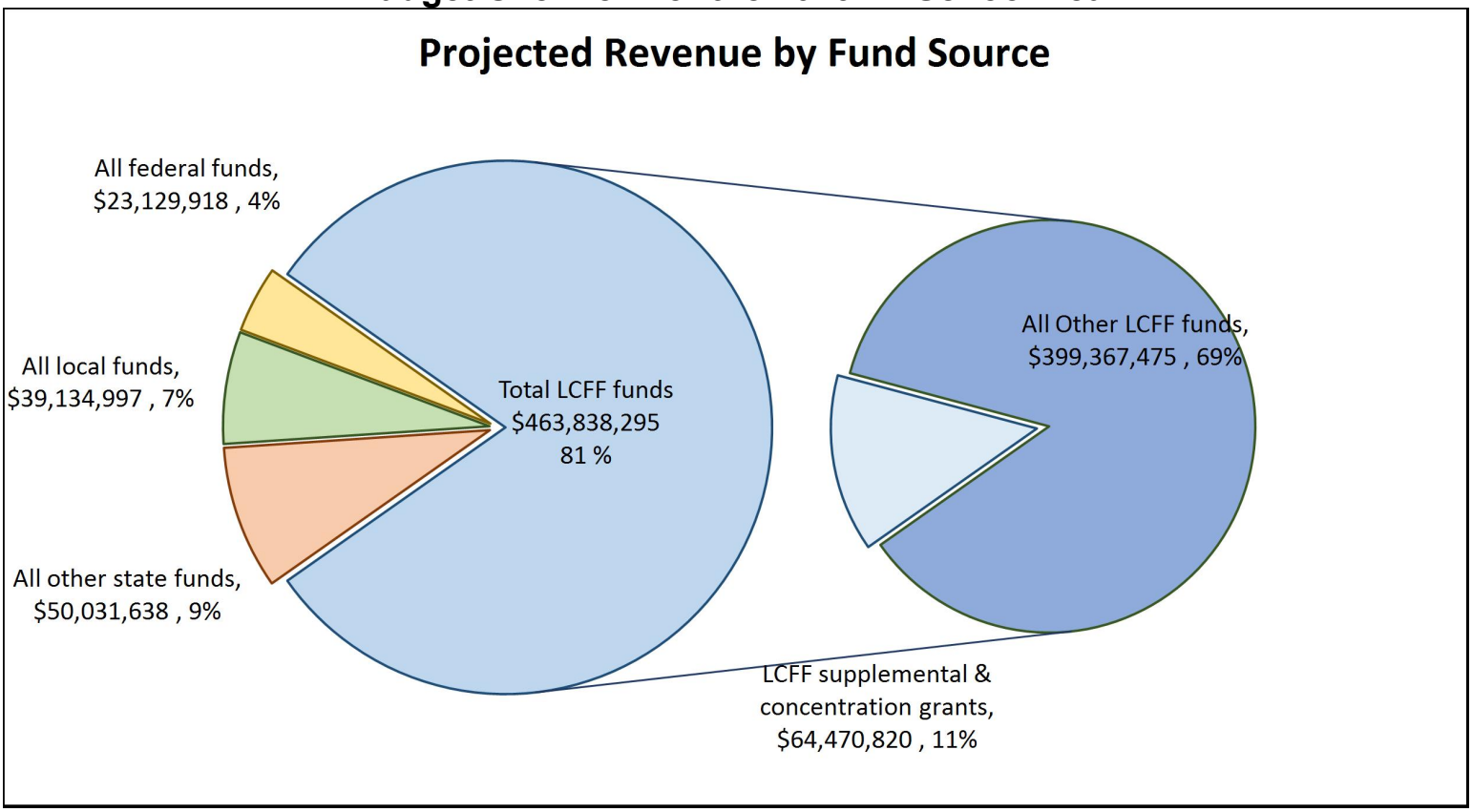
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sweetwater Union High School District
CDS Code: 37-68411
School Year: 2026-27
LEA contact information:
Dr. Ana Maria Alvarez
Assistant Superintendent
ana.alvarez@sweetwaterschools.org
619-691-5546

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

Budget Overview for the 2026-27 School Year

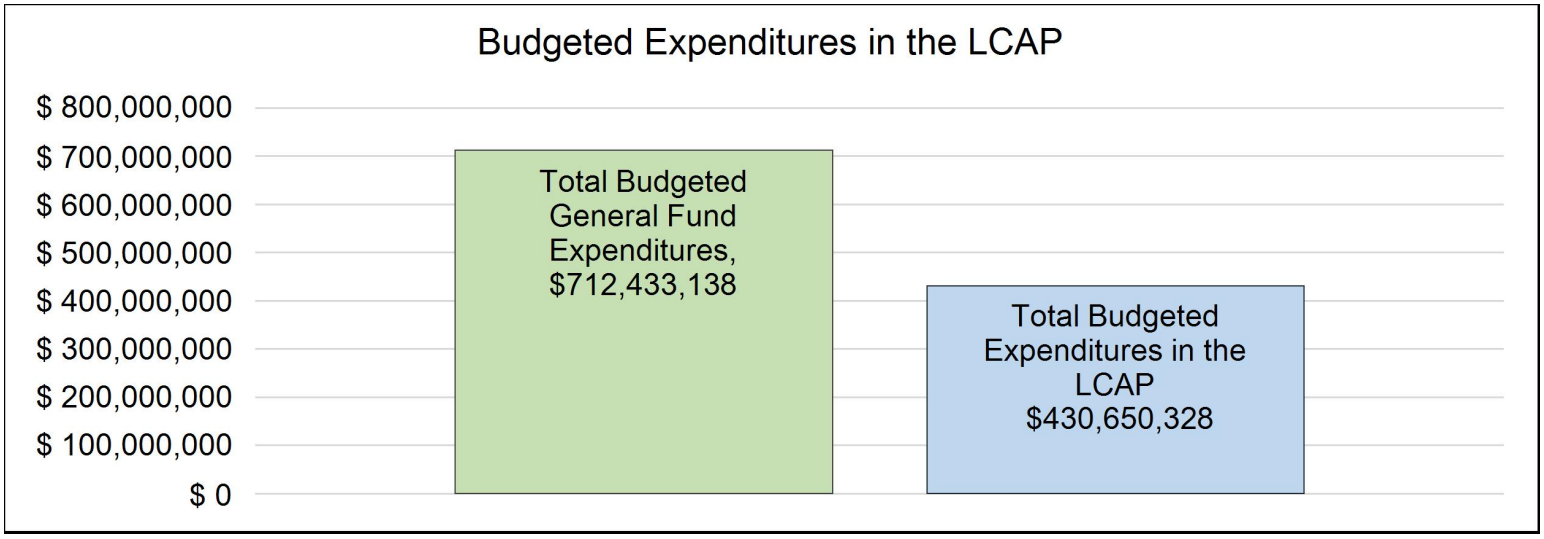


This chart shows the total general purpose revenue Sweetwater Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sweetwater Union High School District is $576,134,848, of which $463,838,295 is Local Control Funding Formula (LCFF), $50,031,638 is other state funds, $39,134,997 is local funds, and $23,129,918 is federal funds. Of the $463,838,295 in LCFF Funds, $64,470,820 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sweetwater Union High 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: Sweetwater Union High School District plans to spend $712,433,138 for the 2026-27 school year. Of that amount, $430,650,328.20 is tied to actions/services in the LCAP and $281,782,809.8 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

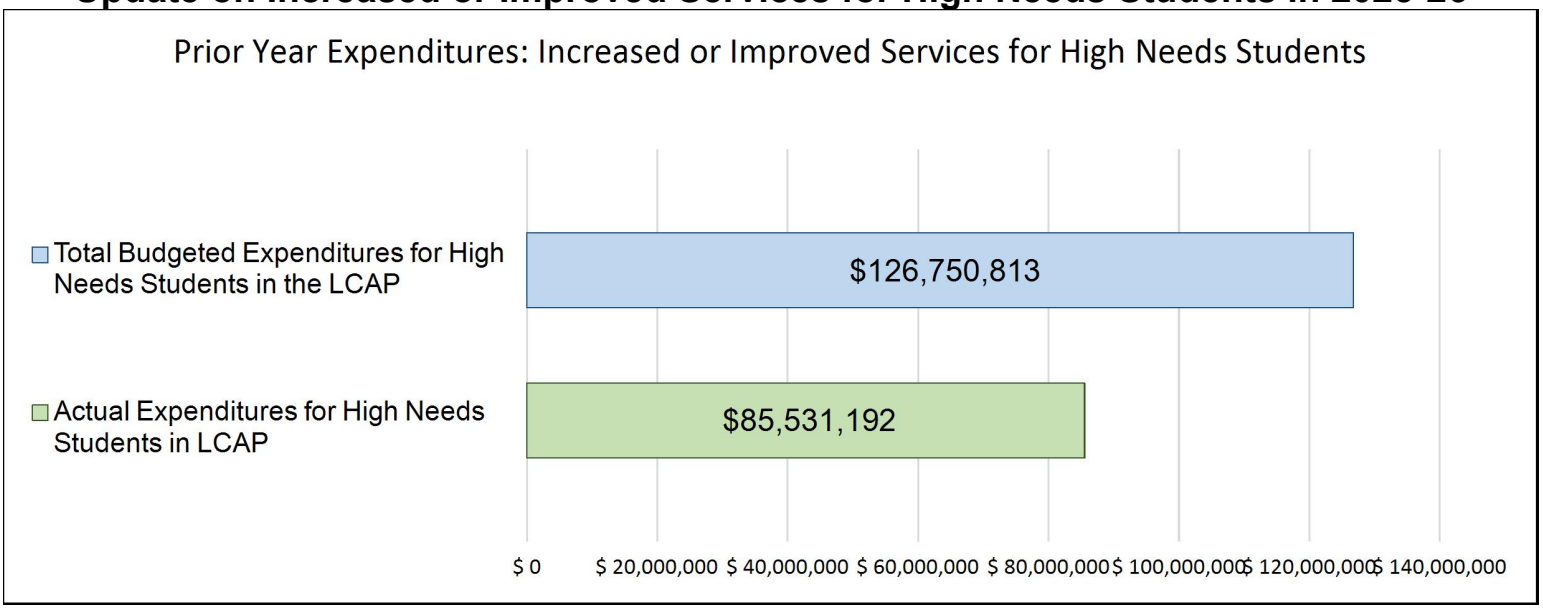
The Sweetwater Union High School District budgeted expenditures that are not in the LCAP to address other statewide priorities, particularly, item #1 for basic services. In addition, the total cost of operating. departments located in the district office are not included in the LCAP, for example: Duplicating, Purchasing, Warehouse, Accounts Payable, Payroll, Finance, Student Services, Special Education, Transportation, Maintenance, Human Resources, and the Benefits Department.

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

In 2026-27, Sweetwater Union High School District is projecting it will receive $64,470,820 based on the enrollment of foster youth, English learner, and low-income students. Sweetwater Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sweetwater Union High School District plans to spend $105,747,248.61 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 Sweetwater Union High 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 Sweetwater Union High 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, Sweetwater Union High School District's LCAP budgeted $126,750,813 for planned actions to increase or improve services for high needs students. Sweetwater Union High School District actually spent $85,531,192 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sweetwater Union High School District	Dr. Ana Maria Alvarez Assistant Superintendent	ana.alvarez@sweetwaterschools.org 619-691-5546

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.

Set in southern San Diego County, the Sweetwater Union High School District spans from the border with Mexico up the Pacific coast to National City and East to the Otay Mountain foothills. As the largest secondary school district in California, we serve our communities, parents, students, and staff with excellence in teaching and support for our diverse population of over 33,000 middle and high school students and over 10,000 adult school attendees. Each Sweetwater student is provided with opportunities to become involved in district-wide activities through various athletics, clubs, after-school programs, performing arts, and community events. The district has twelve high schools, two alternative education schools, eleven middle schools, one online 7-12 school, and a unique Adult Education program that includes 4 Adult Schools.

Sweetwater is dedicated to putting students first by providing highly effective teachers who are trained in the latest instructional practices, including Diversity, Equity, and Inclusion pedagogy and mindsets, which lead to culturally respectful lessons. By acknowledging students' diverse knowledge as an additive, teachers engage students, which leads them to value their culture, language, and family. Teachers and staff prioritize personal connections with students and families, which informs how they will design relevant lessons that students can learn from and can access challenging curricula in a safe and healthy learning environment that focuses on a positive transformational culture. The district's transparent systems of support individualize the needs of each student while fostering parent and community involvement.

In 2024-25, student enrollment declined to 34,382, a decrease of 944 from the previous year, continuing a trend that significantly impacts the district. In 2024-25, 60.78% of students were low-income, 21.5% were English Learners, 69% of whom were Long-Term English Learners, and 51 students were identified as Foster Youth or Homeless Youth.

In 2025-2026, student enrollment declined to 33,406, a decrease of 876 from the previous year. From this student population, 58.7% of students were low-income, 20.9% were English Learners, 67% of whom were Long-Term English Learners, and 752 students were identified as Foster Youth or Homeless Youth.

Our Local Control and Accountability Plan is a direct reflection of our efforts to involve all the educational partners in a parallel process of continuous review, report, reach-out, and revision. This plan also serves as the compass in the equity and access work to transform our systems so they can serve students equitably. Our LCAP is truly a living document as we receive constant input from educational partners and make timely and purposeful changes to align with the needs of our students, teachers, and all families. Sweetwater board members receive monthly updates on progress with goals and action steps. District committees, district office personnel, and sites receive the same information and continue the parallel process by providing updates on progress and next steps.

Our shared vision:
The Sweetwater Union High School District is committed to providing students with a rigorous educational program focused on the development of safe and nurturing learning environments in partnership with families, parents, and community members. The district's mission: Located in the heart of an international border community, the Sweetwater Union High School District ensures a safe, inclusive, collaborative culture that empowers each student to actively engage in a meaningful educational experience to pursue personal and academic success.

This mission is supported by the established District beliefs, which include:
* We believe each student can succeed.
* We believe in a welcoming community that is inclusive, equitable, and promotes positive academic, social, and emotional well-being.
* We believe relationships and collaboration matter.
* We believe resources should be distributed to each school to ensure the success of each student.
* We believe in the value of community voice in decision-making.
* We believe in a culture of trust based on integrity and transparency.

Sweetwater Union High School District's Local Control Accountability Plan (LCAP):
* Goal 1: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.
* Goal 2: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.
* Goal 3: Foster and honor parent/guardian and community engagement to support excellence in each student's success.
* Goal 4: Develop coherent and transparent systems for operational excellence to support each student's success.
* Goal 5: By June 30, 2027, the student graduation rate will increase by 10%, and chronic absenteeism will decrease by 10% at Alta Vista Academy and Palomar High School for all students, including students with disabilities, homeless and foster youth, socioeconomically disadvantaged, and English learners. (Equity Multiplier)
* Goal 6: Ensure students' academic recovery and emotional well-being by providing equitable access to high-quality instruction, targeted interventions, and comprehensive social-emotional support, fostering a nurturing and inclusive learning environment (Learning Recovery Grant)

The Sweetwater Union High School District continues to provide 21st Century learning to all students to support their choices for college and career. Through our efforts with local universities, SUHSD continues its partnership with San Diego State University through the Compact for Success. Many of the cohort students, now university graduates, are welcomed back as credentialed teachers, fulfilling our promise to guarantee former Compact Scholars employment if they go into the field of education. Our ongoing efforts to support our community with quality education for each student are our primary objective. As we work together, we put each student's success at the forefront.

The LCAP goals and actions support our students in improving their opportunities. The LCAP process involved reaching out to our stakeholders through surveys and engagement sessions. The feedback received has been critical in the development, refinement, and implementation of the LCAP. Some of the actions and services have remained the same; however, based on educational partner input, we have added support to increase student attendance, individualized academic support, and acceleration of student learning. Additionally, based on community feedback, we have continued our emphasis on addressing College and Career readiness for our students. In the 2026-27 school year, Alta Vista Academy and Palomar High School will be receiving Equity Multiplier funding due to having a non-stability rate greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. The stability rate for Palomar High was 57% and for Alta Vista Academy was 71%. The funds will be utilized to provide evidence-based services and support based on educational research and to address the metrics and student groups with the lowest performance levels on the 2025 CA Dashboard.

Reflections: Annual Performance

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

In 2025-26, Sweetwater Union High School District made modest improvements in English Language Arts and Mathematics, supported by professional development, updated curricula, and technology integration. College and Career Readiness increased slightly, driven by higher AP and CTE participation. Graduation rates rose to 91.5%, although American Indian outcomes declined. Chronic absenteeism maintained, and suspension rates decreased except for Foster Youth and Pacific Islanders. While English Learner progress maintained the EL reclassification rates maintained as well. The gains resulted from educational partner input, strategic planning, and targeted actions outlined in the Local Control and Accountability Plan (LCAP).

*ACADEMIC PERFORMANCE ENGLISH LANGUAGE ARTS (2025 CA DASHBOARD)
In 2024-25, the performance of all students towards meeting the grade level standards on the English Language Arts Smarter Balanced Summative Assessment increased by 4.8 points from 2023-24. The district has focused on providing professional development and resources for teachers, particularly with the adoption of new ELA textbooks. Instructional guides are aligned with quarterly Formative Assessment plans to provide data for feedback and targeted interventions for students. District TOSAs (Teachers on Special Assignment) provide support to school sites in lesson planning and classroom strategies to support English Learners and students with disabilities. The district's one-to-one initiative has supported ELA instruction by facilitating reading, writing, language activities, and speaking/listening activities daily. Overall, the district's approach to improving ELA performance has involved a combination of professional development, resources, and collaborative planning to ensure that all students have the support they need to succeed in language arts.

*ACADEMIC PERFORMANCE MATHEMATICS (2025 CA DASHBOARD)
In 2024-25, student performance on the Mathematics Smarter Balanced Summative Assessment improved, with all students gaining 9.8 points from the previous year. However, overall performance remained 62.9 points below the standard, with Students with Disabilities

performing at the lowest level. To address these challenges, the district focused on formative and summative assessments, encouraging data-driven collaboration through Professional Learning Communities (PLCs) and improving lesson design. These strategies aimed to better identify student needs and enhance instructional effectiveness. In 2024-25, the district expanded support by placing approximately 110 additional College Tutors in math classrooms to provide individualized student assistance.

*COLLEGE AND CAREER READINESS (2025 CA DASHBOARD)
In 2024-25, the percentage of students performing at the "Prepared" level on the California Dashboard College/Career Indicator increased slightly by 2.9%, from 41.7% to 51.3%. The district also saw significant growth in AP program participation, with more students taking AP courses and exams. AP exam pass rates rose from 64% to 67% in recent years. Additionally, there was an increase in the number of seniors enrolled in Career Technical Education (CTE) classes. While progress has been made, particularly in expanding access to advanced coursework and career-focused education, more work is needed to ensure successful outcomes for all student groups, especially those facing greater challenges.

*GRADUATION RATES (2025 CA DASHBOARD)
The district graduation rate of 91.5% has reached "Green" status on the 2024-25 California Dashboard. The Foster Youth, Homeless, African American, English Learners, Hispanic, Long-Term English Learners, Socioeconomically Disadvantage, Student with Disabilities and Filipino student groups demonstrated gains. However, the American Indian and Asian student group experienced a decrease in their graduation rate of 2% and 2.4%. While other student groups like White students maintained their levels. Continued attention to identifying and addressing barriers to graduation, along with targeted support and resources for at-risk students, will continue to be an area of emphasis to maintain and improve graduation rates across all student groups.

*CHRONIC ATTENDANCE (2025 CA DASHBOARD)
The district's Chronic Absenteeism rate has maintained from 18.2% in 2023-24 to 18.6% in 2024-25. Despite these efforts and gains, the average Daily Attendance (ADA) has not reached the pre-pandemic rates of 7.8%. To address chronic absenteeism there are targeted interventions in place to support student groups with high rates of chronic absenteeism with ongoing monitoring, evaluation, and collaboration between school staff, families, and community partners.

*SUSPENSION RATES (2025 CA DASHBOARD)
The Suspension Rate for Middle Schools has decreased from 5.6% in 2023-24 to 4.2% in 2024-25. The district and sites will continue monitoring the effectiveness of interventions and adjusting strategies as necessary to ensure improvements in suspension rates and student outcomes.

*ENGLISH LEARNER PROGRESS (2025 CA DASHBOARD)
The district's overall performance on the 2024-25 California Dashboard maintained at 1.4% compared to the previous year. In 2024-25, 46.1% of English Learners made progress toward English language proficiency, highlighting the ongoing need for targeted support and intervention for this group. While the reclassification rates for English Learners remained the same at 6%, this indicates that continued effort is needed to ensure EL students are making significant progress toward achieving English language proficiency.

*PROFESSIONAL GROWTH AND DEVELOPMENT (2024-25 LOCAL DATA)

Sweetwater has successfully implemented a range of professional development programs aimed at strengthening teaching and leadership across the district. The Teacher Induction Program supported 92 new teachers in 2024-2025 and 99 new teachers in 2025-2026, who were paired with 43 teacher mentors. This program provides new educators with valuable guidance in pedagogy, inclusive practices, classroom management, student engagement, assessment, and accountability. Additionally, 2025-206 the SUSHD administrative induction program supported 21 first and second-year administrators in collaboration with SDSU, with 7 experienced mentors guiding them through their development. The district leadership development efforts also included the Aspiring Administrator Academy with 30 applicants in 2024-25 and 23 applicants in 2025-2026, with an Administrator Induction Program in partnership with San Diego State University, and mentorship for new Assistant Principals. The district has made significant progress in developing and implementing Common Formative Assessments (CFAs), engaging over 200 teachers in creating assessments for all courses. In 2024-25, Sweetwater introduced the Formative assessment platform. The district has made significant progress in developing and implementing Common Formative Assessments (CFAs), engaging over 200 teachers in creating assessments for all courses 2025-26. In 2025-26, Sweetwater introduced the Formative assessment platform, through which over 1,300 teachers administered more than 30,000 assignments were created using the platform. Curriculum TOSAs led professional development sessions and PLC leads were trained to guide collaborative instructional design and monitoring of student progress. Additionally, administrators participated in learning walks to develop a shared understanding of effective teaching practices, resulting in the creation of a districtwide Learning Walk Tool to be used in 2025–26 for coaching and instructional improvement.

*D AND F RATES (2024-25 LOCAL DATA)
From the 2023–24 Semester 1 to the 2024–25 Semester 1, the overall D and F rate decreased from 34.7% to 33.7%. In middle schools, the D and F rates increased slightly from 34.67% to 37.7%, while in high schools, the D and F rates increased from 34.33% to 37.5%. While overall improvement is evident, the slight increase in middle school D and F rates highlights the need for continued focus on student mastery of the standards. Ongoing efforts in classroom instruction, targeted interventions, and one-on-one support will be crucial to further reduce failure rates across both middle and high schools.

*CA DASHBOARD (2024 CA DASHBOARD)
The Dashboard data indicates some variance in various areas of school performance across the district. Chronic absenteeism is prevalent in many schools, with most maintaining. Both English Language Arts (ELA) and Mathematics SBAC proficiency show variations among schools, with schools needing improvement for all students and student groups. The students with disabilities face challenges in ELA and Mathematics SBAC proficiency. Suspension rates are high district-wide for Foster Youth. In addition, two of the middle schools have a high or very high level of suspension for all students per CA Dashboard. There is a continued need to provide targeted interventions and support to address disciplinary issues that lead to suspension as a whole and specific groups. Graduation rates, while stable, show room for improvement at Montgomery High, Mar Vista High and Sweetwater High. Chronic absenteeism across the district is a notable issue among African American students, English Learners, Foster Youth, Hispanic, Long-Term English Learners, Pacific Islanders, Socioeconomically Disadvantage students and Students with Disabilities. Overall, the CA Dashboard data indicates the continued need for comprehensive strategies to address the diverse needs of students, reduce absenteeism, improve academic proficiency, and create inclusive and supportive environments to ensure the success of all students across California's schools and districts. Below is a list of student groups and schools that performed at the lowest level of red on the California Dashboard.

(From 2023 to 2025 CA DASHBOARD)
*CRITERIA 1: DASHBOARD SCHOOL PERFORMANCE LEVELS - SCHOOLS
College and Career Indicator - Palomar High School very low to red

Chronic Absenteeism - Granger Junior red to yellow performance and Bonita Vista Middle red to yellow
English Language Arts - San Ysidro High red to green performance, Sweetwater High red to orange performance, Launch Academy red to orange performance, and Castle Park Middle red to red performance
Mathematics - Castle Park High red to yellow performance, Chula Vista Senior red to orange performance, Mar Vista Academy red to yellow performance, Castle Park Middle School red to red performance, Southwest Senior High red to yellow performance, Mar Vista High School red to red performance, Montgomery Senior High red to orange performance, Sweetwater High red to yellow performance, and San Ysidro High red to red performance
Suspension - Chula Vista Middle red to yellow performance, Granger Junior red to yellow performance, Hilltop Middle red to green performance, Mar Vista Academy red to green performance, Montgomery Middle red to yellow performance, and Southwest Middle red to green performance
Graduation - Palomar High School red to orange performance

*CRITERIA 2: DASHBOARD DISTRICT PERFORMANCE LEVELS - STUDENT GROUPS
Chronic Absenteeism - African American student group red to red performance
English Learner Progress - Foster Youth red to no performance color
English Language Arts - English Learners red to orange, Foster Youth red to no performance color, and Students with Disabilities red to red performance
Mathematics - English Learner red to orange performance and Hispanic red to yellow performance
Suspension - Students with Disabilities red to yellow performance, Homeless red to yellow performance, and English Learners red to yellow performance.

