduce exclusionary discipline practices. Educational partners reported that restorative approaches, counseling services, and targeted interventions contributed positively to student well-being and helped schools create more supportive environments. However, administrators, staff, and advisory groups identified ongoing concerns regarding mental health staffing shortages and supervision during unstructured times. Feedback suggests that while these supports are highly valued, existing resources do not consistently meet the level of student need across all school sites.

Action 3.3 - Equity/Graduation Rate
Implementation of Action 3.3 was successful in supporting the district's Equity Board Policy and efforts to remove barriers to student success. Educational partner feedback reflected appreciation for programs and services designed to improve access, support student engagement, and strengthen student connections to school. Improvements in California Healthy Kids Survey data related to caring adult relationships suggest progress toward creating more equitable and supportive learning environments. For example, Grade 9 students reporting positive caring adult relationships increased from 58% in 202324 to 65% in 2025-26, while Grade 11 students increased from 66% to 67%. Several student groups also demonstrated improved perceptions of caring adult relationships, indicating progress toward strengthening equitable student supports.

Action 3.4 - Expanded Learning AM/PM Program (ELOP)

Implementation of Action 3.4 was successful in expanding access to academic and enrichment opportunities for unduplicated pupils through the Expanded Learning Opportunities Program (ELOP). Educational partners described programs that promote peer connection, student leadership, and engagement as important contributors to student well-being and school connectedness. These expanded learning opportunities provided additional academic and social-emotional supports beyond the regular school day and contributed to stronger student engagement and connection to school.

Action 3.5 - SEL Data Analysis AM/PM Program (ELOP)
Implementation of Action 3.5 (Improving Services) supported the district's efforts to use data to identify and respond to the social-emotional needs of students participating in ELOP programs. The analysis of student data helped inform targeted supports and interventions for foster youth, English learners, long-term English learners, and low-income students. While no substantive implementation concerns were identified, educational partner feedback suggests that continued refinement of data-driven support systems is needed to ensure interventions remain proactive and responsive to student needs.

Action 3.6 - SEL Professional Development AM/PM Program (ELOP)
Implementation of Action 3.6 (Improving Services) was successful in providing professional development focused on social-emotional learning for ELOP staff. These efforts strengthened the capacity of expanded learning providers to support students' social-emotional development and contributed to creating supportive and engaging learning environments. Educational partners recognized the value of programs that promote student connection, belonging, and well-being, indicating that professional learning efforts contributed positively to student experiences within expanded learning programs.

Action 3.7 - Connection & Wellbeing
Implementation of Action 3.7 was generally successful and contributed positively to student well-being, school connectedness, and access to health and wellness supports. Educational partners consistently identified mental health services, counseling supports, bullying prevention efforts, and student connection programs as important resources that help students feel supported. Families, DELAC, DPAC, and Spanish-speaking families also acknowledged the value of these services while identifying continued needs related to mental health access, supervision, student safety, and emotional supports. Families of students with disabilities specifically requested stronger classroom and emotional supports, clearer communication regarding available services, and additional resources to better meet student needs. These findings suggest meaningful progress toward improving student well-being while highlighting the need for continued expansion of mental health services and integrated support systems across the district.

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

Action 3.1 (Positive Behavior Supports):

All Funding Sources: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.2 (Responsive Support Programs): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.3 (Equity/Graduation): The planned $5,000 expenditure for Title I-funded materials and supplies was not needed.

Action 3.4 (Expanded Learning - ELOP): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.5 (SEL Data Analysis - ELOP): There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services.

Action 3.6 (SEL Professional Development - ELOP): There was no material difference between the Planned Percentage of Improved Services and the Estimated Actual Percentage of Improved Services.

Action 3.7 (Connection and Well-Being): Estimated actual expenditures of $2,962,999 were lower than the budgeted amount of $3,389,133 due to lower-than-expected costs for providing mental health services to students and families through the School-Based Health Initiative Program (SBHIP) grant and the Memorandum of Understanding (MOU) with Campus Clinic.

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

Goal 3 actions have been effective overall in strengthening student support systems, improving school connectedness, and supporting students' social-emotional well-being and educational outcomes. Districtwide implementation of PBIS, restorative practices, counseling supports, MTSS structures, Expanded Learning Opportunities Program (ELOP) supports, and school health services contributed positively toward student engagement and connection to school. Educational partner feedback consistently identified these programs and supports as valuable components of student well-being and school climate.

Action 3.1 (Positive Behavior Supports) demonstrated mixed effectiveness related to chronic absenteeism outcomes. Under ***Metric 3.17***, K-8 chronic absenteeism improved significantly from 23.5% in 2023 to 14.6% in 2024, indicating that attendance supports and intervention efforts contributed positively to student engagement following the pandemic. However, chronic absenteeism increased to 17.5% in 2025, suggesting ongoing challenges in sustaining attendance improvements over time. Student group data also demonstrated persistent disparities among historically underserved populations, including Students Experiencing Homelessness, Students with Disabilities, English Learners, and

Socioeconomically Disadvantaged students, all of whom experienced chronic absenteeism rates above the district average in 2025. Under ***Metric 3.18***, chronic absenteeism among students in grades 9-12 improved substantially between 2023 and 2024, with the rate for all students declining from 27.8% to 15.3%. Most student groups also experienced significant reductions during this period, including English Learners (44.7% to 22.5%), Foster Youth (76.9% to 15.0%), Students with Disabilities (43.1% to 23.7%), and students experiencing homelessness (44.2% to 25.4%). In 2025, chronic absenteeism increased for All Students to 21.5%, and several student groups experienced increases, including Students with Disabilities (25.4%), Foster Youth (16.7%), and students experiencing homelessness (42.4%). Despite the increase from 2024 to 2025, chronic absenteeism rates in 2025 remained below 2023 levels for most student groups, indicating overall progress over the three-year period. Students experiencing homelessness remain the group of greatest concern, with a chronic absenteeism rate of 42.4% in 2025, highlighting the need for continued targeted attendance interventions and support services. These results suggest that while attendance interventions have been effective in improving outcomes overall, continued focus on ***Metric 3.17*** and ***Metric 3.18*** is needed to ensure additional supports are provided to address barriers affecting consistent attendance for high-need student groups.

Action 3.2 (Responsive Support Programs), was effective in advancing the goal of enhancing student support systems to improve educational outcomes and social-emotional well-being. The district's multi-tiered system of social, emotional, and mental health supports contributed to substantial reductions in student discipline and improvements in student engagement indicators. The data suggest that universal, supplemental, and intensive interventions helped create more supportive school environments while reducing exclusionary disciplinary practices for many student groups.

Results from ***Metric 3.19*** demonstrate notable improvements in suspension rates between 2023 and 2025. The suspension rate for all students declined from 5.0% to 3.6%, while significant reductions were also observed among low-income students (6.0% to 4.2%), English learners (5.7% to 4.1%), foster youth (14.6% to 6.0%), students with disabilities (8.3% to 6.3%), and students experiencing homelessness (10.3% to 6.1%). Under ***Metric 3.20***, expulsion rates remained stable and low for most student groups, with the overall district rate remaining at 0.1%. Attendance outcomes under Metric 3.1 also improved for most student groups, including all students (92.3% to 93.6%), low-income students (91.4% to 93.2%), English learners (92.2% to 93.1%), foster youth (90.6% to 91.7%), students with disabilities (91.7% to 92.0%), and students experiencing homelessness (90.1% to 91.1%), suggesting increased student engagement and connection to school.

Measures related to developmental supports and caring adult relationships further indicate positive progress. Under ***Metric 3.12***, elementary students reporting positive caring adult relationships remained stable at 68%. Under ***Metric 3.13***, secondary students generally reported improved perceptions of caring adult relationships, including increases from 58% to 60% in Grade 7, from 58% to 65% in Grade 9, and from 66% to 67% in Grade 11. Similar positive trends were observed across many racial and ethnic groups under ***Metric 3.14***, particularly among Hispanic, White, and Multiracial students in several grade levels. ***Under Metric 3.15,*** English learner students generally maintained or improved their perceptions of caring adult relationships, with Grade 11 increasing from 59% to 65%. Students with IEPs also demonstrated notable gains under ***Metric 3.16***, including increases from 64% to 71% in Grade 9 and from 69% to 72% in Grade 11.

While the overall results indicate that the action was effective, some challenges remain. Long-Term English Learner attendance declined from 91.3% to 89.5% under ***Metric 3.1***, and some student groups experienced mixed results on individual caring adult relationship measures. Nevertheless, the substantial reductions in suspension rates, stable expulsion rates, improved attendance, and generally positive trends in student perceptions of caring adult relationships demonstrate that the district's social-emotional, behavioral, and mental health supports contributed meaningfully to improving student engagement, school climate, and overall student well-being.

Action 3.3 (Equity and Graduation Supports) was effective in advancing the goal of enhancing student support systems to improve educational outcomes and social-emotional well-being by promoting equitable access to educational opportunities and reducing barriers to student success. Through the implementation of the Equity Board Policy, the district expanded monitoring systems, increased access to rigorous coursework, and strengthened supports for English learners, long-term English learners, students with disabilities, and other historically underserved student groups. The data indicate positive progress in both educational access and student outcomes over the reporting period.

Under ***Metric 3.21***, the district expanded its equity-focused monitoring processes through Equity Walks and Active Learning Walks, increasing from 24 completed Equity Walks in 2023-24 to 33 completed Active Learning Walks in 2025-26. These efforts provided additional opportunities to monitor instructional practices, identify barriers to access, and support continuous improvement across schools. Student outcome measures also demonstrated positive trends. Under ***Metric 3.44***, the high school graduation rate increased from 85.9% in 2023 to 88.8% in 2025, while the A-G completion rate increased from 39.0% to 42.3%, indicating greater access to coursework that supports college and career readiness.

Results related to equitable access to a broad course of study also demonstrate meaningful progress. Under ***Metric 3.45***, 100% of English learners and long-term English learners were enrolled in both Designated English Language Development (ELD) and English Language Arts (ELA) courses in 2023-24 through 2025-26. Most notably, the percentage of dually identified English learners and long-term English learners enrolled in both Designated ELD and ELA courses increased from 54% to 100%, eliminating a significant access gap. Additionally, in 2025-26, 67.45% of students with disabilities spent 80% or more of the school day in the regular classroom, while only 13.4% spent less than 40% of the day in the regular classroom and 2.42% were served in separate school settings, indicating substantial access to inclusive educational environments.

Under ***Metric 3.46***, the district maintained a rating of Standard Met for Access to a Broad Course of Study in 2023 through 2025, demonstrating continued compliance with state expectations related to equitable access to coursework and programs. Collectively, these findings indicate that the Equity Board Policy implementation was effective in improving access, strengthening inclusion, and expanding educational opportunities for historically underserved student groups. While continued monitoring is needed to ensure equitable outcomes for all students, the improvements in graduation rates, A-G completion, inclusive practices, and access to required courses demonstrate meaningful progress toward the district's equity goals.

Action 3.4 (Expanded Learning *AM/PM program - ELOP),* **Action 3.5** (SEL Data Analysis *AM/PM program - ELOP),* and **Action 3.6** *(*SEL PD *AM/PM program - ELOP)* were effective in advancing the goal of enhancing student support systems to improve educational outcomes and social-emotional well-being and mental health. These actions contributed to student engagement and connection by providing additional opportunities for academic support, enrichment, and social-emotional learning. Educational partner feedback from administrators and families identified ELOP and student leadership opportunities as important supports for student well-being and connection. Survey results from ***Metric 3.25*** suggest that student perceptions of afterschool programming improved over time. Among students participating one to two days per week, the percentage reporting that afterschool programs were "really boring" declined from 45% to 34% for Grade 7 students, from 40% to 31% for Grade 9 students, and from 43% to 31% for Grade 11 students. Improvements were also observed among students participating three to five days per week, particularly in Grade 9 (39% to 33%) and Grade 11 (44% to 40%), while Grade 7 remained unchanged at 43%.

Action 3.7 (Connection and Wellbeing Supports), was effective in advancing the goal of enhancing student support systems to improve educational outcomes and social-emotional well-being and mental health for all students. Through partnerships with county and local health agencies, the district expanded access to health, wellness, and social-emotional supports designed to meet the diverse needs of foster youth, English learners, long-term English learners, and low-income students. Survey results indicate generally positive trends in school connectedness, safety, social-emotional supports, and student well-being, although some areas of concern remain for specific student groups.

Measures of school connectedness demonstrated overall improvement. Under ***Metric 3.2***, the percentage of Grade 5 students reporting feeling connected to school increased from 69% in 2023-24 to 72% in 2025-26. Similarly, ***Metric 3.3*** showed increases among secondary students in Grade 7 (55% to 60%), Grade 9 (58% to 64%), and Grade 11 (58% to 65%). Positive trends were also evident among several racial and ethnic groups under ***Metric 3.4***, including Hispanic, White, and Multiracial students at multiple grade levels. Students with IEPs reported stronger feelings of connectedness in Grade 7 (58% to 62%), Grade 9 (56% to 63%), and Grade 11 (53% to 64%) under ***Metric 3.5***. English learners also demonstrated gains in connectedness in Grades 8, 9, and 11 under ***Metric 3.6***, suggesting that health and wellness supports contributed positively to student engagement and belonging.

Results related to safety and school climate were also generally positive. Under ***Metric 3.26***, the percentage of elementary students who perceived school as safe or very safe increased from 73% to 77%. Safety perceptions improved across many racial and ethnic groups under ***Metric 3.30***, particularly among Hispanic and White students in Grades 9 and 11. While English learner perceptions of safety were mixed under ***Metric 3.31***, improvements were observed in Grades 6 and 8. Students with IEPs reported notable gains in safety perceptions in Grade 9 (56% to 68%) and Grade 11 (56% to 69%) under ***Metric 3.32***. Parent perceptions of social-emotional supports also improved under ***Metric 3.38,*** with the percentage of parents reporting that schools provide quality counseling and emotional supports increasing from 76% to 80% districtwide and from 74% to 89% at middle schools.

Measures related to student well-being and emotional health suggest meaningful progress. Under ***Metric 3.34***, chronic sadness declined among most secondary grade levels, including Grade 8 (28% to 25%), Grade 9 (28% to 23%), and Grade 11 (31% to 25%). Similar improvements were observed across many racial and ethnic groups under ***Metric 3.35***, particularly among Hispanic and White students in secondary grades. English learners demonstrated reductions in chronic sadness in most grades under ***Metric 3.36***, including a decrease from 26% to 12% among Grade 11 English learners. Social-emotional distress also declined across nearly all secondary grade levels under ***Metric 3.40***, including reductions from 26% to 19% in Grade 6 and from 26% to 23% in Grade 11. English learners showed consistent improvements under ***Metric 3.42***, with lower levels of emotional distress across every reported grade level.

Additional outcome data also demonstrate progress. Under ***Metric 3.28***, the middle school dropout rate was 0% in 2024-25, and under ***Metric 3.29***, the high school dropout rate declined from 7.4% in 2022-23 to 1.7% in 2025-26. Under ***Metric 3.33***, the percentage of elementary students reporting frequent sadness remained stable at 18%. Finally, under ***Metric 3.41***, social-emotional distress declined for several racial and ethnic student groups, including Hispanic students in Grades 7, 8, 9, and 11; White students in Grades 7, 8, 9, and 11; and Multiracial students in Grades 7, 8, and 9. These results provide additional evidence that Action 3.7 contributed positively to student well-being.

While overall results indicate the action was effective, several measures suggest continued focus is required on the following Metrics. Under ***Metric 3.7***, elementary students reporting a positive anti-bullying climate declined from 74% to 68%. Under ***Metric 3.8***, the percentage of secondary students reporting harassment or bullying declined slightly in Grade 7 (38% to 37%) and Grade 8 (34% to 31%), while Grade 6 remained unchanged at 42%. Additionally, some student groups experienced increases in bullying or harassment under ***Metrics 3.9 through 3.11***, particularly students with IEPs in Grades 6 and 7. Chronic sadness and emotional distress also remained elevated for certain student groups under ***Metrics 3.37 and 3.43***, particularly students with IEPs in some grade levels. Parent perceptions that schools promote respect for cultural beliefs and practices declined among English learner families under ***Metric 3.23***, falling from 50% to 37%. Under ***Metric 3.22***, elementary students reporting that they are treated fairly declined to 51% in 2024-25, indicating a need to strengthen students' sense of fairness and belonging. In contrast, ***Metric 3.24*** showed improvement in parent perceptions that instructional materials reflect their child's culture, ethnicity, and identity, increasing from 64% to 75% districtwide, with gains at elementary schools (70% to 78%), middle schools (55% to 75%), and high schools (54% to 67%).

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 3 Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Supports *(LREBG-funded action)*	We will implement a multi-tiered system of universal, supplemental, and intensive positive behavior supports aimed at improving attendance and behavioral concerns for English learners (EL), long-term ELs, low income students, and foster youth, including dually identified students. This action is designed to support the following student groups and schools/district who scored at the highest performance level for: ***Chronic Absenteeism Indicator*** on the 2023 Dashboard: Vista Visions Academy - all student groups, Roosevelt Middle School - English learners (EL), long-term ELs, Vista Magnet Middle School - multiracial students and students with disabilities. *Graduation Rate*: the District - students with disabilities. *English Learner Progression Indicator:* Bobier Elementary - low-income students. ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *A meta-analysis conducted by Durlak et al. (2011) evaluated 213 school-based SEL programs encompassing over 270,000 students from kindergarten through high school. The study found that, compared to control groups, students who participated in SEL programs exhibited:* ● *Significant improvements in social and emotional skills* ● *Enhanced attitudes toward self and others* ● *Increased positive social behaviors* ● *Reductions in conduct problems and emotional distress* ● *An 11-percentile-point gain in academic achievement*	$ 216,500	Y

Action #	Title	Description	Total Funds	Contributing
		These results underscore the many benefits of SEL programs in fostering both behavioral and academic improvements. *The Learning Policy Institute reviewed 12 independent meta-analyses covering hundreds of studies on school-based SEL programs. The review concluded that SEL interventions consistently lead to positive outcomes, including social, emotional, behavioral, and academic aspects, for students from diverse backgrounds.* ***Funding Amount*** *$215,000 in LREBG funds will be used to support professional learning for staff to support and sustain implementation of restoratives and support for PBIS. A digital platform to provide data on secondary student groups in relation to social-emotional learning (SEL) measures and curriculum.* ***Metrics for Monitoring*** *This action will be monitored by the % of students who report feeling connected to school (Metric 3.2, 3.3, 3.4, 3.5) and suspension rate (3.19).*		
3.2	Responsive Support Programs - Reducing Suspension *(LREBG-funded action)*	We will provide a multi-tiered system of universal, supplemental, and intensive supports focused on social, emotional, and mental health to lower the suspension rate and improve student engagement of English learners (EL), long-term ELs, low income students, and foster youth. This action is designed to support the following student groups and schools/district who scored at the lowest level on the 2023 Dashboard for: ***Suspension Rate:*** Roosevelt Middle - all student groups, the District - foster youth, homeless students, and students with disabilities, Alamosa Park Elementary - students with disabilities, low-income students, Bobier Elementary - homeless students, Breeze Hill Elementary - African American students, Mission Vista High - students with disabilities, Monte Vista Elementary - Hispanic students, Rancho Buena Vista High - homeless	$12,242,978	Y

Action #	Title	Description	Total Funds	Contributing
		students, Roosevelt Middle - Hispanic students, low-income students, Vista High - homeless students, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities, and Vista Magnet Middle - English learners (EL), long-term ELs. ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *Intellispark provides several evidence-based tools to support students' social-emotional needs in a responsive, data-driven way. Schools can use the ScholarCentric Resiliency Assessment to identify students at risk by measuring key traits like academic confidence and stress management, insights backed by research from Boston University (Developed by Professor V. Scott Solberg of Boston). The Insightful™ tool enables students to reflect on their well-being and engagement, helping educators tailor supports based on self-reported data. Through the Student Hub, staff can collaborate, track interventions, and centralize student information for timely responses. Educators can also use High 5s to recognize positive behaviors, reinforcing a supportive school climate. Together, these tools help build a comprehensive SEL framework grounded in research and best practices.* ***Funding Amount*** *$180,000 in LREBG funds will be used for Intellispark, an online tool used to improve social-emotional outcomes for students and hourly pay for certificated staff to analyze and monitor results.* ***Metrics for Monitoring*** *This action will be monitored by the % of students who report feeling connected to school (Metric 3.2, 3.3, 3.4, 3.5) and suspension rate (3.19).*		
3.3	Equity/Graduation Rate	We will provide dedicated services and supports for the effective implementation of the Equity Board Policy. These efforts are focused on	$25,000	Y

Action #	Title	Description	Total Funds	Contributing
		ensuring equitable opportunities and removing barriers to success for our English learners (EL), long-term ELs, low income students, and foster youth. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Language Arts*:** Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. ***Mathematics*:** Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs (EL), long-term ELs, Hispanic students, students with disabilities, white students,		

Action #	Title	Description	Total Funds	Contributing
		VIDA - English learners (EL), long-term ELs, Hispanic students, students with disabilities, Vista Vision Academy - Hispanic students. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learner (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs		
3.4	Expanded Learning *AM/PM program (ELOP)*	We will provide expanded learning opportunities for foster youth, English learners (EL), long-term ELs, and low income students in the before and after school *Expanded Learning Opportunity Program (ELOP) - 50% academic support (ELOP serves unduplicated students)* This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Language Arts*:** Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic,	$ 9,837,470	Y

Action #	Title	Description	Total Funds	Contributing
		Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. ***Mathematics*:** Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs, Hispanic students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic students, students with disabilities, Vista Vision Academy - Hispanic students.		
3.5	SEL Data Analysis *AM/PM program (ELOP)*	Key staff will analyze data to ensure that expanded learning providers (teachers, instructional aides, etc) know what targeted supports to provide for foster youth, English learners (EL), long-term ELs, and low socioeconomic students participating in the *ELOP - 50% academic support (ELOP serves unduplicated students)*	$0	N
3.6	SEL PD *AM/PM program (ELOP)*	Key staff will provide social-emotional learning professional development to ELOP providers (teachers, instructional aides) to provide targeted social-emotional learning support for foster youth, English learners (EL), long-term ELs, and low income students participating in the *ELOP - 50% academic support (ELOP serves unduplicated students)*	$0	N
3.7	Connection & Wellbeing	We will implement a multi-tiered system of universal, supplemental, and health and wellness supports in collaboration with county and local health	$ 3,483,171	Y

Action #	Title	Description	Total Funds	Contributing
		services designed to address the varied health needs of our foster youth, English learners (EL), long-term ELs, and low income students		

LCAP Goal 4 - Academic outcomes

LCAP Goal #	Description	Type of Goal
4	Improve academic achievement and equity in education across all student groups through **high-quality learning and teaching.** This goal is aimed at improving academic performance and closing achievement gaps among all student groups, with a specific focus on students with disabilities, low-income students, English learners (EL), long-term ELs, and foster youth by improving access to high-quality, rigorous educational opportunities and resources that support diverse learning needs across all subject areas including English Language Arts, Mathematics, Science, and Social Studies. A summary of the actions includes implementing universally-designed, standards-based curriculum across all grade levels; increasing the provision of professional development opportunities for teachers focused on equity, inclusion, and differentiated instruction; expanding access to technology and digital resources to ensure that all students can engage with the curriculum effectively; developing and supporting extracurricular programs and services that complement academic goals and support holistic student development; and strengthening assessment and intervention programs to quickly identify and support students who are at risk of falling behind. Expected outcomes include improving overall student achievement as evidenced by improved standardized test scores, narrowing performance gaps between demographic groups; higher rates of graduation; and positive feedback from the community indicating satisfaction with the educational improvements and initiatives.	Broad

State Priorities addressed by this goal.

State Priority 2: Implementation of Standards - This priority focuses on the Implementation of State Standards. Its primary aim is to ensure that all students, including English learners, have access to and benefit from the academic content and performance standards adopted by the State Board of Education.

The district provides designated and integrated ELD instruction aligned with the ELD standards to support English learners in accessing grade-level content based on the Common Core State Standards. Bilingual instructional assistants and targeted intervention programs help ELs develop academic language and content knowledge in core subject areas.