*CRITERIA 3: COLLEGE & CAREER INDICATOR BY SCHOOL & STUDENT GROUP
Launch - English Learner red to red performance & Students with Disabilities red to no performance due to fewer than 11 students
Mar Vista High School - Students with Disabilities red to yellow performance
Palomar High School - English Learner, Hispanic, Socio-Economically Disadvantaged, Students with Disabilities red to red
San Ysidro - Students with Disabilities red to yellow performance
Sweetwater High School - English Learners and Students with Disabilities red to yellow performance

*CRITERIA 3: CHRONIC ABSENTEEISM INDICATOR BY SCHOOL & STUDENT GROUP
Bonita Vista Middle School - Socio-Economically Disadvantaged red to orange performance, Students with Disabilities red to yellow performance, Two or More Races red to orange performance
Chula Vista Middle School – White red to red performance & English Learners red to orange performance
Eastlake Middle School - Two or More races red to yellow performance, Students with Disabilities red to red performance, White red to orange performance, and English Learner red to orange performance
Granger Junior - English Learner red to orange performance, Hispanic red to yellow performance, Socio-Economically Disadvantaged red to yellow performance, Students with Disabilities red to orange performance, and White red to no color due to fewer than 11 students
Mar Vista Academy – Hispanic red to orange performance, Students with Disabilities red to orange performance, and White red to no color due to fewer than 11 students
Rancho Del Rey Middle - African American red to red performance & Socio-Economically Disadvantaged red to red performance

*CRITERIA 3: ENGLISH LANGUAGE ARTS MIDDLE SCHOOLS & STUDENT GROUP
Bonita Vista Middle School & Rancho Del Rey Middle - Students with Disabilities red to orange and red to yellow performance
Castle Park Middle School - English Learner red to red performance, Homeless red to red performance, Socio-Economically Disadvantaged red to red performance, Students with Disabilities red to red performance, and White red to no color due to fewer than 11 students
Granger Junior & Montgomery Middle School - English Learner red to yellow and red to red performance
Hilltop Middle School & National City Middle - English Learner red to orange, red to yellow performance & Students with Disabilities red to orange and red to orange performance
Mar Vista Academy - Hispanic red to yellow & Students with Disabilities red to red performance
Southwest Middle School – White red to no color due to fewer than 11 students

*CRITERIA 3: ENGLISH LANGUAGE ARTS HIGH SCHOOL & GROUP
Bonita Vista High, Castle Park High School, Hilltop High School & Southwest High School - English Learner red to yellow, red to red, red to red, & red to red performance
Chula Vista Senior High - Students with Disabilities red to orange performance
Eastlake High School - English Learner & Students with Disabilities red to green & red to yellow performance
Launch Virtual Academy - Hispanic & Socio-Economically Disadvantaged, red to orange performance
Mar Vista High School & Otay Ranch High School - English Learners & Students with Disabilities Mar Vista High red to red, red to red, Otay Ranch High red to orange & red to orange
Olympian High - African American red to yellow & English Learners red to yellow performance
San Ysidro - English Learner red to orange, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow, and Students with Disabilities red to orange performance
Sweetwater High School - English Learner red to orange, Hispanic red to orange, Socio-Economically Disadvantaged red to orange, and Students with Disabilities red to orange performance

*CRITERIA 3: MATHEMATICS MIDDLE SCHOOL & GROUP
Bonita Vista Middle - English Learner red to red & Students with Disabilities red to orange performance
National City Middle - English Learner red to yellow & Students with Disabilities red to red performance
Castle Park Middle School – Hispanic red to orange performance
Hilltop Middle School - English Learner red to orange, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow, and Students with Disabilities red to orange performance
Mar Vista Academy - Hispanic red to orange & Socio-Economically Disadvantaged red to orange
Montgomery Middle School - English Learner red to orange & Hispanic red to red performance
Rancho Del Rey Middle - Students with Disabilities red to orange performance
Southwest Middle School - English Learner red to red, Socio-Economically Disadvantaged red to red, and White red to no color due to fewer than 11 students

*CRITERIA 3: MATHEMATICS HIGH SCHOOL & GROUP
Bonita Vista High - English Learner red to orange
Castle Park High School - English Learner red to orange, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow performance

Southwest High School - English Learner red to orange, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow
Chula Vista Senior - English Learner red to orange & Students with Disabilities red to orange performance
Otay Ranch High School - English Learner red to orange & Students with Disabilities red to orange performance
Launch Virtual - Socio-Economically Disadvantaged red to orange performance
Mar Vista High School - English Learner red to red, Hispanic red to red, Socio-Economically Disadvantaged red to red, and Students with Disabilities red to orange
Montgomery High School - English Learner red to orange, Hispanic red to orange, Socio-Economically Disadvantaged red to orange, and Students with Disabilities red to red performance
San Ysidro High School - English Learner red to orange & Hispanic red to red performance
Sweetwater High School- English Learner red to orange, Hispanic red to orange, and Socio-Economically Disadvantaged red to yellow performance

*CRITERIA 3: SUSPENSION RATES MIDDLE SCHOOLS & GROUP
Bonita Vista Middle School - Two or More races red to orange performance
Castle Park Middle School - English Learner red to red, Homeless red to no performance color due to fewer than 11 students, and Student with Disabilities red to red performance
Chula Vista Middle School - English Learner red to yellow, Homeless red to no performance color due to fewer than 11 students, Students with Disabilities red to orange, and Socio-Economically Disadvantaged red to yellow performance
Granger Junior - English Learner red to orange, Homeless red to no performance color due to fewer than 11 students, Students with Disabilities red to red, and Socio-Economically Disadvantaged red to orange
Hilltop Middle School - English Learner red to green, Hispanic red to green, Socio-Economically Disadvantaged red to green, Students with Disabilities red to yellow, and White red to green performance
Mar Vista Academy - English Learner red to yellow, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow, Students with Disabilities red to yellow, and White red to no performance color due to fewer than 11 students
Montgomery Middle School - English Learner red to yellow, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow, and Students with Disabilities red to orange performance
Rancho Del Rey Middle School - African American red to green, English Learner red to green, Socio-Economically Disadvantaged red to green, and Students with Disabilities red to green performance
Southwest Middle School - English Learner red to orange, Hispanic red to green, and Socio-Economically Disadvantaged red to green performance

*CRITERIA 3: SUSPENSION RATES HIGH SCHOOLS & GROUP
Alta Vista Academy – Hispanic red to
Bonita Vista High School - Students with Disabilities red to green performance
Chula Vista Senior High – Homeless red to no color due to fewer than 11 students
San Ysidro - English Learner red to yellow, Homeless red to yellow, and Students with Disabilities red to red

*CRITERIA 3: ENGLISH LEARNER PROGRESS SCHOOL & GROUP
Launch Virtual Academy - English Learner red to orange performance

*CRTIERA 3: CA DASHBOARD - GRADUATION SCHOOL & GROUP
Palomar High - English Learner red to yellow, Hispanic red to yellow, Socio-Economically Disadvantaged red to yellow, Students with Disabilities red to yellow performance

*LEARNING RECOVERY AND EMERGENCY BLOCK GRANT
SUHSD has $40,430,145 LREBG unexpended funds for 2025-26. LREBG-funded actions included in LCAP Goal 6 are based on a comprehensive needs assessment. The action descriptions provide the rationale for choosing the selected actions and align.

The local measures indicate the need for ongoing targeted interventions and support systems to reduce D and F rates in both middle schools and high schools. To address these challenges, the district has implemented a comprehensive array of support and interventions. These include integrating college tutors into classrooms, maintaining smaller class sizes to enhance individualized attention, and employing differentiated instruction strategies to address the needs of special education and English learner students. Designated and integrated English Language (EL) instruction has been provided across core subjects district-wide to support English learners. Furthermore, targeted interventions such as after-school tutoring, Saturday academies, and credit recovery courses have been provided to the target students. Teacher collaboration during Professional Learning Community (PLC) time has focused on developing effective grading and assessment strategies, ensuring consistency and fairness in evaluating student progress. Credit recovery courses have offered students the opportunity to recover credits through APEX online courses or in-person instruction, with learning recovery and acceleration coaches closely monitoring and supporting credit-deficient students towards credit completion. In 2025-26, the district plans to enhance support by adding additional college tutors in math classes, continuing class size reduction efforts, and maintaining emphasis on Professional Learning Community collaboration and formative assessments. Through these measures, the district remains committed to empowering students to achieve academic success and reduction of D and F rate.

Reflections: Technical Assistance

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

Based on the results of the 2025 CA Dashboard the Sweetwater Union High School District (SUHSD) maintained Differentiated Assistance status due to the continued low performance of Foster Youth and Students with Disabilities. The suspension rate for Foster Youth increased to 15.6%, up by 2.1% from the previous year. In Chronic Absenteeism, Foster Youth were 54.55% chronically absent with an increase of 21.2%. Students with Disabilities were 26% chronically absent which maintained from previous years rate of 26.1%. Students with Disabilities Being performed 102.5 points below standard in English Language Arts compared to 105.2 points below standard in 2024 and 159.5 below standard in Mathematics compared to 162.3 below standard in 2024. Both of these metrics fell within the maintain category of the California Dashboard..

Throughout the 2025-2026 school year, the SUHSD Coherence Task Force convened regularly to support targeted initiatives aimed at improving outcomes for key student groups, including English Learners, Students with Disabilities, and Foster Youth, and Homeless Youth. With the release of the 2025 California Dashboard, the Task Force focused on Foster Youth and Students with Disabilities. The Task Force met on September 4, November 20, February 26, and April 30 to maintain ongoing engagement with student data and strategic efforts to improve outcomes. Members included district leaders, Cabinet and major District departments and high school and middle school Principals. Together, this team reviewed the Initiative Inventory, conducted data and root cause analyses, and evaluated the effectiveness of major initiatives. Their work focused on identifying which initiatives were successful and deserved continued or increased resources, which should

be discontinued, and which warranted deeper examination. The Coherence Task Force conducted a causal analysis for the poor performance of Students with Disabilities and found inconsistent implementation of effective instructional practices, inconsistent Fundamentals classes curriculum, inconsistent Professional Learning Communities (PLC) practices for special education staff, improper placement of special needs students in courses, and a lack of use of Universal Tools utilized during the year and on end of year testing. In addition, for the 2026-2027 staffing allocation, we have allocated an additional $2 million for the purpose of increasing the amount of special education students who are included in general education settings.

In response to these needs the District has implemented a comprehensive Student With Disabilities Checklist that covers many of the topics above to ensure a more consistent implementation of intended actions and services. For example, Principals will ensure that each special education teacher is assigned to and attends one content area PLC during the year to serve as the access expert while gaining benefit and expertise from the content area experts of that PLC. Furthermore, we have provided explicit guidance from the Department of special Services to all site leaders to develop their master schedule with Students with Disabilities at the heart of that process. Finally, we have created a more robust system to track participation rate on the CAASP so that each student group (including Students with Disabilities) achieves well beyond the 95% participation rate required by the state. Results of student performance will include quarterly reviews of chronic absenteeism, suspension rates, grades and progress checkpoints to adjust the plan of action based on the data.

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.

The only school in SUHSD that is eligible for comprehensive support and improvement funds is Palomar 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 plans.

The most recent needs assessment for Palomar High School was conducted in Spring 2026 with support from district departments. This process included an end of the year student survey conducted from May 4 through May 19, a staff survey on April 17, 2026, and a parent survey distributed via Jupiter Grades on May 12. In addition to stakeholder input, the needs assessment incorporated analysis of CA Dashboard data, including performance levels in English Language Arts, Mathematics, Science, Chronic Absenteeism, Graduation Rate, and the College and Career Indicator, as well as local assessment data, course performance metrics, and California Healthy Kids Survey results.

This analysis identified several specific resource inequities impacting student outcomes. In English Language Arts, only 10.53 percent of students met or exceeded standards, with Hispanic or Latino students identified in the Red level on the CA Dashboard, indicating inequitable access to rigorous literacy instruction. In Mathematics, only 2.63 percent of students met or exceeded standards, with Hispanic or Latino students also performing in the Red level, demonstrating a significant gap in foundational math skills. In Science, English Learners and Long Term English Learners are in the Red level, reflecting inequities in access to academic language development and content support. In the College and Career Indicator, Palomar High School reported a 12.8 percent readiness rate and remains in the Red level for All Students and multiple student groups, including Hispanic or Latino students, Students with Disabilities, Socioeconomically Disadvantaged students,

English Learners, and Long Term English Learners, highlighting inequitable access to A–G coursework, Career Technical Education pathways, and postsecondary opportunities. Although Chronic Absenteeism improved to 18.6 percent, disparities persist for English Learners, Homeless Youth, and Socioeconomically Disadvantaged students, and the graduation rate of 70.3 percent indicates continued gaps in completion and readiness.

Survey data further confirm these inequities. Student responses indicate that while many students report positive relationships with teachers and feel supported, barriers to attendance include mental health challenges, family and work responsibilities, transportation issues, and lack of motivation. Students also expressed a need for more engaging, hands-on, and relevant learning experiences and increased individualized academic support. Parent survey responses emphasized the need for stronger academic support, increased college and career preparation opportunities, improved attendance accountability, expanded mental health services, and more accessible family engagement opportunities. Additionally, local SEL survey data indicate variability in student self-efficacy, growth mindset, and perceptions of academic support, suggesting that not all students consistently feel confident in their ability to succeed or fully supported in their learning.

California Healthy Kids Survey data further highlight key inequities related to student engagement, mental health, and school connectedness. While approximately 64 percent of students report feeling connected to school, indicators such as chronic sadness have increased to approximately 41 percent, and social emotional distress has increased to approximately 26 percent, demonstrating significant mental health needs among students. Additionally, approximately 23 percent of students report difficulty focusing on schoolwork, and 30 percent report three or more monthly absences, indicating ongoing challenges with engagement and attendance. Measures of academic motivation and meaningful participation also remain inconsistent, further supporting the need to strengthen relevance and engagement in instruction. These findings confirm inequities in access to consistent academic support, mental health resources, and engaging, relevant learning experiences.

These inequities were determined through analysis of CA Dashboard indicators, disaggregated student group performance data, local benchmark assessments, and course performance data, including a 14.2 percent D and F rate, as well as stakeholder feedback from student, parent, and CHKS surveys, which identified gaps in engagement, support, and access to opportunities. In response, the following evidence-based interventions have been selected to directly address these inequities:
1. Intervention Tutors will provide targeted academic support in core subjects, with a focus on reducing achievement gaps in English Language Arts and Mathematics, particularly for Hispanic or Latino students and other underperforming groups.
2. A Data Coach Resource Teacher will support data-driven instruction and targeted interventions for English Learners, Low Income students, Homeless and Foster Youth, and Students with Disabilities.
3. An EL Support Resource Teacher will monitor and support the academic progress of English Learners and Long-Term English Learners, particularly in Science and college- and career-readiness outcomes.
4. A Targeted Support Resource Teacher will provide additional academic and engagement supports for student groups experiencing the greatest need.
5. An Intervention Coordinator Resource Teacher will oversee systems of support for low-income students and English Learners, including attendance monitoring and academic intervention.
6. Diagnostic and ongoing assessments in all core courses will be implemented to identify skill gaps, monitor growth, and provide timely, individualized support to reduce the distance from standard.
7. Mental health services, including intern therapists, will address socioemotional barriers contributing to chronic absenteeism and disengagement.
8. Parent workshops will strengthen family engagement and support student attendance and academic success.

9. Ongoing professional learning will focus on differentiated instruction, culturally responsive teaching, and Project-Based Learning implemented across all core classes to increase relevance, engagement, and access to rigorous content.
10. Professional development and conferences will build staff capacity to implement effective, data-driven instructional and intervention practices aligned to identified student needs.

A review of resource allocation for the 2025–2026 school year indicates that the majority of funds are directed toward addressing these identified inequities. Expenditures were analyzed in relation to CA Dashboard data and needs assessment findings, including stakeholder and California Healthy Kids Survey (CHKS) survey input, to ensure alignment between identified gaps and funded actions. These interventions are designed to improve academic achievement, reduce chronic absenteeism, increase graduation rates, and strengthen college and career readiness outcomes by ensuring equitable access to instruction, targeted supports, and meaningful learning opportunities for all student groups.

Monitoring and Evaluating Effectiveness

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

The 2024 California Dashboard reveals significant challenges alongside areas of growth across student groups at Palomar High School. The College and Career Indicator remains very low, with only 0.5% of all students prepared and 0% preparedness reported among English Learners, Hispanic students, Long-Term English Learners, and socio-economically disadvantaged students. Mathematics performance below standard is notably high, with all students scoring 237.2 points below standard and socio-economically disadvantaged students 233.9 points below standard. Similarly, Language Arts performance is substantially below standard, with all students scoring 179.6 points below standard and socio-economically disadvantaged students 175.2 points below standard. Suspension rates vary by student group, with English Learners and Long-Term English Learners at the Red Level, around 7% suspended, while most other groups, including all students and students with disabilities, fall within the Orange Level, with suspension rates ranging from 7.9% to 9.8%. Despite these challenges, Palomar High School has seen progress, with graduation rates increasing from 46.1% to 59.9%. Notable improvements were observed among English Learners (+18.5%), Hispanic students (+12.5%), Long-Term English Learners (+19.6%), socio-economically disadvantaged students (+13.3%), and students with disabilities (+16.7%). The 2024 CA Dashboard indicates the ongoing need for targeted support and interventions to close persistent achievement gap.

The 2025 California Dashboard reveals significant challenges alongside areas of growth across student groups at Palomar High School. The College and Career Indicator remain very low, with only 0.5% of all students prepared and 0% preparedness reported among English Learners, Long-Term English Learners, and Students with Disabilities. Mathematics performance below standard is notably high, with all students scoring 231.6 points below standard and Hispanic students 247.3 points below standard. Similarly, Language Arts performance is substantially below standard, with all students scoring 169.3 points below standard and Hispanic students 179 points below standard. Despite these challenges, Palomar High School has seen progress, with graduation rates increasing from 59.9% to 70.3%. Notable improvements were observed among English Learners (+6.1%), Hispanic students (+9%), Long-Term English Learners (+5.5%), socio-economically disadvantaged students (+10.2%), and students with disabilities (+2.8%). The 2025 CA Dashboard indicates the ongoing need for targeted support and interventions to close persistent achievement gap.

The 2026–27 CSI Plan reflects refinements based on implementation data and outcomes from the 2025-26 plan. While key strategies, such as an Intervention Coordinator Resources Teacher and additional personnel (FTEs), proved effective, new actions were added to further

support student achievement. These include partnering with intern therapists from the Center for Mindful Relationships to students who need mental wellness support and improve instructional practices, as well as professional development and teacher conferences. Palomar High provided support to develop a monitoring plan to judge the impact of their solution(s), address the root cause, and identify needs. The monitoring plans will be evaluated quarterly to determine both implementation, revision of plans, and success at reaching intended outcomes. Here are the metrics and frequency for analysis that we are tracking for Palomar High. Palomar High: Chronic Absenteeism quarterly, Suspension Rate quarterly, Credit Completion quarterly. The evaluation of the effectiveness of these interventions will be based on the progress toward benchmark goals that are outlined in the School Plan for Student Achievement (SPSA). Quarterly meetings with the PAH leadership team will be held to track those benchmarks and adjust the plan as needed. Additionally, CA Dashboard indicators, including graduation rate and chronic absenteeism will be reviewed to assess the effectiveness of the CSI plan.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent/Guardian Surveys and Feedback	In February 2024, the district sent out the LCAP survey to all parents/guardians, receiving 1,387 responses. Additionally, the California School Parent Survey was conducted, gathering 1,933 responses. Throughout the year, school sites collected further LCAP parent feedback through SSC, Coffee with the Principal, and ELAC meetings. This input contributed to the SPSA feedback cycle, which is aligned with the district's LCAP goals. In February 2025, 792 parents participated in the LCAP survey, providing valuable feedback to guide district planning, resource allocation, and support for student success. Additionally, the California School Parent Survey was conducted, gathering 1,257 responses. In March 2026, 1,073 parents participated in the LCAP survey, providing valuable feedback to guide district planning, resource allocation, and support for student success. Additionally, the California School Parent Survey was conducted, gathering 1,781 responses.
Students	Throughout the 2023-2024 school year, multiple surveys were conducted to gather feedback from students, including the LCAP student survey with 346 responses in February 2024, the Core SEL survey with 17,029 responses, and the CHKS survey with 14,526 responses in March 2024. The survey results were shared through

Educational Partner(s)	Process for Engagement
	the SUHSD Data Insights Data Dashboard, which supported the site and departmental LCAP needs assessment process. During the 2024-2025 school year, the CHKS survey was administered to 9,608 students, and the Core SEL survey to 12,963 students, with the results analyzed by both district and site teams. In February 2025, the LCAP student survey received 120 responses. During the 2025-2026 school year, the CHKS survey was administered to 12,102 students, and the Core SEL survey to 18,140 students, with the results analyzed by both district and site teams. In February to March 2026, the LCAP student survey received 431 responses.
Teachers/Other School Personnel	In February 2024, the district administered the LCAP (Local Control and Accountability Plan) survey to all staff, resulting in 317 responses. The following month, in March 2024, 1,218 staff members participated in the California School Staff Climate Survey. The SUHSD MTSS (Multi-Tiered System of Supports) team utilized the Climate Survey results to assess district needs and inform planning for the coordination of services. In February 2025, 258 teachers and other school personnel members responded to the annual LCAP survey, continuing the district's commitment to gathering staff input for strategic planning and improvement. In March 2026, 190 teachers and other school personnel members responded to the annual LCAP survey, continuing the district's commitment to gathering staff input for strategic planning and improvement.
Principals and Administrators	SUHSD Middle School and High School principal representatives provided feedback to the cabinet and superintendent through various forums during the 2023-24 school year. Additionally, feedback was gathered from these principals during Monthly PLC (Professional Learning Community) meetings throughout the year. These meetings are centered on reviewing district data, LCAP goals, programs, and budgets. Notes and feedback from the PLC meetings are shared with district leadership for further review and action. This process was repeated for the 2024-25 school year to principal feedback on LCAP initiatives. During the 2024-25 school year, the district launched

Educational Partner(s)	Process for Engagement
	monthly All-Management Office Hours, where various departments presented their initiatives, gathered feedback, and addressed questions related to their programs and strategies. In 2025-26 District reached to school administration through the LCAP Survey as well as direct outreach to the Principals and Assistant Principals bargaining association (AASU – Administrators Association Sweetwater Union).
Empathy Interviews	Throughout the 2023-24 school year, schools conducted empathy interviews with students to better understand their experiences and perspectives. The insights gathered from these interviews played a critical role in data analysis and root cause identification. The State & Federal Programs department collected and summarized this feedback as part of the LCAP needs assessment process. In the 2024-25 school year, schools continued to conduct empathy interviews in the spring as part of the School Plan for Student Achievement (SPSA) process, ensuring that student voice remains central to school planning and continuous improvement efforts. In the 2025-26 school year, schools continued to conduct empathy interviews in the spring as part of the School Plan for Student Achievement (SPSA) process, ensuring that student voice remains central to school planning and continuous improvement efforts.
Collective Bargainning Units	During the 2023-24 school year, key stakeholder groups including the Management Association, Sweetwater Educators Association, California School Employees Association (CSEA), SCGA, Confidential Employees, and NAGE actively participated in the LCAP planning process. These groups provided input, feedback, and a final review of both the LCAP budget and plan. This collaborative process was replicated in the 2024-25 school year, with feedback from these same stakeholder groups and the new AASU (Administration Association) collected and incorporated consistently, reinforcing the district's commitment to shared decision-making and transparency. This collaborative process was replicated in the 2025-26 school year, as well.
District Parent Advisory Committees	During the 2023-24 school year, the District English Learner Advisory Committee (DELAC) and the District Parent Advisory Committee participated in providing feedback for the LCAP development process. The goals and data for each LCAP goal were shared during meetings, and parents had opportunities to offer private input after presentations

Educational Partner(s)	Process for Engagement
	on each goal. The specific LCAP parent/community feedback meetings included LCAP Goal 3 (November 16, 2023), LCAP Goal 1 (January 24, February 7, 2024), LCAP Goal 2 (March 14, 2024), and LCAP Goal 4 (May 15, 2024). During the 2024-25 school year, parent advisory groups continued to provide feedback after presentations on each goal, with the following dedicated meetings: LCAP Goal 2 (November 14, 2024), LCAP Goal 3 (December 11, 2024), LCAP Goal 1 (January 22, 2025), LCAP Goal 4 (May 14, 2025), and LCAP Goals 1-4 (March 13 & April 16, 2025). During the 2025-26 school year, parent advisory groups continued to provide feedback after presentations on each goal, with the following dedicated meetings: LCAP Goal 2 (November 13, 2025), LCAP Goal 3 (December 10, 2025), LCAP Goal 1 (January 21, 2026), LCAP Goal 4 (April 15 & 16, 2026), and LCAP Goals 1-4 (March 12 & May 13, 2026).
South County SELPA	Collaboration in support of Students with disabilities with the SUHSD Special Education department and the local Special Education Local Plan Area (SELPA) occurred during monthly in 2023-24, 2024-25 and 2025-26 school years. This included the review of data, Students with Disabilities to identify root causes, specific needs, and next steps. The LCAP Plan is shared with SELPA for review and feedback.
Sweetwater Union High School District Coherence Task Force	The SUHSD Coherence Task Force met throughout the 2023-24 school year with support from the San Diego County Office of Education (SDCOE) to conduct a root cause analysis and identify next steps for addressing district-level needs and low performance of student groups on 2023 CA Dashboard. The team focused on aligning resources and support across departments while examining how effectively school needs are being met. A key component of their work involved evaluating how data is collected, analyzed, and visualized at both the school and district levels. To inform their analysis, the group utilized multiple data collection methods, including student shadowing, PLC shadowing, and empathy interviews. The Task Force was composed of representatives from Special Education, Curriculum, Homeless and Foster Youth, Teacher Effectiveness, Principals, Research and Evaluation, State and Federal Programs, and Student Services. Meetings during the 2023–24 school year were held on October 25, December 7, January 25, February 22, March 21, April 25, April 29, May 8, and May 17. The work continued into the 2024-25

Educational Partner(s)	Process for Engagement
	school year, with the Task Force providing input to inform LCAP action steps, specifically focusing on the needs of Foster Youth in response to SUHSD's Differentiated Assistance status. Under the coordination of the district's Homeless and Foster Youth Coordinator and with ongoing support from SDCOE, the group worked to ensure district actions were responsive to the unique needs of Foster Youth. During the 2024-25 school year, the Task Force met on September 9, October 8, November 22, December 3, March 13, and April 29. This work continued into the 2025–26 school year, with the Task Force providing input to help inform LCAP action steps, particularly those addressing the needs of Foster Youth and students with disabilities in response to SUHSD's Differentiated Assistance status. Under the leadership of the district's Homeless and Foster Youth Coordinator, Special Education Director and with continued support from SDCOE, the group worked collaboratively to ensure that district actions were responsive to the unique needs and experiences of these student groups. The Task Force met on September 4, November 11, February 26, and April 30 during the 2025-26 school year.
Site Level Feedback (School Site SSC, ELAC, Student groups and Parent groups)	LCAP input and feedback on the four goals were collected throughout the 2023-24, 2024-25 and 2025-26 school years during site-level meetings, including School Site Council (SSC), English Learner Advisory Committee (ELAC), Student Leadership, and Coffee with the Principal sessions. This feedback was incorporated into the Single Plan for Student Achievement (SPSA) planning process to ensure alignment between site-level goals and district-wide priorities. Additionally, the information gathered was submitted to the State and Federal department and summarized as part of the LCAP feedback and needs assessment. This process ensured that site-level feedback from various educational partners played a key role in informing the development of the district's LCAP actions and services.
Engagement of Equity Multiplier Schools	During the 2024-25 school year, LCFF Equity Multiplier engagement took place at Palomar High (PAH) and Alta Vista High (AVA) via a variety of methods. At PAH, the equity multiplier goals and strategies were shaped by data from the 2024 CA Dashboard data, CSI process, needs assessment, empathy interviews and parent, community and student surveys. Engagement throughout the 2024-25 school year occurred through monthly Site Leadership Team and

Educational Partner(s)	Process for Engagement
	Faculty Advisory Committee meetings, English Learner Advisory Committees (ELAC), School Site Councils (SSC), course-alike Professional Learning Communities (PLCs), and regular staff meetings. These forums provided valuable opportunities to analyze key data sources such as the 2024 CA Dashboard, attendance trends, graduation rates, and California Healthy Kids Survey (CHKS) results to identify student needs and to align the Equity Multiplier actions students' needs. At AVA, teachers, parents, and staff analyzed multiple data sources including the 2024 CA Dashboard, attendance records, grades, graduation rates, classroom assessments, and CHKS survey results to conduct a root cause analysis and establish targeted goals. Engagement occurred through monthly Site Leadership Team, Faculty Advisory Committee, and School Site Council meetings, as well as empathy interviews with students, families, educators, and partner agencies, ensuring that actions were aligned with identified needs. During the 2025-26 school year meetings took place at Palomar High (PAH) and Alta Vista High (AVA) via a variety of methods. At PAH, the equity multiplier goals and strategies were shaped by data from the 2025 CA Dashboard data, CSI process, needs assessment, empathy interviews and parent, community and student surveys. At AVA, teachers, parents, and staff analyzed multiple data sources including the 2025 CA Dashboard, attendance records, grades, graduation rates, classroom assessments, and CHKS survey results to conduct a root cause analysis and establish targeted goals.

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

At Sweetwater Union High School District, the LCAP serves as the cornerstone of districtwide initiatives, ensuring alignment with district goals and local and state priorities. The Sweetwater Union High School District conducted a comprehensive educational partner feedback process to inform the development of the Local Control and Accountability Plan (LCAP) for the 2025-26 school year. Parents/guardians provided input through district-wide surveys, as well as meetings such as School Site Council (SSC), Coffee with the Principal, and English Learner Advisory Committee (ELAC) meetings. Multiple student surveys were administered, including LCAP student surveys, Core Social Emotional Learning (SEL) surveys, and the California Healthy Kids Survey (CHKS). Principals contributed feedback during cabinet meetings and Monthly Professional Learning Community (PLC) meetings. Empathy interviews were conducted with students, and collaboration occurred with Special Education departments and local Special Education Local Plan Areas (SELPA) to address specific needs. LCAP input and feedback were collected at site-level meetings and utilized for Single Plan for Student Achievement (SPSA) planning, with summaries provided to the State & Federal department. Overall, the district's extensive feedback collection efforts ensured an understanding of

stakeholder perspectives and needs to inform the development of the LCAP. The Coherence Task Force, supported by the San Diego County Office of Education (SDCOE), conducted root cause analysis and alignment of resources. Feedback from all these sources was synthesized to develop LCAP goals and strategies aligned with the district's educational priorities.

*EDUCATIONAL PARTNER FEEDBACK 2023-24: The comprehensive range of feedback and suggestions from various educational partners, including staff, students, parents, and surveys, is summarized below. The highlights of the input from LCAP Partner Engagement in 2023-24 are as follows:

GOAL 1: Academic tutors for after-school programs and within each classroom specifically in Math, lower the class size for Math and English classes, Professional development for teacher instructional practices to promote student engagement, focus on supporting students in smaller class settings, more support within the classroom, especially for Students with Disabilities and English Learner students, focus on College and Career readiness, reduction of counselor caseload and increase class options for students. Design interactive and engaging lessons that incorporate real-world experiences, field trips, and discussions to enhance learning experiences. More educational options for students who cannot complete school in the traditional way.

GOAL 2: Providing resources and services to address students' mental health needs and promoting a positive school environment, providing diverse extracurricular opportunities and promoting inclusivity to foster a sense of belonging among students, creating platforms for students to voice their concerns and participate in decision-making processes to promote a positive school culture. Addressing students' basic needs, such as access to nutritious food, safety, and mental health support, ensures they can focus on their academic success. Enhancing safety measures within schools, including conflict resolution programs, increased supervision, and infrastructure improvements. Focus on school safety by enhancing security with more safety officers and surveillance technology to provide a sense of security. Increased Staff Supervision during school hours.

GOAL 3: Establishing clear systems and programs to address family needs, support struggling students, and offer diverse educational options, with accountability measures in place. Support Parent Engagement and Education by offering workshops, communication channels, and resources to involve parents actively in their children's education. Partnering with local educational institutions and organizations to offer continuing education programs and resources. Facilitating greater collaboration between parents and schools through increased communication, parent-teacher meetings, and support for at-risk students. Create a welcoming environment for parents to participate in at their school. Continue outreach to parents via various communication platforms such as websites, school messenger, Jupiter grades, and parent meetings/training. Ensuring communication is accessible to all parents, including those from non-English speaking backgrounds, through translation services and outreach efforts. Provide more clarity for parents on how to help their students go to college and increase meetings with counselors. More parent-teacher conferences so parents understand how to support their students' learning.

GOAL 4: Develop programs where families can have access to the resources they need, change the food offered to students, and provide nutritious meals. Retain and hire highly effective staff and place experienced teachers with the most struggling students so students can succeed. Continue to provide access to technology. Clear communication in decision-making processes related to education, alongside efforts to improve facilities and address teacher shortages.

GOAL 5: Address challenges like chronic absenteeism and promoting student success, at both Equity Multiplier schools (Alta Vista Academy and Palomar High School). Offer additional student support classes aimed at fostering a positive school culture and climate, thereby

promoting engagement and providing early intervention for attendance issues. Monitoring attendance patterns will allow for timely support for struggling students, while supplemental resources will aid in improving basic skills mastery. Extended learning opportunities will ensure that students have ample chances to complete graduation credits. Furthermore, efforts will focus on creating an inclusive environment that supports academic growth and overall well-being. Ongoing professional development for staff will emphasize strategies to enhance student engagement and literacy skills. Engaging families and the broader community will also be pivotal in supporting students' academic engagement, ensuring a collaborative effort towards student success.

*EDUCATIONAL PARTNER FEEDBACK 2024-25: The comprehensive range of feedback and suggestions from various educational partners, including staff, students, parents, and surveys, is summarized below. The highlights of the input from LCAP Partner Engagement in 2024-25 is as follows:

GOAL 1: Enhance academic achievement and student engagement through a variety of targeted strategies. A recurring theme is the need for class size reduction, with many stakeholders advocating for hiring more teachers to create smaller, more manageable learning environments. There is also significant interest in college and career readiness, with suggestions to expand tutoring services and reintroduce vocational programs to better prepare students for diverse career paths. Teacher support and training emerged as another key area, with request for more professional development focused on interactive, hands-on learning strategies that actively engage students. Emphasis on the importance of tutoring and academic support, particularly for students in advanced courses like AP classes. Enhancing special education services by hiring qualified staff and increasing resources was also highlighted. Access to technology and instructional resources remains a priority, as does the integration of field trips and real-world learning experiences to enrich the curriculum. Finally, fostering strong teacher-student relationships was seen as essential to improving both engagement and academic outcomes.

GOAL 2: Emphasis on the importance of mental health and social-emotional support and increased access to mental health resources and services that support students’ emotional well-being. School safety was another major concern, with suggestions to improve monitoring in areas like bathrooms and address issues such as drug use. Expanding extracurricular opportunities including sports, arts, and clubs was seen as a way to boost student engagement and well-being. Ensuring nutritious and high-quality meals for all students was also a recurring theme. Increase of counselor availability to reduce caseloads and provide more individualized support. Promoting a culture of equity and inclusion within schools was identified as a foundational goal to ensure all students feel valued and supported.

GOAL 3: Need to focus on the importance of parent involvement. More opportunities to engage with schools through workshops, training sessions, and improved communication. Strengthening the partnership between families and schools is seen as vital to student success.

GOAL 4: Need for improvements in school infrastructure, with suggestions to remodel and upgrade facilities to create more conducive learning environments. Better communication and transparency between schools, parents, and students to foster trust and collaboration.

GOAL 5: Enhance student engagement by focusing on school-to-career pathways, offering real-world experiences like internships, career fairs, and partnerships with local industries. Focus on attendance improvement through monitoring, personalized interventions, and mentorship. Provide support classes to support academic in Language Arts and Mathematics. Providing family and community partnerships will help reinforce student success and career readiness (Palomar High School). Foster a supportive environment through consistent mental health services and embedded social-emotional learning. Use early intervention, personalized outreach, and family engagement to address

Chronic absenteeism. Family and community partnerships to further support a positive school climate centered on both academic growth and student well-being (Alta Vista Academy)

GOAL 6: To address persistent achievement gaps in ELA and Math among student groups such as ELs, Foster Youth, LTELs, SWD, and others, SUHSD is implementing targeted professional development and coaching to improve instructional quality. Teachers will be supported by TOSAs facilitating PLCs, resource teachers in literacy and math, and educational technology specialists to enhance instruction and student engagement. Additionally, the district is expanding the International Baccalaureate Middle Years Program at Bonita Vista Middle and Castle Park Middle, both identified as ATSI schools with low academic performance. This expansion includes dedicated coordinators, staff training, and resources to support inquiry-based learning and strengthen academic outcomes. These actions align with allowable LCAP expenditures focused on professional development and accelerated student learning. The district is focused on improving outcomes for credit-deficient students in alternative education settings by offering personalized instruction and academic support through integrated counseling, project-based learning, and targeted English Learner (EL) services. This approach aims to accelerate credit recovery and increase graduation rates. In addition, tutoring, after-school program support, and programmatic adoption will be implemented to address both academic needs and the holistic development of students in a coordinated way. The district will also provide essential materials, software, study guides, and supplemental classroom supplies to address learning gaps and support personalized learning during credit recovery and after-school programs. Finally, the district is enhancing Visual and Performing Arts (VAPA) expanded learning opportunities to engage students in creative, hands-on activities that promote critical thinking, collaboration, and communication, further supporting whole-child development.

*EDUCATIONAL PARTNER FEEDBACK 2025-26: The comprehensive range of feedback and suggestions from various educational partners, including staff, students, parents, and surveys, is summarized below. The highlights of the input from LCAP Partner Engagement in 2025-26 are as follows:

GOAL 1: Input for the LCAP emphasizes the need for smaller class sizes, increased staffing, and expanded tutoring to improve academic outcomes and individualized support. There is strong concern about limited access to counselors and librarians, with calls for full time, specialized staff to support student academic, social emotional, and college/career needs. Respondents also stress expanding college and career readiness, CTE, and life skills pathways while strengthening support for special populations. Overall, feedback highlights that safe, well resourced learning environments and mental health supports are foundational to student success and equity.

GOAL 2: Expanded mental health and social emotional support as a priority, citing access to counselors, wellness services, and health staff and emphasizing the need for proactive, universal support. Feedback also highlights the importance of safe, clean, and well supervised campuses, including trained safety personnel, adequate custodial services, and nursing support. Respondents mentioned fostering a strong sense of belonging through inclusion, anti bullying, restorative practices, and student voice. There is support for targeted services for vulnerable student populations, strengthened community partnerships, and clear communication and accountability around available support.

GOAL 3: Feedback included the need for consistent, multi channel communication that reaches families through a variety of formats and languages, along with timely reminders and follow up. Respondents value accessible parent training, stronger ongoing relationships with teachers and counselors, and expanded outreach through partnerships with community organizations and local institutions. Feedback also highlights the importance of inclusive, multilingual engagement, clearer staff roles, and opportunities for parent leadership and relationship

building events. Overall, families request greater transparency, clarity, and ease of access so they can understand available services, participate meaningfully, and remain informed.

GOAL 4: Feedback included the importance of providing nutritious meals to all students while improving food quality, variety, and dietary accommodations to better support student health and learning. Respondents also emphasize the need to invest in qualified personnel, ongoing professional development, and sufficient staffing to ensure consistent access to services across campuses. Clear, accessible budgeting information, user friendly technology systems, and efficient operational processes are viewed as important for transparency and effective service delivery. Additionally, maintaining safe, clean, and well maintained facilities and using continuous improvement practices were identified as key to strengthening overall district operations.

GOAL 5: Strengthen student engagement by emphasizing school to career pathways and providing real world learning opportunities such as internships, career fairs, and partnerships with local industries. Improve attendance through consistent monitoring, personalized interventions, and mentorship programs while offering targeted academic support classes in Language Arts and Mathematics. Strong family and community partnerships will further reinforce student success, attendance, and career readiness (Palomar High School). Build a positive school climate by maintaining consistent mental health services and integrating social emotional learning into the school day. Address chronic absenteeism through early intervention strategies, personalized outreach, and meaningful family engagement. Continued collaboration with families and community partners will support academic growth, student well being, and a connected, supportive learning environment (Alta Vista Academy).

*EDUCATIONAL PARTNER FEEDBACK INFLUENCE ON THE LCAP
Both the 2023-24, 2024-25 and 2025-26 stakeholder feedback show strong alignment with the actions and services outlined in the district's LCAP Goals 1 through 5. Educational partners consistently support continued and enhanced efforts in teaching and learning, safe and healthy environments, parent and community engagement, coherent and transparent systems, and the Equity Multiplier initiatives at Palomar High and Alta Vista Academy. This ongoing alignment reinforces the district's commitment to addressing diverse student needs, fostering positive school cultures, and promoting collaboration to improve student outcomes.

In 2024-25, Goal 6 was added to address the Learning Recovery Emergency Block Grant (LREBG). This goal targets achievement gaps by supporting students most affected by learning loss through professional development, coaching, and resources to improve literacy and math instruction. It also supports the expansion of the International Baccalaureate program to enhance academic performance at struggling schools. Additionally, the goal includes personalized instruction, counseling, project-based learning, and EL support to accelerate credit recovery and graduation for credit-deficient students. Supplementary tutoring, after-school programs, and expanded arts opportunities further promote academic recovery and holistic student growth.

*LCAP GOALS AND ACTIONS FEEDBACK
GOAL 1 ACTIONS: TEACHING AND LEARNING
To improve academic achievement, the district will continue to implement various programs and support. This includes providing additional tutoring both during and outside class, supporting Summer Programs and enrichment activities, and employing curriculum TOSAs for professional development. The district will continue class reduction, particularly for English Learners and students with disabilities, while ensuring counselors have manageable caseloads to focus on post-secondary education preparation. Furthermore, the district will continue supporting AVID classes, intervention activities, and Career Technical Education pathways. The goal is to provide tailored support to all

students, including those requiring intervention or additional assistance, while promoting mastery of standards and college readiness. Below are specific actions in the LCAP that are a result of feedback from Education Partners:
*Additional support for individualized tutoring during class and outside class.
*Additional support for Summer Programs and enrichment.
*Additional Curriculum TOSA to support site-level professional development activities.
*Continue class size reduction to support students with mastery of standards. The smaller class averages will continue despite staffing shortages and a decline in enrollment.
*Continue Counselor case load reduction to ensure that students are prepared for post-secondary education and career options, including counseling on college pathways.
*Additional individualized academic support through tutors to provide small group instruction and 1:1 support. Emphasis on providing support for students with disabilities, English Learners (EL), and those in need of intervention.
*Addition of Learning Recovery and acceleration coaches at each site to support students with intervention and credit recovery. Coaches will support all high schools in developing an intervention program to address the needs of English Learners, Students with Disabilities, and Homeless and Foster Youth.
*Continue Class size reduction for ELD and Bilingual classes to support the needs of the English Learners.
*Continue Support AVID classes to support College & Career Readiness by class size reduction, Site Coordinators, and College Tutors.
*Continue Support site interventions activities such as before and after school tutoring, Saturday academies, credit recovery, and Summer School.
*Additional Curriculum TOSAs to provide training on instructional techniques and promote student engagement.
*Continue Career Technical Education teachers as the district's Parents, teachers, counselors, and students stated that students needed more opportunities to explore careers and experience options of highly engaging courses.
*Continue Activities and programs that promote post-secondary education and career options, including counseling on college pathways.
*Additional support for CTE pathway for IB program.
*Additional standards-based instructional materials and supplies for schools.

GOAL 2 ACTIONS: SAFE & HEALTHY ENVIRONMENTS
The district prioritizes the well-being of its students through various initiatives. This includes providing resources and services for mental health needs, enhancing safety measures with additional staff and officers, and supporting programs that promote student engagement and connectedness. Assistant Principals, Attendance Coordinators, alongside campus assistants and School Resource Officers, will be provided to ensure safe environments. Additionally, the addition of MTSS Coordinators for middle schools will support the implementation of programs district-wide, furthering the goal of fostering a positive and supportive school environment. Below are specific actions in the LCAP that are a result of feedback from Education Partners:
*Continue providing resources and services to address students' mental health needs and promote a positive school environment, such as Psychologists, Mental Health Staff, Nurses, Middle School ASB advisors,
*Continue enhancing Safety measures by providing additional Assistant Principals, campus assistants, and attendance coordinators. Addition of Lifeguards for the district pool.
*Continue Athletic Director to promote student engagement and well-being
*Continue to focus on programs such as before/after school programs and ASB that promote school connectedness.
*Additional funding for Career Technical Education teachers to support Career pathways that provide more opportunities to explore careers and experience options of highly engaging courses.

*Continue supporting Online Launch Virtual Academy by providing a safe, flexible, accessible, and equitable online learning community for diverse learners.
*Continue Campus Assistants to ensure safe environments in all schools.
*Addition of School Resource Officers to support maintaining safe school campuses.
*Addition of Safety and Security Assistant Principal to the coordination of district-level activities and training at sites.
*Addition of MTSS Coordinators to each middle school to support implementation of the program district wide.

GOAL 3 ACTIONS: PARENT AND COMMUNITY ENGAGEMENT
The district is committed to engaging families and the community to support student success by adding Parent Engagement TOSA, offering workshops, and enhancing communication through improved websites and social media. Efforts include providing interpretation and training, expanding access to resources and extracurricular activities, upgrading facilities and IT support, and ensuring effective staff placement for struggling students. These initiatives aim to foster strong school-family collaboration and create a supportive, well-rounded educational environment that addresses students' academic and social emotional needs. Below are specific actions in the LCAP that are a result of feedback from Education Partners:
*Addition of Parent Engagement TOSA to support Parent Engagement and outreach.
*Continue providing educational opportunities for parents through workshops.
*Continue to increase collaboration between parents and schools, including increased meetings and support for at-risk students.
*Continue to increase communication with parents through enhanced school websites and social media presence.
*Increase district and community resources to support all students.
*Ensure that interpretation services and relevant pieces of training are provided in multiple languages.

GOAL 4 ACTIONS: COHERENT AND TRANSPARENT SYSTEMS
To enhance the overall educational experience, provide families with essential resources, ensuring effective staff placement to support struggling students, upgrading school facilities, and increasing IT support for support technology integration. Additionally, the district is expanding extracurricular activities and educational options to offer students diverse opportunities for growth and enrichment beyond the traditional classroom. Below are specific actions in the LCAP that are a result of feedback from Education Partners:
*Involve stakeholders, including students, teachers, parents, and community members, in the decision-making process regarding facility improvements.
*Develop programs to provide families with access to necessary resources.
*Ensure highly effective staff placement for struggling students.
*Upgrades for school facilities and increased IT support.
*Expanded extracurricular activities and educational options for students.

GOAL 5 ACTIONS: EQUITY MULTIPLIER GOAL (PALOMAR HIGH and ALTA VISTA ACADEMY)
Palomar High (PH), an alternative school, serves many students struggling with credit recovery and social-emotional challenges, requiring targeted academic and wellness support. AVA serves a high-need population of students with disabilities and is facing additional challenges in 2025-26 due to its transition to a new campus. The district is committed to providing focused interventions and services to address the unique needs of these Equity Multiplier schools. Below are specific actions in the LCAP that are a result of feedback from Education Partners:

*To enhance student success and address challenges like chronic absenteeism and graduation, both Equity Multiplier schools will implement a range of supportive strategies.
*Provide additional student support classes in English Language Arts and Mathematics, fostering a positive school culture and climate to promote engagement, monitoring attendance patterns for early intervention, providing supplemental resources for basic skills mastery, and offering professional development for staff to improve teaching strategies.
*Providing additional support to ensure that students are completing graduation credits by providing extended learning opportunities for students.
*Support promoting school culture and climate to address Chronic absenteeism by creating a positive and inclusive environment that fosters student engagement, academic growth, and overall well-being.
*Monitoring attendance patterns to allow for early intervention and support for students who may be struggling with attendance issues, ensuring they stay on track with their learning.
*Provide supplemental resources to improve basic student skills and school to career opportunities so they it can support their mastery of the grade level standards and attain skills for career options.
*Providing ongoing professional development opportunities for staff on strategies to improve student engagement and literacy skills ensures that educators are equipped with the necessary tools and knowledge to support students effectively.
*Engaging families and the broader community in supporting students' academic engagement.

GOAL 6 ACTIONS: LEARNING RECOVERY GRANT
The Learning Recovery Grant actions will address learning loss at schools by supporting targeted academic interventions, tutoring, and supplemental resources. This will enable the schools to implement strategies that ensuring equitable access to quality instruction and support. Below are specific actions in the LCAP that are a result of feedback from Education Partners:
*Implement professional development and coaching focused on improving instructional quality in ELA and Math for teachers serving ELs, Foster Youth, LTELs, SWD, and other student groups.
*Support teachers through TOSAs facilitating Professional Learning Communities (PLCs), resource teachers specializing in literacy and math, and educational technology specialists to enhance instruction and student engagement.
*Expand the IB Middle Years Program at Bonita Vista Middle and Castle Park Middle (identified ATSI schools).
*Focus on accelerating credit recovery and increasing graduation rates for alternative education students.
*Implement tutoring, after-school programs, and programmatic adoptions designed to address both academic needs and students' social-emotional development in a coordinated way.
*Promote digital citizenship education alongside providing essential technology resources, including hardware, software, and digital tools, to support student learning.
*Support VAPA programs to further engage students in creative, hands-on activities that build critical thinking, collaboration, and communication skills, fostering whole-child development.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Broad Goal: Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Sweetwater Union High School District (SUHSD), with broad education partner input, continues to highlight academic achievement for students. Teaching and learning are the core services provided by the district to ensure students are prepared for college, career, and life. Our data demonstrates that homeless students, foster students, Students with Disabilities, English Learners, and economically disadvantaged students still experience an achievement gap. Our goal is to eradicate this gap so that each student has the resources, support, and skills to persist and excel in their educational endeavors. This goal was initially developed in 2015 and continues to be relevant in SUHSD. SUHSD remains committed to addressing these achievement gaps through targeted interventions, curriculum alignment, and comprehensive support services to ensure that all students have the resources, support, and skills necessary for success in college, career, and life.

The 2023 English Language Arts performance for all students on the California Dashboard was 10.4 points below standard, with a decline of 3.2 points from the previous year. The English Learners were 84.8 points below standard, with a decline of 11.3 points from the previous year. The Foster Youth were 75.8 points below standard and maintained with a gain of 1.9 points. The Students with Disabilities were 113.1 points below standard, with a decline of 2.4 points. The performance of English Learners, Foster Youth, and Students with Disabilities student groups was at the very lowest level. The performance of the African American, Hispanic, Homeless, Pacific Islander, and socioeconomically disadvantaged student groups was low. The American Indian and White students performed at a medium level. The performance of Asian and Filipino was high. To support improvement in language arts instruction, the district has focused on aligning curriculum, supporting multilingual learners, and introducing the newly adopted English language arts curriculum and textbooks to further support student achievement in ELA.

The 2023 Mathematics performance for all students on the California Dashboard was 77.3 points below standard, with the level maintained from the previous year. The English Learners were 136.4 points below standard, with a decline of 6.4 points from the previous year. The Homeless student group was 171.1 points below standard and maintained a gain of 2.1 points. The Students with Disabilities were at 171.8 points below standard, with an increase of 5.5 points. The performance of English Learners and the Homeless was at the very lowest level.

The performance of the Foster Youth, Hispanic, Pacific Islander, and Students with Disabilities was low. The African American, American Indian, Socio-Economically Disadvantaged, and White students performed at a medium level. The performance of Asian and Filipino student groups was high. Addressing achievement in mathematics is a critical area of need district wide. The district has emphasized Professional Learning Communities, effective instructional strategies, and targeted instructional support for multilingual learners to address these challenges.