State Priority 4: Student Achievement - This priority focuses on improving student achievement, particularly in statewide assessments and college readiness. By aiming to improve academic performance and closing achievement gaps among all student groups, the goal directly supports improved pupil achievement.

State Priority 5: Student Engagement - This priority focuses on enhancing student involvement and connection to school, aiming to improve educational outcomes and reduce dropout rates.

State Priority 8: Other Student Outcomes - This priority includes other important student outcomes in areas such as physical education, the arts, and social-emotional development. Developing and supporting extracurricular programs that complement academic goals supports this broader aspect of student outcomes.

By addressing these state priorities, this goal aims to create a comprehensive and equitable educational environment that supports the diverse learning needs of all students and improves academic outcomes across the board.

An explanation of why the LEA has developed this goal.

This goal was developed in response to observed disparities in educational attainment among different student groups within our community, as highlighted by performance data over the past few years. The selected strategies and actions are designed to address these disparities by providing equitable access to educational resources and support services. This broad goal aligns with our commitment to foster an inclusive, supportive, and effective learning environment that meets the needs of every student. By achieving this goal, we expect to not only improve academic outcomes but also enhance the overall educational experience for all students, preparing them for successful futures.

This goal reflects a comprehensive approach to addressing educational equity and performance, emphasizing both immediate needs and long-term educational strategies. It represents a commitment to systemic change that will build capacity across the district to support all students effectively. Based on the identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 4 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students with **access to standards-aligned instructional materials** as measured by the district and site annual review and SDCOE Williams settlement review *Data Source: VUSD Facilities and SDCOE Williams Reports*	*2023* District and site annual review and SDCOE Williams settlement review: 100%	*2024* 100%	*2025* 100%	*2026* District and site annual review and SDCOE Williams settlement review: 100%	0
4.2	**Implementation of** the Academic Common Core State **Standards** (CCSS), including access to CCSS and English Language Development (ELD) for English Learners *Data Source: Local Performance Indicator Self-Reflection Report*	*2023-24* ELA: 4 ELD: 4 Math: 4 Science: 4 History/Social Sci: 4 *(Scale 1 to 5; 1 = Exploration Phase, 5 = Full Implementation and Sustainability)*	*2024-25* ELA: 4 ELD: 4 Math: 4 Science: 4 History/Social Sci: 4 *(Scale 1 to 5; 1 = Exploration Phase, 5 = Full Implementation and Sustainability)*	*2025-26* ELA: 5 ELD: 5 Math: 5 Science: 5 History/Social Sci: 5 *(Scale 1 to 5; 1 = Exploration Phase, 5 = Full Implementation and Sustainability)*	*2026-27* ELA: 5 ELD: 5 Math: 5 Science: 5 History/Social Science: 5	ELA: +1 ELD: +1 Math: +1 Science: +1 History/Social Sci: +1
4.3	Percentage of students meeting or exceeding grade-level standards on the **ELA CAASPP** *Data Source: CAASPP*	*2023* All students (All): 43% Low Income (LI): 34% English Learner (EL): 5% Long Term EL (LTEL): 5% Foster Youth (FY): N/A Students with Disabilities (SwD): 15% Homeless (HO): 24%	*2024* (All): 42.7% (LI): 33.6% (EL): 3.3% (LTEL): 1.7% (FY): N/A (SwD): 13.9% (HO): 22.3%	*2025* (All): 44.2% (LI): 35.2% (EL): 4.4% (LTEL): 4.1% (FY): N/A (SwD): 16.5% (HO): 23.8%	*2026* All: 58% LI: 49% EL: 20% LTEL: 20% FY: 35% SwD: 30% HO: 39%	All: +1.2% LI: +1.2% EL: -0.6% LTEL: -0.9% FY: N/A% SwD: +1.5% HO: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	(SBAC) **EAP Progress:** Percentage of students who are college "ready" in **ELA** *Data Source: CAASPP*	*2023* 41.5%	*2024* 29.3%	*2025* 30.3%	*2026* 56.5%	-11.2%
4.5	Percentage of students meeting or exceeding grade-level standards on the **Math CAASPP** *Data Source: CAASPP*	*2023* All students (All): 32% Low Income LI): 23% English Learner (EL): 4% Long Term EL (LTEL): 2% Foster Youth (FY): 0% Students with Disabilities (SwD): 13% Homeless (HO): 18%	*2024* (All): 33% (LI): 23.8% (EL): 3.1% (LTEL): 0.7% (FY): N/A (SwD): 10.7% (HO): 13.6%	*2025* (All): 33.9% (LI): 24.5% (EL): 4.8% (LTEL): 1.7% (FY): N/A (SwD): 12.3% (HO): 14.8%	*2026* All: 47% LI: 38% EL: 19% LTEL: 17% FY: 35% SwD: 28% HO: 32%	All: +1.9% LI: +1.5% EL: +0.8% LTEL: -0.3% FY: N/A% SwD: -0.7% HO: -3.2%
4.6	(SBAC) **EAP Progress**: Percentage of students who are college "ready" in **Math** *Data Source: CAASPP*	*2023* 10%	*2024* 13.9%	*2025* 14.6%	*2026* 25%	+4.6%
4.7	Percentage of students meeting or exceeding grade-level standards on the CA **Science CAST** *Data Source: CAASPP*	*2023* All students (All): 29% Low Income LI): 21.6% English Learner (EL): 0.8% Long Term ELs (LTEL): 0% Foster Youth (FY): N/A Students with Disabilities (SwD): 9.6% Homeless (HO): 11.5%	*2024* (All): 28.5% (LI): 21.1% (EL): 0.2% (LTEL): 0% (FY): N/A (SwD): 6.2% (HO): 10.4%	*2025* (All): 30.1% (LI): 21.2% (EL): 1.7% (LTEL): 3.4% (FY): N/A (SwD): 9.8% (HO): 12.3%	*2026* All: 44% LI: 36.6% EL: 25% LTEL: 15 FY: 25% SwD: 24.6 HO: 26.5%	All: +1.1% LI: -0.4% EL: +0.9% LTEL: +3.4% FY: N/A SwD: +0.2% HO: +0.8%
4.8	**History / Social Science** Academic Performance: ***D and F Rate (Grades 9-12)*** *Data Source: Student Information System - Aeries*	*2023-24* All students (All): 25% Low Income (LI): 45% English Learner (EL): 50% Long Term ELs (LTEL): 51%	*2024-25* All: 14.4% LI: 21.9% EL: 39.4% LTEL: 44.6%	*2025-26 (May)* All: 25.8% LI: 29.9% EL: 58.1 LTEL: 31.8%	*2026-27* All: 10% LI: < 20% EL: <20% LTEL: <20% FY: <20%	All: +0.8% LI: -15.1% EL: +8.1% LTEL: -19.2% FY: -33.6% SWD: +13.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): 53% Students with Disabilities (SwD): 31% Homeless (HO): 51%	FY: 33.3% SWD: 34.5% HO: 33.7%	FY: 19.4% SWD: 44.2 HO: 41.5%	SwD: <20% HO: <20%	HO: -9.5%
4.9	**Graduation Rate** (Combined four and five year graduates) *Data Source: CA School Dashboard - Additional Reports*	*2023* All students (All): 85.9% Low Income (LI): 84.6% English Learner (EL): 68.8% Long Term ELs (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities: 58.6% Homeless (HO): 69.9%	*2024* (All): 86.8% (LI): 86% (EL): 69% (LTEL): 71.9% (FY): N/A (SWD): 64.4% (HO): 72.7%	*2025* (All): 88.8% (LI): 87.4% (EL): 76.4% (LTEL): 79.7% (FY): N/A (SWD): 70.5% (HO): 76.7%	*2026* All: >90% LI: >90% EL: >90% LTEL: >90% FY: >90% SwD: >70% HO: >90%	All: +2.9% LI: +2.8% EL: +7.6% LTEL: +7.8% FY: N/A SwD: +11.9% HO: +6.8%
4.10	**College / Career Readiness** *Data Source: CA School Dashboard*	*2023* All students (All): 37% Low Income (LI): 30% English Learner (EL): 6% Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 6% Homeless (HO): 18%	*2024* (All): 43.7% (LI): 37% (EL): 11.1% (LTEL): 9.9% (FY): N/A (SwD): 9.2% (HO): 18.4%	*2025* (All): 51.1% (LI): 44% (EL): 13% (LTEL): 11% (FY): N/A (SwD): 13.4% (HO): 17.5%	*2026* All: 52% LI: 45% EL: 21% LTEL: - FY: 40% SwD: 21% HO: 33%	All: +14.1% LI: +14% EL: +7% LTEL: +1.1% FY: N/A SwD: +7.4% H0: -0.5%%
4.11	Passing rate of Advance Placement **(AP)** Tests *Data Source: CA School Dashboard*	*2023* 56%	*2024:* 50.5%	*2025* *58.9%*	*2026* 66%	+2.9%
4.12	**Participate rate** in Advanced Placement (**AP**) courses *Data Source: Aeries Analytics*	*2024* All students (All): 15% Low Income (LI): 11% English Learner (EL): 0.45% Long Term EL (LTEL): 0.78%	*2025* (All): 16.5% (LI): 12.1% (EL): 0.59% (LTEL): 0.60% (FY): 3.1% (SwD): 1.9%	*2026* (All): 18.5% (LI): 14.7% (EL): 2.5% (LTEL): 2.0% (FY): N/A (SwD): 2.1%	*2027* All: 25% LI: 26% EL: 15.5% LTEL: 16% FY: 15%	All: +3.5% LI: +3.7% EL: +2% LTEL: +1.2% FY: -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth (FY): N/A Students with Disabilities (SwD): 0.81% Homeless (HO): 5%	(HO): 5.8%	(HO): 10.3%	SwD: 16% HO: 20%	SwD: +1.3% HO: +5.3%
4.13	The percentage of students completing **two semesters of college coursework** with a grade of C- or better in academic/CTE subjects *Data Source: CA School Dashboard*	*2023* 0.4%	*2024* 0%	*2025* 2.0%	*2026* *5%*	+1.6%
4.14	Percentage of students who met **UC/CSU requirements** (in combined graduation rate) *Data Source: CA School Dashboard*	*2023* All students (All): 39% Low Income (LI): 31.6% English Learner (EL): 6.9% Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 5.7% Homeless (HO): 15.9%	*2024* (All): 42.9% (LI): 36.4% (EL): 11.6% (LTEL): 13.3% (FY): N/A (SwD): 10.2% (HO): 19.5%	*2025* (All): 42.3% (LI): 34.6% (EL): 9.3% (LTEL): 10.2% (FY): N/A (SwD): 11.2% (HO): 14.1%	*2026* All: >65% LI: >65% EL: >65% LTEL: - FY: - SwD: >15% HO: >50%	All: +3.3% LI: +3% EL: +2.4% LTEL: -3.1% FY: - SwD: +5.5% HO: -1.8%
4.15	The percentage of students who complete at least **one CTE pathway** with a grade of C- or better in the capstone course *Data Source: CA School Dashboard*	*2023* All students (All): 2.4% Low Income (LI): 2.4% English Learner (EL): 0 Long Term EL (LTEL): N/A Foster Youth (FY): N/A Students with Disabilities (SwD): 2.4% Homeless (HO): 1.8%	*2024* (All): ~~19.4%~~ 23.2% (LI): ~~12.7%~~ 20.1% (EL): ~~0.9%~~ 9.3% (LTEL): ~~0.6%~~ 8.9% (FY): N/A (SwD): ~~1.3%~~ 12.5% (HO): ~~1.1%~~ 13.6%	*2025* (All): 30.6% (LI): 27.9% (EL): 10.4% (LTEL): 12.3% (FY): N/A (SwD): 20.9% (HO): 19.4%	*2026* All: >10% LI: >10% EL: >10% LTEL: - FY: - SwD: >10% HO: >10%	All: +28.2% LI: +25.5% EL: +1.1% LTEL: +3.4% FY: - SwD: +18.5% HO: +17.6%
4.16	The percentage of students who **met UC/CSU requirements and** completed at least **one CTE pathway** with a grade of C- or better in the capstone course	*2023* All students (All): 1.5% Low Income (LI): 1.4% English Learner (EL): 0 Long Term EL (LTEL): N/A Foster Youth (FY): N/A	*2024* (All): 14.1% (LI): 10.7% (EL): 2.8% (LTEL): 2.2% (FY): N/A	*2025* (All): 18.2% (LI): 14.5% (EL): 3.9% (LTEL): 5.3% (FY): N/A (SwD): 6.7%	*2026* All: >10% LI: >10% EL: >10% LTEL: - FY: - SwD: >10%	All: +16.7% LI: +13.1% EL: +3.9% LTEL: +3.1% FY: -N/A SwD: +6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	Students with Disabilities (SwD): 0 Homeless (HO): 0	(SwD): 2.8% (HO): 5.8%	(HO): 5.8%	HO: >10%	HO: +5.8%
4.17	Participation in Dual Language Immersion **(DLI)** Program *Data Source: Student Information System - Aeries*	*2023-24* 641 students	*2024-25:* 899 students	*2025-26* 927 students	*2026-27:* 950 students	+286 students
4.18	Participation in State **Seal of Biliteracy** *Data Source: CA School Dashboard*	*2023* 18%	*2024:* 23.4%	*2025* 25.2%	*2026* 25%	+7.2%
4.19	**English Learner Progress** *Data Source: CA School Dashboard*	*2023* English Learner (EL): 46.8% making progress	*2024:* English Learner (EL) 46.2% making progress	*2025* English Learner (EL) 44.2% making progress	*2026* EL > 66.8%	EL: -2.6%
4.20	Percentage of **English learners** (EL) who are **proficient** in English *Data Source: Summative ELPAC test.*	*2023* Level 4: well developed: 14.61% Level 3: moderately developed: 38.65% Level 2: somewhat developed: 29.58% Level 1: minimally developed: 17.17%	*2024* Level 4: 14.02% Level 3: 35.80% Level 2: 30.15% Level 1:: 20.03%	*2025* Level 4: 12.91% Level 3: 36.50% Level 2: 30.29% Level 1:: 20.30%	2026 Level 4: 30% Level 3: 54% Level 2: ~~45%~~ 10% Level 1: ~~32%~~ 6%	Level 4: -1.7% Level 3: -2.2% Level 2: +0.7% Level 1: +3.1%
4.21	Percentage of English learners who **reclassify** each year *Data Source: Student Information System - Aeries*	*2023-24* 4.2%	*2024-25* 15.2%	*2025-26* 9.9% (5.12.26)	*2026-27 Aeries SIS* data: ~~>65%~~ 20% 10.29.24 KF	+5.7%
4.22	Percentage of long term English learners who **reclassify** each year	*2023-24 Aeries SIS data:* 4.0%	*2024-25* 13.6%	*2025-26* 0 (5.12.26)	*2026-27 Aeries SIS* data: >~~65%~~ 22% 10.29.24 KF	-4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System - Aeries					
4.23	70% of students with disabilities participate in general education classes more than 80% of the time (**Least Restrictive Environment Rate**). *Data Source: ~~Student Information System - Aeries~~ DataQuest*	*2023-24* 59%	*2024-25* 62.5%	*2025-26* 64.4%	*2026-27* >70%	+5.4%
4.24	**Opportunities for meaningful student participation**: Average percent of parents reporting "Strongly Agree" ~~or "Agree"~~ *Data Source: CA Healthy Kids Survey*	*2023-24* Parents of student with no IEP: 42% Parents of student with IEP: 49%	*2024-25* Parents of student with no IEP: 47% Parents of student with IEP: 53%	*2025-26* Parents of student with no IEP: 43% Parents of student with IEP: 50%	*2026-27* No IEP: 57% IEP: 64%	No IEP: +1% IEP: +1%
4.25	**School Attendance** Rate *Data Source: Measurement & Monitoring*	*2023-24* All students (All): 92.3% Low Income (LI): 91.4% English Learner (EL): 92.2% Long Term EL (LTEL): 91.3% Foster Youth (FY): 90.6% Students with Disabilities (SwD): 91.7% Homeless (H): 90.1%	*2024-25* All: 92.9% LI: 93.99%	*2025-26* All: 93.6% LI: 93.2% EL: 93.1 LTEL: 89.5% FY: 91.7% SwD: 92.0% HO: 91.1%	*2026-27* All >95% LI >95% EL >95% LTEL >95% FY >95% SWD >95% HO >95%	All: +1.3% LI : +1.8% EL: +0.9% LTEL: -1.8% FY: +1.1% SWD +0.3% HO: +1.0%
4.26	**School Connectedness:** Average percent of **race/ethnicity** students reporting "agree" or	*2023-24* *Asian* Grade 6: 80% Grade 7: 52%	*2024-2025* *Asian* Grade 6: 57% Grade 7: 64%	*2025-26* *Asian* Grade 6: 59% Grade 7: 60%	*2026-27* *Asian* Grade 6: >80% Grade 7: >70%	Asian Gr 6: -21% Gr 7: +8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	"Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	Grade 8: 57% Grade 9: 56% Grade 11: 69% *Black or African American* Grade 7: 46% Grade 9: 60% Grade 11: 62% *Hispanic* Grade 6: 57% Grade 7: 53% Grade 8: 58% Grade 9: 58% Grade 11:56% *White* Grade 6: 62% Grade 7: 61% Grade 8: 62% Grade 9: 64% Grade 11: 62% *Multriacial* Grade 6: 59% Grade 7: 61% Grade 8: 48% Grade 9: 50% Grade 11: 58%	Grade 8: 61% Grade 9: 68% Grade 11: 67% *Black or African American* Grade 7: 45% Grade 9: 43% Grade 11: 56 *Hispanic* Grade 6: 59% Grade 7: 55% Grade 8: 57% Grade 9: 61% Grade 11:61% *White* Grade 6: 59% Grade 7: 63% Grade 8: 64% Grade 9: 70% Grade 11: 69% *Multriacial* Grade 6: 62% Grade 7: 63% Grade 8: 56% Grade 9: 62% Grade 11: 68%	Grade 8: 66% Grade 9: 66% Grade 11: n/a *Black or African American* Grade 7: 61% Grade 9: n/a Grade 11: n/a *Hispanic* Grade 6: 57% Grade 7: 57% Grade 8: 56% Grade 9: 62% Grade 11: 65% *White* Grade 6: 60% Grade 7: 66% Grade 8: 64% Grade 9: 69% Grade 11: 70% *Multriacial* Grade 6: 59% Grade 7: 69% Grade 8: 60% Grade 9: 57% Grade 11: n/a	Grade 8: >70% Grade 9: >70% Grade 11: >70% *Black or African A* Grade 7: >70% Grade 9: >70% Grade 11: >70% *Hispanic* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *White* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70% *Multriacial* Grade 6: >70% Grade 7: >70% Grade 8: >70% Grade 9: >70% Grade 11: >70%	Gr 8: +9% Gr 9: +10% Gr 11:n/a Black or AA Gr 7: +15% Gr 9: n/a Gr11: n/a Hispanic Gr 6: 0% Gr 7: +4% Gr 8: -2% Gr 9: +4% Gr 11:+9% White Gr 6: -2% Gr 7: +5% Gr 8: 0% Gr 9: +5% Gr 11:+8% Multiracial Gr 6: 0% Gr 7: +8% Gr 8: +12% Gr 9: +7% Gr 11:n/a
4.27	**School Connectedness:** Average percent of **students with an IEP** reporting feeling connected to school - "Agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* *Students with IEP* Grade 6: 52% Grade 7: 58% Grade 8: 55% Grade 9: 56% Grade 11: 53% *Students with No IEP* Grade 6: 63% Grade 7: 55% Grade 8: 60% Grade 9: 60% Grade 11: 60%	*2024-2025* *Students with IEP* Grade 6: 56% Grade 7: 63% Grade 8: 61% Grade 9: 61% Grade 11: 57% *Students with No IEP* Grade 6: 60% Grade 7: 57% Grade 8: 59% Grade 9: 64% Grade 11: 67%	*2025-26* *Students with IEP* Grade 6: 53% Grade 7: 62% Grade 8: 54% Grade 9: 63% Grade 11: 64% *Students with No IEP* Grade 6: 59% Grade 7: 61% Grade 8: 60% Grade 9: 64% Grade 11: 67%	*2026-27* *Students with IEP* Grade 6: 67% Grade 7: 73% Grade 8: 70% Grade 9: 71% Grade 11: 68% *Students w/ No IEP* Grade 6: 78% Grade 7: 70% Grade 8: 75% Grade 9: 75% Grade 11: 75%	Students IEP Gr 6: +1% Gr 7: +4% Gr 8: -1% Gr 9: +7% Gr 11:+11% Students No IEP Gr 6: -4% Gr 7: +6% Gr 8: 0% Gr 9: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Gr 11: +7%
4.28	**School Connectedness:** Average percent of **English learner** students reporting feeling connected to school - "Agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* *English learners* Grade 6: 63% Grade 7: 61% Grade 8: 49% Grade 9: 52% Grade 11: 50% *Not English learners* Grade 6: 60% Grade 7: 54% Grade 8: 59% Grade 9: 59% Grade 11: 59%	*2024-2025* *English learners* Grade 6: 56% Grade 7: 54% Grade 8: 61% Grade 9: 64% Grade 11: 46% *Not English learners* Grade 6: 61% Grade 7: 57% Grade 8: 59% Grade 9: 63% Grade 11: 66%	*2025-26* *English learners* Grade 6: 63% Grade 7: 60% Grade 8: 57% Grade 9: 57% Grade 11: 55% *Not English learners* Grade 6: 59% Grade 7: 60% Grade 8: 58% Grade 9: 64% Grade 11: 66%	*2026-27* *English learners* Grade 6: 78% Grade 7: 76% Grade 8: 64% Grade 9: 67% Grade 11: 65% *Not ELs* Grade 6: 75% Grade 7: 69% Grade 8: 74% Grade 9: 74% Grade 11: 74%	*English learners* Gr 6: 0% Gr 7: -1% Gr 8: +8% Gr 9: +5% Gr 11: +5% Not ELs Gr 6: -1% Gr 7: +6% Gr 8: -1% Gr 9: +5% Gr 11: +7%
4.29	**Percentage of students reading at or above grade level by the end of Grade 3.** *Data Source: i-Ready Reading Diagnostic* **New Metric** : Baseline data points will be added to the 2026-27 LCAP after completion of the fall 2026 testing of students in grade 3. "Target for Year 3 Outcome" data points will be added at the same time.	*Fall 2026* *Students in Grade 3* Reading at or above grade level: Reading 1 year below grade level: Reading 2 or more years below grade level	*N/A*	*N/A*	*Spring 2027* *Students in Grade 3* Reading at or above grade level: Reading 1 year below grade level: Reading 2 or more years below grade level	
4.30	**New Metric for 2026-27: Percentage of students in levels Standard Exceeded (Level 4), Standard Met (Level 3), Standard Nearly Met**	*2024-25* *Long-term English Learners* **Grade 6** Std Exceeded: 0 Std Met: 3.95% Std Nearly Met: 17.11%			*2025.26* *Long-term English Learners* **Grade 6** Std Exceeded: 2% Std Met: 6% Std Nearly Met: 20%	N/A new Metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Level 2), and Standard Not Met (Level 1) *Data Source: CAASPP*	Std Not Met: 78.95% **Grade 7:** Std Exceeded :0 Std Met: 0 Std Nearly Met: 18.81 Std Not Met: 81.19% **Grade 8**: Std Exceeded: 0 Std Met: 3.13% Std Nearly Met: 14.06% Std Not Met: 82.8% **Grade 11:** Std Exceeded: 1.89% Std Met: 11.32% Std Nearly Met: 22.64% Std Not Met: 64.15%			Std Not Met: 72% **Grade 7:** Std Exceeded :2% Std Met: 2% Std Nearly Met: 22% Std Not Met:74%% **Grade 8**: Std Exceeded: 2% Std Met: 5% Std Nearly Met: 16% Std Not Met: 77% **Grade 11:** Std Exceeded: 6% Std Met: 14% Std Nearly Met: 25% Std Not Met: 55%	

Goal 4 Analysis for 2025-26

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

1. 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.