The 2023 College and Career Readiness Indicator measurement of how well we are preparing students for likely success after graduation was at a medium level, with 41.3% of all students prepared for College/Career. There is a performance gap for the student groups on the College/Career indicator. Foster Youth performed at the lowest level, with only 7.7% of the students prepared for College/Career. The African American, American Indian, English Learners, Homeless, Pacific Islander, and Students with Disabilities performed at a Low level. The Hispanic, Socio-Economically Disadvantaged, and white performed at the medium level. The Asian and Filipino student groups performed at a very high level of performance. To address the gap, the district has supported the expansion of the CTE pathways, provided counselor support, post-secondary guidance, credit recovery courses, summer school, college tutors, and specialized programs to promote College and Career Readiness.

The 2023 English Learner Progress indicator shows that 48.5% of students are making progress toward English Language Proficiency. The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels, or decreased at least one ELPI Level has slightly changed from 2022-23. The district will continue to provide supports such as professional development, smaller class sizes, and tutoring to support the students who are acquiring English while advancing grade-level academic content. English learner students in need of additional fluency in English are placed in a comprehensive, research-based English Language Development (ELD) program that is aligned to the California ELA/ELD framework and ensures English learners progress appropriately toward fluent reclassification. Additionally, EL students are placed in robust bilingual and Structured English Immersion (SEI) core academic courses to engage with rigorous college-preparatory content while they are simultaneously acquiring English. The district's Title III funds provided supplemental support targeted to meet the needs of the English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	State Priority 4A: English Language Arts SBAC	2022-2023 CA Dashboard *Performance Level Red (District student groups) English Learner: 84.8 Below Standard	2023-2024 CA Dashboard *Performance Level Baseline Red (District student groups)	2024-2025 CA Dashboard *Performance Level Baseline (District student groups)	*Performance Level District student groups English Learner: 70 Below Standard Foster Youth: 51 Below Standard	*Performance Level (District student groups) English Learner: 16.1 point increase Foster Youth: 24.7 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 75.8 Below Standard Students with Disabilities: 113.1 Below Standard *Performance Level Red (Schools) San Ysidro High: 73.3 Below Standard Sweetwater High: 65.9 Below Standard Launch Academy: 213.3 Below Standard Castle Park Middle: 71.3 Below Standard *Performance Level Red Middle Schools by student groups *Castle Park Middle EL: 108.2 Below Standard Hispanic: 84.2 Below Standard Socio-Economically Disadvantaged: 81.2 Below Standard Students with Disabilities: 144.8 Below Standard White: 95.2 Below Standard *Granger Junior High	English Learners: Red, 82.3 Below Standard Foster Youth: Red, 116.4 Below Standard Students with Disabilities: Orange, 105 Below Standard *Performance Level Baseline Red (Schools) San Ysidro High: Orange 72.6 Below Standard Sweetwater High: Yellow 19.5 Below Standard Launch Academy: Red, 246 Below Standard Castle Park Middle: 71.3 Below Standard *Performance Level Baseline Red Middle Schools by student groups *Castle Park Middle	English Learners: Orange, 68.7 Below Standard Foster Youth: No performance color 100.5 Below Standard, Students with Disabilities: Red, 102.5 Below Standard *Performance Level Baseline (Schools) San Ysidro High: Green, 0.7 Above Standard Sweetwater High: Orange, 29.9 Below Standard Launch Virtual Academy: Orange,215.9 Below Standard Castle Park Middle: Red, 91 Below Standard *Performance Level Baseline Middle Schools by student groups *Castle Park Middle	Students with Disabilities: 83 Below Standard *Performance Level Schools San Ysidro High: 52 Below Standard Sweetwater High: 45 Below Standard Launch Academy: 150 Below Standard Castle Park Middle: 56 Below Standards *Performance Level Middle Schools by student groups *Castle Park Middle English Learners: 75 Below Standard Hispanic: 60 Below Standard Socio-Economically Disadvantaged: 57 Below Standard Students with Disabilities: 102 Below Standard White: 65 Below Standard	Students with Disabilities: 10.6 point increase *Performance Level (Schools) San Ysidro: 74 point increase Sweetwater High:36 point increase Launch Academy: 2.6 points decline Castle Park Middle: 19.7 point decline *Performance Level Middle Schools by student groups Castle Park Middle EL: 5.1 point decline Hispanic: 10.3 point decline Socio-Economically Disadvantaged:14.5 points decline Students with Disabilities: .8 points increase White: 36.9 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 96.2 Below Standard *Hilltop Middle English Learner: 78 Below Standard Students with Disabilities: 124.4 Below Standard *Mar Vista Academy Hispanic: 81.9 Below Standard Students with Disabilities: 114.5 Below Standard *Montgomery Middle English Learners: 71.5 Below Standard *National City Middle English Learners: 81 Below Standard Students with Disabilities: 134.4 Below Standard *Southwest Middle School: White: 98.8 Below Standard *Performance Level Red High Schools by student groups	English Learner : Red, 106.5 Below Standard Hispanic: Orange, 78 Below Standard Socio-Economically Disadvantaged: Orange, 76 Below Standard Students with Disabilities: Orange, 133.1 Below Standard White: No performance color, 30.1 Below Standard *Granger Junior High English Learners: Orange, 75.4 Below Standard *Hilltop Middle English Learner: Red, 93.8 Below Standard Students with Disabilities: Orange, 112 Below Standard *Mar Vista Academy	English Learner: Red, 113.3 Below Standard Hispanic: Red,94.5 Below Standard Socio-Economically Disadvantaged: Red, 95.7 Below Standard Students with Disabilities: Red, 144 Below Standard White: No performance color, 58.3 Below Standard *Granger Junior High English Learners: Yellow, 62.4 Below Standard *Hilltop Middle English Learner: Orange, 77.5 Below Standard Students with Disabilities: Red, 121.2 Below Standard *Mar Vista Academy	*Granger Junior High English Learner: 66 Below Standard *Hilltop Middle English Learner: 54 Below Standard Students with Disabilities: 88 Below Standard *Mar Vista Academy Hispanic: 57 Below Standard Students with Disabilities: 81 Below Standard *Southwest Middle School: White: 68 Below Standard *Performance Level Red High Schools by student groups *Bonita Vista High English Learner: 38 Below Standard *Castle Park High	*Granger Junior High English Learner: 33.8 points increase *Hilltop Middle English Learner: .5 increase in points Students with Disabilities: 3.2 points increase *Mar Vista Academy Hispanic: 23 points increase Students with Disabilities: 12.5 points increase *Montgomery Middle English Learners: .4 point decline *National City Middle English Learners: 34.7 point increase Students with Disabilities: 34.4 point increase *Southwest Middle School:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Bonita Vista High English Learner: 56.7 Below Standard *Castle Park High English Learner: 111.9 Below Standard *Hilltop High English Learner: 79.8 Below Standard *Southwest High English Learner: 79.7 Below Standard *Chula Vista High English Learner: 99.3 Below Standard Students with Disabilities: 81.8 Below Standard *Eastlake High English Learner: 53.9 Below Standard Students with Disabilities: 96.3 Below Standard *Launch Hispanic: 220.9 Below Standard Socio-Economically Disadvantaged: 236.1 Below Standard	Hispanic: Yellow, 70 Below Standard Students with Disabilities: Orange, 103.2 Below Standard *Montgomery Middle English Learners: 70.6 Red, Below Standard *National City Middle English Learners: Orange, 77 Below Standard Students with Disabilities: Orange,115.4 Below Standard *Southwest Middle School: White: No performance color, 60.9 Below Standard *Performance Level Baseline Red High Schools by student groups *Bonita Vista High	Hispanic: Yellow, 58.9 Below Standard Students with Disabilities: Red, 102 Below Standard *Montgomery Middle English Learners: Red,71.9 Below Standard *National City Middle English Learners: Yellow, 46.3 Below Standard Students with Disabilities: Orange,100 Below Standard *Southwest Middle School: White: No performance color, Fewer than 11 Students *Performance Level Baseline High Schools by student groups *Bonita Vista High	English Learner: 78 Below Standard *Hilltop High English Learner: 55 Below Standard *Southwest High English Learner: 55 Below Standard *Chula Vista English Learner: 69 Below Standard Students with Disabilities: 57 Below Standard *Eastlake High English Learner: 38 Below Standard Students with Disabilities: 66 Below Standard *Launch Hispanic: 154 Below Standard Socio-Economically Disadvantaged: 166 Below Standard *Mar Vista High	White: No performance color, Fewer than 11 Students *Performance Level High Schools by student groups *Bonita Vista High English Learner: 33.9 points increase *Castle Park High English Learner: 29.1 points increase *Hilltop High English Learner: 8 points increase *Southwest High English Learner: .3 points decrease *Chula Vista High English Learner: 8.9 points increase Students with Disabilities: 6.7 points increase *Eastlake High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Mar Vista High English Learner: 111.4 Below Standard Students with Disabilities: 119.1 Below Standard *Otay Ranch High English Learner: 71.2 Below Standard Students with Disabilities: 107.7 Below Standard *Olympian High African American: 45.3 Below Standard English Learners: 71 Below Standard *San Ysidro English Learner: 130.1 Below Standard Hispanic: 76.3 Below Standard Socio-Economically Disadvantaged: 70.5 Below Standard Students with Disabilities: 168.5 Below Standard *Sweetwater High English Learner: 135.6 Below Standard	English Learner: Red 66.1 Below Standard *Castle Park High English Learner: Orange, 72.6 Below Standard *Hilltop High English Learner: Orange, 50.4 Below Standard *Southwest High English Learner: Orange, 55.9 Below Standard *Chula Vista High English Learner: 109.6 Below Standard Students with Disabilities: 90.1 Below Standard *Eastlake High English Learner: Yellow, 28.3 Below Standard Students with Disabilities: Orange, 70 Below Standard *Launch	English Learner: Yellow, 22.8 Below Standard *Castle Park High English Learner: Red, 82.8 Below Standard *Hilltop High English Learner: Red, 71.8 Below Standard *Southwest High English Learner: Red, 80 Below Standard *Chula Vista High English Learner: Orange, 90.4 Below Standard Students with Disabilities: Orange, 75.1 Below Standard *Eastlake High English Learner: Green, 8.1 Above Standard Students with Disabilities: Yellow, 30.3 Below Standard	English Learner: 78 Below Standard Students with Disabilities: 85 Below Standard *Otay Ranch High English Learner; 50 Below Standard Students with Disabilities: 74 Below Standard *Olympian High African American: 30 Below Standard English Learners: 50 Below Standard *San Ysidro English Learner: 91 Below Standard Hispanic: 52 Below Standard Socio-Economically Disadvantaged: 49 Below Standard Students with Disabilities: 117 Below Standard *Sweetwater High	English Learner: 62 points increase Students with Disabilities: 66 points increase *Launch Hispanic: 4.8 points decline Socio-Economically Disadvantaged: .2 points decline *Mar Vista High English Learner:30.2 points increase Students with Disabilities: 34 points increase *Otay Ranch High English Learner; 19.6 points increase Students with Disabilities:27.3 points decline *Olympian High African American:34.6 points increase English Learners:45.6 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 79.6 Below Standard Socio-Economically Disadvantaged: 65.5 Below Standard Students with Disabilities: 151.1 Below Standard White: 56.7 Below Standard	Hispanic: 251.8 Below Standard Socio-Economically Disadvantaged: 284.6 Below Standard *Mar Vista High English Learner: Orange, 59.6 Below Standard Students with Disabilities: Orange, 55.7 Below Standard *Otay Ranch High English Learner; Red, 93.1 Below Standard Students with Disabilities: Red, 155 Below Standard *Olympian High African American: Blue, 49.3 Above Standard English Learners: Orange, 58.5 Below Standard *San Ysidro	*Launch Hispanic: Orange, 225.7 Below Standard Socio-Economically Disadvantaged: Orange, 236.3 Below Standard *Mar Vista High English Learner: Red, 81.2 Below Standard Students with Disabilities: Red, 85.1 Below Standard *Otay Ranch High English Learner; Orange, 51.6 Below Standard Students with Disabilities: Orange, 135 Below Standard *Olympian High African American: Yellow, 10.7 Above Standard English Learners: Yellow, 25.4 Below Standard *San Ysidro	English Learner: 96 Below Standard Hispanic: 55 Below Standard Socio-Economically Disadvantaged: 44 Below Standard Students with Disabilities: 106 Below Standard White: 38 Below Standard	*San Ysidro English Learner: 75.7 points increase Hispanic: 65.5 points increase Socio-Economically Disadvantaged:60.7 points increase Students with Disabilities: 54.5 points increase *Sweetwater High English Learner:43.8 points increase Hispanic:37.2 points increase Socio-Economically Disadvantaged:35.9 points increase Students with Disabilities: 43.7 points increase White: 48.1 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: Orange, 122.3 Below Standard Hispanic: Orange, 58.1 Below Standard Socio-Economically Disadvantaged: Orange, 49.7 Below Standard Students with Disabilities: Orange, 123.4 Below Standard *Sweetwater High English Learner: Orange, 109.4 Below Standard Hispanic: Yellow, 35.8 Below Standard Socio-Economically Disadvantaged: Yellow, 18.4 Below Standard Students with Disabilities: Orange, 113.4 Below Standard White: Yellow, 15.2 Below Standard	English Learner: Orange, 54.4 Below Standard Hispanic: Yellow, 10.8 Below Standard Socio-Economically Disadvantaged: Yellow, 9.8 Below Standard Students with Disabilities: Orange, 114 Below Standard *Sweetwater High English Learner: Orange, 91.8 Below Standard Hispanic: Orange, 42.4 Below Standard Socio-Economically Disadvantaged: Orange, 29.6 Below Standard Students with Disabilities: Orange, 107.4 Below Standard White: Yellow, 8.6 Below Standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	State Priority 4A: Mathematics SBAC	2022-2023 CA Dashboard *Performance Level Red (District student groups) English Learner: 136.4 Below Standard Hispanic: 171.1 Below Standard *Performance Level Red (Schools) Castle Park High: 137.5 Below Standard Castle Park Middle: 102.7 Below Standard Chula Vista High: 126.1 Below Standard Mar Vista Academy: 111.6 Below Standard Mar Vista High: 127.2 Below Standard Montgomery High: 120.6 Below Standard San Ysidro High: 124.3 Below Standard Southwest High: 137.7 Below Standard Sweetwater High: 148.7 Below Standard *Performance Level Red Middle Schools by student groups	2023-2024 CA Dashboard *Performance Level Baseline Red (District student groups) English Learner: 134.8 Below Standard Hispanic: Yellow, 167.4 Below Standard *Performance Level Baseline Red (Schools) Castle Park High: Red, 134.7 Below Standard Castle Park Middle: Red, 112.1 Below Standard Chula Vista High: Red, 127.3 Below Standard Mar Vista Academy: Orange, 104.9 Below Standard Montgomery High: Yellow, 25.8 Below Standard San Ysidro High: Red, 124.3 Below Standard	2024-2025 CA Dashboard *Performance Level Baseline *Performance Level (District student groups) English Learner: Orange, 117.8 Below Standard Hispanic: Yellow, 85.2 Below Standard *Performance Level (Schools) Castle Park High: Yellow, 98.6 Below Standard Castle Park Middle: Red, 110.7 Below Standard Chula Vista High: Orange, 115.2 Below Standard Mar Vista Academy: Yellow, 93.3 Below Standard Mar Vista High: Red, 115.4 Below Standard Montgomery High: Orange, 102.5 Below Standard	*Performance Level Red (District student groups) English Learner: 98 Below Standard Hispanic: 120 Below Standard *Performance Level Red (Schools) Castle Park High: 95 Below Standard Castle Park Middle: 72 Below Standard Chula Vista High: 87 Below Standards Mar Vista Academy: 78 Below Standard Mar Vista High: 88 Below Standard Montgomery High: 84 Below Standard San Ysidro High: 88 Below Standard Southwest High: 95 Below Standard Sweetwater High: 103 Below Standard	*Performance Level (District student groups) English Learner: 18.6 point increase Hispanic: 85.9 point increase *Performance Level (Schools) Castle Park High: 38.9 points increase Castle Park Middle: 8 points decline Chula Vista High: 10.9 points increase Mar Vista Academy: 18.3 points increase Mar Vista High: 11.8 points increase Montgomery High: 18.1 points increase San Ysidro High: 1.8 points increase Southwest High: 37.6 points increase Sweetwater High: 38.5 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Bonita Middle English Learner: 114.6 Below Standard Students with Disabilities: 185.7 Below Standard *Castle Park Middle Hispanic: 108.8 Below Standard *Hilltop Middle English Learner: 134 Below Standard Hispanic: 96.3 Below Standard Socio-Economically Disadvantaged: 100.6 Below Standard Students with Disabilities: 180.1 Below Standard *Mar Vista Academy English Learner: 128.1 Below Standard Hispanic: 131.6 Below Standard Socio-Economically Disadvantaged: 115.2 Below Standard *National City Middle English Learner: 113.4 Below Standard	Southwest High: Orange, 121.7 Below Standard Sweetwater High: Orange, 125.6 Below Standard *Performance Level Red Middle Schools by student groups *Bonita Middle English Learner: Red, 111.7 Below Standard Students with Disabilities: Orange, 154.7 Below Standard *Castle Park Middle Hispanic: Red, 118.2 Below Standard *Hilltop Middle English Learner: Red, 142.1 Below Standard Hispanic: Red, 98.4 Below Standard Socio-Economically	San Ysidro High: Red, 122.5 Below Standard Southwest High: Yellow, 100.1 Below Standard Sweetwater High: Yellow, 110.2 Below Standard *Performance Level Middle Schools by student groups *Bonita Middle English Learner: Red, 116.2 Below Standard Students with Disabilities: Orange, 131.1 Below Standard *Castle Park Middle Hispanic: Orange, 114.3 Below Standard *Hilltop Middle English Learner: Orange, 119.9 Below Standard Hispanic: Yellow, 86.5 Below Standard	*Performance Level Red Middle Schools by student groups *Bonita Middle English Learner: 80 Below Standard Students with Disabilities: 128 Below Standard *Castle Park Middle Hispanic: 78 Below Standard *Hilltop Middle English Learner: 95 Below Standard Hispanic: 66 Below Standard Socio-Economically Disadvantaged 70 Below Standard Students with Disabilities: 126 Below Standard *Mar Vista Academy English Learner: 91 Below Standard	*Performance Level Middle Schools by student groups *Bonita Middle English Learner: 1.6 points decline Students with Disabilities 54.6 points increase *Castle Park Middle Hispanic: 5.5 points decline *Hilltop Middle English Learner: 14.1 points increase Hispanic: 9.8 points increase Socioeconomically Disadvantage: 6.8 points increase Students with Disabilities: 13.6 points increase *Mar Vista Academy English Learner: 3.2 points increase Hispanic: 25.2 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 173.9 Below Standard *Montgomery Middle English Learner: 149.4 Below Standard Hispanic: 161.4 Below Standard Socio-Economically Disadvantaged: 140.1 Below Standard Students with Disabilities: 191.5 Below Standard White: 125.6 Below Standard *Rancho Del Rey Middle Students with Disabilities: 132.6 Below Standard *Southwest Middle English Learner: 130.7 Below Standard Socio-Economically Disadvantaged: 127.1 Below Standard White: 151.5 Below Standard *Performance Level Red High Schools by student groups	Disadvantaged: Red, 107.7 Below Standard Students with Disabilities: Orange 171.6 Below Standard *Mar Vista Academy English Learner: Red, 126.1 Below Standard Hispanic: Orange, 122 Below Standard Socio-Economically Disadvantaged: Orange 110.2 Below Standard *National City Middle English Learner: Orange, 105.2 Below Standard Students with Disabilities: Orange, 132.8 Below Standard *Montgomery Middle English Learner: Red, 126.2 Below Standard	Socio-Economically Disadvantaged: Yellow, 93.8 Below Standard Students with Disabilities: Orange 166.5 Below Standard *Mar Vista Academy English Learner: Red, 124.9 Below Standard Hispanic: Orange, 106.4 Below Standard Socio-Economically Disadvantaged: Orange 103.9 Below Standard *National City Middle English Learner: Yellow, 66.7 Below Standard Students with Disabilities: Red, 135.8 Below Standard *Montgomery Middle English Learner: Orange, 118.7 Below Standard	Hispanic: 191 Below Standard Socio-Economically Disadvantaged: 79 Below Standard *National City Middle English Learner: 80 Below Standard Students with Disabilities: 122 Below Standard *Montgomery Middle English Learner: 104 Below Standard Hispanic: 113 Below Standard Socio-Economically Disadvantaged: 98 Below Standard Students with Disabilities: 134 Below Standard White: 86 Below Standard *Rancho Del Rey Middle	Socioeconomically Disadvantage: 11.3 points increase *National City Middle English Learner: 46.7 points increase Students with Disabilities: 38.1 points increase *Montgomery Middle English Learner: 30.7 points increase Hispanic: 60.1 points increase Socioeconomically Disadvantage: 31.5 points increase Students with Disabilities: 37.1 points increase White: No Performance color Fewer than 11 students *Rancho Del Rey – Students with Disabilities 11.7 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Bonita Vista High English Learner: 138.5 Below Standard *Castle Park High English Learner: 184.3 Below Standard Hispanic: 141 Below Standard Socio-Economically Disadvantaged: 133.9 Below Standard *Chula Vista High English Learner: 176.5 Below Standard Students with Disabilities: 189.7 Below Standard *Launch Socio-Economically Disadvantaged: 268.1 Below Standard *Mar Vista High English Learner: 187 Below Standard Hispanic: 153 Below Standard Socio-Economically Disadvantaged: 130.7 Below Standard Students with Disabilities: 197.5 Below Standard	Hispanic: Red, 102.5 Below Standard Socio-Economically Disadvantaged: Red, 105.4 Below Standard Students with Disabilities: Orange, 182.1 Below Standard White: Yellow, 116.2 Below Standard *Rancho Del Rey Middle Students with Disabilities: Red, 131.1 Below Standards *Southwest Middle English Learner: Orange, 116.4 Below Standard Socio-Economically Disadvantaged: Orange, 137.6 Below Standard White: No performance color, 60.9 Below Standard	Hispanic: Red, 101.3 Below Standard Socio-Economically Disadvantaged: Red, 108.6 Below Standard Students with Disabilities: Red, 154.4 Below Standard White: No Performance color Fewer than 11 students *Rancho Del Rey Middle Students with Disabilities: Orange 120.9 Below Standards *Southwest Middle English Learner: Red, 119.6 Below Standard Socio-Economically Disadvantaged: Red, 111.9 Below Standard White: No performance color, Fewer than 11 students	Students with Disabilities: 93 Below Standards *Southwest Middle English Learner: 91 Below Standard Socio-Economically Disadvantaged: 88 Below Standard White: 106 Below Standard *Performance Level Red High Schools by student groups *Bonita Vista High English Learner: 38 Below Standard *Castle Park High English Learner: 130 Below Standard Hispanic: 99 Below Standard Socio-Economically Disadvantaged: 94 Below Standard *Chula Vista High English Learner: 122 Below Standard	*Southwest Middle English Learner: 11.1 points increase Socioeconomically Disadvantage: 15.2 points increase White: No performance color, Fewer than 11 students *Performance Level High Schools by student groups *Bonita Vista HS English Learner: 17.1 points increase *Castle Park HS English Learner 39.8 points increase Hispanic 34.1 points increase Socioeconomically Disadvantage 35.7 points increase *Chula Vista HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Montgomery High English Learner: 169.1 Below Standard Hispanic: 133.2 Below Standard Socio-Economically Disadvantaged: 123.6 Below Standard Students with Disabilities: 209.6 Below Standard *San Ysidro High English Learner: 177.8 Below Standard Hispanic: 133.8 Below Standard *Southwest High English Learner: 164.1 Below Standard Hispanic: 138.6 Below Standard Socio-Economically Disadvantaged: 137.3 Below Standard *Sweetwater High English Learner: 212.4 Below Standard Hispanic: 163.5 Below Standard Socio-Economically Disadvantaged: 148.7 Below Standard	*Performance Level Red High Schools by student groups *Bonita Vista High English Learner: Red, 185.8 Below Standard *Castle Park High English Learner: Orange, 180.3 Below Standard Hispanic: Red, 138.9 Below Standard Socio-Economically Disadvantaged: Red, 133.9 Below Standard *Chula Vista High English Learner: Red 176.4 Below Standard Students with Disabilities: Red191.7 Below Standard *Launch Socio-Economically Disadvantaged: Red, 308 Below Standard	*Performance Level High Schools by student groups *Bonita Vista High English Learner: Orange, 121.4 Below Standard *Castle Park High English Learner: Orange, 144.5 Below Standard Hispanic: Yellow, 106.9 Below Standard Socio-Economically Disadvantaged: Yellow, 98.2 Below Standard *Chula Vista High English Learner: Orange, 155.6 Below Standard Students with Disabilities: Orange 149.4 Below Standard *Launch Socio-Economically	Students with Disabilities: 132 Below Standard *Launch Socio-Economically Disadvantaged: 187 Below Standard *Mar Vista High English Learner: 133 Below Standard Hispanic: 108 Below Standard Socio-Economically Disadvantaged: 91 Below Standard Students with Disabilities: 137 Below Standard *Montgomery High English Learner: 121 Below Standard Hispanic: 94 Below Standard Socio-Economically Disadvantaged: 87 Below Standard Students with Disabilities: 146 Below Standard	English Learner 20.9 points increase Disabilities 40.3 points increase *Launch Socio-Economically Disadvantaged: 5.4 points decline *Mar Vista HS English Learner: 19.4 points increase Hispanic: 27.3 points increase Socioeconomically Disadvantage: 10.9 points increase Students with Disabilities: 7.4 points increase *Montgomery HS English Learner: 17.1 points increase Hispanic: 22.7 points increase Socioeconomically Disadvantage: 22.2 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Mar Vista High English Learner: Orange 144.3 Below Standard Hispanic: Orange, 119.8 Below Standard Socio-Economically Disadvantaged: Yellow, 112.4 Below Standard Students with Disabilities: Red, 216 Below Standard *Montgomery High English Learner: Orange 157.6 Below Standard Hispanic: Yellow, 104.6 Below Standard Socio-Economically Disadvantaged: Yellow, 95.8 Below Standard Students with Disabilities: Orange, 161.6 Below Standard *San Ysidro High	Disadvantaged: Orange, 273.5 Below Standard *Mar Vista High English Learner: Red, 167.6 Below Standard Hispanic: Red, 125.7 Below Standard Socio-Economically Disadvantaged: Red, 119.8 Below Standard Students with Disabilities: Orange, 190.1 Below Standard *Montgomery High English Learner: Orange, 152 Below Standard Hispanic: Orange, 110.5 Below Standard Socio-Economically Disadvantaged: Orange, 101.4 Below Standard Students with Disabilities: Red, 179.9 Below Standard *San Ysidro High	*San Ysidro High English Learner: 123 Below Standard Hispanic: 93 Below Standard *Southwest High English Learners: 116 Below Standard Hispanic: 96 Below Standard Socio-Economically Disadvantaged: 95 Below Standard *Sweetwater High English Learners: 159 Below Standard Hispanic: 115 Below Standard Socio-Economically Disadvantaged: 103 Below Standard	Students with Disabilities: 29.7 points increase *San Ysidro HS English Learner: 21.8 points increase Hispanic: 2.2 points increase *Southwest HS English Learner: 31.1 points increase Hispanic: 39 points increase Socioeconomically Disadvantage: 35.1 points increase *Sweetwater High English Learner: 51.2 point increase Hispanic: 41.6 point increase Socio-Economically Disadvantaged: 36.7 point increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners: Orange, 173 Below Standard Hispanic: Red, 132.8 Below Standard *Southwest High English Learner: Orange, 148.3 Below Standard Hispanic: Orange, 114.9 Below Standard Socio-Economically Disadvantaged: Orange, 113.1 Below Standard	English Learners: Orange, 156 Below Standard Hispanic: Red,131.6 Below Standard *Southwest High English Learner: Orange, 133 Below Standard Hispanic: Yellow, 99.6 Below Standard Socio-Economically Disadvantaged: Yellow, 102.2 Below Standard *Sweetwater High English Learner: Orange, 161.2 Below Standard Hispanic: Orange, 121.9 Below Standard Socio-Economically Disadvantaged: Yellow,112 Below Standard		
1.3	State Priority 6A: Suspension Rate	2022-2023 CA Dashboard	2023-2024 CA Dashboard	2024-2025 CA Dashboard	*Performance Level (District student groups) Students with Disabilities: 3	*Performance Level (District student groups)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Performance Level Red (District student groups) Students with Disabilities: 9.1% at least one day Homeless: 10.8% at least one day English Learner: 9.5% at least one day *Performance Level Red (Schools) Chula Vista Middle: 17.7% Granger Junior: 15.5% Hilltop Middle: 14.6% Mar Vista Academy: 19.1% Montgomery Middle: 15.3% Southwest Middle: 12.9% *Performance Level Red Middle Schools/student groups *Bonita Vista Middle Two or More Races: 14.1% *Castle Park Middle School English Learner: 15.9%	*Performance Level Red (District student groups) Students with Disabilities: Yellow, 8.3% Homeless: Red, 10.5% English Learner: Yellow, 8.4% *Performance Level Baseline Year Red (Schools) Chula Vista Middle: Yellow, 13.7% Granger Junior: Orange, 12.8% Hilltop Middle: Orange, 12.5% Mar Vista Academy: Yellow, 13.9% Montgomery Middle: Yellow, 10.6% Southwest Middle: Green, 5.1% *Performance Level Baseline Red Middle	*Performance Level (District student groups) Students with Disabilities: Yellow, 6.8% Homeless: Yellow 8.2% English Learner: Yellow, 6.7% *Performance Level Baseline Year (Schools) Chula Vista Middle: Yellow, 9.2% Granger Junior: Yellow, 10.1% Hilltop Middle: Green, 6.2% Mar Vista Academy: Green, 7.8% Montgomery Middle: Yellow, 10.9% Southwest Middle: Green, 3.1% *Performance Level Baseline Middle Schools/student groups	percentage points decline Homeless: 3 percentage points decline English Learner: 3 percentage points decline *Performance Level (Schools) Chula Vista Middle: 3 percentage points decline Granger Junior: 3 percentage points decline Hilltop Middle: 3 percentage points decline Mar Vista Academy: 3 percentage points decline Montgomery Middle: 3 percentage points decline Southwest Middle: 3 percentage points decline *Performance Level Middle Schools/student groups	Students with Disabilities: 2.3% Declined Homeless: 2.6% declined English Learner: 2.8% Declined *Performance Level (Schools) Chula Vista Middle: 8.5% Declined Granger Junior: 5.4% Declined Hilltop Middle: 8.4% Declined Mar Vista Academy: 11.3% Declined Montgomery Middle: 4.4% Declined Southwest Middle: 9.8% Declined *Performance Level Middle Schools/student groups *Bonita Vista Middle Two or More Races: 5.2% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 13% Students with Disabilities: 16.6% *Chula Vista Middle English Learner: 23.1% Hispanic: 18.1% Socio-Economically Disadvantaged: 19.3% Students with Disabilities: 23.5% *Granger Junior English Learner: 20.4% Hispanic: 19% Socio-Economically Disadvantaged: 15% *Hilltop Middle English Learner: 16.8% Hispanic: 14.6% Socio-Economically Disadvantaged: 15.4% Students with Disabilities: 14.2% White: 15.3% *Mar Vista Academy English Learner: 19.3% Hispanic: 19.1% Socio-Economically Disadvantaged: 19.5% Students with Disabilities: 25.2% White: 16.9% *Montgomery Middle	Schools/student groups *Bonita Vista Middle Two or More Races: Green, 7.4% *Castle Park Middle School English Learner: Yellow, 9.7% Hispanic: Yellow, 9.1% Students with Disabilities: Yellow, 13.3% *Chula Vista Middle English Learner: Yellow, 16.1% Hispanic: Yellow, 11.9% Socio-Economically Disadvantaged: Yellow, 12.8% Students with Disabilities: Orange, 17.7% *Granger Junior English Learner: Yellow, 15.9%	*Bonita Vista Middle Two or More Races: Orange, 8.9% *Castle Park Middle School English Learner: Red, 12.1% Hispanic: Orange, 11.4% Students with Disabilities: Red, 14.2% *Chula Vista Middle English Learner: Yellow, 11% Hispanic: Yellow, 8.9% Socio-Economically Disadvantaged: Yellow, 10.7% Students with Disabilities: Orange, 13.6% *Granger Junior English Learner: Orange, 15.5% Hispanic: Yellow, 11.6% Socio-Economically	*Bonita Vista Middle Two or More Races: 3 percentage points decline *Castle Park Middle School English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Students with Disabilities: 3 percentage points decline *Chula Vista Middle English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3	*Castle Park Middle School English Learner: 3.8% Declined Hispanic:1.6% Declined Students with Disabilities: 2.4% Declined *Chula Vista Middle English Learner: 12.1% Declined Hispanic: 9.2% Declined Socio-Economically Disadvantaged: 8.55% Declined Students with Disabilities: 9.9% Declined *Granger Junior English Learner: 4.9% Declined Hispanic: 7.4% Declined Socio-Economically Disadvantaged: 4.9% Declined *Hilltop Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 19% English Learner: 19.8% Hispanic: 18.1% Socio-Economically Disadvantaged: 17.5% Students with Disabilities: 19.9% *Rancho Del Rey Middle African American: 17.4% English Learner: 16.4% Socio-Economically Disadvantaged: 12.2% Students with Disabilities: 13.5% Southwest Middle School English Learner: 15% Hispanic: 13.4% Socio-Economically Disadvantaged: 13.1% *Performance Level Red High Schools/student groups *Alta Vista Academy Hispanic: 21.4% *Bonita Vista High Students with Disabilities: 10.1%	Hispanic: Yellow, 15.6% Socio-Economically Disadvantaged: Orange, 12.8% *Hilltop Middle English Learner: Orange, 14.1% Hispanic: Orange, 13.3% Socio-Economically Disadvantaged: Orange, 14.3% Students with Disabilities: 14% White: Yellow, 11.9% *Mar Vista Academy English Learner: Orange, 18.1% Hispanic: Yellow, 16% Socio-Economically Disadvantaged: Yellow, 15.4% Students with Disabilities: Orange, 14.2% White: Yellow, 8.9%	Disadvantaged: Yellow, 10.1% *Hilltop Middle English Learner: Green, 6.2% Hispanic: Green, 5.5% Socio-Economically Disadvantaged: Green, 6.9% Students with Disabilities: Yellow, 9.2% White: Green, 7.5% *Mar Vista Academy English Learner: Yellow, 10.6% Hispanic: Yellow, 8.1% Socio-Economically Disadvantaged: Yellow, 9.6% Students with Disabilities: Yellow, 10.6% White: No performance color, 8.7% *Montgomery Middle	percentage points decline *Granger Junior English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline *Hilltop Middle English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline White: 3 percentage points decline	English Learner: 10.6% Declined Hispanic: 9.1% Declined Socio-Economically Disadvantaged: 8.5% Declined Students with Disabilities: 16% Declined White: 9.4% Declined *Mar Vista Academy English Learner: 8.7% Declined Hispanic: 1.8% Declined Socio-Economically Disadvantaged: 9.9% Declined Students with Disabilities: 14.6% Declined White: no data available *Montgomery Middle African American: 14% Decline English Learner: 1.8% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Chula Vista High Homeless: 10.4% *San Ysidro English Learner: 7% Homeless: 10.7% Students with Disabilities: 10.8%	*Montgomery Middle African American: No color, 16% English Learner: Orange, 12.8% Hispanic: Yellow, 11.5% Socio-Economically Disadvantaged: Orange, 12.8% Two or More Races: No Color, 25% Students with Disabilities: 21.7% *Rancho Del Rey Middle African American: Yellow, 10.7% English Learner: Yellow, 9.4% Socio-Economically Disadvantaged: Yellow, 8.7% Students with Disabilities: Yellow, 11.5% Southwest Middle School English Learner: Green, 2.9%	African American: No Performance color, 5% English Learner: Yellow, 13.5% Hispanic: Yellow, 11.5% Socio-Economically Disadvantaged: Yellow, 12% Two or More Races: No Performance Color, 0% Students with Disabilities: Orange, 13.6% *Rancho Del Rey Middle African American: Green, 7.1% English Learner: Green, 5.7% Socio-Economically Disadvantaged: Green, 6.9% Students with Disabilities: Green, 6% *Southwest Middle School English Learner: Orange, 3.9%	*Mar Vista Academy English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline White: 3 percentage points decline *Montgomery Middle African American: 3 percentage points decline English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: Two or more races: 3	Hispanic: 6.2% Declined Socio-Economically Disadvantaged: 3.6% Declined Students with Disabilities: 7.3% Increased *Rancho Del Rey Middle African American: 10.3% Declined English Learner: 10.7% Declined Socio-Economically Disadvantaged: 5.3% Declined Students with Disabilities: 7.5% Declined Southwest Middle School English Learner: 11.1% Declined Hispanic: 10.1% Declined Socio-Economically Disadvantaged: 9.6% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: Green, 4.3% Socio-Economically Disadvantaged: Green, 5.5% *Performance Level Baseline Red High Schools/student groups *Alta Vista Academy Hispanic: Orange, 20.9% *Bonita Vista High Students with Disabilities: Green, 5.2% *Chula Vista High Homeless: Orange, 10.1% *San Ysidro English Learner: Orange, 9.4% Homeless: 12.7% Students with Disabilities: Yellow, 9.3%	Hispanic: Green, 3.3% Socio-Economically Disadvantaged: Green, 3.5% *Performance Level Baseline High Schools/student groups *Alta Vista Academy Hispanic: Blue, 0% *Bonita Vista High Students with Disabilities: Green, 3.4% *Chula Vista High Homeless: Green, 6% *San Ysidro English Learner: Yellow, 7.9% Homeless: Yellow, 9.9% Students with Disabilities: Red, 10.3%	percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline *Rancho Del Rey Middle African American: 3 percentage points decline English Learner: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline *Southwest Middle School English Learner: 3 percentage points decline	*Performance Level High Schools/student groups *Alta Vista Academy Hispanic: 21.4% Declined *Bonita Vista High Students with Disabilities: 6.7% Declined *Chula Vista High Homeless: 4.4% Declined *San Ysidro English Learner: .9% Decrease Homeless: .8% Decreased Students with Disabilities: .5% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline *Performance Level High Schools/student groups *Alta Vista Academy Hispanic: 3 percentage points decline *Bonita Vista High Students with Disabilities: 3 percentage points decline *Chula Vista High Homeless: 3 percentage points decline *San Ysidro English Learner: 3 percentage points decline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Homeless: 3 percentage points decline Students with Disabilities: 3 percentage points decline	
1.4	State Priority 5E: Graduation Rate	2022-2023 CA Dashboard (California Grad Plan available) Overall District: 88.9% Foster Youth: 71.4% graduated Homeless: 72.2% graduated Students with Disabilities: 77.1% graduated African American: 82.2% graduated English Learners: 81.9% graduated Hispanic: 87.7% graduated * CA Dashboard Performance Level Red (School) *Palomar High School: 46.1% graduated * CA Dashboard Performance Level Red (School/student group) *Palomar High School	2023-2024 CA Dashboard (California Grad Plan available) Overall District: 89.8% graduated Foster Youth: 68.2% graduated Homeless: 75.5% graduated Students with Disabilities: 78.9% graduated African American: 83.6% graduated English Learners: 84.2% graduated Hispanic: 88.5% graduated * CA Dashboard Performance Level Red (School) *Launch: 73.7% graduated *Palomar High School: 59.9% graduated	2024-2025 CA Dashboard Dashboard (California Grad Plan available) Overall District: Green, 91.5% graduated Foster Youth: Yellow, 76.2% graduated Homeless: Yellow, 79.9% graduated Students with Disabilities: Green, 81% graduated African American: Green, 86.1% graduated English Learners: Green, 86.7% graduated Hispanic: Green, 90.5% graduated * CA Dashboard Performance Level (School)	Overall District and all student groups: 90% Foster Youth: 78% graduated Homeless: 78% graduated Students with Disabilities: 83% graduated African American: 87% graduated English Learners: 87% graduated Hispanic: 90% graduated * CA Dashboard Performance Level (School) *Palomar High School: 80 % graduated * CA Dashboard Performance Level (School/student group) *Palomar High School	Overall District: 2.6% Increase Foster Youth: 4.8% Increase Homeless: 7.7% Increased Students with Disabilities: 3.9% Increased African American: 3.9% Increased English Learners: 4.8% Increased Hispanic: 2.8% Increased * CA Dashboard Performance Level Red (School) *Palomar High School: 24.2% Increased * CA Dashboard Performance Level Red (School/student group) *Palomar High School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 44.3% graduated Hispanic: 48.8% graduated Socio-Economically Disadvantaged: 46.2% graduated Students with Disabilities: 50% graduated	* CA Dashboard Performance Level Red (School/student group) *Launch English Learners: 58.5% graduated *Palomar High School English Learner: 62.8% graduated Hispanic: 61.2% graduated Long-Term English Learners: 63.1% graduated Socio-Economically Disadvantaged: 59.6% graduated Students with Disabilities: 66.7% graduated	*Launch Virtual Academy: Yellow, 76.5% graduated *Palomar High School: Yellow, 70.3% graduated * CA Dashboard Performance Level (School/student group) *Launch Academy English Learners: Yellow, 71.4% graduated *Palomar High School English Learner: Yellow, 68.9% graduated Hispanic: Yellow, 70.2% graduated Long-Term English Learners: Yellow, 68.6% graduated Socio-Economically Disadvantaged: Yellow, 69.7% graduated Students with Disabilities:	English Learner: 80% graduated Hispanic: 80% graduated Socio-Economically Disadvantaged:80% graduated Students with Disabilities: 80% graduated	English Learner: 24.6% Increased Hispanic: 21.4% Increased Socio-Economically Disadvantaged: 23.5% Increased Students with Disabilities: 19.4% Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Yellow, 69.4% graduated		
1.5	State Priority 4E: English Learner Progress	2022-2023 Local Data This is the percentage of English Learners who scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 22-23 Fall: 21% 22-23 Spring: 26% 2022-23 CA Dashboard District Performance level Medium 48.6% making progress *Performance Level Red by School Launch: 17.2% making progress	2023-2024 Local Data This is the percentage of English Learners who scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 23-24 Fall: 23% 23-24 Spring: 24% 2023-24 CA Dashboard District Performance level: Orange, 44.7% making progress *Performance Level Red by School Launch: 8.3%, making progress Olympian: 42.3% making progress	2024-2025 Local Data End of Course Exams This is the percentage of English Learners who scored at least 50% on our Sweetwater End of Course Exam in English Language Arts 24-25 Fall: 31% 24-25 Spring: 33% 2024-25 CA Dashboard District Performance level: Yellow, 46.1% making progress *Performance Level Red by School Launch Academy: Orange, 14.8%, making progress Olympian High: Blue, 55.4% making progress	The percentage of English Learners who score at least 50% on our Sweetwater End of Course Exam in English Language Arts will increase by 15%.	This is the percentage of English Learners who scored at least 50% on our Sweetwater End of Course Exam in English Language Arts Fall: 10% Increase Spring: 7% Increase CA Dashboard District Performance level: 2.5% Declined *Performance Level by School Launch: 2.4% Declined
1.6	State priority 4B: College and Career Readiness A-G Completion	2022-23 Local Data A-G Completion rate in 2022-23 is 50%	2023-2024 Local Data	2024-2025 Local Data A-G	District Performance level 56.1%	Local Data A-G Completion rate 6.8% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022-23 CA Dashboard District Performance for College and Career Readiness Indicator is Medium 46.1% * Performance level very low by District student group Foster Youth: 7.7% prepared *Performance Level very low by School Palomar High School: 0% prepared *Performance level very low School/student group *Launch Academy English Learner: 0% prepared Students with Disabilities:7.7% prepared Mar Vista High Students with Disabilities: 6.5% prepared Palomar High English Learner: 0% prepared Hispanic: 0% prepared	A-G Completion rate in 2023-24 is 50% 2023-24 CA Dashboard District Performance for College and Career Readiness Indicator: Yellow 41.7% * Performance level Red (District student groups) -No student groups in Red *Performance Level Red by School Palomar High: 0.5% prepared *Performance level Red School (student group) *Castle Park High Students with Disabilities: 3.2% prepared *Chula Vista High Students with Disabilities: 8.2% prepared	A-G Completion rate in 2024-25 is 56.8% 2024-25 CA Dashboard District Performance for College and Career Readiness Indicator: Green 51.3% * Performance level (District student groups) -No student groups in Red Foster Youth: Yellow, 20% prepared *Performance Level by School Palomar High: Red, 0.5% prepared *Performance level School (student group) *Castle Park High Students with Disabilities: Orange 8.3% prepared *Chula Vista High	* Performance level District student group Foster Youth: 47.7% prepared *Performance Level very low by School Palomar High School: 40% prepared *Performance level School/student group Launch English Learner: 40% prepared Students with Disabilities: 47.7% prepared Mar Vista High Students with Disabilities: 46.5% prepared Palomar High English Learner: 40% prepared Hispanic: 40% prepared Socio-Economically	CA Dashboard District Performance for College and Career Readiness Indicator: 5.2% Increase * The performance level is very low for the District student group Foster Youth: 12.3% Increased *Performance Level is very low by the School Palomar High School: 0.5% Maintained *Performance level very low School/student group Launch Academy English Learner: 2.2% increase Students with Disabilities: 9% increase Mar Vista High