Action 4.1 - ELA Supplemental Materials
Implementation of Action 4.1 was successful and fully implemented as planned. The district provided supplemental literacy resources, including intervention materials, books, software, and instructional licenses to support English learners, long-term English learners, foster youth, and low-income students. Educational partners identified literacy initiatives and targeted interventions as valuable supports that strengthened student engagement and access to academic assistance.

Action 4.2 - Math Supplemental Materials
Implementation of Action 4.2 was successful and supported the district's efforts to strengthen mathematics intervention systems. Middle school intervention support classes were utilized to identify and support students who were not responding adequately to Tier 2 interventions. Educational partners viewed mathematics initiatives, including Math Transformations professional learning for teachers and targeted intervention supports, as beneficial in improving student learning and engagement.

Action 4.3 - ELA
Implementation of Action 4.3 was successful and focused on strengthening standards-based literacy instruction and providing supplemental and intensive supports for students needing additional assistance. Educational partners reported that literacy-focused professional development, instructional coaching, and supplemental instructional resources positively supported classroom instruction. Families and advisory groups also expressed strong support for early literacy initiatives and targeted academic interventions designed to improve student achievement.

Action 4.4 - Math
Implementation of Action 4.4 was largely successful in supporting standards-aligned mathematics instruction; however, implementation challenges were identified. While mathematics professional development, instructional coaching, and intervention systems were viewed positively by educational partners, some high school sites did not fully adopt or implement a standards-aligned mathematics screening assessment system. This limited the intended impact of the action and contributed to inconsistency in identifying and supporting students requiring additional mathematics intervention.

Action 4.5 - NGSS

Implementation of Action 4.5 was successful and supported standards-aligned science instruction through the use of supplemental science resources, digital tools, science readers, and interactive learning experiences. These resources enhanced access to science learning for English learners, long-term English learners, foster youth, and low-income students and supported the implementation of Next Generation Science Standards across grade levels.

Action 4.6 History/Social Science
Action 4.6 was not implemented during the reporting period because no supplemental History/Social Science resources were identified as necessary by school sites. As a result, there were no substantive activities associated with this action during the year. The district determined that existing instructional resources were sufficient to support implementation of the History/Social Science curriculum.

Action 4.7 - Arts Program
Implementation of Action 4.7 was successful and expanded access to visual and performing arts opportunities for students. Programs such as the VUSD Festival of the Arts, Arts Under the Stars, choir performances, and drama productions provided meaningful opportunities for student participation and engagement. Educational partners expressed appreciation for arts programming and its contribution to student belonging, creativity, and overall educational experiences.

Action 4.8 - Athletics Program
Implementation of Action 4.8 was successful and strengthened athletic opportunities through the purchase of equipment, supplies, and transportation supports. Educational partners identified athletics as an important component of student engagement and school connectedness. These efforts helped reduce barriers to participation and supported opportunities for students to develop teamwork, leadership, and wellness skills.

Action 4.9 - College and Career Readiness
Implementation of Action 4.9 was partially successful. The district continued to support college and career readiness through A-G coursework, Career Technical Education pathways, and advanced academic opportunities; however, not all staff participated in Advanced Placement (AP) and International Baccalaureate (IB) professional development related to revised curriculum and assessment alignment. Educational partners continued to identify college readiness pathways and postsecondary preparation opportunities as valuable supports for students.

Action 4.10 - English Learner Program
Implementation of Action 4.10 was successful and provided targeted supports for English learners, long-term English learners, and dually identified students through English Language Development Resource Teachers (ELD RTs), supplemental instructional materials, interventions, and professional development. Educational partners recognized Guided Language Acquisition Design (GLAD), multilingual

learner supports, and instructional coaching as valuable strategies that strengthened classroom instruction and student learning. However, DELAC members noted ongoing challenges related to English learner reclassification and communication with families regarding student progress.

Action 4.11 - Special Education Program
Implementation of Action 4.11 was successful and expanded services and supports for students with disabilities through the addition of psychologists, social workers, a community liaison, and an Inclusion Resource Teacher. These efforts strengthened inclusive practices, staff training, and student support systems. Families and advisory groups expressed appreciation for expanded services while also identifying continued needs for stronger intervention systems, additional staffing supports such as instructional aides, and greater consistency in access to services across schools.

Action 4.12 - PK-3 Continuum
Implementation of Action 4.12 was successful and supported the expansion of the PK-3 continuum through teacher training, instructional materials, and leadership development. These efforts helped prepare educators to support younger transitional kindergarten students and strengthened alignment across early learning programs. Educational partners expressed support for early learning initiatives and recognized their importance in building strong foundations for future academic success.

Action 4.13 - Long-Term English Learner Support
Implementation of Action 4.13 was successful in supporting long-term English learners through collaborative planning and data analysis within site-based professional learning communities. Teachers utilized student data to identify academic and language development needs and adjust instruction accordingly. Educational partner feedback highlighted the importance of continued targeted support for long-term English learners, native language instruction, and intervention systems to ensure consistent progress and equitable outcomes for multilingual students.

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

Action 4.1 (ELA Supplemental Materials): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.2 (Math Supplemental Materials): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.3 (ELA Supports and Library Materials): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.4 (Math): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.5 (NGSS): A material difference between estimated actual expenditures of $140,466 compared to a budgeted amount of $184,500 resulted in a 26% variance. The variance reflects a less than anticipated need for supplemental NGSS instructional resources, such as K-12 consumables for lab science classes, during the year.

Action 4.6 (History/Social Science Studies): Budgeted expenditures for this action were $8,000. Estimated actual expenditures were $0. No supplemental History/Social Science resources were requested during the year.

Action 4.7 (Arts Program): A material difference between estimated actual expenditures of $3,085,367 compared to a budgeted amount of $3,462,475 The 12.2% variance was primarily related to lower-than-anticipated implementation costs for arts programming, performances, supplies, and related activities.

Action 4.8 (Athletics Program) A material difference between estimated actual expenditures of $667,265 compared to a budgeted amount of $526,500, resulted in a 27% variance. The increase was primarily due to higher-than-anticipated costs associated with athletic transportation, equipment and program support during implementation.

Action 4.9 (College & Career Readiness): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.10 (English Learner Program): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.11 (Special Education Program): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 4.12 (PK-3 Continuum): Estimated actual expenditures of $1,220,083 exceeded the budgeted amount of $714,000 due to the implementation of several additional Math Transformations professional learning contracts for elementary educators that were funded through the Early Educator Professional Development Grant.

Action 4.13 (Long-term English Learner Support). The implementation of Action 4.13 was cost neutral.

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

Goal 4 actions have been generally effective overall in supporting academic achievement, instructional quality, multilingual education, college and career readiness, and equitable access to learning opportunities across student groups. Educational partner feedback consistently identified instructional initiatives such as Math Transformations, Guided Language Acquisition Design (GLAD), tutoring, English language development (ELD) supports, and professional development as valuable strategies that strengthened teaching practices, student engagement, and academic support systems.

Action 4.1 (ELA Supplemental Materials) and **Action 4.3** (English Language Arts-ELA) demonstrated positive implementation outcomes. Under ***Metric 4.1***, District and site annual reviews, along with the SDCOE Williams settlement review, indicated that 100% of students had access to standards-aligned instructional materials from 2023 through 2025. Under ***Metric 4.2***, in 2023 through 2025, the district improved its rating from 4 to 5 for implementation of the state standards in the five core subject areas. Under ***Metric 4.3***, ELA CAASPP results also demonstrated overall improvement in student performance. The percentage of all students meeting or exceeding ELA standards increased from 43% in 2023 to 44.23% in 2025. Several historically underserved student groups also demonstrated marginal improvement during this period, including Students with Disabilities, which increased from 15% to 16.51%, and English Learners, which increased from 3.3% in 2024 to 4.43% in 2025. However, under ***Metric 4.4,*** the percentage of students identified as college ready in ELA through the CAASPP Early Assessment Program (EAP) decreased from 41.5% in 2023 to 30.3% in 2025. While overall progress was very modest, these trends suggest that supplemental literacy materials, intervention supports, and professional development efforts contributed positively to student learning outcomes; however, continued focus on ***Metric 4.4*** is needed to ensure students are college ready in ELA.

Action 4.2 (Math Supplemental Materials) and **Action 4.4** (Mathematics) demonstrated gradual improvement in student achievement and college readiness outcomes. Under ***Metric 4.5***, Math CAASPP performance for all students increased from 32% in 2023 to 33.85% in 2025, while Low Income students improved from 23% to 24.51%. English Learners and Long-Term English Learners also demonstrated improvement between 2024 and 2025. In addition, under ***Metric 4.6,*** the percentage of students identified as college ready in mathematics through the CAASPP Early Assessment Program (EAP) increased from 10% in 2023 to 14.62% in 2025. These outcomes suggest that intervention classes, instructional coaching, and standards-aligned mathematics supports contributed positively to student achievement in mathematics.

Action 4.5 (NGSS) demonstrated improvement in science achievement outcomes. Under ***Metric 4.7***, the percentage of all students meeting or exceeding standards on the CA Science CAST increased marginally from 29% in 2023 to 30.12% in 2025. Student groups including English Learners, Long-Term English Learners, Students with Disabilities, and Students Experiencing Homelessness also demonstrated

improvement between 2024 and 2025. These trends suggest that science curriculum implementation and NGSS instructional supports contributed positively to student access and achievement in science.

Action 4.6 (History/Social Science) demonstrated mixed effectiveness. Under ***Metric 4.8***, D and F rates in grades 9-12 improved significantly between 2023-24 and 2024-25 for all students and several student groups; however, 2025-26 data reflected increases in D and F rates for some student populations, including English Learners and Students with Disabilities. These patterns suggest that while some progress has occurred, continued focus on ***Metric 4.8*** is needed to improve outcomes consistently across all student groups.

Action 4.7 (Arts Program) and **Action 4.8** (Athletics Program) were effective in making progress toward the goal of improving academic achievement and equity through high-quality learning and teaching. By expanding access to arts, athletics, enrichment, transportation, supplies, and participation supports, these actions helped strengthen student engagement, belonging, and connection to school. These opportunities are especially important for English learners, long-term English learners, low-income students, foster youth, and other student groups because they reduce barriers to participation and support well-rounded educational experiences.

Under ***Metric 4.25***, school attendance improved from 2023-24 to 2025-26 for most student groups. Attendance increased for All Students from 92.3% to 93.6%, Low-Income Students from 91.4% to 93.2%, English Learners from 92.2% to 93.1%, Foster Youth from 90.6% to 91.7%, Students with Disabilities from 91.7% to 92.0%, and Students Experiencing Homelessness from 90.1% to 91.1%. These increases suggest that expanded engagement opportunities, including arts and athletics, contributed to stronger student participation in school. Long-term English learners were the only group showing a decline, decreasing from 91.3% to 89.5%, indicating a continued need for targeted engagement supports.

School connectedness results also showed generally positive trends. Under ***Metric 4.26***, several racial and ethnic student groups reported increased connectedness, including Hispanic students in Grades 7, 9, and 11; White students in Grades 7, 8, 9, and 11; Multiracial students in Grades 7, 8, and 9; and Asian students in Grades 7, 8, and 9. Under ***Metric 4.27***, students with IEPs reported increased connectedness in Grade 6 (52% to 53%), Grade 7 (58% to 62%), Grade 9 (56% to 63%), and Grade 11 (53% to 64%). Under ***Metric 4.28***, English learners also reported improved connectedness in Grade 8 (49% to 57%), Grade 9 (52% to 57%), and Grade 11 (50% to 55%), while Grade 6 remained stable at 63%.

Overall, Actions 4.7 and 4.8 contributed positively to student engagement, school attendance, and school connectedness from 2023-24 through 2025-26. While some student groups and grade levels experienced flat or declining results, the overall pattern suggests that arts and athletics programming supported stronger student participation, belonging, and access to well-rounded educational opportunities. Continued focus on these ***Metrics 4.7 and 4.8*** will help ensure that historically underserved student groups experience equitable access to these programs.

Action 4.9 (College and Career Readiness) demonstrated strong positive outcomes. Under ***Metric 4.9***, graduation rates improved districtwide from 85.9% in 2023 to 88.8% in 2025. Several historically underserved student groups also demonstrated substantial gains, including Students with Disabilities, which increased from 58.6% to 70.5%, English Learners, which increased from 68.8% to 76.4%, and Students Experiencing Homelessness, which increased from 69.9% to 76.7%. Under ***Metric 4.10***, College and Career Indicator outcomes also improved significantly, with all students increasing from 37% in 2023 to 51.1% in 2025. Gains were also demonstrated among English Learners, Students with Disabilities, and Low Income students. Under ***Metric 4.12***, participation in Advanced Placement (AP) courses increased across nearly all student groups between 2024 and 2025, including English Learners, Students with Disabilities, and Students Experiencing Homelessness. Under ***Metric 4.11***, AP test passing rates also increased from 50.5% in 2024 to 58.9% in 2025. Under ***Metric 4.13***, participation in dual enrollment courses increased from 0.4% in 2023 to 2% in 2025. Under ***Metric 4.15***, the percentage of students who completed a CTE pathway improved significantly from 2.4% in 2023 to 30.6%. Significant improvement was also seen from Students with Disabilities, Students Experiencing Homelessness, Low-Income Students, English Learners, Long-term English Learners, and Foster Youth. Under ***Metric 4.16***, similar results to Metric 4.15 were also observed, for students who met UC/SCU requirements and also completed one CTE pathway. These trends indicate that college readiness supports, advanced coursework access, and graduation interventions contributed positively to improved postsecondary readiness outcomes.

At the same time, some college readiness indicators reflected ongoing challenges. Under ***Metric 4.14***, the percentage of students meeting UC/CSU A-G requirements increased between 2023 and 2024 but declined slightly in 2025 for several student groups, including English Learners and Students Experiencing Homelessness. These results show that continued focus on ***Metric 4.14*** is needed to strengthen equitable access to rigorous coursework and completion of college entrance requirements.

Action 4.10 (English Learner) and **Action 4.13** (Long-term English Learner Support) program supports, demonstrated positive outcomes in multilingual education access and biliteracy opportunities. ***Under Metric 4.17***, participation in the Dual Language Immersion (DLI) Program increased from 641 students in 2023-24 to 927 students in 2025-26. Under ***Metric 4.18***, participation in the State Seal of Biliteracy also increased from 18% in 2023 to 25.2% in 2025, indicating growth in multilingual learning opportunities and biliteracy achievement. Under ***Metric 4.20***, ELPAC proficiency data remained relatively stable, with approximately one-third of English Learners performing at Level 3 and a smaller percentage reaching Level 4. Under ***Metric 4.21***, the percentage of English learners who reclassified each year improved from 4.2% in 2023-24 to 9.9% in 2025-26. However, under ***Metric 4.19***, English Learner Progress Indicator data reflected a gradual decline in the percentage of English Learners making progress toward English proficiency, decreasing from 46.8% in 2023 to 44.2% in 2025 and under ***Metric 4.22***, the percentage of long-term English learners who reclassify each year decreased from 4% in 2023-24 to 0% in 2025-26. These outcomes suggest that while multilingual learning opportunities expanded, continued focus on ***Metrics 4.19*** and ***4.22*** are needed to ensure improved outcomes for English learners and long-term English learners in English language proficiency.

Action 4.11 (Special Education) program supports, demonstrated progress in inclusive practices and access to general education environments. Under ***Metric 4.23***, the percentage of students with disabilities participating in general education classes more than 80% of the time increased from 59% in 2023-24 to 64.4% in 2025-26. Under ***Metric 4.24***, the percentage of parents of Students with Disabilities who reported they "Strongly Agree" that there are opportunities for meaningful student participation in the educational program increased from 49% in 2023-24 to 50% in 2025-26. Under ***Metrics 4.9 and 4.10***, graduation rates and college and career readiness outcomes for Students with Disabilities also improved over time, suggesting that expanded staffing, inclusion supports, and targeted interventions contributed positively to student access and outcomes.

Action 4.12 (PK-3 Continuum) does not have a metric to determine its efficacy. For the 2026-27 school year, the following metric will be added: ***Metric 4.29*** - **Percentage of students reading at or above grade level by the end of Grade 3.** The data source will be *i-Ready Reading Diagnostic.* For the 2025-26 school year, the online platform *Amira* was used as the assessment instrument. However, based on educational partner feedback, *Amira* will be discontinued and *i-Ready Diagnostic* will be used in its place starting the 2026-27 school year. Therefore, the baseline assessment data will come from the fall 2026 assessment window and will be added to the 2026-27 LCAP at this time. "Target for Year 3 Outcome" data points will also be added at that time. (Students will also be assessed in winter and spring of 2027 using the *i-Ready* platform)

Action 4.13 (Long-Term English Learner Support) was partially effective in advancing the goal of improving academic outcomes and equity for Long-Term English Learners (LTELs). Through regularly scheduled collaborative planning within site-based Professional Learning Communities (PLCs), teachers analyzed LTEL student data, identified language development and academic needs, and adjusted instruction and supports. These efforts contributed to some improvement in LTEL outcomes, particularly in college and career readiness; however, academic achievement results indicate that significant performance gaps remain.

Evidence of effectiveness is reflected in the College and Career Indicator. Under ***Metric 4.10***, the percentage of Long-Term English Learners meeting the College and Career Prepared level increased from 9.9% in 2024 to 11.0% in 2025, demonstrating modest progress in preparing LTEL students for postsecondary success. This improvement suggests that increased attention to LTEL data and instructional planning may be contributing to improved long-term outcomes for this student group.

At the same time, English Language Arts achievement data indicate that the action has not yet resulted in sustained academic improvement. Under ***Metric 4.3***, the percentage of LTEL students meeting or exceeding grade-level standards on the ELA CAASPP declined from 5.0% in 2023 to 1.7% in 2024 before improving to 4.1% in 2025. While the increase from 2024 to 2025 is encouraging, 2025 performance remained below the 2023 baseline, indicating that most LTEL students continue to struggle to meet grade-level ELA standards. Continued focus on ***Metric 4.3*** is needed to ensure improved long term outcomes.

Overall, Action 4.13 has shown early signs of effectiveness, particularly in college and career readiness outcomes, but has been only partially effective in improving academic achievement for Long-Term English Learners. Continued implementation of LTEL-focused PLCs, targeted language development supports, and data-driven instructional adjustments will be necessary to accelerate academic growth and close persistent achievement gaps for this student group. A new metric will be added for the 2026-27 school year that will consider Achievement Level Distribution for grades 6, 7, 8, and 11 in English Language Arts for Long-term English Learners.

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.

Goal: No changes have been made to the planned goal for the 2026–27 school year.

Action 4.10 English Learner Program has been revised to include professional development.

Original: *We will provide additional support for English learners (EL), long-term ELs, and dually identified students (EL/foster youth, EL/students from low income families) at elementary and secondary sites using English Language Development Resource Teachers (ELD RT). Classroom teachers will also be supported through a collaborative partnership with the ELD RT's, supplemental instructional/technology materials, interventions and strategies, and ongoing professional development.*

Revised: *We will provide additional support for English learners (EL), long-term ELs, and dually identified students (EL/foster youth, EL/students from low income families) at elementary and secondary sites using English Language Development Resource Teachers (ELD RT). Classroom teachers will be supported by their site-based ELD RT with supplemental instructional/technology materials, interventions and strategies, and ongoing professional development. District-wide PD will also be provided by a GLAD certified Teacher on Special Assignment.*

Metric 4.29 will be added to the 2026-27 LCAP to measure the effectiveness of Action 4.12 - PK-3 Continuum.

Metric 4.30 will be added to the 2026-27 LCAP to measure the effectiveness of Action 4.13 - Long-Term English Learner Supports

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.

Goal 4 Actions

Action #	Title	Description	Total Funds	Contributing
4.1	ELA Supplemental Materials *(LREBG-funded action)*	We will provide specific intervention resources (phonemic awareness intervention, fluency intervention) for the implementation of supplemental and intensive supports/programs principally purposed for English learners (EL), long-term ELs, foster youth, and students from low-income families. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learner (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *The Science of Reading is a comprehensive body of research that explains how students learn to read, emphasizing that strong reading comprehension depends on both decoding and language comprehension. Phonemic awareness is essential for early reading success and helps students hear and manipulate sounds in words, laying the groundwork for decoding. The district uses Benchmark Phenomics, which bridges decoding and comprehension, allowing students to read smoothly and focus on meaning. Benchmark Phonics is considered an evidence-based program. It is grounded in the Science of Reading. Developed with literacy expert Wiley Blevins, Ed.D., the program offers explicit, systematic, and multimodal instruction designed for Tier 1 and Tier 2 settings.* ***Funding Amount*** *$350,000 in LREBG funds will be used to fund supplemental standards-aligned instructional materials resources for ELA.*	$ 2,590,000	Y

Action #	Title	Description	Total Funds	Contributing
		Metrics for Monitoring *This action will be monitored by the % of students who meet or exceed grade-level standards on the CAASPP ELAassessment (Metric 4.3).*		
4.2	Math Supplemental Materials	We will implement a program that analyzes school-level math assessment data to identify English learners (EL), long-term ELs, foster youth, and students from low-income families (non responders) not progressing adequately in Tier 2 intervention programs. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs , Foothill Oak Elementary - English learners (EL), long-term ELs , Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs	$ 1,453,587	Y

4.3	ELA *(LREBG-funded action)*	We will implement universally-designed, standards-based lessons and units that ensure that all English learners (EL), long-term ELs, foster youth, and students from low-income families demonstrate continuous improvement in all strands of ELA and are provided with supplemental and intensive support when needed. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Language Arts*:** Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. ***Mathematics*:** Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs, Hispanic students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic students, students with disabilities, Vista Vision Academy - Hispanic students.	$ 1,516,439	Y

Action #	Title	Description	Total Funds	Contributing
		This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *Universal Design for Learning (UDL) is an evidence-based educational framework designed to meet the diverse needs of all learners by proactively reducing barriers to instruction. Developed by the Center for Applied Special Technology (CAST) and grounded in cognitive neuroscience, UDL promotes flexibility in teaching through three core principles: offering multiple means of representation, action and expression, and engagement. Rao, Ok, and Bryant (2014) conducted a systematic review of empirical studies on the implementation of Universal Design for Learning (UDL) across K–12 and higher education settings. Their analysis found that UDL had positive effects on student engagement, access to the curriculum, and academic achievement. These benefits were noted for students with disabilities and English learners, highlighting UDL's potential to support diverse learners in inclusive environments.* ***Funding Amount*** *$358,000 in LREBG funds will be used to fund professional development for new to VUSD teachers and administrators for systematic literacy instruction and research-based lesson design and delivery* ***Metrics for Monitoring***		

Action #	Title	Description	Total Funds	Contributing
		This action will be monitored by the % of students who meet or exceed grade-level standards on the CAASPP ELA assessment (Metric 4.3).		
4.4	Math	We will implement universally-designed, standards-based lessons and units that ensure that all English learners (EL), long-term ELs, foster youth, and students from low-income families demonstrate continuous improvement in all strands of math and are provided with supplemental and intensive support when needed. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Language Arts*:** Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. ***Mathematics*:** Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English	$ 1,514,500	Y

Action #	Title	Description	Total Funds	Contributing
		learners (EL), long-term ELs, Hispanic students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic students, students with disabilities, Vista Vision Academy - Hispanic students. ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs		
4.5	NGSS	We will provide supplemental K-12 science resources to include science readers with real world connections, digital resources, and interactive learning tools such as virtual lab experiences, for our English learners (EL), long-term ELs, foster youth, and students from low-income families who need extra support in science.	$ 170,000	Y
4.6	History Social Studies	We will provide supplementary resources to include realia, online subscriptions, and skills development materials, to improve comprehension, increase motivation, and assist English learners (EL), long-term ELs, foster youth, and students from low-income families who need extra support in history social/studies.	$ 138,000	Y
4.7	Arts Program	We will enhance arts programs to support English learners (EL), long-term ELs, low-income students, and foster youth by providing targeted funding and resources. This includes offering scholarships, supplies, and transportation to remove financial barriers; conducting outreach to inform and engage these student groups; integrating academic support to maintain eligibility; providing culturally responsive instruction; and offering mental health and wellness services. We aim to increase participation, improve creative skills, social skills, and academic performance, and foster a sense of belonging and engagement among these underserved students. Regular monitoring and adjustments will ensure the programs effectively meet their needs.	$ 3,111,558	Y