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 0% prepared Students with Disabilities: 0% prepared San Ysidro High Students with Disabilities: 5.9% prepared Sweetwater High School English Learner: 9.7% prepared Students with Disabilities: 4.4% prepared	*Mar Vista High English Learners: 8.6% prepared *Montgomery High Students with Disabilities: 7.5% prepared *Palomar High English Learners: 0% prepared Hispanic 0.6% prepared Long-Term English Learners: 0% prepared Socioeconomically Disadvantaged: 0.6% prepared *San Ysidro High Students with Disabilities: 1.8% prepared	Students with Disabilities: Orange 14.3% prepared *Launch Academy English Learner: 2.2% prepared Students with Disabilities:16.7% prepared no color *Mar Vista High Students with Disabilities: Yellow 21.1% prepared *Montgomery High Students with Disabilities: Orange 10% prepared *Palomar High English Learners: Red, 0% prepared Hispanic: Red, 0.6% prepared Long-Term English Learners: Red, 0% prepared Socioeconomically Disadvantaged: Red, 0.5% prepared	Disadvantaged: 40% prepared Students with Disabilities: 40% prepared San Ysidro High Students with Disabilities: 45.9% prepared Sweetwater High School English Learner: 49.7% prepared Students with Disabilities:44.4% prepared	Students with Disabilities: 14.6% increase Palomar High English Learner: 0% maintained Hispanic: 0% maintained Socio-Economically Disadvantaged: 0% maintained Students with Disabilities: 0% prepared San Ysidro High Students with Disabilities: 13.4% increase Sweetwater High School English Learner: 7.1% declined Students with Disabilities: 10.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Students with Disabilities: Red, 0% prepared *San Ysidro High Students with Disabilities: Yellow 19.3% prepared Sweetwater High School English Learner: Yellow, 2.6% prepared Students with Disabilities: Yellow, 14.8% prepared		
1.7	Seal of Biliteracy	SUHSD had 712 students earn the Seal of Biliteracy in 2022-23 (12%)	SUHSD had 695 students earn the Seal of Biliteracy in 2023-24 (11%)	2024-2025 747 students earn the Seal of Biliteracy (12%)	1000 students earn the Seal of Biliteracy	SUHSD students earn the Seal of Biliteracy: 35 increase
1.8	State Priority 1B: Materials Sufficiency and Standards Aligned Instructional Materials	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned	100% of Materials are Sufficient and Standards are aligned
1.9	State Priority 2A: Implementation of Academic Content and State Standards adopted by state board	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Materials are Sufficient and Standards are aligned	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.	100% of Instructional Guides for each course are standards-based and reflect the academic content standards prescribed by the state.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	State Priority 4E: English Learner ELPAC Progress	2022-2023 51% of English Learners performing at level 3 or 4 on ELPAC	2023-2024 50% of English Learners performing at level 3 or 4 on ELPAC	2024-2025 ELPAC 49% of English Learners performing at level 3 or 4 on ELPAC	61% of English Learners performing at level 3 or 4 on ELPAC	English Learners performing at level 3 or 4 on ELPAC: 2% decline
1.11	State Priority 4F: English Learner Reclassification Rate	2022-2023 9% Reclassification Rate	2023-2024 10% Reclassification Rate	2024-2025 10% Reclassification Rate	19% Reclassification Rate	Reclassification Rate: 1% decline
1.12	State Priority 4G: Advanced Placement Passage Rate	2022-2023 58.8% Pass Rate Percent of students graduating having passed an AP test with a 3 or higher: 31.5%	2023-2024 64.4% Pass Rate Percent of students graduating having passed an AP test with a 3 or higher: 34.1%	2024-2025 67.1% Pass Rate Percent of students graduating having passed an AP test with a 3 or higher 37.3%	68.8% Pass Rate 36.5% Graduating Class Pass Rate	Pass Rate: 8.3% increase Graduating Class increase of 5.8%
1.13	State Priority 4C: Career Technical Education Enrollment or Completion Rate	2022-2023 47% enrolled 15% completed Career Technical Education courses/pathways	2023-2024 44% enrolled 22% completed Career Technical Education courses/pathways	2024-2025 66% enrolled 22% completed Career Technical Education courses/pathways"	57% enrolled; 25% completed Career Technical Education courses/pathways	CTE Enrollment: 19% increase Completers: 7% Increase
1.14	State Priority 2B: Implementation of Standards	English Learners will access the Common Core State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language proficiency. Instructional guides and end-of-course exams	English Learners will access the Common Core State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language	English Learners will access the Common Core State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and	English Learners will access the Common Core State Standards and the English Language Development Standards for the purpose of gaining academic content knowledge and English language	Completed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are all 100% aligned to the standards.	proficiency. Instructional guides and end-of-course exams are all 100% aligned to the standards.	English language proficiency. Instructional guides and end-of-course exams are all 100% aligned to the standards.	proficiency. Instructional guides and end-of-course exams are all 100% aligned to the standards.	
1.15	State Priority 4H: Pupil Achievement	2023 CA Dashboard EAP Results English Language Arts 23% Exceeded Standard and were college-ready 29% more Met Standards and were conditionally ready Mathematics 7% Exceeded Standard and were College Ready 15% more Met Standards and were conditionally ready	2024 Dashboard EAP Results English Language Arts 28% Exceeded Standard and were college-ready 30% more Met Standards and were conditionally ready Mathematics 8% Exceeded Standard and were College Ready 16% more Met Standards and were conditionally ready	2025 CA Dashboard EAP Results English Language Arts 27% Exceeded Standard and were college-ready 32% more Met Standards and were conditionally ready Mathematics 10% Exceeded Standard and were College Ready 17% more Met Standards and were conditionally ready	English Language Arts 33% Exceeded Standard and College Ready 49% Met Standards and conditionally ready Mathematics 17% Exceeded Standard and College Ready 25% more Met Standards and were conditionally ready	English Language Arts Exceeded Standard and were college-ready: 4% Increase Met Standards and were conditionally ready: 3% Increase Mathematics Exceeded Standard and were College Ready: 3% Increase Met Standards and were conditionally ready: 2% increase
1.16	State Priority 7A: A broad course of study	Ensure that programs are developed and provided to all students including unduplicated pupils and Students with Disabilities to have access to a broad course of study. The	Ensure that programs are developed and provided to to all students including unduplicated pupils and Students with	Ensure that programs are developed and provided to to all students including unduplicated pupils and Students with	Ensure that programs are developed and provided to to all students including unduplicated pupils and Students with	Ensure that programs are developed and provided to to all students including unduplicated pupils and Students with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		baseline for this goal is 100%.	Disabilities to have access to a broad course of study. The baseline for this goal is 100%.	Disabilities to have access to a broad course of study. The baseline for this goal is 100%.	Disabilities to have access to a broad course of study. The baseline for this goal is 100%.	Disabilities to have access to a broad course of study. The baseline for this goal is 100%.
1.17	State Priority 4: UC/CSU Requirements and CTE Path Completion	2023 CTE Completion Rate Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. All students: 8% African American: 19% English Learners: 2% Socioeconomically Disadvantaged: 9% Students with Disabilities: 4% Foster Youth : 0 Homeless Youth: 4%	2024 CTE Completion Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. All students: 10% African American: 21% English Learners: 1% Socioeconomically Disadvantaged: 6% Students with Disabilities: 4% Foster Youth: 8% Homeless Youth: 1%	2025 CTE Completion Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. All students: 46.3% African American: 48.7% English Learners: 18.7% Socioeconomically Disadvantaged: 35.5% Students with Disabilities: 22.1% Foster Youth: 0% Homeless Youth: 38.5%	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. All students:12% African American: 10% English Learners: 8% Socioeconomically Disadvantaged: 12% Students with Disabilities: 7% Foster Youth : 0 Homeless Youth: 6%	Percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU and career technical education sequences or programs of study. All students: 38.3% increase African American: increased 29.7% English Learners: increased 16.7% Socioeconomically Disadvantaged: increased 26.5% Students with Disabilities: 18.1% increase Foster Youth: maintained Homeless Youth: increased 34.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	State Priority 8: Others Outcomes, California Science Test (CAST)	2023 CAST Percentage of students meeting or exceeding Standard All students: 25% African Americans: 20% English Learners: 1% Socioeconomically Disadvantaged: 17% Students with Disabilities: 7% Foster Youth: 6% Homeless Youth: 5%	2024 CAST Percentage of students meeting or exceeding Standard All students: 25% African Americans: 24% English Learners: 1% Socioeconomically Disadvantaged: 18% Students with Disabilities: 6% Foster Youth: data is suppressed Homeless Youth: 7%	2025 CAST CA Dashboard Percentage of students meeting or exceeding Standard All students: 29% African Americans: 27% English Learners: 2% Socioeconomically Disadvantaged: 20% Students with Disabilities: 8% Foster Youth: 8% Homeless Youth: 13%	Percentage of students meeting or exceeding Standard All students: 30% African Americans: 25% English Learners: 5% Socioeconomically Disadvantaged: 22% Students with Disabilities: 12% Foster Youth: 12% Homeless Youth: 5%	Percentage of students meeting or exceeding Standard All students: 4% Increase African Americans: 7% Increase English Learners: 1% increase Socioeconomically Disadvantaged: 3% Increase Students with Disabilities: 1% Increase Foster Youth: 2% increase Homeless Youth: 8% Increase

Goal Analysis [2025-26]

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

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

The district has made notable progress in key areas, including supporting diverse student groups, maintaining effective teacher to student ratios, and providing professional development focused on student achievement and success. The district has also successfully implemented a variety of programs, including ELD, AVID, and CTE, to strengthen outcomes for both students and staff while addressing the needs of student groups.
*SUCCESSFUL IMPLEMENTATION
ACTION STEP 1.1 - The district has achieved success in key areas by supporting diverse student groups, maintaining strong staffing ratios, and focusing professional development on California Standards and student achievement.
ACTION STEP 1.2 The district has maintained a 28:1 student-teacher ratio to ensure effective instruction and engagement, with additional efforts to provide differentiated instruction for student groups identified as underperforming on the 2022-23 California Dashboard.

ACTION STEP 1.3 - The district has maintained a reduced class size 25:1 student-teacher ratio in ELD classes, reduced class sizes in bilingual, dual language, and AVID EXCEL programs, and provided targeted support through ELD site curriculum specialists to accelerate English Learner progress and reclassification, particularly in underperforming schools identified on the CA California Dashboard.
ACTION STEP 1.4 - The district has maintained a 360:1 student-counselor ratio to reduce the counselor case load. The reduced case load has allowed counselors to engage with intervention teams and provide targeted support for at-risk student groups for more personalized attention and meetings with students and families to develop tailored 4–6-year plans focused on A-G completion and college and career readiness.
ACTION STEP 1.5 - The district curriculum department has utilized FTEs for District Teachers on Special Assignment (TOSAs) to support curriculum and instruction, helping teachers with instructional planning that enhances student engagement and mastery. ELA, Math, and ELD TOSAs provided targeted coaching, resources, and professional development to PLCs, focusing on improving performance in underperforming schools and student groups.
ACTION STEP 1.6 - The district has supported Long-Term English Learners (LTEL) and Short-Term English Learners (STEL) through the work of Bilingual Testers. The Bilingual testers are part of the site-level EL Monitoring team and assist with coordinating the targeted interventions for English Learners.
ACTION STEP 1.7 - The district's CTE teaching staff is supporting the implementation of College and Career pathways for middle and high school students, helping them explore, prepare for, and transition to post-secondary education or the workforce. Through classroom activities and targeted strategies, CTE staff enhance the core CTE program, ensuring it supports all students.
ACTION STEP 1.9a-b. - The District AVID TOSA and site AVID coordinators have collaborated with site administrators, counselors, and other staff to implement the program. Hey Tutor program has placed 113 tutors in Mathematics and Language Arts classes at school sites across the district.
ACTION STEP 1.10 - The district has added Assistant Principals at five middle schools and provided additional funding to support, enhancing instructional leadership with a focus on monitoring, evaluating, and ensuring accountabilities for all students.
ACTION STEP 1.14 - The district will be providing additional academic support to students through summer school opportunities. This includes staffing costs for teachers, counselors, and paraprofessionals, as well as supplies and materials. The district plans to increase outreach to unduplicated students to offer credit recovery opportunities.
ACTION STEP 1.16 - The district has maintained R&E staffing and continued providing district and site-level disaggregated data through "Data Insights." The assessment Teacher on Special Assignment (TOSA) supported PLCs and teachers in enhancing curriculum alignment and training on using formative assessment data to inform instruction. Additionally, the TOSA played a key role in guiding the district through the implementation of a new online assessment system, ensuring the alignment of formative and summative assessments across school sites.
ACTION STEP 1.18 - The Office of State and Federal Programs had provided technical support and professional development to support District LCAP Goals and initiatives. The office offers technical support to schools in developing and aligning their School Plan for Student Achievement (SPSA) based on needs assessment data, especially targeting schools with the lowest performance levels on the California Dashboard.
ACTION STEP 1.19B - The Learning Recovery and Acceleration Coaches assisted high schools in creating intervention and credit recovery programs and supporting teachers with strategies to close achievement gaps for English Learners, Special Education, Foster, and Homeless students, while focusing on increasing A-G completion and graduation rates.
ACTION STEP 1.20 - The initiative also funds 0.2 FTE IB Coordinators at Castle Park High and Bonita Vista High Schools to enhance involvement among EL, SED, SWD, FY, HY, Hispanic, and African American students. Moreover, a 0.2 FTE IB CTE Coordinator is added to expand the IB Middle Years program and support the IB career pathway at Bonita Vista High.

ACTION STEP 1.21 - The implementation of the 1.2 Foreign Language and Global Studies Coordinator at Hilltop High School aims to boost participation and success for underserved students, including Homeless and Foster Youth, Low-Income students, and English Learners.
ACTION STEP 1.23 - The STEAM Coordinator position supported expanded learning opportunities through extracurricular activities in science, technology, engineering, arts, and mathematics, including robotics and cybersecurity, by providing a variety of supplies and resources that promote hands-on learning, creativity, and problem-solving.
ACTION STEP 1.24 -The program provided an opportunity for all students who qualify for free and reduced lunch to take the AP and IB tests at no cost, ensuring that financial barriers do not prevent these students from accessing advanced academic opportunities.
ACTION STEP 1.31 - The differential assisted with the retention of high-quality substitutes to maintain high-quality instruction when teachers are not in class.

*MODIFIED IMPLEMENTATION
ACTION STEP 1.8 - The expansion of library/media center hours faced site staffing challenges, leading to inconsistencies across school sites in providing extended hours and targeted support sessions.
ACTION STEP 1.9 - Due to a tutor shortage, funds were redirected to support College and Career activities, such as College visits and/or guest speakers, ensuring continued student support and enhancing college readiness and career exploration.
ACTION STEP 1.11 - This action step was implemented supporting college and career; position was moved to another funding source.
ACTION STEP 1.13 - The site intervention programs designated for before and after-school tutoring, credit recovery, and Saturday Scholars faced staffing challenges that affected implementation at some schools.
ACTION STEP 1.15 - The full implementation was impacted due to staffing challenges and teacher availability. Some sites requested to repurpose their allocations to extra duty hours for PLC planning and collaboration.
ACTION STEP 1.30 - Other funding sources supported Instructional Leadership Team collaborations focused on strategic planning, professional development, and decision-making processes to improve school outcomes.
ACTION STEP 1.33 – New action step

*NON-IMPLEMENTED
ACTION STEP 1.12 - Other funds were allocated to provide supplemental instructional materials that enhanced the learning experience for students across various subjects. These materials supported differentiated instruction, allowing teachers to tailor lessons to meet the diverse needs of students and further enrich the curriculum.

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

The district experienced varying degrees of alignment between planned expenditures and estimated actual expenditures, reflecting both necessary operational adaptations and the realities of implementation. Most areas of spending aligned closely with the initial budget, a few areas required minor adjustments due to unforeseen challenges, changes in priorities, or evolving needs. Despite these minor variances, the district successfully managed resources to ensure that key initiatives within the LCAP were supported and the overall goals were still pursued effectively. The material differences between budgeted expenditures and estimated actual expenditures included the following areas:

*EXPENDITURE DIFFERENCES

ACTION STEP 1.3 - An initial allocation of $4,293,001 was designated to support ELD, AVID, and bilingual class size reduction. However, the estimated actual expenditure was $1,967,177. The total expected will have additional expenditures prior to the end of the school year.
ACTION STEP 1.5 - An initial allocation of $2,082,862 was designated for District Teachers on Special Assignment (TOSAs); however, the estimated actual expenditure is $1,079,370. This variance reflects the use of other funds to better align TOSA funding with multiple sources.
ACTION STEP 1.6 - An initial allocation of $1,136,909 was designated for Bilingual Testers; however, the estimated actual expenditure is $541,799 due to staffing challenges in filling vacancies. Substitute staff provided schools with the necessary assessment support during this period.
ACTION STEP 1.7 - An initial allocation of $3,147,008 was designated for CTE teachers; however, the estimated actual expenditure is $1,726,095 due to staffing challenges in filling vacancies. Substitute staff helped provide necessary support to schools during this time.
ACTION STEP 1.8 - An allocation of $4,165,540 was designated for expanding library/media center hours; however, the estimated actual expenditure was $2,217,741 due to school sites having challenges keeping libraries open before and after school.
ACTION STEP 1.9 - An allocation of $1,014,520 was designated for AVID program support; however, the estimated actual expenditure was $3,118,948. The funding difference is due to the need to reallocate expenditures to the LCAP funding source.
ACTION STEP 1.10 - An allocation of $ 3,403,623 was designated for Assistant Principals; however, the estimated actual expenditure was $2,679,432. The total expected will have additional expenditures prior to the end of the school year.
ACTION STEP 1.11 - An allocation of $ 219,645 was designated for Counselor on Special Assignment; however, the estimated projected expenditure to be the full amount.
ACTION STEP 1.13 - There was $2,000,000 allocated for school site-level academic interventions and credit recovery. The actual expenditure was $369,624. The site intervention program allocations designated for tutoring, credit recovery, and Saturday Scholars faced staffing challenges that affected implementation at some schools.
ACTION STEP 1.14 - An allocation of $6,200,000 was designated for Summer School. However, the estimated actual expenditure was $116,514. The total expected will have additional expenditures prior to the end of the school year.
ACTION STEP 1.15 - An allocation of $400,000 was designated for PLC pullout days; however, the actual expenditure reported was $98,895,430. Due to a substitute shortage and teacher preference to avoid missing class time, PLC collaboration was completed on Saturdays or after school. As a result, funds were repurposed for extra duty pay.
ACTION STEP 1.17 - An allocation of $278,441 was designated for College and Career activities; however, the estimated actual expenditure reported was $388,988. The increase was due to the addition of activities such as college and career workshops and field trips. The growing need for expanded CTE and College and Career opportunities will be reflected in the 2026–27 LCAP.
ACTION STEP 1.19 - An allocation of $3,339,804 was designated for summer school support, acceleration coaches, and intersessions. However, the estimated actual expenditure is $1,376,083. This variance is primarily due to the use of A-G Grant funds to support supplemental summer programming, which offset costs originally budgeted under this allocation.
ACTION STEP 1.20 -An allocation of $444,446 was designated for International Baccalaureate (IB) program support; however, the estimated actual expenditure is $175,494. This variance is due to upcoming summer training not yet reflected in the current expenditure estimates.
ACTION STEP 1.23 - There was $279,265 allocated for the STEAM program, and the estimated actual expenditure was $57,967. Expenditures are expected to be used to continue expanding learning opportunities through extracurricular activities in science, technology, engineering, arts, and mathematics, including robotics and cybersecurity. The full amount to be expended by the end of the school year.
ACTION STEP 1.24 & 1.25 - Allocations of $350,000 for AP and IB exam subsidies and $200,000 for PSAT fee waivers are not yet reflected in the reported expenditures. However, the estimated actual expenditure to date is $12,640. The full amounts are expected to be expended.
ACTION STEP 1.27 - The allocation of $90,000 was designated to support professional development for designated and

integrated ELD as well as supplies and resources to implement research-based strategies. However, the estimated actual expenditure to date is $5,061.
ACTION STEP 1.29 - There was $539,127 allocated for professional development. However, the estimated actual expenditures is $2853. The total expected will have additional expenditure prior to the end of the school year.
ACTION STEP 1.30 - An allocation of $25,000 was designated to support Instructional Leadership Teams. However, the estimated actual expenditure was $0, as alternative funding sources were utilized to support Instructional Leadership Team collaborations.
ACTION STEP 1.31- An allocation of $4,000,000 was designated to support high-quality substitutes; the estimated actual expenditure to date is $0, moved to a different funding source.
ACTION STEP 1.32 - An allocation of $ 102,343 was designated to support the role of a Graduation Liaison, and related activities have taken place. However, the estimated actual expenditures to date is $24,209. The total expected will have additional expenditure prior to the end of the school year

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

Based on the analysis of metrics and outcomes, the implementation level of the actions showed varying degrees of effectiveness in achieving the LCAP goals. Quantitative indicators provided measurable insights into progress, with some areas showing notable improvements. However, certain goals experienced slower or less consistent progress, as reflected in the data. Qualitative indicators highlighted areas of success as well as challenges. Overall, the combination of quantitative and qualitative data demonstrated that while the district has made considerable progress in some areas, ongoing adjustments and refinements are needed to fully achieve the LCAP objectives.

ACTION STEP 1.1 - The Class Size Reduction initiative, maintaining a 30:1 teacher ratio, has led to more personalized instruction and contributed to an increase in ELA and Math scores on the 2025 CA Dashboard. This improvement, along with a decrease in D and F grades, reflects better student engagement and mastery, especially for English Learners, Foster Youth, and other priority groups. Combined with targeted professional development, counseling, and alternative education programs, these efforts have positively impacted overall academic achievement and graduation rates.
ACTION STEP 1.2 - The Class Size Reduction 28:1 initiative has led to more individualized instruction and improved student outcomes, as shown by a 4.8-point increase in ELA and Math scores on the 2025 CA Dashboard and a decrease in D and F rates from 34.43% to 33.7%. Additionally, the Core SEL survey indicates strong student engagement, with over 79% of middle and high school students reporting meaningful classroom discussions.
ACTION STEP 1.3, 1.6, 1.22 & 1.26 - The ELD and Bilingual Class Size Reduction, Bilingual Testers, and supplementary resources have shown emerging effectiveness for English Learners. The EL Reclassification rates maintained at 10% between 2024-25. However, the number of students scoring 3 or 4 on the ELPAC stayed the same, suggesting a need for continued focus on improving assessment performance.
ACTION STEPS 1.4, 1.7, 1.11, 1.17, 1.23, 1.25 &1.32 - The actions supporting College and Career Readiness have been effective, as evidenced by several key improvements. The A-G completion rates reached the level of 46.3% on the 2025 CA Dashboard. The completion rate for Career Technical Education (CTE) pathways decreased from 22% to 21.1% from 2023-24 to 2024-25. The Early Assessment Program (EAP) saw a 1% decrease in college readiness for English Language Arts and a 2% increase in Mathematics.
Graduation rates also improved slightly, rising from 88.9% to 91.5%, demonstrating the overall effectiveness of these initiatives in enhancing college and career readiness for students.

ACTION STEPS 1.5, 1.10, 1.12, 1.15, 1.27, 1.29, 1.30 & 1.31 - Professional development and PLC collaboration efforts have been effective in enhancing teaching and learning. TOSAs (Teachers on Special Assignment) have facilitated professional development sessions. Participant surveys indicate strong positive feedback, particularly in areas like aligning instructional guides with assessments, promoting student engagement, and utilizing formative data effectively.
ACTION STEPS 1.8, 1.13, 1.19 - These action steps have demonstrated emerging effectiveness, as Acceleration Coaches played a key role in supporting students with APEX online credit recovery, resulting in the successful completion of high school credits by students during Semester 1.
ACTION STEP 1.9 - The AVID programs across eighteen school sites are showing emerging effectiveness, despite challenges in securing the full number of AVID Tutors. As of January 2025, 56 AVID Tutors have been placed in classes, offering individualized support during weekly tutorials. The partnership with Hey Tutor has proven effective, providing targeted academic support in Math to 13,167 students in Semester 1, with positive impacts especially for English Learners and Students with Disabilities. Feedback suggests strengthening collaboration with Math Department PLCs to enhance tutors' instructional insights and improve student support.
ACTION STEPS 1.14 & 1.19 - Summer school will continue to be offered for all high schools across six designated sites, while each middle school will implement its own summer program tailored to student needs. Summer school will provide students with the opportunity to recover credit during a focused three-week session. In addition, Hey Tutor staff will be placed in summer school classes to provide targeted academic support, helping ensure students receive individualized assistance in core subject areas. From 2023-2024 to 2024-2025, our overall district graduation percentage increased 2.6%, as well as an increase in A-G Completion rate of 6.8% increase, and an increase of 5.2% in CA Dashboard District Performance for College and Career Readiness Indicator.
ACTION STEP 1.16 - The Research & Evaluation (R&E) team supported districtwide access to the SUHSD Data Dashboard and the successful administration of both formative and summative assessments, including End-of-Course (EOC) exams. More than 40,000 online formative assessments were administered to help inform instructional practices and improve student outcomes. The Data Dashboard, maintained by the R&E team, provides disaggregated data related to attendance, grades, reclassification progress, and Early Warning indicators, enabling staff to make informed, data-driven decisions to support student success. Department efforts have contributed to measurable improvements across several student groups, including an overall district increase of 2.6% in graduation rate. Gains were observed among several student groups, including Foster Youth 4.8%, Homeless 7.7%, Students with Disabilities 3.9%, African American students 3.9%, English Learners 4.8%, and Hispanic students 2.8%.
ACTION STEP 1.18 - The State and Federal Programs team supports schools through SPSA development, budget planning, technical assistance, and the implementation of interventions designed to support struggling students. Assistance is provided through regular monthly meetings, individualized coaching for 27 schools, and two full-day planning sessions to ensure alignment with student needs and program goals. In addition, the team provides support to 12 schools participating in the Community Schools grant initiative. These efforts have contributed to measurable improvements in student outcomes, including gains in English Language Arts SBAC performance, with English Learners demonstrating a 16.1 point increase and Students with Disabilities showing a 10.6 point increase. While progress has been made in several student groups, additional support and targeted interventions are needed for the Foster Youth population, which experienced a 24.7 point decline. Also, there has been an increase of 2.6% in our district overall graduation rate. Gains were observed among several student groups, including Foster Youth 4.8%, Homeless 7.7%, Students with Disabilities 3.9%, African American students 3.9%, English Learners 4.8%, and Hispanic students 2.8%.
ACTION STEPS 1.20 & 1.21 - Support for specialized programs, including FLAGs (Foreign Language and Global Studies) and the IB (International Baccalaureate) program has been effective in advancing College and Career Readiness. These programs have provided students with enriched, rigorous learning experiences aligned to college and career pathways. From 2023-2024 to 2024-2025, our overall

district graduation percentage increased 2.6%, as well as an increase in A-G Completion rate of 6.8% increase, and an increase of 5.2% in CA Dashboard District Performance for College and Career Readiness Indicator.
ACTION STEP 1.23 - Support for specialized programs and expanded learning opportunities has been effective in advancing College and Career Readiness. These programs have provided students with enriched, rigorous learning experiences aligned to college and career pathways as demonstrated by a 19% increase in Career Technical Education (CTE) enrollments and a 7% increase in students completing a CTE pathway.
ACTION STEP 1.24 - This action step has proven highly effective, as demonstrated by a 2.7% increase in the AP exam pass rate, rising from 64.4% to 67.1%. The total number of AP exams taken increased by 1%, reflecting the district's continued efforts to expand access to rigorous coursework and support student achievement in college-level academics.
ACTION STEPS 1.28 - Support for specialized programs, including SCPA (School for Creative and Performing Arts) program has been effective in advancing College and Career Readiness. These programs have provided students with enriched, rigorous learning experiences aligned to college and career pathways reflecting a 38.3% increase districtwide including an increase of engagement African American, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Homeless Youth and maintained engagement with our Foster Youth: student population.

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.

To improve academic achievement, the district will continue implementing programs and support to enhance classroom instruction, including additional tutoring, Summer Programs, enrichment activities, and professional development for teachers. The district will also reduce class sizes for English Learners and Students with Disabilities, ensure manageable counselor caseloads, and focus on post-secondary education preparation. These efforts aim to provide tailored support to all students, promote mastery of standards, and ensure college readiness, with minor modifications made to the 2026-27 LCAP plan based on feedback and needs assessments.

ACTION STEP 1.2 - There is an increase of $2,000,000 in the allocation to support lower student to teacher ratios and the expansion of inclusion courses.
ACTION STEP 1.5d – The addition of an Instruction and Engagement TOSA will be essential in building capacity with site curriculum specialists, Instructional Leadership Teams (ILT), PLC leads, PLCs, and teachers to support implementation of content standards, curriculum, and instruction in each content areas. TOSA will develop and implement Tier 1 and Tier 2 interventions to support the implementation of engagement strategies in the classroom when teachers are delivering the First Best Lesson.
ACTION STEP 1.5d – The addition of a Curriculum & Instruction Resource Teacher will be essential in building capacity with site curriculum specialists, Instructional Leadership Teams (ILT), PLC leads, PLCs, and teachers to support implementation of content standards, curriculum, and instruction in each content areas. The TOSA will support teachers in providing access for each learner and respond with feedback consistently, so student learning will accelerate through outcomes, instructional strategies, and assessment for learning.
ACTION STEP 1.7 - A reduction of $1,129,090 in funding allocation for Career and Technical Education (CTE) due to staffing adjustments within CTE pathways at schools.
ACTION STEP 1. 8 – Due to budgetary constraints and low enrollment, there is a decrease of $1,438,128 in the allocation to librarian salaries. Extending library hours to support before and after school access to resource and enrichment will continue.

ACTION STEP 1.9c - A reduction of $2,000,000 due to adjustment to the Hey Tutor contract. The allocation is reduced due to fiscal constraints and other funding sources will be used for Hey Tutor. Despite the funding adjustment, the district remains committed to providing targeted academic support through the program, prioritizing schools and students with the greatest need.
ACTION STEP 1.11 - In response to budgetary constraints, staffing challenges, and declining enrollment, adjustments to staffing will include the reduction of Counselor on Special Assignment (COSA) position.
ACTION STEP 1.12 - A total of $17,652,167 has been allocated to enhance supplemental instructional materials across the district. This reflects a decrease in funding from the previous year due to the exhaustion of one time funding sources and the need to shift resources to LCFF in order to sustain support for differentiated instructional materials that address the diverse learning needs of students.
Action Step 1.17b - A College and Career TOSA (Teacher on Special Assignment) will provide additional support to students with post-secondary preparation and meeting college entrance requirements, specifically aligned with the Compact for Success initiative.
ACTION STEP 1.17c - Support High School collaboration with College Access and Retention Partnership for Equity (CARPE) Network to strengthen college and career readiness for all students. The comprehensive resources include counseling, mentorship, data tracking, and community engagement to build a cohesive support system that guides students from the college application process through to college graduation.
ACTION Step 1.19 - This action step and associated goals will continue; however, funding will decrease to $450,499.00 due to a shift in funding within LREBG.
ACTION STEP 1.29 - An increase of $54,127 in the allocation has been made to support district-level PLC pullout days, lesson design, language acquisition common strategies, assessment for learning, and the PLC cycle.
ACTION STEP 1.31 - By offering more competitive differential pay, the district can better attract and retain highly skilled substitute teachers who are better equipped to provide consistent, high-quality instruction in the absence of regular classroom teachers. Funding for this action reflects a shift within LREBG.
ACTION STEP 1.33 - This was a new goal added during the 2025–2026 mid-year LCAP review to support the recruitment and retention of high-quality teachers and staff. No funding has been allocated for the 2026–2027 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	LCFF BASE	1.1 DISTRICT BASE PROGRAM CONTINUES TO ENSURE: a. Highly qualified certificated teacher ratio is 30:1, and classified staff continue to provide effective initial instruction and universal supports that leads to student engagement and mastery for each student, including English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless Youth (HY), underperforming students, and Students with Disabilities (SWD).	$254,526,953.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Professional development continues in California Standards-aligned curriculum and district-wide initiatives with a focus on effective initial instruction that leads to student engagement and mastery or each student, including English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless Youth (HY) and Students with Disabilities (SWD). c. Counselors (in-ratio 400:1) continue to support each student, including English Learners (EL), Low Income (LI), Foster Youth (FY), Homeless Youth (HY), and Students with Disabilities (SWD) to be on course to graduate prepared for college and career. d. Progress of students toward Annual Measurable Outcomes is continuously monitored through a balanced assessment system, including End-of-Course Exams, district-provided performance tasks, and common formative assessments. (No additional cost for this subtraction) e. Continue to offer courses and programs that support college and career readiness (e.g. AP, CTE Completion, EAP Proficiency, etc.) and increase the number of seniors receiving the seal of biliteracy. f. A comprehensive research-based ELD program aligned to the ELA/ELD framework continues to ensure English Learners can accelerate their progress toward reclassification. (No additional cost for this subtraction) g. Continue to implement the English Learner master plan to meet the programmatic needs of each English Learner. (No additional cost for this subtraction) h. Alternative educational opportunities and programs continue to provide differentiated learning environments that lead to student engagement and mastery. Launch Virtual Academy (LVA), Palomar High (PH), Options Secondary School(OSS), Community Day School, Independent Study, East Hills Academy(EHA), and Alta Vista Academy(AVA)) i. The Teacher Induction Program continues to develop teacher proficiency in the CA Standards for the Teaching Profession and the CA Content Standards through 1:1 mentoring, quarterly workshops, and online coursework.		