Action #	Title	Description	Total Funds	Contributing
4.8	Athletics Program	We will provide athletic program support principally directed for English learners (EL), long-term ELs, low-income students, and foster youth by providing targeted funding and resources.This includes offering scholarships, equipment, and transportation to remove financial barriers; conducting outreach to inform and engage these student groups; integrating academic support to maintain eligibility; providing culturally responsive coaching; and offering mental health and wellness services. We aim to increase participation, improve physical health, social skills, and academic performance, and foster a sense of belonging and engagement among these underserved students. Regular monitoring and adjustments will ensure the programs effectively meet their needs.	$ 1,118,275	Y
4.9	College & Career Readiness *(LREBG-funded action)*	We will implement programs and supports designed to ensure that English learners (EL), long-term ELs, foster youth, and students from low-income families are enrolled in a comprehensive course of study that prepares them for postsecondary success. This will include initiatives aimed at improving A-G completion rates, expanding access to Advanced Placement (AP) and International Baccalaureate (IB) courses, enhancing Career Technical Education (CTE), and developing Career Pathways. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: **College & Career Indicator:** Alta Vista High - all students, Major General Raymond Murray High - all students, the District - English learners (EL), long-term ELs, students with disabilities, Vista High - students with disabilities ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *Expanding course offerings at the high school level is a research-supported strategy to improve student engagement, address learning gaps, and increase college and career readiness. Providing accelerated learning opportunities, such as honors, Advanced Placement (AP), dual enrollment, and career pathway*	$ 3,935,929	Y

Action #	Title	Description	Total Funds	Contributing
		courses, enables students to deepen content knowledge, build academic confidence, and earn college credit, particularly benefiting historically underserved student groups. Research from the College Board (2014) and U.S. Department of Education (2021) shows that access to rigorous coursework is positively associated with higher rates of high school completion, postsecondary enrollment, and long-term earning potential. Offering credit recovery courses is critical for students who have fallen behind. In a 2016 study from the American Institutes for Research (AIR), students who participate in structured credit recovery programs demonstrate higher rates of graduation compared to their peers without access to such opportunities. The What Works Clearinghouse supports credit recovery as an evidence-based intervention for increasing graduation rates, one of the key indicators under the Every Student Succeeds Act (ESSA). ***Funding Amount*** *$3,502,138 in LREBG funds will be used to expand course offerings in high school to provide for accelerated learning and credit recovery.* ***Metrics for Monitoring*** *This action will be monitored by the % of students who are prepared on the College/Career indicator (CA School Dashboard) (Metric 4.10).*		
4.10	English Learner Program	We will provide additional support for English learners (EL), long-term ELs, and dually identified students (EL/foster youth, EL/students from low income families) at elementary and secondary sites using English Language Development Resource Teachers (ELD RT). Classroom teachers will be supported by their site-based ELD RT with supplemental instructional/technology materials, interventions and strategies, and ongoing professional development. District-wide PD will also be provided by a GLAD certified Teacher on Special Assignment. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Language Arts*:** Bobier Elementary - all students, Foothill Oak Elementary - all students, Roosevelt Middle - all students. the District - English	$ 4,694,104	Y

Action #	Title	Description	Total Funds	Contributing
		learners (EL), long-term ELs, foster youth, and students with disabilities, Alamosa Park Elementary - students with disabilities, Bobier Elementary - English learners (EL), long-term ELs, Hispanic, students with disabilities, Foothill Oak Elementary - English learners (EL), long-term ELs, Hispanic, low-income students, students with disabilities, Grapevine Elementary - English Learners (EL), long-term ELs, students with disabilities, Hannalei Elementary - English learners (EL), long-term ELs, students with disabilities, Madison Middle - English learners (EL), long-term ELs, students with disabilities, Maryland Elementary - English learners, Roosevelt Middle - English learners (EL), long-term ELs, Hispanic, Homeless students, low-income students, Vista High - English learners (EL), long-term ELs, students with disabilities, VIDA - English learners (EL), long-term ELs, students with disabilities. ***Mathematics*:** Vista High - all students, Vista Visions Academy all students, the District - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Grapevine Elementary - students with disabilities, Hannalei Elementary - students with disabilities, Madison Middle - English learners (EL), long-term ELs, Hispanic, students with disabilities, Maryland Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - students with disabilities, Roosevelt Middle - English learners (EL), long-term ELs, Vista High - English learners (EL), long-term ELs, Hispanic students, students with disabilities, white students, VIDA - English learners (EL), long-term ELs, Hispanic students, students with disabilities, Vista Vision Academy - Hispanic students. ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs		

Action #	Title	Description	Total Funds	Contributing
4.11	Special Education Program	We will fund an Inclusion Resource Teacher (culturally responsive-sustaining (CR-S) education) who will provide training and support for staff on inclusive practices and anti-ableism for our dually identified students (SWD/foster youth, SWD/students from low income families, SWD/ English learners (EL), long-term ELs) and apply theory to classroom strategies, and provide training on universal design for learning (UDL). This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: **College & Career Indicator:** Alta Vista High - all students, Major General Murray High School, the District - English learners (EL), long-term ELs, students with disabilities, Vista High - students with disabilities This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: ***English Learner Progression Indicator:*** T.H.E. Leadership Academy - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Bobier Elementary - English learners (EL), long-term ELs, Foothill Oak Elementary - English learners (EL), long-term ELs, Hannalei Elementary - English learners (EL), long-term ELs, Rancho Buena Vista High - English learners (EL), long-term ELs	$ 4,793,845	Y
4.12	PK-3 Continuum	We will develop strategic alliances with both internal and external educational partners to foster a shared vision, enhance collaboration, and establish mutual accountability, all essential for the sustainability of our P-3 initiatives. Additionally, we will ensure that leaders continuously develop the knowledge, skills, and competencies necessary to support high-quality teaching, learning, and child development throughout the P-3 continuum.	$ 115,000	N

Action #	Title	Description	Total Funds	Contributing
4.13	Long-Term English Learner Support	To improve academic outcomes and equity for long-term English learners (LTELs), school sites will implement regularly scheduled collaborative planning among teachers using existing site-based professional learning communities (PLCs). These PLCs will focus on analyzing LTEL student data, identifying language development and academic needs, and adjusting instruction and support accordingly.	$0	N

LCAP Goal 5 - Conditions of Learning

LCAP Goal #	Description	Type of Goal
5	Strengthen workforce development and support systems with **high quality, flexible, and adaptable staff** to improve educational outcomes This goal focuses on strengthening our recruitment and professional development to create a high quality, flexible, and adaptable educational workforce, improving outcomes across the district. We aim to collaborate with universities to fill challenging positions and use dynamic recruitment strategies to reflect our diverse student body. A tailored onboarding and continuous professional development program will ensure new hires are well-prepared and adaptable to changing educational demands. Additionally, we will enhance our multi-tiered support system with staff to ensure more personalized and effective teaching environments, particularly in elementary schools.	Broad Goal

State Priorities addressed by this goal.

Priority 1 - Basic Services and Conditions: This goal directly supports the state priority of providing basic educational services by ensuring that all staff, both teaching and non-teaching, are well-prepared and qualified to meet educational standards and student needs.

An explanation of why the LEA has developed this goal.

This goal is aimed at addressing gaps in current staffing capabilities, particularly in hard-to-fill positions and areas requiring specialized knowledge and skills. By investing in robust recruitment, onboarding, and professional development programs, the district aims to attract and retain high-quality staff who can deliver effective teaching and support to all students. The initiative is also a response to the feedback from educational partners who have emphasized the need for a more responsive and diverse teaching staff to reflect the demographics and needs of the student population. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 5 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	100% of teachers will be **appropriately assigned and fully credentialed** in the subject areas and for the students they are teaching *DataQuest: Teaching Assignment Monitoring Outcomes by FTE* ~~*Data Source: Human Relations and the CalSAAS reportCA State Dashboard*~~	*2023* 100%	2024 ~~100%~~ 88.7%	2024 (most recent) 88.7%	*2026* 100%	-11.3%
5.2	**Staff Working Environment** is supportive, promotes trust, is inviting, and promotes participation: Average percent of **staff** reporting "Strongly agree" *Data Source: California Healthy Kids Survey*	*2023* All Schools: 34% Elementary: 34% Middle: 28% High: 25% Non Traditional: 63%	*2024-25* All Schools: 41% Elementary: 45% Middle: 38% High: 19% Non Traditional: 44%	*2025-26* All Schools: 42% Elementary: 45% Middle: 33% High: 37% Non Traditional: 35%	*2026* All Schools: >60% Elementary: >60% Middle: >60% High: >60% Non Traditional: >60%	Allschools: +8% K-5: +11% 6-8: +5% 9-12: +12% Non Traditional: -28%
5.3	***Discontinue Metric: Does not align with Goal 5*** Adequate **counseling and support for students**: Average percent of **staff** reporting "Strongly agree" *Data Source: California Healthy Kids Survey*	*2023* All schools: 33% Elementary: 41% Middle: 26% High: 28% Non Traditional: 46%	*2024-2025* All schools: 48% Elementary: 49% Middle: 50% High: 33% Non Traditional: 67%	*2025-26* *Discontinue Metric*	*2026* All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Not Applicable
5.4	***Discontinue Metric: Does not align with Goal 5*** **Safe place for students**: Average percent of **staff** reporting "Strongly agree" *Data Source: California Healthy Kids Survey*	*2023* All schools: 38% Elementary: 50% Middle: 20% High: 31% Non Traditional: 82%	*2024-2025* All schools: 47% Elementary: 57% Middle: 31% High: 18% Non Traditional: 42%	*2025-26* *Discontinue Metric*	*2026* All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Not Applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.5	***Discontinue Metric: Does not align with Goal 5. This same metric can be found under Goal 4 Metric # 4.3*** Percentage of students meeting or exceeding grade-level standards on the **ELA CAASPP** *Data Source: CAASPP*	*2023-24* All students (All): 43% Low Income (LI): 34% English Learner (EL): 5% Long Term EL (LTEL): 5% Foster Youth (FY): N/A Students with Disabilities (SwD): 15% Homeless (HO): 24%	*2024-25* All students (All): 42.7% Low Income (LI): 33.6% English Learner (EL): 3.3% Long Term EL (LTEL): 1.7% Foster Youth (FY): N/A Students with Disabilities (SwD): 13.9% Homeless (HO): 22.3%	*2025-26* *Metric discontinued end of 2024-25 school year*	*2026* All: 58% LI: 49% EL: 20% LTEL: 20% FY: 35% SwD: 30% HO: 39%	Not Applicable
5.6	***Discontinue Metric: Does not align with Goal 5. This same metric can be found under Goal 4 Metric # 4.5*** Percentage of students meeting or exceeding grade-level standards on the **Math CAASPP** *Data Source: CAASPP*	*2023* All students (All): 32% Low Income LI): 23% English Learner (EL): 4% Long Term EL (LTEL): 2% Foster Youth (FY): 0% Students with Disabilities (SwD): 13% Homeless (HO): 18%	*2024* All students (All): 33% Low Income (LI): 23.8% English Learner (EL): 3.1% Long Term EL (LTEL): 0.7% Foster Youth (FY): N/A Students with Disabilities (SwD): 10.7% Homeless (HO): 13.6%	*2025-26* *Metric discontinued end of 2024-25 school year*	*2026* All: 47% LI: 38% EL: 19% LTEL: 17% FY: 35% SwD: 28%% HO: 32%	Not Applicable

Goal 5 Analysis for 2025-26

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

1. 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.

Action 5.1 - Raising the Standards
Implementation of Action 5.1 was successful and supported the district's efforts to recruit qualified staff for hard-to-fill positions at high-needs schools. Ongoing partnerships with universities and teacher preparation programs helped strengthen recruitment pipelines and support staffing needs for schools serving large numbers of low-income students, English learners, and foster youth. Educational partners recognized the importance of these recruitment efforts; however, administrators, families, and advisory groups continued to identify challenges related to the recruitment and retention of instructional aides, Dual Language Immersion (DLI) teachers, and bilingual staff.

Action 5.2 - New Employee Professional Development
Implementation of Action 5.2 was successful and provided comprehensive onboarding and support for newly hired employees. Summer professional development focused on special education and Multi-Tiered System of Supports (MTSS) practices which helped prepare new certificated staff to meet the needs of students at high-needs schools. Educational partner feedback highlighted the value of onboarding and training opportunities in building staff capacity and supporting successful transitions into new positions.

Action 5.3 - Extended School Year for Professional Development
Implementation of Action 5.3 was successful with expanded professional learning opportunities provided for certificated and classified staff through an additional three work days. Educational partners consistently identified districtwide professional learning, collaboration opportunities, and shared instructional resources as valuable supports that strengthened communication, professional growth, and staff effectiveness. These efforts contributed to building staff capacity and supporting the implementation of evidence-based instructional practices across schools.

Action 5.4 - Improved Teaching and Learning
Implementation of Action 5.4 was successful and provided leadership development opportunities aligned with evidence-based instructional practices. Administrators and staff reported that professional learning, instructional coaching, and leadership development positively supported classroom instruction and school improvement efforts. California Healthy Kids Survey data also reflected improvements in workplace climate, with the percentage of staff reporting that their work environment is supportive, promotes trust, is inviting, and encourages participation increasing from 34% in 2023-24 to 42% in 2025-26 districtwide. High school staff perceptions showed notable improvement, increasing from 19% in 2024-25 to 37% in 2025-26, suggesting that leadership development and collaboration efforts contributed positively to staff culture and organizational effectiveness.

Action 5.5 - Learning Recovery and Class Size Reduction
Implementation of Action 5.5 was successful and supported the district's efforts to strengthen its multi-tiered system of supports through additional staffing and reduced class sizes at high-needs schools. Additional teaching positions helped provide more personalized support for low-income students, English learners, and foster youth while improving teaching and learning environments in high-concentration elementary schools. Educational partners recognized the value of these staffing supports; however, administrators and classified staff noted that staffing shortages and increasing training demands continue to create workload pressures. Educational partners also identified concerns regarding the inconsistent distribution of experienced and bilingual staff across school sites, which may affect equitable access to supports and program continuity.

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

Action 5.1 (Raising the Standards): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5.2 (New Employee Professional Development): A material difference between estimated actual expenditures of $376,384 compared to a budgeted amount of $602,632, resulted in a 38% variance. The variance was primarily due to lower-than-anticipated onboarding and professional development costs based on participation levels, staffing needs, and implementation adjustments during the year.

Action 5.3 (Extended School Year for Professional Development): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5.4 (Improved Teaching and Learning): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5.5 (Learning Recovery and Class Size Reduction): Estimated actual expenditures of $3,063,631 were approximately 13.4% lower than the budgeted amount of $3,538,003. While all Supplemental and Concentration funds were expended on class size reduction at the lower elementary grades, expenditures associated with increasing the daily substitute teacher rate were lower than originally projected.

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

Action 5.1 (Raising the Standards), **Action 5.2** (New Employee Professional Development), **Action 5.3** (Extended School Year for Professional Development), **Action 5.4** (Improved Teaching and Learning), and **Action 5.5** (Learning Recovery and Class Size Reduction) were effective overall in advancing the goal of strengthening workforce development and support systems with high-quality, flexible, and adaptable staff.

These actions supported recruitment efforts, onboarding of new employees, leadership development, professional learning opportunities, and additional staffing at high-needs schools. Educational partner feedback consistently identified collaboration opportunities, professional development, bilingual staff, community liaisons, and leadership support as valuable components of a stronger workforce system that positively supported students, families, and staff.

Evidence of effectiveness is reflected in ***Metric 5.2***, which measures staff perceptions of whether their work environment is supportive, promotes trust, is inviting, and encourages participation. From 2023 to 2025-26, districtwide staff reporting "Strongly Agree" increased from 34% to 42%. Positive gains were also observed across school levels, including increases from 34% to 45% at elementary schools, from 28% to 33% at middle schools, and from 25% to 37% at high schools. These improvements suggest that professional learning opportunities, leadership development, onboarding supports, and collaboration structures contributed positively to workplace culture, staff engagement, and organizational capacity.

At the same time, the actions were only partially effective in addressing workforce capacity and staffing challenges. ***Metric 5.1*** showed that the percentage of teachers who were appropriately assigned and fully credentialed declined from 100% in 2023 to 88.7% in 2024, indicating ongoing challenges related to recruitment, retention, and staffing in hard-to-fill positions. Educational partner feedback reinforced these findings, with administrators, classified staff, DELAC, DPAC, and Spanish-speaking families identifying continued concerns regarding staffing shortages, recruitment and retention of bilingual staff and instructional aides, and inconsistent access to specialized staff across school sites. Classified staff also expressed a need for more differentiated professional development opportunities aligned to specific job responsibilities.

Overall, these actions were effective in improving professional learning opportunities, workplace culture, staff collaboration, leadership capacity, and support systems for employees. However, continued focus on Metrics 5.1 and 5.2 are needed to ensure the district fully achieves the goal of maintaining a high-quality, flexible, and adaptable workforce that supports improved educational outcomes for all students.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 5 Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Raising the Standards	We will maintain ongoing partnerships with universities and teacher preparation programs to strategically increase the deployment of interns in hard-to-fill positions at high needs schools (with higher percentages of unduplicated students). This will ensure that our staffing meets the diverse needs of low-income students, English learners, and foster youth.	$ 153,000	Y
5.2	New Employee PD	This program is designed to ensure that new employees are well-prepared and supported as they transition into their new positions at our high needs schools (high percentages of low-income students, English learners, and foster youth).	$ 824,580	Y
5.3	Extended School Year for PD	Coordinate certificated and classified professional development to provide ongoing evidence based professional development that serves and supports teachers of low-income students, English learners, and foster youth: two days in the fall and one day in the spring.	$ 2,930,000	Y
5.4	Improved Teaching & Learning	This initiative will provide leaders at our high needs schools (large numbers of low-income students, English learners, and foster youth) with ongoing development opportunities that are aligned with evidence-based practices to support teachers in the classroom. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: **College & Career Indicator:** Vista High - Students with disabilities, Alta Vista High - all students, Major General Raymond Murray High - all students, the District - English learners, students with disabilities	$ 20,000	Y
5.5	Learning Recovery & Class Size Reduction *(LREBG-funded action)*	The district will continue to enhance its multi-tiered system of support for low-income students, English learners, and foster youth by providing additional staffing. This strategy aims to ensure more personalized and effective support in both general and specialized educational settings. Further, to improve teaching and learning environments in high concentration elementary schools, the district will create additional positions to help reduce class sizes. ***Learning Recovery Emergency Block Grant***	$ 4,017,538	Y

Action #	Title	Description	Total Funds	Contributing
		Research Based Rationale *Using LREBG funds to provide substitute teachers so educators can attend targeted professional development (PD) is a research-supported strategy that improves teaching quality and student outcomes, particularly in the context of pandemic-related learning recovery. Research from the Learning Policy Institute (Darling-Hammond et al., 2017) shows that sustained, job-embedded PD significantly improves instructional practices when it includes active learning, collaboration, and coaching, features made possible when teachers are released from regular duties. Providing substitute coverage ensures that PD is accessible to all educators, including those serving high-need students most impacted by disrupted learning. The U.S. Department of Education's guidance on ESSER and recovery funding encourages districts to invest in staff capacity-building as a core learning recovery strategy. Materials and supplies will also be funded for district and site PD events. Allocating LREBG funds for substitute coverage directly supports the implementation of effective PD, ensures equitable access for educators, and aligns with evidence-based strategies to accelerate learning and improve student outcomes post-pandemic.* ***Funding Amount*** *$765,000 in LREBG funds will be used to provide substitute teachers, materials and supplies to support district and site PD events.* ***Metrics for Monitoring*** *This action will be monitored by the % of teachers who believe school is a safe place for students (Metric 5.4).*		

LCAP Goal 6 - Student Outcomes

LCAP Goal #	Description	Type of Goal
6	Implement and optimize a comprehensive **performance framework** for improved student support and achievement. This broad goal is aligned with the LCAP's focus on equity, student achievement, and supportive educational environments to ensure that every student benefits from a continuum of support that improves both their academic and socio-emotional development. The performance framework aims to facilitate universally designed, deep learning experiences that are tailored to meet the diverse needs of each student, in alignment with the learner portrait objectives.	Broad Goal

State Priorities addressed by this goal.

Pupil Achievement (Priority 4): This priority is addressed by the goal through its focus on improving educational outcomes. The performance framework aims to enhance the academic success of all students by providing universally designed, deep learning experiences that cater to the diverse educational needs of each student.

Course Access (Priority 7): At the elementary level, students are provided instruction in all subject areas outlined in Ed Code 51210, including English, mathematics, social sciences, science, visual and performing arts, health, and physical education. We validate this through teacher instructional schedules, school master schedules, and class rosters. Additionally, PE instructional minutes are tracked to ensure compliance with state mandates.

At the middle and high school levels, course offerings align with Ed Code 51220(a)-(i). Students are enrolled in courses across core academic areas (English, math, science, social science), physical education, visual and performing arts, career technical education (CTE), and world languages. We analyze A-G completion data, student transcripts, and CALPADS course section records to verify that students have equitable access to this broad curriculum..

An explanation of why the LEA has developed this goal.

The goal to implement and optimize a comprehensive performance framework through a Multi-Tiered System of Supports (MTSS) was developed to address the unique and varied educational needs of our unduplicated students. Recognizing the necessity for a structured approach to ensure consistent, high-quality educational support, the district aims to use this framework to standardize interventions and supports, thus ensuring equitable learning experiences. By integrating a data-driven strategy, the district seeks to enhance accountability and

continually adapt educational practices based on solid evidence. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 6 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Adults have **high expectations for students**: Average percent of **staff** reporting "Strongly agree" *Data Source: California Healthy Kids Survey*	2023 All Schools: 49% Elementary: 61% Middle: 34% High: 40% Non Traditional: 75%	2024-25 All Schools: 57% Elementary: 65% Middle: 43% High: 39% Non Traditional: 58%	2025-26 All Schools: 57% Elementary: 64% Middle: 36% High: 47% Non Traditional: 63%	*2026* All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Allschools: +8% K-5: +3% 6-8: +2% 9-12: +7% Non Traditional: -12%
6.2	Adults believe students are **motivated to complete schoolwork**: Average percent of **staff** reporting "Strongly agree" *Data Source: California Healthy Kids Survey*	2023 All Schools: 14% Elementary: 21% Middle: 6% High: 10% Non Traditional: 28%	2024-25 All Schools: 16% Elementary: 19% Middle: 11% High: 9% Non Traditional: 0%	2025-26 All Schools: 22% Elementary: 27% Middle: 6% High: 13% Non Traditional: 13%	*2026* All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Allschools: +8% K-5: +6% 6-8: 0 9-12: +3% Non Traditional: -15%
6.3	**New Metric added for 2025-26** **School Connectedness**: average percent of **elementary s**tudents who report "Yes, most of the time" or "Yes, all of the time" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	2023-24 Grade 5: 69%	2024-24 Grade 5: 75%	*2025-26* Grade 5: 72%	*2026-27* Grade 5: 85%	Grade 5: +3%
6.4	**New Metric added for 2025-26** **School Connectedness:** average percent of **secondary** students reporting "Agree" or "Strongly agree" with regard to feeling connected to school *Data Source: CA Healthy Kids Survey*	*2023-24* Grade 6: 59% Grade 7: 55% Grade 8: 58% Grade 9: 58% Grade 11: 58%	*2024-2025* Grade 6: 60% Grade 7: 57% Grade 8: 58% Grade 9: 63% Grade 11: 64%	*2025-26* Grade 6: 58% Grade 7: 60% Grade 8: 57% Grade 9: 64% Grade 11: 65%	*2026-27* Grade 6: 74% Grade 7: 70% Grade 8: 73% Grade 9: 73% Grade 11: 73%	Gr 6: -1% Gr 7: +5% Gr 8: -1% Gr 9: +6% Gr 11:+7%

6.5	**New Metric added for 2025-26** (Access to a broad course of study) Percentage of students who met UC/CSU requirements. plus one of the following criteria: CTE pathway completion with a C- or better in the capstone course Smarter Balanced Summative Assessments: At least a level 3 “Standard Met” on ELA or Mathematics and at least a level 2 “Standard Nearly Met” on the other subject area. One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded. A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam. *Data Source: CA School Dashboard*	*2023-2024* All students: 85.5% African American (AA): 90% Asian: 91% Filipino: 100% Hispanic: 82% White: 88% Two or More Races: 87% English Learners (EL): 70% Long Term English Learners (LTEL): N/A Low socioeconomic: 82% Students with disabilities: 62% Foster youth: - Homeless: 74%	*2024-2025* All students: 86% African American (AA): 90% Asian: 100% Filipino: 87% Hispanic: 86% White: 86% Two or More Races: 86% English Learners (EL): 74% Long Term English Learners (LTEL): 85% Low socioeconomic: 85% Students with disabilities: 74% Foster youth: - Homeless: 82%	*2025-2026* All students: 80.6% African American (AA): 75% Asian: 81% Filipino: 80% Hispanic: 75.9% White: 86.1% Two or More Races: 88.5% English Learners (EL): 58.1% Long Term English Learners (LTEL): 73.7% Low socioeconomic: 76.2% Students with disabilities: 75.8% Foster youth: - Homeless: 70.6%	*2026-2027* All students: 90% African American (AA): 90% Asian: 100% Filipino: 87% Hispanic: 86% White: 86% Two or More Races: 86% English Learners (EL): 74% Long Term English Learners (LTEL): 85% Low socioeconomic: 85% Students with disabilities: 74% Foster youth: - Homeless: 82%	All students: -4.9% African American (AA): -15%% Asian: -10% Filipino: -20% Hispanic: -6.1% White: -1.9% Two or More Races: +1.5% English Learners (EL): -11.9% Long Term English Learners (LTEL): -11.3% Low socioeconomic: -5.8% Students with disabilities: +13.8% Foster youth: - Homeless: -3.4%

6.6	**New Metric for 2025-26** (Access to a broad course of study) Percentage of high school students who meet **A-G requirements and CTE pathway completion**, as an indicator of access to college and career preparatory coursework. *Data Source: CA School Dashboard*	*2023-2024* All students: 1.5% African American (AA): 0% Asian: 1.9% Filipino: 0% Hispanic: 1.2% White: 2.6% Two or More Races: 1.5% English Learners (EL): 0 Long Term English Learners (LTEL): N/A Low socioeconomic: 1.4% Students with disabilities: 0% Foster youth: - Homeless: 0	*2024-2025* All students: 14.1% AA: 7.4% Asian: 27% Filipino: 27% Hispanic: 9% White: 26% Two or More Races: 18% EL: 3% LTEL: 2% Low socioeconomic: 11% SWD: 3% Foster youth: - Homeless: 6%	*2025-2026* All students: 18.2% AA: 14.3% Asian: 24.5% Filipino: 23.1% Hispanic: 11.8% White: 35.2% Two or More Races: 31.6% EL: 3.9% LTEL: 5.3% Low socioeconomic: 14.5% SWD: 6.7% Foster youth: - Homeless: 5.8%	*2026-27* All students: 20% AA: 12% Asian: 32% Filipino: 32% Hispanic: 15% White: 32% Two or More Races: 23% EL: 10% LTEL: 8% Low socioeconomic: 10% SWD: 7% Foster youth: 5% Homeless: 10%	All students: +16.7% AA: +14.3% Asian: +22.6% Filipino: +23.1% Hispanic:+10.6% White: +32.6% Two or More Races: +30.1% EL: +3.9% LTEL: +3.3% Low socioeconomic: +13.1% SWD: +6.7% Foster youth: +5% Homeless: +5.8%
6.7	**New Metric for 2025-26** (Access to a broad course of study) Percentage of students enrolled in **Advanced Placement (AP) and International Baccalaureate (IB) courses** *Data Source: Student Information system, Aeries*	*2023-2024* Aeries Analytics data not available in 2023-24	*2024-2025* All Students: 17.6% Foster youth: 3.2% Homeless: 6.7% EL: 0.52% LTEL: 0.87% Low socioeconomic: 13.3% SWD: 1.9%	*2025-2026* All Students: 18.7% Foster youth: 0% Homeless: 10.5% EL: 2% LTEL: 1.7% Low socioeconomic: 14.9% SWD: 1.8%	*2026-2027* All Students: 20% Foster youth: 5% Homeless: 8% EL: 4% LTEL: 3% Low socioeconomic: 15% SWD: 4%	All Students: +1.1% Foster youth: -3.2% Homeless: +3.8% EL: +1.5% LTEL: -0.8% Low socioeconomic: +1.6% SWD: 2.1%

Goal 6 Analysis for 2025-26

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

1. 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.

Action 6.1 - Performance Framework
Implementation of Action 6.1 was largely successful overall and supported the district's efforts to strengthen assessment systems, data-informed decision-making, and the Multi-Tiered System of Supports (MTSS). The district implemented a performance framework designed to identify student needs, inform intervention planning, and support continuous improvement efforts for low-income students, English learners, and foster youth. Educational partners identified tools such as Risk Rater, PowerBI, iReady diagnostics, and efforts to increase awareness of ELPAC data as valuable resources that help schools monitor student progress and target supports more effectively.

Educational partner feedback also highlighted several areas of success related to the use of data systems and assessment tools. Administrators, teachers, and advisory groups reported that these systems improved access to student information and supported more informed decision-making regarding academic, behavioral, and social-emotional interventions. The performance framework contributed to strengthening the district's capacity to identify students requiring additional support and to align interventions with student needs through the MTSS process.

While implementation occurred largely as planned, educational partners identified ongoing challenges related to consistency, usability, and communication of performance data. Administrators and staff noted that some data systems remain difficult to navigate and that fragmented systems and inconsistent implementation reduce overall effectiveness. DELAC members expressed concerns that formative English learner performance data is not consistently monitored or communicated across schools, while DPAC members identified inconsistencies in data systems and expectations among sites. These findings suggest that continued refinement is needed to improve system integration, data accessibility, and consistency of implementation.

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

Action 6.1 (Performance Framework): A material difference between estimated actual expenditures of $2,100,772 compared to a budgeted amount of $1,853,625 resulted in a 13.3% variance. The variance was primarily due to higher-than-anticipated costs associated with implementing assessments, performance framework supports, and additional social-emotional support resources (new SST platform, training, and site implementation) implemented during the year.

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

Action 6.1 (Performance Framework) was effective overall in advancing the goal of implementing and optimizing a comprehensive performance framework for improved student support and achievement. Through the continued implementation of MTSS structures, assessment tools, and data-monitoring systems, the district strengthened its ability to identify student needs, monitor progress, and provide targeted supports for low-income students, English learners, and foster youth. Educational partner feedback identified tools such as Risk Rater, PowerBI, iReady diagnostics, and ELPAC monitoring efforts as valuable resources that support intervention planning and data-informed decision-making across schools.

Evidence of effectiveness is reflected in several school climate and engagement measures. Under ***Metric 6.1***, staff perceptions that adults have high expectations for students increased from 49% in 2023 to 57% in 2025-26 districtwide), including increases at elementary schools from 61% to 64%, middle schools from 34% to 36%, and high schools from 40% to 47%. Similarly, under ***Metric 6.2***, the percentage of staff reporting that adults believe students are motivated to complete schoolwork increased from 14% to 22% districtwide. Student connectedness measures also improved over the reporting period. Under ***Metric 6.3***, grade 5 students reporting a sense of school connectedness increased from 69% to 72% . At the secondary level, under ***Metric 6.4***, school connectedness improved for Grade 7 students from 55% to 60%, Grade 9 students from 58% to 64%, and Grade 11 students from 58% to 65%, suggesting that the district's performance framework and MTSS efforts contributed positively to student engagement and school climate.

At the same time, the action was only partially effective in ensuring consistent outcomes across all student groups. While many students continued to demonstrate strong access to a broad course of study, ***Metric 6.5*** showed declines between 2023-24 and 2025-26 in the percentage of students meeting UC/CSU requirements plus an additional college and career readiness criterion. Overall performance declined from 85.5% to 80.6%. Declines were also observed among several student groups, including African American students (90% to 75%), English Learners (70% to 58.1%), Hispanic students (82% to 75.9%), Low Socioeconomic students (82% to 76.2%), Students Experiencing Homelessness (74% to 70.6%), and Asian students (91% to 81%). Although Students with Disabilities improved substantially from 62% to 75.8%, the mixed results indicate that equitable outcomes have not yet been achieved for all student groups under this metric.

Educational partner feedback further identified challenges related to fragmented data systems, inconsistent implementation of monitoring tools, and variability in the communication and use of student performance data across schools. DELAC members expressed concerns regarding the consistency of formative assessment monitoring for English Learners, while DPAC members noted inconsistencies in intervention supports and data systems across school sites. These findings suggest that although the Performance Framework has strengthened the district's capacity to monitor student progress and support continuous improvement, additional refinement, system integration, and targeted support for historically underserved student groups remain necessary.

Overall, Action 6.1 was effective in strengthening the district's performance framework, improving data-informed decision-making, and supporting student engagement and school connectedness. However, continued efforts to improve consistency of implementation, increase

transparency of student performance data, and address outcome gaps among historically underserved student groups will be necessary, with continued focus on ***Metrics 6.1*** through ***6.5***, to ensure the district fully achieves this goal.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 6 Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Performance Framework *(LREBG-funded action)*	We will implement and monitor a comprehensive performance framework that provides the systems and structures that enable the conditions to provide a MTSS continuum of support through universally designed deep learning experiences for low-income students, English learners, and foster youth. ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *In the context of pandemic-related learning loss, the Learning Policy Institute (2021) and California Department of Education recommend a Multi-Tiered System of Support (MTSS) as a key strategy for recovery, noting that it allows schools to identify unfinished learning, provide timely intervention, and support whole-child development. MTSS is an evidence-based framework that integrates academic, behavioral, and social-emotional supports across three tiers of increasing intensity. Funding materials and supplies enables schools to deliver differentiated instruction and interventions aligned to student needs, while contracts and hourly pay for certificated and classified staff PD ensure sufficient time and personnel for coordination, progress monitoring, and targeted support. Research from the Center on MTSS highlights that successful implementation requires adequate staffing, professional development, data systems, and intervention resources, all of which are supported by this investment.* ***Funding Amount*** *$602,000 in LREBG funds will be used to provide materials, supplies, contracts, and hourly pay for certificated and classified staff to support the implementation of a multi-tiered system of support.* ***Metrics for Monitoring*** *This action will be monitored by the % of students who report feeling connected to school (Metric 6.3 & 6.4).*	$1,704,733	Y

LCAP Goal 7 - Student Engagement

LCAP Goal #	Description	Type of Goal
7	Enhance **personalized learning** through comprehensive career and educational pathways. The aim of this goal is to enhance personalized learning outcomes for our unduplicated students by developing and implementing comprehensive pathways that support individualized educational and career development. This broad goal encompasses two pivotal actions, the establishment of Personalized Learning Pathways and the Career Superhighway Program, and supports a holistic approach to education, where personal growth and career readiness are intertwined, providing a strong foundation for lifelong learning and adaptability in a rapidly changing world.	Broad Goal

State Priorities addressed by this goal.

Pupil Engagement (Priority 5): The goal enhances student engagement by making learning more relevant to their personal and career interests, which can increase their motivation to attend school and participate actively in their education.

Course Access (Priority 7): This goal ensures that students have access to a broad course of study that includes career technical education and other pathways that lead to employment, further education, or training, enhancing their readiness for post-secondary options.

An explanation of why the LEA has developed this goal.

This goal addresses the increasingly evident demand for education systems to prepare students not only academically but also for real-world challenges and opportunities. By integrating personalized learning pathways with career readiness programs, we aim to equip our unduplicated students with the skills necessary to thrive in both local and global markets. The alignment with LCAP state priorities, particularly those focusing on student achievement, engagement, course access, and other student outcomes, reflects our commitment to providing a comprehensive education that supports all aspects of student development.

Additionally, this goal responds to community and educational partner feedback, which highlights the need for more relevant and engaging learning experiences that connect educational goals with future career opportunities. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 7 Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	**School is Really Boring**: percent of **students** with a rating of 7 or higher *Data Source: California Healthy Kids Survey*	*2023-24* Grade 7: 44% Grade 9: 40% Grade 11: 46%	*2024-25* Grade 7: 43% Grade 9: 36% Grade 11: 37%	*2025-26* Grade 7: 41% Grade 9: 38% Grade 11: 36%	*2026-27* Grade 7: <20% Grade 9: <20% Grade 11: <20%	Gr 7: -3% Gr 9: -2% Gr 11: -10%
7.2	Adults believe students are **motivated to complete schoolwork**: Average percent of respondents reporting "Strongly agree" *Data Source: California Healthy Kids Survey*	2023-24 All Schools: 14% Elementary: 21% Middle: 6% High: 10% Non Traditional: 28%	2024-25 All Schools: 16% Elementary: 19% Middle: 11% High: 9% Non Traditional: 0%	2025-26 All Schools: 22% Elementary: 27% Middle: 6% High: 13% Non Traditional: 13%	*2026* All schools: >70% Elementary: >70% Middle: <70% High: >70% Non Traditional: >70%	Allschools: +8% K-5: +6% 6-8: 0% 9-12: +3% Non Traditional: -15%
7.3	**Access to a Broad Course of Study** The percentage of students completing **two semesters of college coursework** (dual enrollment) with a grade of C- or better in academic/CTE subjects *Data Source: CA State Dashboard*	*2023* 0.4%	*2024* 0	*2025* *2%*	*2026* *5%*	+1.6%
7.4	**Access to a Broad Course of Study** The percentage of students who complete at least **one CTE pathway** with a grade of C- or better in the capstone course *Data Source: CA State Dashboard*	*2023* 316/1,470 cohort students = 21.5%	*2024* 359/1549 students = 23.2%	*2025* 491/1602 students = 30.6%	*2026* 36.5%	+9.1%
7.5	**Access to a Broad Course of Study** **College / Career Readiness**	*2023* All students (All): 37.3% Low Income (LI): 30.3% English Learner (EL): 6.2%	*2024* All students (All): 43.7% Low Income (LI): 37% English Learner (EL): 11.1%	*2025* All students (All): 51.1% Low Income (LI): 44%	*2026* All >65% LI >65% EL >65%	All: +13.8% LI: +13.7% EL: +6.8% LTEL: +1.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CA School Dashboard	Foster Youth (FY): N/A Students with Disabilities (SwD): 6% Homeless (HO): 18%	Long Term EL (LTEL): 9.9% Foster Youth (FY): N/A Students with Disabilities (SwD): 9.2% Homeless (HO): 18.4%	English Learner (EL): 13% Long Term EL (LTEL): 11% Foster Youth (FY): N/A Students with Disabilities (SwD): 13.4% Homeless (HO): 17.5%	LTEL >65% FY >65%	FY: N/A SwD: +7.4% HO: -0.5%
7.6	**Access to a Broad Course of Study** *Data Source: CA School Dashboard*	*2023* Standard Met	*2024* Standard Met	*2025* Standard Met	*2026* Standard Met	Standard Met
7.7	**Access to a Broad Course of Study** 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): **High school graduation rate and A-G completion rate** *Data Source: CA School Dashboard*	*2023* High School Graduation Rate: 85.9% A-G Completion Rate: 39%	*2024* 86.8% A-G: 42.9%	*2025* 88.8% A-G: 42.3%	*2026-27* HS Graduation Rate: >95% A-G Completion Rate: >65%	+2.9% +3.3%

Goal 7 Analysis for 2025-26

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

1. 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.

Action 7.1 - Personalized Learning (PL) Pathway

Implementation of Action 7.1 was successful overall and supported the district's efforts to provide personalized learning experiences that help students identify their strengths, interests, and future goals. Educational partners consistently identified athletics, clubs, extracurricular activities, and personalized learning opportunities as valuable supports that strengthen student engagement, confidence, and connection to school. Outcome data also reflected positive progress associated with personalized learning efforts. The College and Career Indicator increased from 37.3% in 2023 to 51.1% in 2025, while high school graduation rates increased from 85.9% to 88.8% during the same period. A-G completion rates increased from 39.0% in 2023 to 42.3% in 2025, indicating continued access to rigorous coursework and college preparatory opportunities. While educational partners expressed appreciation for these opportunities, they also identified ongoing concerns regarding equitable access to personalized learning experiences, particularly for multilingual learners, students with disabilities, and other historically underserved student groups.

Action 7.2 - Career Superhighway

Implementation of Action 7.2 was successful overall and contributed significantly to expanding career exploration, workforce preparation, and college and career readiness opportunities for students. Educational partners consistently identified Career Technical Education (CTE) pathways, dual enrollment, internships, and career-focused learning experiences as valuable opportunities that strengthen student engagement and prepare students for postsecondary success. Outcome data demonstrated meaningful progress, with the percentage of students completing at least one CTE pathway with a grade of C- or better in the capstone course increasing from 21.5% in 2023 to 30.6% in 2025. Dual enrollment completion also increased from 0.4% in 2023 to 2.0% in 2025, reflecting expanded access to college coursework opportunities. Additionally, gains in the College and Career Indicator suggest that more students are graduating prepared for college and careers. However, DELAC members, DPAC members, Spanish-speaking families, and families of students with disabilities expressed concerns regarding awareness of available opportunities, access to internships and life-skills programs, and the need to expand workability opportunities. Feedback also indicated that communication regarding career pathways, internships, and college readiness supports is not always reaching English learner families effectively, limiting awareness. Despite these challenges, implementation of the Career Superhighway initiative contributed positively toward expanding pathway participation, workforce preparation, and college and career readiness opportunities for students across the district.

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

Action 7.1 (Personalized Learning Pathways): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 7.2 (Career Superhighway): There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Action 7.1 (Personalized Learning Pathway) and **Action 7.2** (Career Superhighway) were effective overall in advancing the goal of enhancing personalized learning through comprehensive career and educational pathways. These actions expanded opportunities for students to explore their strengths, interests, and career aspirations through Career Technical Education (CTE), dual enrollment, career-connected learning experiences, and personalized pathway programs. Educational partner feedback consistently identified pathway opportunities, extracurricular activities, athletics, and real-world learning experiences as valuable supports that strengthen student engagement, confidence, and college and career readiness.

Evidence of effectiveness is reflected across multiple student engagement and college and career readiness measures. Under ***Metric 7.1***, student engagement improved as the percentage of students reporting that school is "really boring" decreased between 2023-24 and 2025-26, including declines from 44% to 41% for Grade 7 students, from 40% to 38% for Grade 9 students, and from 46% to 36% for Grade 11 students. Under ***Metric 7.2***, staff perceptions of student engagement also improved, with the percentage of staff reporting that adults believe students are motivated to complete schoolwork increasing from 14% in 2023-24 to 22% in 2025-26 districtwide. These improvements suggest that personalized learning opportunities and career pathway experiences are helping students find greater relevance and purpose in their educational experiences.

Measures related to access to a broad course of study and career readiness also demonstrated substantial progress. Under ***Metric 7.3***, dual enrollment participation increased from 0.4% in 2023 to 2.0% in 2025, reflecting expanded access to college coursework opportunities. Similarly, under ***Metric 7.4***, the percentage of students completing at least one CTE pathway with a grade of C- or better in the capstone course increased from 21.5% to 30.6%. Under ***Metric 7.5,*** College and Career Readiness outcomes improved significantly, with the percentage of students meeting College and Career Indicator criteria increasing from 37.3% to 51.1% overall. Notable gains were also observed among Low-Income students (30.3% to 44.0%), English Learners (6.2% to 13.0%), Students with Disabilities (6.0% to 13.4%), and Long-Term English Learners, who reached 11.0% in 2025. In addition, under ***Metric 7.6***, the district maintained a rating of "Standard Met" for access to a broad course of study, while high school graduation rates increased from 85.9% to 88.8% and A-G completion rates increased from 39.0% to 42.3%, under ***Metric 7.7***.

At the same time, the actions were only partially effective in ensuring equitable access and outcomes for all student groups. Under ***Metric 7.5***, while most student groups demonstrated improvement in college and career readiness measures, outcomes for Students Experiencing Homelessness remained relatively flat, declining slightly from 18.0% to 17.5% on the College and Career Indicator.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 7 Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Personalized Learning (PL) Pathway *(LREBG-funded action)*	The district will develop and implement Personalized Learning Pathways for low-income students, English learners, and foster youth enabling them to explore and identify their strengths, interests, and values. This action will involve creating structured programs that guide students in developing tailored educational plans, which reflect their personal aspirations and academic goals. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: **Graduation Rate:** Vista High - Students with disabilities, the District - students with disabilities, Rancho Buena Vista High - English learners, students with disabilities ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *Personalized learning tailors instruction to individual students' strengths, needs, and interests—allowing them to progress at an appropriate pace while working toward common grade-level standards. Research from the RAND Corporation (Pane et al., 2015) found that students in schools implementing personalized learning models showed statistically significant gains in both math and reading achievement, especially among students who started below national averages.* ***Funding Amount*** *$200,000 in LREBG funds will be used to provide materials and software for the implementation of the Personalized Learning Pathway.* ***Metrics for Monitoring*** *Metric 7.4 CTE Pathway Completion Rate* - *% of students completing a full CTE pathway aligned to their career interests*	$4,998,194	Y

Action #	Title	Description	Total Funds	Contributing
7.2	Career Superhighway *(LREBG-funded action)*	The district will implement the Career Superhighway Program, designed to offer an uninterrupted career development pathway from preschool through to employment. This program aims to assist low-income students, English learners, and foster youth in discovering their strengths and interests and developing these into valuable skills that meet the demands of the local and global marketplace. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: **Graduation Rate:** Vista High - Students with disabilities, the District - students with disabilities, Rancho Buena Vista High - English learners, students with disabilities ***Learning Recovery Emergency Block Grant*** ***Research Based Rationale*** *The Career Superhighway Program addresses persistent equity gaps by providing early, continuous career development for low-income students, English learners, and foster youth. Research shows that students benefit from beginning career exploration early and engaging in sustained, developmentally appropriate experiences that connect learning to real-world opportunities (ACTE, 2020; AIR, 2019). This program also aligns with California's College and Career Indicator (CCI), which emphasizes the importance of preparing all students, especially those from historically marginalized student groups, for postsecondary success.* ***Funding Amount*** *$733,500 in LREBG funds will be used to support school site's learning engines with continued development of future ready students, and engaging pedagogy that is universally designed, and developing entrepreneurship curriculum and resources to embed in course classes.*	$1,297,704	Y

Action #	Title	Description	Total Funds	Contributing
		Metric for Monitoring *Metric 7.5 College/Career Indicator (CCI) Performance:* - *% of program participants meeting "Prepared" or "Approaching Prepared" on the CCI* - *Disaggregated by student groups*		

Goal 8: Major General Raymond Murray High School

Goal #	Description	Type of Goal
8	*Revised for 2025-26 SY* Equity Multiplier School - Major General Raymond Murray High School (MGMHS): Increase math and ELA performance for low-income and Hispanic students by 10%, improve college and career readiness for low-income and Hispanic students, increase the high school graduation rate for low-income and Hispanic students by 10 percentage points, and increase English language proficiency progress among English learners by 15 percentage points, each year by the end of the academic year.	Equity Multiplier Goal

State Priorities addressed by this goal.

Pupil Achievement (Priority 4): This priority focuses on improving the academic performance of students, specifically by increasing the proficiency levels in standardized test scores. This goal directly aims to elevate math and ELA scores by 10 percentage points each year, to improve student achievement.

An explanation of why the LEA has developed this goal.