Action #	Title	Description	Total Funds	Contributing
		j. Under the direction of the district, each site has Assistant Principals who continue to ensure site programs are monitored, evaluated, and supported. k. Classified staff continues to support student engagement and mastery.		
1.2	LOWER STUDENT TO TEACHER RATIO FOR MASTERY	1.2 LOWER STUDENT TO TEACHER RATIO a. Continue to maintain a lower student-teacher ratio of 28:1 to provide effective initial instruction, engagement, and mastery for each student. Additional contribution to maintaining lower student-to-teacher ratios to provide supplemental and intensive support addressing the targeted needs of the schools and student groups that have the lowest performance levels on the 2022-23 California Dashboard English Language Arts, Mathematics, and College and Career Indicators. (see addendum)	$10,000,000.00	Yes
1.3	ELD, AVID, BILINGUAL CLASS SIZE REDUCTION	1.3 ELD, AVID, BILINGUAL CLASS SIZE REDUCTION a. Continue to maintain a lower student-teacher ratio in ELD classes of 25:1 to ensure English can accelerate their progress toward reclassification. Reduction in bilingual, dual language, and AVID EXCEL classes will support the acceleration in language acquisition along with reclassification. b. District ELD TOSA will provide additional support for implementation of Designated and Integrated ELD instruction for English Learners. This will support the English Learners at all schools to increase Reclassification rates and close the achievement gap on State Assessments for student groups that have the lowest performance level of Red on the 2022-23 California Dashboard. (see addendum)	$4,202,471.87	Yes
1.4	REDUCTION OF COUNSELOR CASELOAD, PORTION OF	1.4 REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR PAH	$7,989,287.18	Yes

Action #	Title	Description	Total Funds	Contributing
	COUNSELOR, AND ADDITIONAL FTE FOR PAH	a. Continue to maintain a lower student-counselor ratio of 360:1 to actively participate with intervention teams in the monitoring of EL, SED, SWD, FY, HY, Hispanic, and African American students and to provide additional time to meet with students and their parents regarding a 4-6 year plan for each student's success in A-G completion and college and career readiness. b. Counselor will continue to support students at Palomar High School to support increased graduation rate for English Learners, Students with Disabilities, Hispanic, and Socio-Economically disadvantaged students. This action step will support the needs of the school and student groups below that performed at the lowest levels on the 2022-23 California Dashboard College and Career Indicator. (see addendum)		
1.5	DISTRICT TEACHERS ON SPECIAL ASSIGNMENT	1.5 DISTRICT TEACHERS ON SPECIAL ASSIGNMENT District TOSAs (12.0 FTE's) FOR CURRICULUM AND INSTRUCTION The TOSAs will support the teachers in different content groups to focus on the three dimensions of learning: Outcomes, Strategies, and Assessments to support a culture of disciplinary knowledge, literacy, and life skills that lead to college and career readiness. Additional technical support will be provided to the schools and student groups below as they have the lowest performance level of Red on the 2022-23 California Dashboard (see addendum) a. The ELA TOSAs will work more closely with the English Language Arts PLC's by providing additional resources, coaching, and professional development to teachers. b. The Math TOSAs provide additional support to Mathematics PLCs by providing resources, coaching, and professional development to teachers. Additional technical support will be provided to teachers on implementing strategies to develop student conceptual understanding, problem-solving, reasoning, and communication. c. The ELD TOSA will focus on providing academic support for English Learner students. The TOSA will collaborate with and support District	$1,118,479.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum TOSAs in the integration of CA ELA/ELD Framework and Literacy Standards within all curriculum areas. In addition, site-level support will be provided by Coaching site-level ELD curriculum specialists and classroom teachers on implementation of Designated and Integrated instruction to support Long Term English Learners. d. The Community Schools TOSA will assist in the planning and implementation of the Community Schools model. The TOSA will partner with the school principals, other administrators, teachers, school staff, parents, community members, and students to design and implement programs and services at the school that meet the needs of students, their families, and the community. e. Additional TOSAs in other subject areas will collaborate with teachers on lesson design and instructional strategies that integrate discipline-specific literacy strategies such as academic vocabulary development, reading comprehension of complex texts, and writing for content understanding.		
1.6	BILINGUAL TESTERS	1.6 BILINGUAL TESTERS a. Continue to support students' individualized needs and provide targeted interventions that lead to student engagement and mastery. The Bilingual Testers will provide additional support to the English Learners (LTEL and STEL) at all schools with specific emphasis on the school and student groups below that have the lowest performance level of Red on the 2022-23 California Dashboard English Learner Progress Indicator. (see addendum)	$1,221,480.53	Yes
1.7	COLLEGE AND CAREER EDUCATION TEACHERS	1.7 COLLEGE AND CAREER EDUCATION TEACHERS a. CTE teaching staff will support the implementation of College and Career pathways for middle and high school students by providing classroom activities and strategies aimed at helping students explore, prepare for, and successfully transition to post-secondary education and/or the workforce. This will supplement the base CTE program and will principally support all students. The CTE department staff will provide	$2,017,917.32	Yes

Action #	Title	Description	Total Funds	Contributing
		additional technical assistance to CTE programs at the schools and student groups below that have the lowest performance levels on the 2022-23 California Dashboard College and Career Indicator. (see addendum)		
1.8	EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS	1.8 LIBRARY/MEDIA CENTERS a. Expanding the availability of teacher librarians to support students during, before school, including evening hours, enhances student learning. By extending library hours, implementing flexible scheduling, and offering targeted student support sessions, schools can ensure that all students have access to valuable resources and assistance whenever they need it. Unduplicated students will have access to a variety of supplemental resources and activities to enhance their learning. b. The teacher librarians will continue to increase digital citizenship and support the use of technology integration for all students to acquire 21st Century Skills. Fostering a culture of digital literacy and innovation will support the students in becoming critical thinkers, problem solvers, and lifelong learners prepared for college and career opportunities. Additional support will be provided to the schools and student groups below that have the lowest performance level of Red on the 2022-23 California Dashboard English Language Arts indicator. (see addendum)	$2,645,563.00	Yes
1.9	AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS	1.9 AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS a. District AVID TOSA and site AVID coordinators continue to work with site administrators, counselors, and students to implement the AVID program, including recruiting college tutors from local colleges and universities. b. Provide resources such as AVID Certification fees, books, and supplies to ensure the successful implementation of the AVID program.	$1,682,572.77	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Provide college academic tutors to support core academic subjects to include AVID Tutors and Hey Tutor staff, for individualized targeted intervention to students during the school day and after school. Tutors will be placed primarily in Mathematics and English Language Arts classrooms to ensure mastery of the grade-level standards. Emphasis on placement of tutors in the schools and student groups below that have the lowest performance level of Red on the 2022-23 California Dashboard Language Arts & Mathematics Indicators. (see addendum)		
1.10	ASSISTANT PRINCIPALS	1.10 ASSISTANT PRINCIPALS a. Additional Assistant Principals at 5 Middle schools and funding provided for current Assistant Principals continue to provide instructional leadership for all students with a focus on monitoring, evaluating, and accountability principally targeted toward EL, SED, SWD, FY, HY, Hispanic, and African American students. The district MTSS Team will work more closely with the following sites to provide technical support, coaching, and training to Assistant Principals to address the high suspension rates for the student groups below. The Assistant Principals at the schools below will focus on addressing suspension rates for the schools and student groups with the highest level of Red on the 2022-23 California Dashboard Suspension Indicator. (see addendum)	$3,927,267.46	Yes
1.11	DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT	1.11 DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT a. District COSAs facilitate college readiness planning and coordination, including compact for success, college fairs, and other events that foster access to college. The District COSAs collaborate with schools and district staff to provide additional support to families who struggle with at-promise students, especially those ELL families who are newcomers and low-income. (Carryover) The COSA will provide additional technical support to the schools and student groups below that have the lowest performance level on the 2022-23 California Dashboard College & Career Indicator. (see addendum)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	1.12 SUPPLEMENTAL INSTRUCTIONAL MATERIALS a. Continue to assist students in achieving standards by purchasing supplemental instructional materials and ensuring access to college readiness assessments for districtwide EL, SED, SWD, FY, HY, Hispanic, and African American students. Targeting the needs of literacy in math and language development in core subjects, these funds support underperforming students. There was a significant increase in this action step due to the increase in requested and needed materials for all schools, such as textbooks, innovative, research-based social/emotional curriculum, and need-based instructional material to support all students.	$17,652,167.00	Yes
1.13	SITE INTERVENTION FUNDS	1.13 SITE INTERVENTION FUNDS a. Continue to ensure supplemental and intensive academic supports for students through site-based extended day/week/year interventions such as Credit recovery, APEX online site licenses, specialized software for English Learners, academic tutors, and additional courses to support the specific needs of unduplicated students. The schools will address the needs of the student groups that have the lowest performance level of Red on the 2022-23 California Dashboard Language Arts and Mathematics indicators. (see addendum)	$1,000,000.00	Yes
1.14	SUMMER SCHOOL	1.14 SUMMER SCHOOL a. Continue to ensure supplemental supports to students by providing summer school opportunities. Includes staffing costs for teachers, counselors, and paraprofessionals in addition to supplies and materials. Additional outreach to unduplicated students and schools/student groups to below that have the lowest performance level on the 2022-23 California Dashboard College and Career and Graduation Indicator. (see addendum)	$4,050,000.00	Yes
1.15	SITE LEVEL PROFESSIONAL DEVELOPMENT	1.15 SITE LEVEL PROFESSIONAL DEVELOPMENT - PLC PULL OUT DAYS	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Professional development is continually provided in California Standards-aligned curriculum and district-wide initiatives with a focus on Professional Learning Communities, Literacy skills, quality first instruction, tiered support, and technology-enhanced instruction. b. Provide time for school sites to hold a PD Day for each core subject area and to support PLCs. c. PLCs will focus on lesson design, universal supports, and PLC level interventions for the student groups below that have the lowest performance level of Red on the 2022-23 California Dashboard. (see addendum)		
1.16	RESEARCH AND EVALUATION STAFF	1.16 RESEARCH AND EVALUATION STAFF a. Maintain R&E staffing and continue to provide formative and summative data summaries and visualizations to staff on multiple measures of performance by school. The data resources are paired with professional development opportunities to share best practices, participate in co-learning activities, and deepen the knowledge of effective teaching and assessment strategies. b. The assessment Teacher on Special assignment (TOSA) will support PLCs and teachers to increase the curriculum alignment and assessment strategies to provide appropriate tiered support to meet the needs of students. The TOSA will provide additional training and technical support to the schools and student groups below that have the lowest performance level of Red on the 2022-23 California Dashboard. (see addendum)	$976,906.70	Yes
1.17	COLLEGE AND CAREER READINESS ACTIVITIES	1.17 COLLEGE AND CAREER READINESS ACTIVITIES a. Workshops and meetings continue to provide support for first-generation college students to explore and build skills that build confidence for post-secondary education and career opportunities.	$386,473.62	Yes

Action #	Title	Description	Total Funds	Contributing
		b. College and Career Teacher on Special Assignment (TOSA) will coordinate and support students' college and career readiness initiatives at the district and site level. (New action 2025-26) c. School site collaboration with CARPE Network (College Access and Retention Partnership for Equity) by leveraging CARPE's resources in counseling, mentorship, data tracking, and community engagement to provide comprehensive support from college application to graduation. (New action 2025-26)		
1.18	OFFICE OF STATE AND FEDERAL PROGRAMS	1.18 OFFICE OF STATE AND FEDERAL PROGRAMS a. Continues to provide district-wide technical assistance, professional development support, and guidance towards meeting Title I, Title III, and LCAP goals and initiatives. Supports instructional programs and interventions that provide supplemental and intensive supports for English Learners, Foster Youth, and Low-Income students. Focus on schools with the lowest performance level of Red on the California Dashboard and the schools that have the lowest performance level for the entire school. (see addendum) b. The Office of State and Federal programs are funded by Title I, General Fund, and Supplemental and Concentration funds. Technical support will be provided to the school sites with SPSA development cycle.	$1,116,550.83	Yes
1.19	COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT/LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION	1.19 COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT RECOVERY, LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION a. Counseling site teams will be allocated 15 additional hours per counselor per year to support summer school, credit recovery, and intercession, which support students who have failed a course and are at risk of not graduating. The district counselors enroll and meet with credit-deficient students to ensure they recover the correct classes and support their journey to graduation.	$450,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Learning Recovery and Acceleration Coaches will support all high schools in developing intervention programs and credit recovery. The Learning Recovery coaches will focus on increasing A-G completion and graduation rates. Additional outreach to the student groups at the high schools below that have the lowest performance levels on the 2022-23 California Dashboard. (Carryover)		
1.20	INTERNATIONAL BACCALAUREATE COORDINATORS	1.20 INTERNATIONAL BACCALAUREATE COORDINATORS a. Provide IB Coordinators (0.2 FTE) at Castle Park High School and Bonita Vista High School to increase the involvement of EL, SED, SWD, FY, HY, Hispanic, and African American students in the program and to support their success. An additional 0.2 FTE for the IB CTE Coordinator to expand the IB Middle Years program and to support the IB career pathway at BVH. b. Supplies and resources to increase the engagement of students in the IB program. (CPH, CPM, BVH, and BVM)	$367,906.00	Yes
1.21	FOREIGN LANGUAGE AND GLOBAL STUDIES (FLAGS) COORDINATOR	1.21 Foreign Language and Global Studies (FLAGS) Coordinator a. Hilltop High School provides a coordinator to increase the participation of Homeless and Foster Youth, Low-Income students, and English Learners in the FLAGS program and to support their success. Additional supplementary supplies and resources to support the program.	$54,735.77	Yes
1.22	SUPPLEMENTAL LIBRARY SUPPLIES	1.22 SUPPLEMENTAL LIBRARY SUPPLIES a. Provide additional resources and materials for libraries for extended hours of operation before school and after school, and in particular, support instructional programs that provide additional supports and promote literacy for English Learners, Foster Youth, Socio-Economically Disadvantaged, and Students with Disabilities.	$13,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.23	STEAM PROGRAM	1.23 STEAM PROGRAM a. STEAM Coordinator will support programs and coordinate activities at various school sites. Support district-wide STEAM activities and events by providing a variety of supplies and resources that promote hands-on learning, creativity, and problem-solving. b. Provide expanded learning opportunities through science, technology, engineering, arts, and mathematics extracurricular activities. Programs such as robotics, cybersecurity, and other related programs will engage and support the development of 21st-century skills for our Homeless and Foster youth, English Learners, Students with Disabilities, and low-income students.	$296,480.33	Yes
1.24	ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY	1.24 ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY a. Provide the opportunity for all students who qualify for free and reduced lunch to take the AP and IB tests for free.	$350,000.00	Yes
1.25	PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)	1.25 PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) a. Provide the PSAT for all students in the 11th grade to ensure all unduplicated students benefit from using their scores to plan additional support so when they take their SAT, they have a better opportunity to succeed. These score reports will be disaggregated and analyzed by teachers and PLCs to target areas that need support by incorporating the skills that students need most need to be college ready.	$200,000.00	Yes
1.26	SUPPLEMENTAL LIBRARY BOOKS	1.26 SUPPLEMENTAL LIBRARY BOOKS a. Provide support to unduplicated students in mastering standards by providing a diverse range of supplemental novels and materials in the library. Allocating additional resources specifically for unduplicated	$1,022,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students will help address any learning gaps and provide a more equitable and enriching educational experience for unduplicated students.		
1.27	PROFESSIONAL DEVELOPMENT SUBSTITUTES	1.27 PROFESSIONAL DEVELOPMENT SUBSTITUTES FOR ELD TEACHERS a. Provide additional training and support for ELA, Social Science, Science, Math, and English Language Development (ELD)Teachers to ensure integrated and designated ELD is occurring in each content area. b. Supplies for professional development focused on designated and integrated ELD. The resources will enable teachers to implement research-based strategies and best practices for supporting the needs of both Long Term (LTEL) and Short Term (STEL) students in both designated and integrated ELD instruction by promoting academic achievement and linguistic proficiency for all students. Emphasis will be placed on supporting the needs of the schools/student groups below that have the lowest performance level on the 2022-23 California Dashboard English Learner Progress Indicator. (see addendum)	$12,000.00	Yes
1.28	SCHOOL Of PERFORMING ARTS COORDINATOR	1.28 SCPA PROGRAM a. School of Creative and Performing Arts Coordinator will increase the engagement of EL, SED, SWD, FY, HY, Hispanic, and African American students in the SCPA programs at CVH and CVM. b. VAPA Resource Teacher to support SCPA program and activities. c. Resource and supplies will increase the engagement and outreach for the SCPA program.	$195,397.48	Yes
1.29	PROFESSIONAL DEVELOPMENT	1.29 PROFESSIONAL DEVELOPMENT (Action Step 1.31 in 2024-25 LCAP)	$539,127.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Professional development in supporting EL, SED, SWD, FY, HY, Hispanic, and African American students with access to rigorous grade-level curriculum through initial first instruction, Professional Learning Communities, language acquisition pedagogy, and universal design for learning and tiered supports that meet the needs of the whole child.		
1.30	INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT	1.30 INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT (Action Step 1.32 in 2024-25 LCAP) a. Instructional Leadership Teams with receive professional development on effective first instruction and strategies to target EL, SED, SWD, FY, HY, Hispanic, and African American student needs.	$150,000.00	Yes
1.31	HIGH QUALITY SUBSTITUTES	1.31 Differential pay for substitutes will be provided to assist in retaining high-quality substitutes. This will support maintaining quality instruction during the times that teachers are collaborating outside the classroom on effective instructional and assessment strategies. The high-quality substitutes will provide unduplicated students stable, high-quality instruction even during times when their regular teachers are absent. (Action Step 1.33 in 2024-25 LCAP)	$0.00	No
1.32	GRADUATION LIASION	1.32 Program Manager will promote and coordinate support for students at risk of not completing graduation requirements with transition to education and career opportunities. (Action Step 1.34 in 2024-25 LCAP)	$109,976.16	Yes
1.33	RETAINMENT OF HIGH QUALITY TEACHERS AND STAFF	To ensure compliance with LCAP priorities, the district will allocate funds for basic services to support salary increases that secure and retain fully credentialed staff, maintain continuity of instruction, and sustain essential educational operations. Competitive compensation is necessary to avoid vacancies, reduce turnover, and guarantee that students, particularly English learners, low-income students, and foster youth, receive consistent, standards-aligned instruction from qualified educators. Salary	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		increases are a strategic use of LCAP funds to maintain core conditions of learning and promote equitable outcomes for all students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Broad Goal: Create a safe and healthy learning environment for each student by building a culture of equity and a positive climate that promotes excellence throughout the district.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Sweetwater Union High School District, with broad stakeholder input, continues to highlight the need to create safe and healthy learning environments. Post-COVID-19 multiple traumas experienced by students created a greater need to enhance our resources for this goal. Following Maslow's Hierarchy of Needs model, students and staff need to feel safe, included, and supported before they can focus on learning. Data analysis reveals that certain student groups, including homeless, foster, English learners, special education, and economically disadvantaged students, are disproportionately affected by achievement gaps, often correlating with higher rates of chronic absenteeism.

The 2023 CA Dashboard data indicates that both Chronic Absenteeism and Suspension rates are at a low performance level across the district. Chronic Absenteeism remains a challenge with an overall rate of 22.3% for all students, with a slight decline of 2% from the previous year. The African American students had a Chronic Absenteeism rate of 24.7%, Homeless students had a rate of 46.6%, Foster Youth had a rate of 34.1%, and Hispanic students had a rate of 25%. The 2023 CA Dashboard District suspension rate indicates that 6.2% are suspended at least one day, with an increase of 0.6% from the previous year. The English Learners, Homeless, and Students with Disabilities have the highest suspension rates across the district. For the English Learner group, 9.1% were suspended at least one day, with an increase of 1.3% from the previous year. For the Homeless student group, 10.8% were suspended at least one day, with an increase of 0.7%. For Students with Disabilities, 9.5% were suspended at least one day, with an increase of 0.7%. The middle schools have a higher suspension rate than high schools, with 6 middle schools placing at the highest suspension level on the CA Dashboard.