The decision to develop this goal was driven by a combination of data and School Site Council and community feedback. The California School Dashboard revealed *very low* performance levels (red) in math, ELA, graduation rates, and college and career readiness for low income and Hispanic student groups. Parent and family feedback indicated a need for academic support during and after school and resources. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 8 Measuring and Reporting Results: Major General Raymond Murray High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	English Language Arts (SBAC) *Data Source: CAASPP*	2023 All Students (All): 17.7% Low Income (LI): 16.7% Hispanic (HI): 17.86	2024 (All): 12.1% (LI): 10.4% (HI): 11.1%	2025 (All): 4.3% (LI): 2.4% (HI): 4.4%	2026 ALL: 47.7% LI: 46.7% HI: 47%	ALL: -13.4% LI: -14.2% HI: -13.5%
8.2	Mathematics (SBAC) *Data Source: CAASPP*	2023 All Students (All): 1.5% Low Income (LI): 0% Hispanic (HI): 1.69%	2024 (All): 1.7% (LI): 2.1% (HI): 1.85%	2025 (All): 0% (LI): 0% (HI): 0%	2026 ALL: 31.5% LI: 30% HI: 30%	ALL: -1.5% LI: 0% HI: -1.7%
8.3	Suspension Rate *Data Source: Dashboard*	2023 All Students (All): 5% English learners (EL): 12.1%	2024 (All): 2.1% (EL): 7%	2025 (All): 4.4% (EL): 2.6%	2026 ALL: <1.0% LI: <1.0%	ALL: -0.6% LI: -9.5%
8.4	College and Career Indicator *Data Source: Dashboard*	2023 All Students (All): 0.7% Low Income (LI): 0.8% Hispanic (HI): 0.9%	2024 (All): 0.9% (LI): 0% (HI): 1%	2025 (All): 0% (LI): 0% (HI): 0%	ALL: 15.7% LI: 15.8% HI: 15.9%	ALL: -0.7% LI: -0.8% HI: -0.9%
8.5	Implement additional targeted language support program for English learners *Data Source: MGMHS*	*2023-24* 0	*2024-25* *100%*	*2025-26* *100%*	2026-27 100%	0
8.6	GLAD training for teachers fall and spring in year one and refresher and/or data training each additional year *Data Source: MGMHS*	*2023-24* 0	*2024-25* *80%*	*2025-26* *80%*	*2026-27* 100%	0
8.7	English Learner Progress *Data Source: CA State Dashboard*	*2023* English Learner (EL): 30% making progress	*2024* 31.4%	*2025* 23.3%	*2026* EL > 35%	-6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.8	*Percentage of English learners (EL) who are proficient in English* *Data Source: Summative ELPAC test.*	2023 English language proficiency for Summative ELPAC: Level 4 - Proficient - well developed: 14.61% Level 3 - moderately developed: 38.65% Level 2 - somewhat developed: 29.58% Level 1 - minimally developed: 17.17%	2024 English language proficiency for Summative ELPAC: Level 4 - Proficient - well developed: 15.57% Level 3 - moderately developed: 35.23% Level 2 - somewhat developed: 30.73% Level 1 - minimally developed: 18.47%	2025 English language proficiency for Summative ELPAC: Level 4 - Proficient - well developed: 15.53% Level 3 - moderately developed: 32.4% Level 2 - somewhat developed: 28.42% Level 1 - minimally developed: 23.65%	Level 4: 30% Level 3: 54% Level 2: 45% Level 1: 32%	Level 4: +0.9% Level 3: -6.3% Level 2: -1.2% Level 1: +6.5%
8.9	Percentage of English learners who reclassify each year *Data Source: Student Information System - Aeries*	*2023-24* 4.2%	*2024-25* 15.4%	*2025-26* 9.9% (5.12.26)	*2026-27* >65%	+5.7%
8.10	Percentage of long term English learners who reclassify each year *Data Source: Student Information System - Aeries*	*2023-24* 4.0%	*2024-25* 22.2%	*2025-26* 0 (5.12.26)	*2026-27* >65%	-0.4%
8.11	New for 2025-26 Graduation Rate (Combined four and five year graduates) *Data Source: CA School Dashboard*	*2023* All students (All): 74.5% Low Income (LI): 74% Hispanic (HI): 73.7%	*2024* All: 62.4% LI: 62.5% HI: 61.8%	*2025* All: 61.6% LI: 60.4% HI: 61.7%	*2026* All: 85% LI: 85% HI: 85%	All: -12.9% LI: -13.6% HI: -12%

Goal 8 Analysis for 2025-26

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

1. 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.

Action 8.1 - Targeted Math & ELA Intervention Programs
Implementation of Action 8.1 was mostly successful and provided mathematics and English language arts intervention supports for students requiring additional academic assistance, through afterschool tutoring. However, the program experienced challenges in keeping students at school for afterschool tutoring.

Action 8.2 - Academic Leader: Dean
Implementation of Action 8.2 was successful and supported instructional leadership and schoolwide improvement initiatives. The position also supported student engagement and parental involvement through outreach efforts and workshops designed to assist families in supporting student learning.

Action 8.3 - Behavioral Interventions and Support Programs
Implementation of Action 8.3 was successful and provided behavioral intervention supports during advisory periods. These supports focused on improving student behavior, strengthening student engagement, reducing suspensions, and promoting positive school climate. Behavioral support systems emphasized conflict resolution that helped students develop skills necessary for academic and social success.

Action 8.4 - Work Experience & Internship
Implementation of Action 8.4 was successful and expanded access to career-connected learning opportunities through student participation in Work Experience and Internship courses. These courses provided students with real-world learning experiences and supported preparation for postsecondary opportunities.

Action 8.5 - Language Instruction Program
Implementation of Action 8.5 was successful and provided additional targeted language instruction for English learners through afterschool programming and advisory period supports. Supplemental language development services helped to provide additional opportunities for language acquisition.

Action 8.6 - Professional Development
Implementation of Action 8.6 was successful and focused on strengthening instructional practices for teachers serving English learners. Professional development opportunities included training in Guided Language Acquisition Design (GLAD).

Action 8.7 - English Learner Assessment
Implementation of Action 8.7 was successful and strengthened progress monitoring systems for English learners through regular assessment and review of student performance data. Ongoing assessment practices provided staff with timely information regarding student progress and instructional needs.

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

Action 8.1 - Targeted Math & ELA Intervention Programs: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 8.2 - Academic Leader: Dean: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 8.3 - Behavioral Interventions and Support Programs: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 8.4 - Work Experience & Internship: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 8.5 - Language Instruction Program: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 8.6 - Professional Development: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 8.7 - English Learner Assessment: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 8 actions have demonstrated mixed to low effectiveness in making progress toward improving academic achievement, student engagement, behavioral supports, English learner services, and college and career readiness outcomes. Several actions contributed positively toward strengthening intervention systems, expanding language supports, and improving behavioral outcomes; however, student achievement and college and career readiness indicators continue to reflect significant challenges.

Action 8.1 (Targeted Math & ELA Intervention Programs), and **Action 8.2** (Academic Leader: Dean): Academic achievement outcomes indicate that these actions have not yet resulted in consistent improvement in ELA and mathematics performance. Under ***Metric 8.1***, English Language Arts CAASPP performance declined substantially between 2023 and 2025 across all reported student groups. The percentage of all students meeting or exceeding standards decreased from 17.7% in 2023 to 4.26% in 2025, with similar declines among Low Income and Hispanic

students. Under ***Metric 8.2***, Mathematics CAASPP performance remained very low throughout the reporting period and declined to 0% proficiency for all reported student groups in 2025. These outcomes suggest that while intervention programs and instructional supports have been implemented, academic challenges persist and current interventions have not yet produced measurable improvement in state assessment performance.

Action 8.3 (Behavioral Interventions and Support Programs) demonstrated areas of positive progress. Under ***Metric 8.3***, suspension rates improved overall between 2023 and 2025 for both All students and English Learners. The suspension rate for All students decreased from 5% in 2023 to 4.4% in 2025, while suspension rates for English Learners declined substantially from 12.1% to 2.6% during the same period. These trends suggest that behavioral intervention supports implemented during advisory periods and afterschool programming contributed positively toward improving student behavior and reducing disciplinary outcomes, particularly for English Learners.

Action 8.4 (Work Experience & Internship): Under ***Metric 8.4***, College and Career readiness indicators also reflected limited effectiveness to date. The College and Career Indicator remained very low and declined to 0% in 2025 for all reported student groups. Under ***Metric 8.11***, graduation rates also declined between 2023 and 2025, decreasing from 74.5% to 61.6% for all students, with similar declines among Low Income and Hispanic students. These trends indicate that additional focus is needed to strengthen college and career readiness systems, academic interventions, and graduation supports to improve long-term student outcomes.

Action 8.5 (Language Acquisition Program), **Action 8.6** (Professional Development), and **Action 8.7** (English Learner Assessment) demonstrated partial effectiveness. Under ***Metric 8.5***, the implementation of targeted supplemental language support programs increased from 0% in 2023–24 to full implementation in both 2024-25 and 2025-26. In addition, under ***Metric 8.6***, 80% of teachers participated in GLAD professional development during both 2024-25 and 2025-26, reflecting expanded instructional support for multilingual learners. Under ***Metric 8.9***, English learner reclassification rates improved from 4.2% in 2023-24 to 15.4% in 2024-25 before declining to 9.9% in 2025-26. Under ***Metric 8.10***, Long-Term English Learner reclassification rates also improved significantly in 2024-25 before declining in 2025-26. These trends suggest that targeted language supports and instructional strategies contributed positively to English learner progress for some students, although outcomes have not yet remained consistent over time.

At the same time, English learner performance data indicates continuing challenges in language acquisition and academic achievement. Under ***Metric 8.7,*** the percentage of English Learners making progress toward English proficiency increased slightly from 30% in 2023 to 31.4% in 2024 but declined to 23.3% in 2025. Under ***Metric 8.8,*** summative ELPAC results also reflected an increase in the percentage of students performing at Level 1, minimally developed, from 17.17% in 2023 to 23.65% in 2025. These patterns suggest that while language supports and GLAD strategies are providing benefits for some students, additional targeted intervention and sustained instructional support remain necessary to accelerate English learner progress and proficiency outcomes.

Overall, Goal 8 actions have demonstrated effectiveness in strengthening behavioral supports, expanding English learner interventions, increasing professional development participation, and improving some student support systems. However, academic achievement, English learner progress, graduation outcomes, and college and career readiness indicators continue to reflect significant challenges. The data suggest that while targeted interventions and supports are providing positive impacts in selected areas, continued focus on ***Metrics 8.1, 8.2 and 8.4 through 8.11*** remain necessary to improve student outcomes consistently across these measures.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 8 Actions : Major General Raymond Murray High School

Action #	Title	Description	Total Funds	Contributing
8.1	Targeted Math & ELA Intervention Programs	MGMHS will design and implement intensive math and ELA tutoring and support programs tailored for low-income and Hispanic students, focusing on skills aligned to the state standards.	$14,000	N
8.2	Academic Leader: Dean	A dean will lead educational initiatives, intervention programs, and student engagement efforts. Collaborating closely with math and ELA teachers, the dean will leverage data from ongoing assessments to help teachers refine and adjust their instructional strategies and interventions to better meet the specific needs of students. Additionally, the dean will improve parental engagement, particularly with parents of low-income and Hispanic students, by organizing workshops and providing resources in both English and Spanish to support math and ELA learning at home.	$45,000	N
8.3	Behavioral Interventions and Support Programs	Implement a behavioral intervention program and support systems aimed at reducing suspensions among English learners, focusing on conflict resolution and culturally responsive practices.	$5,000	N
8.4	Work Experience & Internship	Students will enroll in newly developed courses called Work Experience and Internship. These courses meet one of the criteria in the College and Career Readiness Indicator.	$40,000	N
8.5	Language Instruction Program	Implement additional targeted language instruction programs that cater specifically to the needs of English learners, using evidence-based methodologies to accelerate language acquisition.	$2,000	N
8.6	Professional Development	Provide intensive professional development for teachers focusing on strategies for supporting English learners, including training in culturally responsive teaching practices and the use of technology to aid language learning.	$3,000	N
8.7	English Learner Assessment	Conduct regular assessments to monitor the progress of English learners more frequently, allowing for timely adjustments to educational strategies to ensure they are effective.	$0	N

Goal 9: Alta Vista High School

Goal #	Description	Type of Goal
9	*Revised for 2026-27* Equity Multiplier School - Alta Vista High School: Creating equitable access to learning by implementing the "system and adult portraits" to ensure students achieve "learner portrait" outcomes and career readiness by enhancing instructional systems through BPL (Big Picture Learning) implementation, data-driven practices, and fostering professional collaboration among staff and the community.	Equity Multiplier Goal

State Priorities addressed by this goal.

Pupil Engagement (Priority 5): By aiming to increase graduation rates, the goal also impacts student engagement, as engaged students are more likely to complete their education.

An explanation of why the LEA has developed this goal.

The development of this goal is directly influenced by the need to improve the educational outcomes for Hispanic and low-income students, who are currently underperforming significantly in the areas of math, ELA, college and career readiness, and graduation rate. Their graduation rate is significantly lower than the district average. This discrepancy highlighted a need for targeted interventions to close this gap and ensure equity in educational outcomes. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 9 Measuring and Reporting Results: Alta Vista High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Alta Vista High School Graduation Rate *Data Source: Dashboard*	*2023* All Students (ALL): 60% Hispanic (HI): 60% Low Income (LI): 59.3%:	*2024* All Students (ALL): 55.3% Hispanic (HI): 55.2% Low Income (LI): 53.5%:	*2025* All Students (ALL): 65.3% Hispanic (HI): 63.6% Low Income (LI): 63.9%	*2026* ALL: >95% HI: >95% LI: >95%	ALL: +5.3% HI: +3.6% LI: +4.6%
9.2	Offer at least 4 workshops and/or information sessions for parents and families each year *Data Source: MGMHS*	*2023-24* 1 parent information session	*2024-25* 10 Monthly that includes: Community School Advisory Committee, Coffee with Principal, cultural events	*2025-26* 10 Monthly that includes: Community School Advisory Committee, Coffee with Principal, cultural events	*2026-27* 4 workshops and/or information sessions offered for parents and families each year	+9
9.3	Discontinued 2024-25 Academic Leader: Dean *Data Source: MGMHS*	Discontinued 2023-24 0	Discontinued Dean has been hired	Discontinued	2026-27 All (100%) actions in goals 8 and 9 were implemented	Not Applicable
9.4	New for 2025-26 English Language Arts (SBAC) *Data Source: CAASPP*	2023 All Students (All): 17.7% Low Income (LI): 16.3% Hispanic (HI): 13.04%	2024 All students (All): 12.1% Low Income (LI): 3.57% Hispanic (HI): 6.45%	2025 All students (All): 0% Low Income (LI): 0% Hispanic (HI): No data <11 students tested	2026 ALL: 47.7% LI: 46.7% HI:	ALL: -17.7% LI: -16.3% HI: -6.6%
9.5	New for 2025-26 Mathematics (SBAC) *Data Source: CAASPP*	2023 All Students (All): 1.5% Low Income (LI): 4.6% Hispanic (HI): 2.13%	2024 All Students (All): 1.7% Low Income (LI): 0% Hispanic (HI): 0%	2025 All Students (All): No data <11 students tested Low Income (LI): 2.1% Hispanic (HI): No data <11 students tested	2026 ALL: 31.5% LI: 30% HI: 30%	ALL: 0.2% LI: -2.5% HI: -2.13%

9.6	New for 2025-26 College and Career Indicator *Data Source: Dashboard*	2023 All Students (All): 0.7% Low Income (LI): 0.8% Hispanic (HI): 0.9%	2024 All Students (All): 0.9% Low Income (LI): 0% Hispanic (HI): 1%	2025 All Students (All): 3.6% Low Income (LI): 3.8% Hispanic (HI): 2%	ALL: 15.7% LI: 15.8% HI: 15.9%	ALL: +2.9% LI: +3% HI: +1.1%

Goal 9 Analysis for 2025-26

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

1. 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.

Implementation of Goal 9 actions was successful overall and focused on strengthening academic support systems, expanding parent and community engagement opportunities, and increasing instructional leadership capacity to support student achievement and postsecondary readiness. Planned actions were implemented largely as intended and contributed to expanded tutoring opportunities and family engagement supports.

Action 9.1 - Academic Support and Tutoring
Action 9.1 was successfully implemented through afterschool English language arts and mathematics tutoring sessions designed to provide targeted academic intervention and additional instructional support for students. These tutoring opportunities expanded access to academic assistance beyond the regular school day and supported students needing additional support in core subject areas.

Action 9.2 - Parent and Community Engagement
Action 9.2 was successfully implemented through workshops and informational sessions designed to help families navigate high school expectations and understand postsecondary college and career opportunities. These activities strengthened communication and engagement between the school and families while increasing awareness of academic pathways and postsecondary planning resources available to students and families.

Action 9.3 - Academic Leader: Dean
Action 9.3 was maintained to support instructional leadership, academic intervention efforts, and schoolwide systems focused on improving student achievement and engagement.

No substantive differences between planned actions and actual implementation were identified. Planned tutoring programs, parent engagement workshops, and leadership supports were implemented largely as intended throughout the reporting period.

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

Action 9.1 - Academic Support and Tutoring: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

Action 9.2 - Parent and Community Engagement: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 9.3 - Academic Leader: Dean: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 9 actions have demonstrated mixed effectiveness in making progress toward improving academic achievement, graduation outcomes, college and career readiness, and family engagement. Several actions contributed positively toward strengthening parent engagement and improving graduation and college readiness outcomes; however, academic achievement results on state assessments continue to reflect significant challenges.

Action 9.1 (Academic Tutoring and Support) and **Action 9.3** (Academic Leader: Dean)

Under ***Metric 9.1*** (Graduation Rate) outcomes demonstrated improvement. Alta Vista High School's graduation rate increased from 55.3% in 2024 to 65.3% in 2025 for all students. Similar improvements were observed among Hispanic students, whose graduation rate increased from 55.2% to 63.6%, and Low Income students, whose graduation rate increased from 53.5% to 63.9%. These trends suggest that academic intervention supports, leadership structures, and increased family engagement efforts may be contributing positively toward improved student persistence and graduation outcomes.

Under ***Metric 9.6***, College and Career readiness indicators also reflected areas of positive progress. The College and Career Indicator increased from 0.7% in 2023 to 3.6% in 2025 for all students. Low Income students improved from 0.8% to 3.8%, while Hispanic students increased from 0.9% to 2%. Although overall performance remains low, these increases suggest that pathway supports and postsecondary awareness activities are beginning to positively influence college and career readiness outcomes for students.

At the same time, academic achievement data has not yet resulted in measurable improvement in English language arts or mathematics performance on state assessments. Under ***Metric 9.4***, English Language Arts CAASPP performance declined from 17.7% meeting or exceeding standards in 2023 to 0% in 2025 for all students, with similar declines among Low Income students. Under ***Metric 9.5***, Mathematics CAASPP performance declined from 4.6% in 2023 to 2.1% in 2025 for Low Income students. For 2025, student data for All students and Hispanic students was unavailable as <11 students tested. However, Mathematics CAASPP performance declined from 4.6% in 2023 to 0% in 2024 for Low Income students and from 2.13% to 0% for Hispanic students. These patterns suggest that while tutoring, intervention, and leadership supports may be strengthening engagement and graduation outcomes, academic achievement gains in ELA and Math have not yet been realized. Continued focus on ***Metrics 9.4 and 9.4*** is needed to ensure improved performance in both ELA and Math.

Action 9.2 (Parent and Community Engagement) demonstrated strong effectiveness. Under ***Metric 9.2***, parent workshops and informational sessions increased substantially from one parent information session in 2023-24 to approximately 10 monthly engagement opportunities in both 2024-25 and 2025-26, and included Community School Advisory Committee meetings, Coffee with the Principal events, and cultural activities.

Overall, Goal 9 actions have been effective in strengthening family engagement, improving graduation outcomes, and supporting early gains in college and career readiness indicators. However, state assessment data indicate that significant academic challenges remain in English language arts and mathematics achievement. The data suggest that continued implementation of academic interventions, tutoring supports, family engagement efforts, and targeted instructional strategies will be necessary to improve long-term academic outcomes and college readiness for all students.

Metric 9.3 was discontinued based on advice from SDCOE in May 2025.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 9 Actions: Alta Vista High School

Action #	Title	Description	Total Funds	Contributing
9.1	Academic Support and Tutoring	Implement targeted tutoring programs and academic support services tailored to the needs of Hispanic and low-income students, focusing on key subject areas that present barriers to graduation.	$3,000	N
9.2	Parent and Community Engagement	Strengthen efforts to engage parents and families in supporting the educational journey of students, including workshops and information sessions that empower parents to assist their children academically.	$5,000	N
9.3	Academic Leader: Dean	A dean will lead educational initiatives, intervention programs, and student engagement efforts. Additionally, the dean will improve parental engagement, particularly with parents of low-income and Hispanic students, by organizing workshops and providing resources in both English and Spanish to support efforts in increasing the graduation rate.	$45,374	N

Goal 10: California Avenue School

Equity Multiplier Update:

Discontinued - *California Avenue Elementary School is no longer eligible to receive Equity Multiplier funds beginning in the 2025–26 school year.*

Goal #	Description	Type of Goal
10	**Discontinued** - Equity Multiplier School - California Avenue School: Improve the educational outcomes for students with disabilities by implementing a comprehensive professional learning program that addresses ELD support for dually identified English learners, SPED data collection, and IEP goal writing by the end of the 2024-25 school year.	Equity Multiplier Goal

State Priorities addressed by this goal.

California Avenue School serves 22 students with disabilities in grades K through 5. Because of the low number of students enrolled in each grade level, there are no results reported for the state indicators on the CA School Dashboard.

An explanation of why the LEA has developed this goal.

Feedback from the school's SSC members recommended providing targeted professional development and resources to improve instructional strategies, and data collection, with a special emphasis on supporting dually identified students (English learners and students with disabilities).

Goal 10 Measuring and Reporting Results: Cal Ave

Equity Multiplier Update:

California Avenue Elementary School is no longer eligible to receive Equity Multiplier funds beginning in the 2025–26 school year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	100% of instructional staff complete GLAD training every year	2023-24 0%	2024-25 80%	2025-26 80%	2026-27 100%	80%
10.2	100% of instructional staff complete Aeries and SPED data collection training	2023-24 0%	2024-25 80%	2025-26 80%	2026-27 100%	80%
10.3	Discontinued 2024-25 100% of IEP goals meet SMART criteria	2023-24 70%	2024-25 80%	Discontinued	2026-27 100%	Not Applicable

Goal 10 Analysis 2025-26 - Cal Ave

Equity Multiplier Update:

California Avenue Elementary School is no longer eligible to receive Equity Multiplier funds beginning with the 2025–26 school year.

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

1. 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.

N/A

2. 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.

N/A

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

N/A

4. 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.

N/A

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. N/A

Goal 10 Actions - Cal Ave

Equity Multiplier Update:

California Avenue Elementary School is no longer eligible to receive Equity Multiplier funds beginning with the 2025–26 school year.

Action #	Title	Description	Total Funds	Contributing
10.1	Discontinued: GLAD Training	Implement Guided Language Acquisition Design (GLAD) training for all teachers to improve instructional strategies for English learners. This action is designed to support the following student groups and schools/district who scored at the lowest performance level on the 2023 Dashboard for: *English Learner Progression Indicator:* T.H.E. Leadership Academy - English learners, Foothill Oak Elementary - English learners, Bobier Elementary - English learners, Hannalei Elementary - English learners, Rancho Buena Vista High - English learners		~~N~~
10.2	Discontinued: AERIES and SPED Data Collection Training	Train staff on effective data collection methods to monitor student progress and tailor interventions.		~~N~~
10.3	Discontinued: Goal Writing	Provide training on writing goals specifically for Individualized Education Programs (IEPs).		~~N~~

Goal 11: Vista Visions Academy

Goal #	Description	Type of Goal
11	Equity Multiplier School - Vista Visions Academy: Increase math and ELA performance for all student groups by 10%, the high school graduation rate for all students by 10 percentage points and decrease chronic absenteeism for all students by 10 percentage points each year.	Equity Multiplier Goal

State Priorities addressed by this goal.

Priority 2 - Implementation of State Standards: Providing professional development in standards-based instruction and implementing aligned interventions support this priority.

Priority 4 - Student Achievement: This priority is directly addressed through actions to improve ELA and math outcomes, academic interventions, and readiness metrics.

Priority 5 - Student Engagement: Efforts to reduce chronic absenteeism and improve student engagement (PLPs, check-ins, outreach) directly support this priority.

An explanation of why the LEA has developed this goal.

The development of this goal is directly influenced by the need to improve the educational outcomes for all students, who have a very low graduation rate and a very high chronic absenteeism rate. Parent feedback focused on engagement strategies and interventions to support academic outcomes. Based on these identified needs, the following actions and metrics have been grouped together to help achieve this goal.

Goal 11 Measuring and Reporting Results - Vista Visions Academy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	% of students meeting or exceeding standard in ELA CA School Dashboard	*2023* All: 70.5 points below standard Hispanic (HI): 72.5 points below standard	*2024-25* All: 135.2 points below standard HI: 175.2 points below standard	*2025-26* All: 123.5 points below standard HI: 91.2 points below standard	2026-27 All: 0 points below std HI: 0 points below standard	All: +53 points HI: +18.7 points
11.2	% of students meeting or exceeding standard in Math CA School Dashboard	*2023* All: 120.6 points below standard Hispanic (HI): 121.8 points below standard Low Income (LI): 139.1 points below standard	*2024-25* All: 173.5 points below standard HI: n/a LI: 175.2 points below standard	*2025-26* All: 179.5 points below standard HI: 91.2 points below standard LI: 109.3 points below standard	2026-27 All: 0 points below std HI: 0 points below std LI: 0 points below std	All: +58.9 points HI: -30.6 points LI: -29.8 points
11.3	Chronic Absenteeism Rate CA School Dashboard	*2023* 50%	*2024* 40%	*2025* 46.7%	2026-27 5%	-3.3%
11.4	Graduation Rate CA School Dashboard	*2023* 71.4%	*2024* 73.1%	*2025* 67.6%	2026-27 85%	-3.8%%

Goal 11 Analysis for 2025-26

Note: The four Goal Analysis prompts in this 2025-26 LCAP are not applicable until the development of the 2026-27 LCAP.

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

1. 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.

Implementation of Goal 11 actions focused on strengthening academic achievement, graduation outcomes, and student attendance through tiered academic interventions, instructional professional development, and attendance re-engagement systems. Actions were implemented to provide targeted student supports in English language arts and mathematics, strengthen instructional practices through professional learning, and improve attendance monitoring and family outreach efforts. Overall, implementation reflected continued efforts to address significant academic and engagement needs while refining intervention systems and support structures for students.

Action 11.1 - Tiered Academic Interventions
Action 11.1 focused on implementing tiered academic interventions through small group and one-on-one tutoring in English language arts and mathematics, including both in-person and virtual supports, along with the use of adaptive diagnostic tools to guide personalized instruction. Intervention supports and tutoring systems were implemented to provide targeted assistance for students performing below standard. Academic performance data reflected some improvement in English language arts outcomes between 2024-25 and 2025-26, particularly among Hispanic students, although districtwide performance levels remained below desired targets. These trends indicate that intervention systems and personalized instructional supports were implemented consistently, while also highlighting the ongoing need for intensive academic support.

Action 11.2 - Standards-Aligned Curriculum
Action 11.2 focused on professional development related to Universal Design for Learning (UDL), standards-based instruction, and formative assessment practices. Mathematics outcome data reflected continued academic challenges, although some student groups, including Hispanic and Low Income students, demonstrated improvement during the reporting period. These results suggest that instructional support efforts and professional development initiatives were implemented as planned.

Action 11.3 - Chronic Absenteeism
Action 11.3 focused on attendance re-engagement strategies, including parent communication, weekly attendance tracking, and outreach efforts designed to improve student attendance and reduce chronic absenteeism. Attendance monitoring and family outreach systems were implemented throughout the reporting period and contributed to an initial reduction in chronic absenteeism between 2023 and 2024. However, chronic absenteeism increased again in 2025, indicating that maintaining consistent student attendance continues to be an

ongoing challenge despite the implementation of re-engagement systems and supports. Graduation support efforts were also implemented. Graduation rate data reflected slight improvement between 2023 and 2024 before declining in 2025, indicating continued challenges in sustaining student completion outcomes.

Several implementation successes emerged across Goal 11 actions, including the establishment of tiered intervention systems, expanded attendance monitoring practices, parent communication efforts, and instructional professional development supports. At the same time, implementation challenges remained related to sustaining academic growth, improving attendance outcomes, and addressing persistent student performance needs across multiple indicators.

No substantive differences between planned actions and actual implementation were identified. Planned tutoring supports, professional development activities, attendance monitoring systems, and re-engagement efforts were implemented largely as intended throughout the reporting period.

Overall, Goal 11 actions contributed to strengthening intervention systems, instructional supports, attendance monitoring practices, and student engagement efforts. Continued implementation and refinement of these systems will remain important to supporting long-term improvement in academic achievement, graduation outcomes, and student attendance.

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

Action 11.1 - Tiered Academic Interventions: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 11.2 - Standards-Aligned Curriculum: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.
Action 11.3 - Chronic Absenteeism: There was no material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 11 actions have demonstrated partial to low effectiveness in making progress toward improving academic achievement, graduation rates, and student attendance outcomes. The actions focused on implementing tiered academic interventions, strengthening instructional practices through professional development, and improving attendance through re-engagement and monitoring systems. Outcome data indicate that some student groups demonstrated improvement in English language arts and mathematics performance, while chronic absenteeism and graduation outcomes continue to reflect ongoing challenges.

Action 11.1 (Tiered Academic Interventions) and **Action 11.2** (Standards Aligned Curriculum & UDL) included tutoring and personalized instructional supports demonstrated some effectiveness in improving English language arts performance following significant declines after 2023. For ELA, under ***Metric 1.1***, all students improved from 135.2 points below standard in 2024-25 to 123.5 points below standard in 2025-26, representing an improvement of approximately 53 points compared to the prior year decline. Hispanic students demonstrated stronger improvement, improving from 175.2 points below standard to 91.2 points below standard during the same period. These results suggest that targeted tutoring, intervention supports, and personalized instructional strategies may be contributing positively toward ELA recovery and academic growth for some student groups. Under ***Metric 11.2***, overall mathematics performance for all students continued to decline, increasing from 120.6 points below standard in 2023-24 to 179.5 points below standard in 2025-26. However, Hispanic students and Low Income students demonstrated measurable improvement. Hispanic students improved by approximately 30.6 points, while Low Income students improved from 139.1 points below standard in 2023 to 109.3 points below standard in 2025-26. These trends suggest that instructional supports and professional development efforts may be helping some historically underserved student groups, although site-wide mathematics achievement remains an area of concern. Continued focus on ***Metrics 11.1 and 11.2*** are needed to ensure improved outcomes for students.

Action 11.3 (Chronic Absenteeism) demonstrated initial effectiveness followed by continued attendance challenges. Under ***Metric 11.3***, chronic absenteeism improved from 50% in 2023 to 40% in 2024, indicating that attendance tracking, parent communication, and re-engagement efforts contributed positively during that period. However, chronic absenteeism increased to 46.7% in 2025. While absenteeism rates remain lower than 2023 levels, the increase in 2025 suggests that sustaining improved attendance continues to be a challenge. Graduation outcomes also reflected mixed effectiveness. Under ***Metric 11.4***, graduation rates increased from 71.4% in 2023 to 73.1% in 2024, suggesting some positive impact from intervention and support systems. However, the graduation rate declined to 67.6% in 2025, indicating that current supports have not yet produced consistent improvement in long-term student completion outcomes. These patterns suggest that while targeted academic and engagement supports may be helping some students remain connected to school, additional comprehensive supports and interventions are needed to improve graduation outcomes consistently. Continued focus on ***Metrics 11.3 and 11.4*** is needed to ensure improved outcomes for students.

4. 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.

No changes have been made to the planned goal, actions, or metrics for the 2026–27 school year.

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

Goal 11 Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Tiered Academic Interventions	Implement Tiered Academic Interventions: Provide small group and one-on-one tutoring in ELA and Math (both in-person and virtual); adopt adaptive diagnostic tools (e.g., i-Ready, MAP) to guide personalized instruction	$15,000	N
11.2	Standards-Aligned Curriculum	Expand Standards-Aligned Curriculum Support: Provide professional development on Universal Design for Learning (UDL), standards-based instruction, and formative assessment.	$5,000	N
11.3	Chronic Absenteeism	Launch a re-engagement campaign including positive attendance incentives, parent communication, and weekly tracking.	$10,000	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 43,474,585	$3,772,538

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
21.272%	2.079%	$4,144,630.86	23.351%

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 #(s)	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 and 1.2	Results of the CA Healthy Kids Survey (CHKS) revealed a decline from 58% in 2024-25 to 27% in 2025-26 in the percentage of parents of English learners who “Strongly Agreed” or “Agreed” with how schools were promoting parental involvement. A review of parent/family feedback from several different feedback sessions revealed the need to keep the community liaisons at sites, particularly at our high needs sites that serve foster youth, low income, and English learners.	We will maintain community liaison positions at highest needs schools and maintain a network that facilitates regular and structured engagement with families and community members. The community liaisons and FACE network will help families of English learners, low income students, and foster youth stay informed and involved in their children's education. Additionally, we will regularly organize workshops and school events designed to encourage active participation from families and community partners. By implementing these actions districtwide, we anticipate all students and families will benefit. However, considering the increased need observed among our families of low income students, English learners, and foster youth, and because the action meets the needs most associated with these families, we anticipate improved outcomes for our unduplicated students that aligns with Goal 1 and its expected annual measurable outcomes.	Metrics 1.1, 1.2, 1.3, 1.4, 1.5, 1.7, 1.8, 1.9, and 1.10
1.4	Feedback shared from District English Learner Advisory Committee (DELAC) members indicated that communication is not consistently	We will monitor communication services to ensure they support family and community access and engagement for parents and families	1.11

Goal and Action #(s)	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
	reaching families, and participation can be limited due to unclear information. However, engagement strategies such as workshops, community liaisons, and translation services are valued and support family connection,	of English learners and dually identified students (English learner/student with disabilities, English learner/foster youth, English learner/low-income family).	
2.1	Feedback from student focus groups indicated some computers are in disrepair; however, overall the community is satisfied with the level of technology equipment and support. Identified Need: ensure students have access to up-to-date technology for learning and to replace outdated or non-functional devices.	This action aims to regularly update and replace technology equipment based on a set schedule and provide students with the necessary tools to support digital learning. This action will be implemented districtwide, with the expectation that all students will benefit from improved access to technology. However, considering the heightened need for technology support and services among our low-socioeconomic students, English learners, and foster youth, and acknowledging that this action specifically addresses the needs associated with these student groups, we believe these initiatives will prioritize equity of opportunity for students, regardless of their location, language, or economic standing. This, in turn, will result in improved outcomes for our unduplicated students for which Goal 1 includes expected annual measurable outcomes.	2.1
2.2	Feedback from our educational partners continues to highlight some declining conditions of school buildings. Many of our unduplicated students reside in close proximity to the inner city of Vista and attend schools constructed over 50 years ago. Peer-reviewed research emphasizes the adverse effects that classrooms and school buildings can have on students' breathing, vision, hearing, mobility, and learning	For this action, we will schedule regular maintenance and inspections of school facilities and address repairs and upgrades promptly to maintain high standards of safety and usability. To address the needs, conditions, and circumstances of our students, we are committed to providing and maintaining optimal learning environments for students.	2.2, 2.3, 2.4, and 2.5

Goal and Action #(s)	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
	experiences. Identified Need: Maintain safe and conducive learning environments and ensure facilities are well-maintained and in good repair.	This action will be implemented districtwide, and we expect all students will benefit from improved learning conditions. However, considering that our low-income students, English learners, and foster youth are more likely to find themselves in older buildings and portable classrooms and recognizing that this action directly addresses the needs associated with these student groups, we believe this action will significantly improve the learning environment and lead to improved outcomes for our unduplicated students for which Goal 1 includes expected annual measurable outcomes.	
2.3	Educational partner feedback indicated that we need to ensure transportation is more accessible for low-income students, particularly with the closing of Beaumont Elementary and Rancho Minerva Middle School as students of these schools will have to attend schools in areas where they don't live.	This action will create an opportunity to increase attendance rates for low-income students, particularly for those who will be attending new schools. This action will be implemented district wide and we expect all students will benefit from these additional routes. However, considering that our low-income students are more likely to find themselves attending schools that are not close to home and recognizing that this action directly addresses the needs associated with this student groups we believe this action will improve the attendance rates for our low-income students and leading to improved outcomes for which Goal 1 includes expected annual measurable outcomes.	2.6
2.4	School safety data from the California Healthy Kids Survey has revealed that 55% of students in grade seven, 67% of students in grade nine, and 60% of students in grade eleven perceive school as very safe or safe. This data	In order to address the needs, conditions, and circumstances of our low-income students, English learners, and foster youth, we will follow a process that ensures safe and secure environments throughout the district that is	2.7, 2.8, 2.9, 2.10, 2.11, and 2.12

Goal and Action #(s)	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
	demonstrates an decrease in students' perception of feeling safe when compared with results from the 2023 California Healthy Kids Survey that showed 64% of students in grade seven, 69% of students in grade nine, and 69% of students in grade eleven perceived school as very safe or safe. For students in grade 5, 2024 results report that 73% of students feel safe at schools, which is a decrease in results from data reported in the 2023 survey with 82% of students feeling safe at school.	designed to address the causes of students feeling unsafe. For this action we will continue to employ noon duty assistants and campus supervisors to monitor student activities and implement safety protocols and procedures to handle emergencies and incidents. This action is being implemented on a districtwide basis, and we expect all students will benefit. However, because our low-income students, English learners, and foster yout, have experiences that make them feel less safe and because the actions meet the needs most associated with these groups of students, we expect these actions will improve the conditions of learning resulting in improved outcomes for our unduplicated students for which Goal 1 includes expected annual measurable outcomes.	
3.1, 3.2, 3.4, 3.5, 3.6, 3.7	Based on feedback from our educational partners and our suspension and chronic absenteeism rates, it is clear that some of our low income students, English learners, and foster youth are disproportionately affected by barriers that prevent them coming to school or coming to school on time. Analysis of our student referrals for intervention also revealed that these student groups continue to experience greater social-emotional challenges compared to their peers.	To address the unique needs and circumstances of our unduplicated student groups, we implement a comprehensive plan that offers a continuum of services. This plan aims to support students' behavioral needs, reduce disproportionate suspension rates, improve attendance and engagement, and promote overall health and wellbeing. These actions are available to all students in order to promote an integrated program. We will also implement a multi-tiered system of universal, supplemental, and health and wellness supports in collaboration with county and local health services, and implement professional learning (in alignment with the Equity Board Policy) on recognizing and addressing the barriers, biases,	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.19, 3.20, 3.21, 3.22, 3.23, 3.25, 3.26, and 3.28

Goal and Action #(s)	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
		and disadvantages that low-income students, foster youth, and English learners experience. These actions are being implemented districtwide and we expect that all students will benefit from the support provided. However, recognizing that low-income students, English learners, and foster youth are more likely to experience social-emotional and behavioral needs, we believe these actions will significantly improve outcomes for our unduplicated students for which Goal 3 includes expected annual measurable outcomes.	
4.1, 4.2, 4.3, 4.4, 4.5, & 4.6	Data from both the Dashboard and CAASPP indicate a persistent achievement gap in ELA performance among different student groups, with English learners, foster youth, and students with disabilities struggling the most. Additionally, the data from both the Dashboard and CAASPP indicate a notable achievement gap in math performance across different student groups, with English learners performing the lowest.	These actions involve providing targeted intervention resources, such as phonemic awareness and fluency interventions, to support supplemental and intensive programs primarily aimed at English learners, foster youth, and students from low-income families. We will implement a data-driven program to analyze school-level math assessment data to identify these students who are not responding adequately to Tier 2 interventions. Additionally, we will offer supplemental K-12 science resources, including science readers with real-world connections, digital tools, and interactive experiences like virtual labs, to help these students who need extra support in science. We will also supply supplementary materials, such as realia, online subscriptions, and skills development resources, to enhance comprehension, increase motivation, and assist in history/social studies for the same target groups.	4.1, 4.2, 4.3, 4.5, 4.7, and 4.8

Goal and Action #(s)	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
		These actions are being implemented districtwide and we expect that all students will benefit from the support provided. However, recognizing that low income students, English learners, and foster youth experience notable achievement gaps in ELA and math relative to their peers, we believe these actions will significantly improve outcomes for our unduplicated students for which Goal 4 includes expected annual measurable outcomes.	
4.7 & 4.8	Results from our English learners, low-socioeconomic students, and foster youth show lower attendance data, higher chronic absenteeism rates, and lower high school graduation rates when compared to all students. Identified Needs: Provide opportunities for students to engage in activities that support academic and personal growth and enhance student engagement and overall development through extracurricular programs.	This action is designed to address the need(s) of low income students, English learners, and foster youth by expanding access to K-12 visual and performing arts and athletics programming. These actions are being implemented on a districtwide basis, and we expect all students will benefit. However, because of the increased need to increase attendance rates and engagement of our low-income students, English learners, and foster youth, and because the actions meet the needs most associated with these groups of students, we believe this action will improve engagement with students resulting in improved outcomes for our unduplicated students for which Goal 4 includes expected annual measurable outcomes.	4.9, 4.22, 4.23, 4.24, 4.25, 4.26, 4.27, 4.28
4.9	Data from the CA School Dashboard indicated that only 37.3% of high school graduates were considered prepared for college or career. A *very low* CCI performance level for English learners and students with disabilities and a *low* CCI performance level for Hispanic, homeless, and socioeconomically disadvantaged student	This action is designed to address the need(s) of low income students, English learners, and foster youth by providing teacher professional development on Universal Design for Learning that also includes building cultural competence. We will also expand A-G CTE pathways, align them with local priority sectors, and provide	4.4, 4.6, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, and 4.18

Goal and Action #(s)	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
	groups was also reported. In addition, there were lower numbers of students from these groups who scored a 3 or higher on at least two Advanced Placement exams, completed at least one CTE pathway, and fulfilled the a0g requirements when compared to their peers.	necessary professional development for teachers in support of these pathways. Additionally, sites will provide workshops that inform underrepresented students and families about programs such as International Baccalaureate (IB), Advanced Placement (AP), AVID, and A-G course completion. These actions are being implemented districtwide, with the expectation that all students will benefit from their implementation. However, considering the decreased preparedness of our secondary-level low-income students, English learners, and foster youth and recognizing that these actions address the specific needs associated with closing college and career preparedness gaps, we believe they will improve outcomes for students. The anticipated results align with the expected annual measurable outcomes that are aligned with Goal 4.	

Goal and Action #(s)	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
4.11	Data from both the Dashboard and CAASPP indicate a persistent achievement gap in ELA and math performance among students with disabilities and dually identified students with disabilities. Additionally, the rate of inclusion of SWD in the general education classroom decreased from 80% to 58%, which includes those students dually identified as low income students, English learners, and foster students.	We will fund an Inclusion Resource Teacher (culturally responsive-sustaining (CR-S) education) who will provide training and support for staff on inclusive practices and anti-ableism for our dually identified students (SWD/foster youth, SWD/students from low income families, SWD/ English learners) and provide training on universal design for learning (UDL). This action is being implemented districtwide, and we expect all students will benefit. However, given the increased need for assistance among our dually identified students with disabilities, and recognizing that these actions directly address the needs associated with these student groups, we believe this action will lead to improved outcomes for these students for which Goal 4 includes expected annual measurable outcomes.	4.26
5.1, 5.2, 5.3, & 5.4	It continues to be a challenge hiring instructional assistants, that are needed to serve our dually identified students with disabilities, with more than 20 positions remaining unfilled.	We will utilize direct placement services from the California Schools Talent Collaborative to specifically address the hiring of Instructional Assistants for after school instructional programs and behavioral interventions at schools with high percentages of dually identified low-income students, foster youth, and English learners. This action is being implemented districtwide, and we expect all students will benefit. However, given the increased need for assistance among our dually identified students with disabilities, and recognizing that these actions directly address the needs associated with these student groups, we believe this action	5.1, 5.2

Goal and Action #(s)	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
		will lead to improved outcomes for these students for which Goal 5 includes expected annual measurable outcomes.	
5.5	The concentration grant add-on funding will allocate resources for up to 26 additional staff positions to support teaching and learning in schools with a high concentration (above 55 percent) of foster youth, English learners, and low-income students.	Teachers will provide direct services to students that includes using the Class Size Reduction (CSR) model to increase individualized student-teacher interactions. This approach aims to improve student achievement for those who are at risk of failing or struggling to meet the California Common Core State Standards (CCSS). Additionally, funding will contribute to reducing the number of combination classes as well as address other student intervention needs. This action will be implemented on a district-wide basis and we expect that all students will benefit from the increased support. However, because our low-income students, English learners, and foster youth are more likely to require learning interventions and support and because this action meets the needs most associated with these groups of students, we believe this action will help improve the conditions of learning resulting in improved outcomes for our unduplicated students.	5.5 and 5.6

Goal and Action #(s)	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
6.1	A review of data from our local district assessment platforms has shown that across all grade levels, not all assessments have been implemented with fidelity across the district. Recognizing the necessity for a structured approach to ensure consistent, high-quality educational support, the district aims to use the performance framework to standardize interventions and supports, thus ensuring equitable learning experiences for our unduplicated students	We will implement and monitor a comprehensive performance framework that provides the systems and structures that enable the conditions to provide a MTSS continuum of support through universally designed deep learning experiences for low-income students, English learners, and foster youth. This action is being implemented districtwide, and we expect all students will benefit. However, given the increased need for academic assistance among low-income students, English learners, and foster youth, and recognizing that this action directly addresses the needs associated with these student groups, we believe this action will lead to improved outcomes for these students for which Goal 6 includes expected annual measurable outcomes.	6.1 and 6.2
7.1 and 7.2	Data from the CHKS showed that 44% of students in grade 7, 40% of students in grade 9, and 46% of students in grade 11, with a score of 7 or above, rated “School is Really Boring”. Educational partner feedback also indicated the need for more relevant and engaging learning experiences that connect educational goals with future career opportunities.	The district will develop Personalized Learning Pathways for low-income students, English learners, and foster youth to help them identify and build on their strengths, interests, and values, creating tailored educational plans aligned with their aspirations. Additionally, the Career Superhighway Program will provide a continuous career development pathway from preschool to employment, enabling these students to transform their interests into valuable skills that meet local and global market demands.	7.1, 7.2, 7.3, 7.4, and 7.5

Insert or delete rows, as necessary.

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
	Not applicable		

Insert or delete rows, as necessary.

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.

Estimated Planned Percentage of Improved Services

Not applicable for the 2026-27 school year.

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.

Goal 5 - Action 5: Learning Recovery & Class Size Reduction

The concentration grant add-on funding will provide additional staffing for up to 24 positions to be utilized as support in teaching and learning at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students. Teachers will provide direct services to students that include using the Class Size Reduction (CSR) model, an evidence based intervention, to increase the number of individualized student-teacher interactions intended to improve student achievement for those students at risk of failing to meet the California Common Core State Standards (CCSS); reducing the number of combination classes; and supporting other intervention needs

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	**Elementary Classified Ratio** - **34:1** Empresa Elementary Lake Elementary Alamosa Park Elementary Casita Elementary **Secondary Classified Ratio** - **44:1** Mission Vista High School:	**Elementary Classified Ratio** - **24:1** Bobier Elementary Breeze Hill California Ave Elementary Foothill Oak Elementary Grapevine Elementary Hannalei Elementary Maryland Elementary Mission Meadows **Secondary Classified Ratio** - **32:1** Madison Middle School Roosevelt Middle School Vista Innovation Design Academy Vista Magnet Middle School Alta Vista High School Major General Murray High School Rancho Buena Vista High School Vista High School Vista Visions Academy

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 ***certificated staff*** providing direct services to students	**Elementary Certificated Ratio - 18:1** Empresa Elementary Lake Elementary Alamosa Park Elementary Casita Elementary **Secondary Certificated Ratio - 21:1** Mission Vista High School	**Elementary Certificated Ratio - 16:1** Bobier Elementary Breeze Hill California Ave Elementary Foothill Oak Elementary Grapevine Elementary Hannalei Elementary Maryland Elementary Mission Meadows **Secondary Certificated Ratio - 16:1** Madison Middle School Roosevelt Middle School Vista Innovation Design Academy Vista Magnet Middle School Alta Vista High School Major General Murray High School Rancho Buena Vista High School Vista High School Vista Visions Academy

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 80,088,967	$ 78,574,557.52

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	Face Network	Yes	$ 1,804,438	$ 1,372,632
1	2	Communication	Yes	$ 417,500	$ 410,787
1	3	Community Schools	No	$ 2,962,537	$ 3,171,388
1	4	Community Access	Yes	$ 270,520	$ 355,115
2	1	Information Systems	Yes	$ 3,550,500	$ 3,329,751
2	2	High Quality Facilities	Yes	$ 724,256	$ 258,864
2	3	Transportation	Yes	$ 1,757,939	$ 1,617,836
2	4	Safe Environments	Yes	$ 2,881,809	$ 2,804,070
2	5	Child Nutrition	No	$ 517,000	$ 517,000
3	1	Positive Behavior Supports	Yes	$ 627,833	$ 631,949
3	2	Responsive Support Programs	Yes	$ 10,639,705	$ 11,039,359
3	3	Equity/Graduation	No	$ 5,000	$ 425,062

3	4	Expanded Learning (ELOP)	Yes	$ 8,984,529	$ 8,868,573
3	5	SEL Data Analysis (ELOP)	Yes	$ -	$ -
3	6	SEL PD (ELOP)	Yes	$ -	$ -
3	7	Connection & Wellbeing	Yes	$ 3,389,133	$ 2,962,999
4	1	ELA Supplemental Materials	Yes	$ 3,590,000	$ 3,990,236
4	2	Math Supplemental Materials	Yes	$ 1,168,123	$ 1,148,751
4	3	ELA	Yes	$ 1,274,659	$ 1,384,159
4	4	Math	No	$ 369,254	$ 396,964
4	5	NGSS	Yes	$ 184,500	$ 140,966
4	6	History Social Studies	Yes	$ 8,000	$ -
4	7	Arts Program	Yes	$ 3,085,367	$ 3,462,475
4	8	Athletics Program	Yes	$ 544,500	$ 667,265
4	9	College & Career Readiness	Yes	$ 4,246,885	$ 4,359,683
4	10	English Learner Program	Yes	$ 4,605,971	$ 4,138,963
4	11	Special Education Program	Yes	$ 4,233,345	$ 3,941,986
4	12	PK-3 Continuum	No	$ 714,000	$ 1,220,083
4	13	Long-term English Learner Support	No	$ -	$ -
5	1	Raising the Standards	Yes	$ 2,728,000	$ 2,582,244
5	2	New Employee PD	Yes	$ 602,632	$ 376,384
5	3	Extended School Year for PD	Yes	$ 2,830,000	$ 2,558,746
5	4	Improved Teaching & Learning	No	$ 20,000	$ 20,000
5	5	Learning Recovery & Class Size	Yes	$ 3,538,003	$ 3,063,631
6	1	Performance Framework	Yes	$ 1,853,625	$ 2,100,772
7	1	PL Pathway	Yes	$ 4,780,285	$ 4,394,033

7	2	Career Superhighway	Yes	$ 969,745	$ 652,458
8	1	EQM: Targeted Math & ELA Intervention Programs	No	$ 14,000	$ 14,000
8	2	EQM: Academic Leader: Dean	No	$ 45,000	$ 45,000
8	3	EQM: Behavioral Interventions &Support Programs	No	$ 5,000	$ 5,000
8	4	EQM: Work Experience & Intern	No	$ 40,000	$ 40,000
8	5	EQM: Language Instruction Prog	No	$ 2,000	$ 2,000
8	6	EQM: Professional Development	No	$ 3,000	$ 3,000
8	7	EQM: English Learner Assessment	No	$ -	
9	1	EQM: Academic Support and Tutoring	No	$ 3,000	$ 3,000
9	2	EQM: Parent and Community Engagement	No	$ 5,000	$ 5,000
9	3	EQM: Academic Leader: Dean	No	$ 45,374	$ 45,374
10	1	EQM: GLAD Training	No	$ 5,000	$ 5,000
10	2	AERIES & SPED Data Collection Train	No	$ 2,000	$ 2,000
10	3	Goal Writing	No	$ 10,000	$ 10,000
11	1	Tiered Academic Interventions	No	$ 15,000	$ 15,000
11	2	Standards-Aligned Curriculum	No	$ 5,000	$ 5,000
11	3	Chronic Absenteeism	No	$ 10,000	$ 10,000

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 41,018,515	$ 40,358,410	$ 37,478,073	$ 2,880,337	2.549%	2.549%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Face Network	Yes	$ 260,114	$ 213,908	0.000%	0.000%
1	2	Communication	Yes	$ 337,500	$ 330,787	0.000%	0.000%
1	3	Community Schools	No	$ -	$ -	0.000%	0.000%
1	4	Community Access	Yes	$ 265,520	$ 355,115	0.000%	0.000%
2	1	Information Systems	Yes	$ 3,475,500	$ 3,254,751	0.000%	0.000%
2	2	High Quality Facilities	Yes	$ 724,256	$ 258,864	0.000%	0.000%
2	3	Transportation	Yes	$ 1,259,054	$ 1,118,951	0.000%	0.000%
2	4	Safe Environments	Yes	$ 2,659,000	$ 2,581,261	0.000%	0.000%
2	5	Child Nutrition	No	$ -	$ -	0.000%	0.000%
3	1	Positive Behavior Supports	Yes	$ 315,333	$ 328,030	0.000%	0.000%
3	2	Responsive Support Programs	Yes	$ 8,717,522	$ 8,954,216	0.000%	0.000%
3	3	Equity/Graduation	No	$ -	$ -	0.000%	0.000%

3	4	Expanded Learning (ELOP)	Yes	$ 121,000	$ 5,044	0.000%	0.000%
3	5	SEL Data Analysis (ELOP)	Yes	$ -	$ -	1.069%	1.069%
3	6	SEL PD (ELOP)	Yes	$ -	$ -	1.480%	1.480%
3	7	Connection & Wellbeing	Yes	$ 2,232,980	$ 2,123,234	0.000%	0.000%
4	1	ELA Supplemental Materials	Yes	$ 1,190,000	$ 748,889	0.000%	0.000%
4	2	Math Supplemental Materials	Yes	$ 887,468	$ 876,754	0.000%	0.000%
4	3	ELA	Yes	$ 270,000	$ 144,081	0.000%	0.000%
4	4	Math	No	$ -	$ -	0.000%	0.000%
4	5	NGSS	Yes	$ 90,000	$ 46,466	0.000%	0.000%
4	6	History Social Studies	Yes	$ 8,000	$ -	0.000%	0.000%
4	7	Arts Program	Yes	$ 661,189	$ 463,426	0.000%	0.000%
4	8	Athletics Program	Yes	$ 526,500	$ 667,265	0.000%	0.000%
4	9	College & Career Readiness	Yes	$ 214,088	$ 108,613	0.000%	0.000%
4	10	English Learner Program	Yes	$ 3,542,068	$ 3,058,571	0.000%	0.000%
4	11	Special Education Program	Yes	$ 1,495,585	$ 850,178	0.000%	0.000%
4	12	PK-3 Continuum	No	$ -	$ -	0.000%	0.000%
4	13	Long-term English Learner Support	No	$ -	$ -	0.000%	0.000%
5	1	Raising the Standards	Yes	$ 223,000	$ 82,244	0.000%	0.000%
5	2	New Employee PD	Yes	$ 452,095	$ 174,713	0.000%	0.000%
5	3	Extended School Year for PD	Yes	$ 2,585,000	$ 2,550,000	0.000%	0.000%
5	4	Improved Teaching & Learning	No	$ -	$ -	0.000%	0.000%
5	5	Learning Recovery & Class Size	Yes	$ 2,773,003	$ 2,819,415	0.000%	0.000%

6	1	Performance Framework	Yes	$ 422,605	$ 1,004,819	0.000%	0.000%
7	1	PL Pathway	Yes	$ 4,180,285	$ 3,894,351	0.000%	0.000%
7	2	Career Superhighway	Yes	$ 469,745	$ 464,128	0.000%	0.000%
8	1	EQM: Targeted Math & ELA Intervention Programs	No	$ -		0.000%	0.000%
8	2	EQM: Academic Leader: Dean	No	$ -		0.000%	0.000%
8	3	EQM: Behavioral Interventions &Support Programs	No	$ -		0.000%	0.000%
8	4	EQM: Work Experience & Intern	No	$ -		0.000%	0.000%
8	5	EQM: Language Instruction Prog	No	$ -		0.000%	0.000%
8	6	EQM: Professional Development	No	$ -		0.000%	0.000%
8	7	EQM: English Learner Assessment	No	$ -		0.000%	0.000%
9	1	EQM: Academic Support and Tutoring	No	$ -		0.000%	0.000%
9	2	EQM: Parent and Community Engagement	No	$ -		0.000%	0.000%
9	3	EQM: Academic Leader: Dean	No	$ -		0.000%	0.000%
10	1	EQM: GLAD Training	No	$ -		0.000%	0.000%

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)
$ 199,402,411	$ 41,018,515	2.852%	23.423%	$ 37,478,073	2.549%	21.344%	$ 4,144,630.86	2.079%

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 204,327,990	$ 43,474,585	21.277%	2.079%	23.36%

Totals	LCFF S&C Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 47,723,919	$ 31,453,195	$ -	$ 4,303,457	$ 83,480,571	$ 38,517,723	$ 44,962,848

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 S&C Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Face Network	All	Yes	LEA-wide	All	All	Ongoing	$ 244,341	$ 17,500	$ 261,841	$ -	$ -	$ 1,574,904	$ 1,836,745	0.000%
1	2	Communication	All	Yes	LEA-wide	All	All	Ongoing	$ 295,000	$ 7,500	$ 302,500	$ 50,000	$ -	$ -	$ 352,500	0.000%
1	3	Community Schools	All	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ 3,350,721	$ -	$ -	$ 3,350,721	0.000%
1	4	Community Access	All	Yes	LEA-wide	All	All	Ongoing	$ 247,247	$ 41,000	$ 288,247		$ -	$ -	$ 288,247	0.000%
2	1	Information Systems	All	Yes	LEA-wide	All	All	Ongoing	$ 15,000	$ 3,694,500	$ 3,709,500	$ 75,000	$ -	$ -	$ 3,784,500	0.000%

2	2	High Quality Facilities	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 953,211	$ 953,211	$ -	$ -	$ -	$ 953,211	0.000%
2	3	Transportation	All	Yes	LEA-wide	All	All	Ongoing	$ 1,024,403	$ 280,000	$ 1,304,403	$ 523,828	$ -	$ -	$ 1,828,231	0.000%
2	4	Safe Environments	All	Yes	LEA-wide	All	All	Ongoing	$ 1,944,440	$ 659,000	$ 2,603,440	$ 239,497	$ -	$ -	$ 2,842,937	0.000%
2	5	Child Nutrition	All	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ 1,132,000	$ -	$ -	$ 1,132,000	0.000%
3	1	Positive Behavior Supports	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 145,500	$ 145,500	$ 71,000	$ -	$ -	$ 216,500	0.000%
3	2	Responsive Support Programs	All	Yes	LEA-wide	All	All	Ongoing	$ 9,941,388	$ 102,000	$ 10,043,388	$ 1,167,110	$ -	$ 1,032,480	$ 12,242,978	0.000%
3	3	Equity/Graduation	All	Yes	LEA-wide	All	All	Ongoing	$ 20,000	$ -	$ 20,000	$ -	$ -	$ 5,000	$ 25,000	0.000%
3	4	Expanded Learning (ELOP)	All	Yes	LEA-wide	All	All	Ongoing	$ 112,000	$ 9,000	$ 121,000	$ 9,626,520	$ -	$ 89,950	$ 9,837,470	0.000%
3	5	SEL Data Analysis (ELOP)	All	No	Limited	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	6	SEL PD (ELOP)	All	No	Limited	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	7	Connection & Wellbeing	All	Yes	LEA-wide	All	All	Ongoing	$ 2,303,884	$ -	$ 2,303,884	$ 1,179,287	$ -	$ -	$ 3,483,171	0.000%
4	1	ELA Supplemental Materials	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 590,000	$ 590,000	$ 2,000,000	$ -	$ -	$ 2,590,000	0.000%
4	2	Math Supplemental Materials	All	Yes	LEA-wide	All	All	Ongoing	$ 1,105,112	$ 60,000	$ 1,165,112	$ 288,475	$ -	$ -	$ 1,453,587	0.000%
4	3	ELA	All	Yes	LEA-wide	All	All	Ongoing	$ 54,000	$ 270,000	$ 324,000	$ 928,000	$ -	$ 264,439	$ 1,516,439	0.000%
4	4	Math	All	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ 1,514,500	$ -	$ -	$ 1,514,500	0.000%
4	5	NGSS	All	Yes	LEA-wide	All	All	Ongoing	$ 10,000	$ 75,000	$ 85,000	$ 85,000	$ -	$ -	$ 170,000	0.000%
4	6	History Social Studies	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 8,000	$ 8,000	$ 130,000	$ -	$ -	$ 138,000	0.000%
4	7	Arts Program	All	Yes	LEA-wide	All	All	Ongoing	$ 395,000	$ 310,107	$ 705,107	$ 2,406,451	$ -	$ -	$ 3,111,558	0.000%
4	8	Athletics Program	All	Yes	LEA-wide	All	All	Ongoing	$ -	$ 718,500	$ 718,500	$ 399,775	$ -	$ -	$ 1,118,275	0.000%
4	9	College & Career Readiness	All	Yes	LEA-wide	All	All	Ongoing	$ 3,345,138	$ 279,903	$ 3,625,041	$ 288,888	$ -	$ 22,000	$ 3,935,929	0.000%
4	10	English Learner Program	English Learners	Yes	LEA-wide	All	All	Ongoing	$ 3,656,482	$ 120,250	$ 3,776,732	$ 145,000	$ -	$ 772,372	$ 4,694,104	0.000%
4	11	Special Education Program	SWD	Yes	LEA-wide	All	All	Ongoing	$ 2,059,336	$ 52,000	$ 2,111,336	$ 2,595,090	$ -	$ 87,419	$ 4,793,845	0.000%
4	12	PK-3 Continuum	All	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ 115,000	$ -	$ -	$ 115,000	0.000%

4	13	Long-term English Learner Support	English Learners	No	LEA-wide	All	All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	1	Raising the Standards	All	Yes	LEA-wide	All	All	Ongoing	$ 100,000	$ 53,000	$ 153,000	$ -	$ -	$ -	$ 153,000	0.000%
5	2	New Employee PD	All	Yes	LEA-wide	All	All	Ongoing	$ 163,222	$ 451,000	$ 614,222	$ -	$ -	$ 210,358	$ 824,580	0.000%
5	3	Extended School Year for PD	All	Yes	LEA-wide	All	All	Ongoing	$ 2,905,000	$ 25,000	$ 2,930,000	$ -	$ -	$ -	$ 2,930,000	0.000%
5	4	Improved Teaching & Learning	All	Yes	LEA-wide	All	All	Ongoing	$ 20,000	$ -	$ 20,000	$ -	$ -	$ -	$ 20,000	0.000%
5	5	Learning Recovery & Class Size	All	Yes	LEA-wide	All	All	Ongoing	$ 3,252,538	$ -	$ 3,252,538	$ 765,000	$ -	$ -	$ 4,017,538	0.000%
6	1	Performance Framework	All	Yes	LEA-wide	All	All	Ongoing	$ 665,833	$ 39,225	$ 705,058	$ 755,140	$ -	$ 244,535	$ 1,704,733	0.000%
7	1	PL Pathway	All	Yes	LEA-wide	All	All	Ongoing	$ 4,348,194	$ 50,000	$ 4,398,194	$ 600,000	$ -	$ -	$ 4,998,194	0.000%
7	2	Career Superhighway	All	Yes	LEA-wide	All	All	Ongoing	$ 290,165	$ 195,000	$ 485,165	$ 812,539	$ -	$ -	$ 1,297,704	0.000%
8	1	EQM: Targeted Math & ELA Intervention Programs	All	Yes	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ 14,000	$ -	$ -	$ 14,000	0.000%
8	2	EQM: Academic Leader: Dean	All	No	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ 45,000	$ -	$ -	$ 45,000	0.000%
8	3	EQM: Behavioral Interventions &Support Programs	All	No	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
8	4	EQM: Work Experience & Intern	All	No	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
8	5	EQM: Language Instruction Prog	All	No	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ 2,000	$ -	$ -	$ 2,000	0.000%
8	6	EQM: Professional Development	All	No	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%
8	7	EQM: English Learner Assessment	All	No	Schoolwide	N/A	MGMHS	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
9	1	EQM: Academic Support and Tutoring	All	No	Schoolwide	N/A	AVHS	Ongoing	$ -	$ -	$ -	$ 3,000	$ -	$ -	$ 3,000	0.000%
9	2	EQM: Parent and Community Engagement	All	No	Schoolwide	N/A	AVHS	Ongoing	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
9	3	EQM: Academic Leader: Dean	All	No	Schoolwide	N/A	AVHS	Ongoing	$ -	$ -	$ -	$ 45,374	$ -	$ -	$ 45,374	0.000%

10	1	EQM: GLAD Training	All	No	Schoolwide	N/A	Cal Ave	Ongoing	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
10	2	AERIES & SPED Data Collection Train	All	No	Schoolwide	N/A	Cal Ave	Ongoing	$ -	$ -	$ -	$ 2,000	$ -	$ -	$ 2,000	0.000%
10	3	Goal Writing	All	No	Schoolwide	N/A	Cal Ave	Ongoing	$ -	$ -	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%
11	1	Tiered Academic Interventions	All	No	Schoolwide		VVA	Ongoing	$ -	$ -	$ -	$ 15,000	$ -	$ -	$ 15,000	0.000%
11	2	Standards-Aligned Curriculum	All	No	Schoolwide		VVA	Ongoing	$ -	$ -	$ -	$ 5,000	$ -	$ -	$ 5,000	0.000%
11	3	Chronic Absenteeism	All	No	Schoolwide		VVA	Ongoing	$ -	$ -	$ -	$ 10,000	$ -	$ -	$ 10,000	0.000%

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 S&C 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
$ 204,327,990	$ 43,474,585	21.277%	2.079%	**23.36%**	$ 47,723,919	0.000%	**23.36%**	**Total:**	$ 47,723,919
								LEA-wide Total:	$ 47,723,919
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	Face Network	Yes	LEA-wide	All	All	$ 261,841	0.000%
1	2	Communication	Yes	LEA-wide	All	All	$ 302,500	0.000%
1	3	Community Schools	No	LEA-wide	All	All	$ -	0.000%
1	4	Community Access	Yes	LEA-wide	All	All	$ 288,247	0.000%
2	1	Information Systems	Yes	LEA-wide	All	All	$ 3,709,500	0.000%
2	2	High Quality Facilities	Yes	LEA-wide	All	All	$ 953,211	0.000%
2	3	Transportation	Yes	LEA-wide	All	All	$ 1,304,403	0.000%
2	4	Safe Environments	Yes	LEA-wide	All	All	$ 2,603,440	0.000%

2	5	Child Nutrition	No	LEA-wide	All	All	$ -	0.000%
3	1	Positive Behavior Supports	Yes	LEA-wide	All	All	$ 145,500	0.000%
3	2	Responsive Support Programs	Yes	LEA-wide	All	All	$ 10,043,388	0.000%
3	3	Equity/Graduation	Yes	LEA-wide	All	All	$ 20,000	0.000%
3	4	Expanded Learning (ELOP)	Yes	LEA-wide	All	All	$ 121,000	0.000%
3	5	SEL Data Analysis (ELOP)	No	Limited	All	All	$ -	0.000%
3	6	SEL PD (ELOP)	No	Limited	All	All	$ -	0.000%
3	7	Connection & Wellbeing	Yes	LEA-wide	All	All	$ 2,303,884	0.000%
4	1	ELA Supplemental Materials	Yes	LEA-wide	All	All	$ 590,000	0.000%
4	2	Math Supplemental Materials	Yes	LEA-wide	All	All	$ 1,165,112	0.000%
4	3	ELA	Yes	LEA-wide	All	All	$ 324,000	0.000%
4	4	Math	No	LEA-wide	All	All	$ -	0.000%
4	5	NGSS	Yes	LEA-wide	All	All	$ 85,000	0.000%
4	6	History Social Studies	Yes	LEA-wide	All	All	$ 8,000	0.000%
4	7	Arts Program	Yes	LEA-wide	All	All	$ 705,107	0.000%
4	8	Athletics Program	Yes	LEA-wide	All	All	$ 718,500	0.000%
4	9	College & Career Readiness	Yes	LEA-wide	All	All	$ 3,625,041	0.000%
4	10	English Learner Program	Yes	LEA-wide	All	All	$ 3,776,732	0.000%
4	11	Special Education Program	Yes	LEA-wide	All	All	$ 2,111,336	0.000%
4	12	PK-3 Continuum	No	LEA-wide	All	All	$ -	0.000%
4	13	Long-term English Learner Support	No	LEA-wide	All	All	$ -	0.000%
5	1	Raising the Standards	Yes	LEA-wide	All	All	$ 153,000	0.000%

5	2	New Employee PD	Yes	LEA-wide	All	All	$ 614,222	0.000%
5	3	Extended School Year for PD	Yes	LEA-wide	All	All	$ 2,930,000	0.000%
5	4	Improved Teaching & Learning	Yes	LEA-wide	All	All	$ 20,000	0.000%
5	5	Learning Recovery & Class Size	Yes	LEA-wide	All	All	$ 3,252,538	0.000%
6	1	Performance Framework	Yes	LEA-wide	All	All	$ 705,058	0.000%
7	1	PL Pathway	Yes	LEA-wide	All	All	$ 4,398,194	0.000%
7	2	Career Superhighway	Yes	LEA-wide	All	All	$ 485,165	0.000%
8	1	EQM: Targeted Math & ELA Intervention Programs	Yes	Schoolwide	N/A	MGMHS	$ -	0.000%
8	2	EQM: Academic Leader: Dean	No	Schoolwide	N/A	MGMHS	$ -	0.000%
8	3	EQM: Behavioral Interventions &Support Programs	No	Schoolwide	N/A	MGMHS	$ -	0.000%
8	4	EQM: Work Experience & Intern	No	Schoolwide	N/A	MGMHS	$ -	0.000%
8	5	EQM: Language Instruction Prog	No	Schoolwide	N/A	MGMHS	$ -	0.000%
8	6	EQM: Professional Development	No	Schoolwide	N/A	MGMHS	$ -	0.000%
8	7	EQM: English Learner Assessment	No	Schoolwide	N/A	MGMHS	$ -	0.000%
9	1	EQM: Academic Support and Tutoring	No	Schoolwide	N/A	AVHS	$ -	0.000%
9	2	EQM: Parent and Community Engagement	No	Schoolwide	N/A	AVHS	$ -	0.000%
9	3	EQM: Academic Leader: Dean	No	Schoolwide	N/A	AVHS	$ -	0.000%
10	1	EQM: GLAD Training	No	Schoolwide	N/A	Cal Ave	$ -	0.000%

10	2	AERIES & SPED Data Collection Train	No	Schoolwide	N/A	Cal Ave	$ -	0.000%
10	3	Goal Writing	No	Schoolwide	N/A	Cal Ave	$ -	0.000%
11	1	Tiered Academic Interventions	No	Schoolwide	N/A	Cal Ave	$ -	0.000%
11	2	Standards-Aligned Curriculum	No	Schoolwide	N/A	Cal Ave	$ -	0.000%
11	3	Chronic Absenteeism	No	Schoolwide	N/A	Cal Ave	$ -	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 of 15 students.

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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, school site-level advisory groups, as applicable (e.g., school site 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 school site 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 holistic 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 school site would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier school site 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 school site, 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 school site.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who

provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

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

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

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

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

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

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier school site 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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 displayed. If actions with a "No" are displayed or if actions that are contributing are not displayed 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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