To address these issues, the district office has implemented professional development opportunities to increase staff cultural proficiency and foster empathy to cultivate a restorative culture within schools. Collaborating with school administration and district Multiple Systems of Support staff, the focus will be on reducing dropout rates among vulnerable student populations. Specifically, targeted efforts will support African American, Special Education, and English learner students to improve attendance and graduation rates while decreasing suspension and dropout rates. By prioritizing the creation of safe, inclusive, and supportive learning environments and providing targeted support for at-risk student populations, the Sweetwater Union High School District aims to mitigate the impact of trauma, address achievement gaps, and promote overall student success and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5A: Attendance Rates	2022-2023 Attendance Rate: 90.9%	2023-2024 Attendance Rate: 92.9%	2024-2025 Attendance Rate: 94%	Attendance Rate: 94%	Attendance Rate has increase by 3.1%
2.2	Priority 5B: Chronic Absenteeism	2022-23 CA Dashboard District 22.3% Chronically absent *Performance Level Red District Group: African American: 24.7%, Chronically absent *Performance Level Red School: Granger Junior: 21.5% Chronically absent *Bonita Vista Middle School: 15.1% Chronically absent *Performance Level Red School/student group Bonita Vista Middle Socio-Economically Disadvantaged: 20.7%, Chronically absent Students with Disabilities:20.7% Chronically absent Two or More Races: 25% Chronically absent	2023-2024 CA Dashboard District 18.2% Chronically absent *Performance Level District Student Groups: African American: Yellow 18.4% chronically absent *Performance Level Baseline Red (Schools) Granger Junior: Red 23.4% Bonita Vista Middle School: Yellow, 11.8% *Performance Level Baseline Red Middle Schools by student group Bonita Vista Middle Socio-Economically	2024-2025 CA Dashboard District Orange 18.6% Chronically absent *Performance Level (District Student Groups) African American: Red, 23.4%, Chronically absent Pacific Islander: Red, 39.4% chronically absent *Performance Level (Schools) Granger Jr: 18.7% Chronically Absent *Bonita Vista Middle School: 10.9% Chronically absent Launch: 84% Chronically Absent *Performance Level Middle Schools by student group	CA Dashboard District 17% Chronically absent *Performance Level District Group: African American: 18.7%, Chronically absent *Performance Level School: Granger Junior: 15.5% Chronically absent Bonita Vista Middle School: 9.1% Chronically absent *Performance Level School/student group Bonita Vista Middle Socio-Economically Disadvantaged:	District Chronically absent: Yellow, 3.7% Decrease *Performance Level Red District Group: African American: Red, 1.3% decrease *Performance Level School: Granger Junior: Red, 2.8% decrease Bonita Vista Middle School: Yellow, 4.2% Decrease *Performance Level Red School/student group Bonita Vista Middle Socio-Economically Disadvantaged: 5.8% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Chula Vista Middle White: 39.2%, Chronically absent Eastlake Middle Two or more races: 10.6%, Chronically absent Students with Disabilities: 27.5%, Chronically absent White: 15.6% Chronically absent Granger Junior English Learner: 25.9% Chronically absent Hispanic: 24%, Chronically absent Socio-Economically Disadvantaged: 22.2%, Chronically absent Students with Disabilities: 34.5%, Chronically absent White: 26.5% Chronically absent Mar Vista Academy Hispanic: 35.5%, Chronically absent Students with Disabilities: 43.8%, Chronically absent White: 30.2% Chronically absent	Disadvantaged: Yellow, 13.9% Students with Disabilities: 21.2% Two or More Races: Yellow, 13.2% Chula Vista Middle White: Yellow, 16% Eastlake Middle Two or more races: Green, 8.8% Students with Disabilities: Yellow, 21.2% White: Yellow, 11.9% Granger Junior English Learner: Red, 26.8% Hispanic: Red, 28.2% Socio-Economically Disadvantaged: Red, 25.0% Students with Disabilities: Red, 36.9% White: No performance color, 19.3%	Bonita Vista Middle Students with Disabilities: 19.3% chronically absent Castle Park Middle English Learners: 24.8% chronically absent Long-Term English Learners: 30.3% chronically absent Eastlake Middle English Learners: 20.3% chronically absent Socioeconomically Disadvantaged: 22.1% chronically absent Granger Jr English Learners: 24.1% Chronically Absent Hispanic: 22.5% Chronically Absent Long-Term English Learners: 25.6% Chronically Absent Socioeconomically Disadvantaged: 21.4% Chronically Absent	14.7%, Chronically absent Students with Disabilities:14.7% Chronically absent Two or More Races: 10% Chronically absent Chula Vista Middle White: 33.2% Chronically absent Eastlake Middle Two or more races: 4.6%, Chronically absent Students with Disabilities: 21.5%, Chronically absent White: 9.6% Chronically absent Granger Junior English Learner: 19.9% Chronically absent Hispanic: 18%, Chronically absent Socio-Economically Disadvantaged: 16.2%, Chronically absent Students with Disabilities: 28.5%, Chronically absent	Students with Disabilities:1.4% decline Two or More Races: 11.7% Declined Chula Vista Middle White: Yellow, 16.3% Declined Eastlake Middle Two or more races: 1.9% Declined Students with Disabilities: 4.4% Declined White: 2.2% Declined Granger Junior English Learner: 1.8% decreased Hispanic: 1.5% decreased Socio-Economically Disadvantaged: .8% decreased Students with Disabilities: 12.7% decreased White: No performance color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Rancho Del Rey Middle African American: 29.4%, Chronically absent Socio-Economically Disadvantaged: 31.9%, Chronically absent	Mar Vista Academy Hispanic: Yellow, 28.6% Students with Disabilities: Orange, 42.7% White: 30.1% Rancho Del Rey Middle African American: Yellow, 17.8% Socio-Economically Disadvantaged: Yellow, 21.2%	Students with Disabilities: 21.8% Chronically Absent Hilltop Middle Socioeconomically Disadvantaged: 24.7% Chronically Absent Mar Vista Academy White: 17.4% Chronically Absent *Performance Level High Schools by student group Launch English Learners: 95.5% Chronically Absent Hispanic: 84.9% Chronically Absent Long-Term English Learners: 97.1% Chronically Absent Socioeconomically Disadvantaged: 86.4% Chronically Absent	White: 20.5% Chronically absent Mar Vista Academy Hispanic: 29.5%, Chronically absent Students with Disabilities: 37.8%, Chronically absent White: 24.2% Chronically absent Rancho Del Rey Middle African American: 23.4%, Chronically absent Socio-Economically Disadvantaged: 25.9%, Chronically absent	Mar Vista Academy Hispanic: 8.1% Declined Students with Disabilities: 6.2% Declined White: data not available Rancho Del Rey Middle African American: 4% Declined Socio-Economically Disadvantaged: Yellow, 4.2% Declined
2.3	Priority 5D: Dropout Rates	2022-23 drop-out rate: High School: 5.4%, 376 students Middle School: .01%, 10 students	2023-2024 Drop-out Rate High School: 5.78%, 407 students	2024-2025 Drop-out Rate High School: 1.6%, 384 students Middle School: 176 students	High School: 4%. Middle School: 0 Students	High School: 3.8% decrease, 8 students less Middle School: Increase of 166 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Middle School: 15 students			
2.4	Priority 6C: School Climate CORE SEL Survey	On the 2022-23 CORE SEL Survey, 54% of our students stated they were connected to school, while 68% of students felt safe at school.	2024-2025 CORE SEL Survey: 56% of our students stated they were connected to school, while 75% of students felt safe at school.	2025-2026 CORE SEL Survey: 60% of our students stated they were connected to school, while 78% of students felt safe at school.	CORE SEL Survey: 60% of our students will state they were connected to school, while only 52% of students will feel safe at school.	2024-2025 CORE SEL Survey: Connected to School responses improved by 6%, and School safety responses improved by 10%.
2.5	Priority 6A: Suspension Rates	2022-2023 CA Dashboard *Performance Level Red (District student groups) Students with Disabilities: 9.1% Homeless: 10.8% English Learner: 9.5% *Performance Level Red (Schools) Chula Vista Middle: 17.7% Granger Junior: 15.5% Hilltop Middle: 14.6% Mar Vista Academy: 19.1% Montgomery Middle: 15.3% Southwest Middle: 12.9%	2023-2024 CA Dashboard *Performance Level Basline Red (District student groups) Students with Disabilities: Yellow, 8.3% Homeless: Red, 10.5% English Learner: Yellow, 8.4% *Performance Level Baseline Year Red (Schools) Chula Vista Middle: Yellow, 13.7% Granger Junior: Orange, 12.8%	2024-2025 CA Dashboard *Performance Level (District student groups) Students with Disabilities: Yellow, 6.8% Homeless: Yellow 8.2% English Learner: Yellow, 6.7% *Performance Level Baseline Year (Schools) *Chula Vista Middle: Yellow, 9.2% *Granger Junior: Yellow, 10.1% *Hilltop Middle: Green, 6.2% Mar *Vista Academy: Green, 7.8%	Dashboard Suspension Rate *Performance Level ((District student groups) Students with Disabilities: 3 percentage points declined Homeless: 3 percentage points decline English Learner: 3 percentage points decline *Performance Level (Schools) Chula Vista Middle: 3 percentage points decline Granger Junior: 3 percentage points decline	*Performance Level (District student groups) Students with Disabilities: 2.3% Declined Homeless: 2.6% declined English Learner: 2.8% Declined *Performance Level (Schools) Chula Vista Middle: 8.5% Declined Granger Junior: 5.4% Declined Hilltop Middle: 8.4% Declined Mar Vista Academy: 11.3% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Performance Level Red Middle Schools/student groups Bonita Vista Middle Two or More Races: 14.1% Castle Park Middle School English Learner: 15.9% Hispanic: 13% Students with Disabilities: 16.6% Chula Vista Middle English Learner: 23.1% Hispanic: 18.1% Socio-Economically Disadvantaged: 19.3% Students with Disabilities: 23.5% Granger Junior English Learner: 20.4% Hispanic: 19% Socio-Economically Disadvantaged: 15% Hilltop Middle English Learner: 16.8% Hispanic: 14.6% Socio-Economically Disadvantaged: 15.4% Students with Disabilities: 14.2% White: 15.3%	Hilltop Middle: Orange, 12.5% Mar Vista Academy: Yellow, 13.9% Montgomery Middle: Yellow, 10.6% Southwest Middle: Green, 5.1% *Performance Level Baseline Red Middle Schools/student groups *Bonita Vista Middle Two or More Races: Green, 7.4% *Castle Park Middle School English Learner: Yellow, 9.7% Hispanic: Yellow, 9.1% Students with Disabilities: Yellow, 13.3% *Chula Vista Middle English Learner: Yellow, 16.1%	*Montgomery Middle: Yellow, 10.9% *Southwest Middle: Green, 3.1% *Performance Level Baseline Middle Schools/student groups *Bonita Vista Middle Two or More Races: Orange, 8.9% *Castle Park Middle School English Learner: Red, 12.1% Hispanic: Orange, 11.4% Students with Disabilities: Red, 14.2% *Chula Vista Middle English Learner: Yellow, 11% Hispanic: Yellow, 8.9%	Hilltop Middle: 1 3 percentage points decline Mar Vista Academy: 3 percentage points decline Montgomery Middle: 3 percentage points decline Southwest Middle: 3 percentage points decline *Performance Level Middle Schools/student groups Bonita Vista Middle Two or More Races: 3 percentage points decline Castle Park Middle School English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Students with Disabilities: 3	Montgomery Middle: 4.4% Declined Southwest Middle: 9.8% Declined *Performance Level Middle Schools/student groups *Bonita Vista Middle Two or More Races: Green, 5.2% Declined *Castle Park Middle School English Learner: 3.8% Declined Hispanic:1.6% Declined Students with Disabilities: 2.4% Declined *Chula Vista Middle English Learner: 12.1% Declined Hispanic: 9.2% Declined Socio-Economically Disadvantaged:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mar Vista Academy English Learner: 19.3% Hispanic: 19.1% Socio-Economically Disadvantaged: 19.5% Students with Disabilities: 25.2% White: 16.9% Montgomery Middle African American: 25% English Learner: 15.3% Hispanic: 17.7% Socio-Economically Disadvantaged: Two or more races: 25% Socio-Economically Disadvantaged: 15.6% Students with Disabilities: 20.9% Rancho Del Rey Middle African American: 17.4% English Learner: 16.4% Socio-Economically Disadvantaged: 12.2% Students with Disabilities: 13.5% Southwest Middle School English Learner: 15% Hispanic: 13.4%	Hispanic: Yellow, 11.9% Socio-Economically Disadvantaged: Yellow, 12.8% Students with Disabilities: Orange, 17.7% *Granger Junior English Learner: Yellow, 15.9% Hispanic: Yellow, 15.6% Socio-Economically Disadvantaged: Orange, 12.8% *Hilltop Middle English Learner: Orange, 14.1% Hispanic: Orange, 13.3% Socio-Economically Disadvantaged: Orange, 14.3% Students with Disabilities: 14% White: Yellow, 11.9% *Mar Vista Academy	Socio-Economically Disadvantaged: Yellow, 10.7% Students with Disabilities: Orange, 13.6% *Granger Junior English Learner: Orange, 15.5% Hispanic: Yellow, 11.6% Socio-Economically Disadvantaged: Yellow, 10.1% *Hilltop Middle English Learner: Green, 6.2% Hispanic: Green, 5.5% Socio-Economically Disadvantaged: Green, 6.9% Students with Disabilities: Yellow, 9.2% White: Green, 7.5% *Mar Vista Academy English Learner: Yellow, 10.6%	percentage points decline Chula Vista Middle English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline Granger Junior English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Hilltop Middle English Learner: 3 percentage points decline	Yellow, 8.55% Declined Students with Disabilities: 9.9% Declined *Granger Junior English Learner: 4.9% Declined Hispanic: 7.4% Declined Socio-Economically Disadvantaged: 4.9% Declined *Hilltop Middle English Learner: 10.6% Declined Hispanic: 9.1% Declined Socio-Economically Disadvantaged: 8.5% Declined Students with Disabilities: 16% Declined White: 9.4% Declined *Mar Vista Academy English Learner: 8.7% Declined Hispanic: 1.8% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Economically Disadvantaged: 13.1% *Performance Level Red High Schools/student groups Alta Vista Academy Hispanic: 21.4% Bonita Vista High Students with Disabilities: 10.1% Chula Vista High Homeless: 10.4% San Ysidro English Learner: 7% Homeless: 10.7% Students with Disabilities: 10.8%	English Learner: Orange, 18.1% Hispanic: Yellow, 16% Socio-Economically Disadvantaged: Yellow, 15.4% Students with Disabilities: Orange, 14.2% White: Yellow, 8.9% *Montgomery Middle African American: No color, 16% English Learner: Orange, 12.8% Hispanic: Yellow, 11.5% Socio-Economically Disadvantaged: Orange, 12.8% Two or More Races: No Color, 25% Students with Disabilities: 21.7% *Rancho Del Rey Middle African American: Yellow, 10.7%	Hispanic: Yellow, 8.1% Socio-Economically Disadvantaged: Yellow, 9.6% Students with Disabilities: Yellow, 10.6% White: No performance color, 8.7% *Montgomery Middle African American: No Performance color, 5% English Learner: Yellow, 13.5% Hispanic: Yellow, 11.5% Socio-Economically Disadvantaged: Yellow, 12% Two or More Races: No Performance Color, 0% Students with Disabilities: Orange, 13.6% *Rancho Del Rey Middle African American: Green,	Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline White: 3 percentage points decline Mar Vista Academy English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline White: 3 percentage points decline	Socio-Economically Disadvantaged: 9.9% Declined Students with Disabilities: 14.6% Declined White: no data available *Montgomery Middle English Learner: 1.8% Declined Hispanic: 6.2% Declined Socio-Economically Disadvantaged: 3.6% Declined Students with Disabilities: 7.3% Increased *Rancho Del Rey Middle African American: 10.3% Declined English Learner: 10.7% Declined Socio-Economically Disadvantaged: 5.3% Declined Students with Disabilities: 7.5% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: Yellow, 9.4% Socio-Economically Disadvantaged: Yellow, 8.7% Students with Disabilities: Yellow, 11.5% Southwest Middle School English Learner: Green, 2.9% Hispanic: Green, 4.3% Socio-Economically Disadvantaged: Green, 5.5% *Performance Level Baseline Red High Schools/student groups *Alta Vista Academy Hispanic: Orange, 20.9% *Bonita Vista High Students with Disabilities: Green, 5.2%	7.1% English Learner: Green, 5.7% Socio-Economically Disadvantaged: Green, 6.9% Students with Disabilities: Green, 6% *Southwest Middle School English Learner: Orange, 3.9% Hispanic: Green, 3.3% Socio-Economically Disadvantaged: Green, 3.5% *Performance Level Baseline High Schools/student groups *Alta Vista Academy Hispanic: Blue, 0% *Bonita Vista High Students with Disabilities: Green, 3.4%	Montgomery Middle African American: 3 percentage points decline English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: Two or more races: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline Rancho Del Rey Middle African American: 3 percentage points decline English Learner: 3 percentage points decline	Southwest Middle School English Learner: 11.1% Declined Hispanic: 10.1% Declined Socio-Economically Disadvantaged: 9.6% Declined *Performance Level High Schools/student groups *Alta Vista Academy Hispanic: 21.4% Declined *Bonita Vista High Students with Disabilities: 6.7% Declined *Chula Vista High Homeless: 4.4% Declined *San Ysidro English Learner: .9% Declined Homeless: .8% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			*Chula Vista High Homeless: Orange, 10.1% *San Ysidro English Learner: Orange, 9.4% Homeless: 12.7% Students with Disabilities: Yellow, 9.3%	*Chula Vista High Homeless: Green, 6% *San Ysidro English Learner: Yellow, 7.9% Homeless: Yellow, 9.9% Students with Disabilities: Red, 10.3%	Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline Southwest Middle School English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline *Performance Level High Schools/student groups Alta Vista Academy Hispanic: 3 percentage points decline Bonita Vista High	Students with Disabilities: .5% Declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Students with Disabilities: 3 percentage points decline Chula Vista High Homeless: 1.3 percentage points decline San Ysidro English Learner: 3 percentage points decline Homeless: 3 percentage points decline Students with Disabilities: 3 percentage points decline	
2.6	Priority 6B: School Climate Expulsion Rate	2022-23 Expulsion Rate Middle School Expulsion Rate: 0.12% High School Expulsion Rate: 0.07%	2023-2024 Expulsion Rate Middle School Expulsion Rate 0.10% High School Expulsion Rate: 0.05%	2024-2025 Expulsion Rate Middle School Expulsion Rate 0.05% High School Expulsion Rate: 0.33%	Middle School Expulsion Rate 0.06% High School Expulsion Rate 0.03s%	Middle School Expulsion Rate Decrease 0.07% High School Expulsion Rate: increase 0.26%
2.7	Priority 6C: School Climate California Healthy Kids Survey	2022-23 CHKS *Student Responses *School Connectedness 7th - 50% agree & strongly agree 9th - 50% agree & strongly agree	2024-2025 CHKS Survey *Student Responses *School Connectedness	2025-2026 CHKS Survey *Student Responses *School Connectedness	*Student Responses School Connectedness & feeling Safe at School - 85% agree & strongly agree	Survey *Student Responses *School Connectedness 7th -11% increase agree & strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 50% agree & strongly agree *Feeling Safe at School 7th - 47% agree & strongly agree 9th - 50% agree & strongly agree 11th - 50% agree & strongly agree *Meaningful Participation 7th - 24% Pretty much true & very much True 9th - 21% Pretty much true & Very much True 11th - 20% Pretty much true & Very much True *Social Emotional Distress 7th - 27% pretty much true & very much true 9th - 30% pretty much true & very much true 11th - 37% pretty much true & very much true *Facilities Upkeep 7th - 30% agree & strongly agree 9th - 26% agree & strongly agree 11th - 25% agree & strongly agree	7th - 54% agree & strongly agree 9th - 56% agree & strongly agree 11th - 56% agree & strongly agree *Feeling Safe at School 7th - 53% agree & strongly agree 9th - 59% agree & strongly agree 11th - 50% agree & strongly agree *Meaningful Participation 7th - 27% pretty much true & very much True 9th - 25% pretty much true & very much true 11th - 26% pretty much true & very much True *Social Emotional Distress 7th - 23% pretty much true & very much true 9th - 21% pretty much true & very much true	7th - 61% agree & strongly agree 9th - 58% agree & strongly agree 11th - 56% agree & strongly agree *Feeling Safe at School 7th - 63% agree & strongly agree 9th - 60% agree & strongly agree 11th - 61% agree & strongly agree *Meaningful Participation 7th - 28% pretty much true & very much True 9th - 25% pretty much true & very much true 11th - 28% pretty much true & very much True *Social Emotional Distress 7th - 24% pretty much true & very much true 9th - 21% pretty much true & very much true	Meaningful Participation - 80% Pretty much true and very much true Social Emotional Distress - 80% Pretty much true and very much true Facilities Upkeep - 80% agree and strongly agree Staff Responses *School Supports for Staff - 80% strongly agree *School Safety - 80% strongly agree *Social Emotional Needs - 80% strongly agree Parent Responses *Meaningful participation - 80% strongly agree *School Safety - 80% strongly agree	9th - 8% increase agree & strongly agree 11th - 6% increase agree & strongly agree *Feeling Safe at School 7th - 6% increase agree & strongly agree 9th - 10% increase agree & strongly agree 11th - 11% increase agree & strongly agree *Meaningful Participation 7th - 4% increase pretty much true & very much True 9th - 4% increase pretty much true & very much true 11th - 8% increase pretty much true & very much True *Social Emotional Distress 7th - 3% decrease pretty much true & very much true

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Staff Responses *School Supports for Staff Middle School - 33% strongly agree High School - 31% strongly agree *School Safety Middle School - 32% strongly agree High School - 27% strongly agree *Student Academic Motivation Middle School - 12% strongly agree High School - 9% strongly agree *Parent Responses *Meaningful participation Middle School - 25% strongly agree High School - 30% strongly agree *School Safety Middle School - 22% strongly agree High School - 30% strongly agree * Social Emotional Needs	11th - 25% pretty much true & very much true *Facilities Upkeep 7th - 31% agree & strongly agree 9th - 38% agree & strongly agree 11th grade - 36 % agree & strongly agree *Staff Responses *School Supports for Staff Middle School - 30% strongly agree High School - 28% strongly agree *School Safety Middle School - 32% strongly agree High School - 29% strongly agree *Student Academic Motivation Middle School -14 % strongly agree High School - 12% strongly agree	11th - 24% pretty much true & very much true *Facilities Upkeep 7th - 35% agree & strongly agree 9th - 39% agree & strongly agree 11th grade - 38% agree & strongly agree *Staff Responses *School Supports for Staff Middle School - 37% strongly agree High School - 31% strongly agree *School Safety Middle School - 40% strongly agree High School - 33% strongly agree *Student Academic Motivation Middle School - 16% strongly agree High School - 17% strongly agree	Social Emotional Needs - 80% strongly agree	9th - 9% decrease pretty much true & very much true 11th - 13% decrease pretty much true & very much true *Facilities Upkeep 7th - 5% increase agree & strongly agree 9th - 13% increase agree & strongly agree 11th grade - 13% increase agree & strongly agree *Staff Responses *School Supports for Staff Middle School - 4% increase strongly agree High School - 0% maintained strongly agree *School Safety Middle School - 8% increase strongly agree High School - 6% increase strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School - 67% strongly agree High School - 69% strongly agree	*Parent Responses *Meaningful participation Middle School - 38% strongly agree High School - 29% strongly agree *School Safety Middle School - 36% strongly agree High School - 32% strongly agree * Social Emotional Needs Middle School - 70% strongly agree High School - 72% strongly agree	*Parent Responses *Meaningful participation Middle School - 30% strongly agree High School - 37% strongly agree *School Safety Middle School - 31% strongly agree High School - 38% strongly agree * Social Emotional Needs Middle School - 71% strongly agree High School – 67% strongly agree		*Student Academic Motivation Middle School - 4% increase strongly agree High School - 8% increase strongly agree *Parent Responses *Meaningful participation Middle School - 5% increase strongly agree High School - 7% increase strongly agree *School Safety Middle School - 9% increase strongly agree High School - 8% increase strongly agree * Social Emotional Needs Middle School - 4% increase strongly agree High School - 2% decrease strongly agree

Goal Analysis [2025-26]

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

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

The district made significant progress in fulfilling the objectives set out in the Local Control and Accountability Plan (LCAP), demonstrating a strong commitment to addressing both the needs of students and the challenges faced throughout the year. The focus has been on creating a safe and healthy learning environment for all students, centered around building a culture of equity. This culture, paired with a positive climate, has promoted excellence and ensures that every student has the opportunity to thrive throughout the district.

*SUCCESSFUL IMPLEMENTATION ACTION STEPS
ACTION STEP 2.2 - The afterschool TOSA (Teacher on Special Assignment) and afterschool coordinators have been effective in creating well-rounded experiences for students. Collaborating with consultants and community partners has provided expertise and resources that have provided impactful and engaging academic and enrichment activities across the seventeen school sites that offer ASSETS & ASES programs.
ACTION STEP 2.3 - The Student Services department has been effective on refining alternative means of correction by fostering culturally responsive practices, and supporting student groups through professional development, mentorship programs, and community partnerships across the district. These efforts focused on reducing disciplinary disparities, increasing student engagement, and improving attendance and graduation rates.
ACTION STEP 2.4 - Resource Officers have focused on building positive relationships with students, families, and the community while promoting safety, education, and prevention programs.
ACTION STEP 2.5 - Assistant Principals of Student Activities (HS) and ASB Advisors (MS) have organized extracurricular activities that promote building a positive school culture and a strong sense of community through athletics, spirit events, and other community-building events that encourage student involvement across all grade levels. The Student Services Program Manager has coordinated and provided professional development for schools to address student crises, safety, and chronic absenteeism, while focusing on implementing the Multi-Tiered System of Supports (MTSS) to address academic and behavioral needs.
ACTION STEP 2.6 - The school psychologists at the school sites and Student Services Staff worked closely with the school site administration to support students by focusing on social-emotional well-being and skills development.
ACTION STEP 2.6b - The consultant Wishwell has implemented school-based coaching programs at various sites, positively impacting students' social-emotional development. These programs focused on decision-making, effective communication, positive self-esteem, and essential life skills, utilizing both internal staff and community partners to ensure sustainability and alignment with school goals.
ACTION STEP 2.7A - District nurses provided physical and mental health support, promote social-emotional well-being, and offer targeted assistance to students facing additional challenges, including English learners (EL), students with emotional disturbances (SED), students with disabilities (SWD), and those experiencing homelessness or trauma, ensuring their overall success and well-being.
ACTION STEP 2.8 - The SUHSD MTSS Guidelines are continually evolving, with a focus on refining support structures and resources at both site and district levels. Key initiatives have included direct site support through resource mapping, student listening circles, and capacity building in practices like empathy interviews and conflict resolution. Collaborative efforts also involved leadership coaching, development of student climate profiles, and fostering a shared understanding of MTSS among various school personnel such as resource teachers, attendance coordinators, and program facilitators.

ACTION STEP 2.9 - Custodial staff ensured safe, clean, and organized facilities during before and after-school programs to create a welcoming environment that supports optimal learning for all students.
ACTION STEP 2.10 - The community-based organization supported families facing economic or social challenges by addressing their health, emotional, and academic needs. In partnership with SDCOE through the COPES initiative, the district has enhanced its ability to support school communities by focusing on mental wellness, including stigma reduction and suicide prevention, intervention, and prevention. This involves attending monthly COPES meetings, distributing mental health resources, and supporting student-led mental health clubs such as six Bring Change to Mind (BC2M) high school clubs and four HOPE Squad middle school clubs. The district also organizes key mental health awareness events for students and parents, including the BC2M Summit, BC2M Week, and the Annual Mental Health Youth Leadership Summit.
ACTION STEP 2.12 - The Homeless and Foster Youth staff provided comprehensive social and emotional support to target students. Their efforts were focused on addressing both academic and social-emotional needs. The staff worked closely with each homeless or foster family, connecting them with necessary resources and acting as a bridge between the school and the community support services. Additionally, they guided the work of the Homeless and Foster Youth designee at each school site, ensuring that students had access to the resources they needed for success.
ACTION STEP 2.13: Facility improvements have been made to enhance campus safety by adding security cameras to all schools.
ACTION STEP 2.14 - To promote a positive school culture and environment, school sites were provided with staffing allocations and selected based on their site needs to assign roles to MTSS Coordinators, Attendance Coordinators, and ASB (Associated Student Body) representatives at the middle school level. Most schools selected to utilize the extra allocation for MTSS or the attendance coordinator.

*MODIFIED IMPLEMENTATION ACTION STEPS
ACTION STEP 2.5 - A Program Manager, not an Assistant Principal on Special Assignment, due to staffing challenges and budgetary constraints, has coordinated and provided professional development for schools to address student crises, safety, and chronic absenteeism, while focusing on implementing the Multi-Tiered System of Supports (MTSS) to address academic and behavioral needs.
ACTION STEP 2.7 - Due to challenges with retaining permanent nurses at the schools, the district worked with an outside agency for substitute nurses to provide physical and mental health support and offered targeted assistance to students facing additional challenges.
ACTION STEP 2.10b - The Student Counselor on Special Assignment position was funded via a different source.
ACTION STEP 2.11- The Student Services MTSS team collaborated with school sites to implement Restorative Practices (RP) and strengthen Multi-Tiered System of Supports (MTSS) frameworks to address both student mental health needs and systemic challenges. Support was differentiated based on each school's context, and as a result, schools are currently at varying stages of MTSS implementation. The Student Services Department will continue to provide training for site personnel to effectively respond to students in crisis, addressing social-emotional needs, conflict resolution, bullying, and social media issues, with a focus on supporting unduplicated students.
ACTION STEP 2.14 - MTSS Resource Teacher and Acceleration Coach are being funded from a different source.

*NOT IMPLEMENTED ACTION STEPS
ACTION STEP 2.4b - This action step was not implemented as other funding sources were utilized to achieve the goal.
ACTION STEP 2.5b – Other funding sources were utilized to achieve the goal.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending (based on the second interim report), reflecting both necessary operational adaptations and the realities of implementation. Most areas of spending aligned closely with the initial budget, a few areas required minor adjustments due to unforeseen challenges, changes in priorities, or evolving needs. Despite these minor variances, the district successfully managed resources to ensure that key initiatives within the LCAP were supported and the overall goals were still pursued effectively.

*EXPENDITURE DIFFERENCES
ACTION STEP 2.3 - An initial allocation of $8,099,135 was designated for Culture of Equity and Inclusion; however, the actual estimated expenditure is $3,962,818 This substantial decrease is due to staffing challenges.
ACTION STEP 2.4 - An initial allocation of $1,000,00 was designated for School Safety; however, the actual estimated expenditure is $400,000. This significant decrease is attributed to the outstanding balance of the contract not yet having been paid, as well as the use of an alternative funding source to support lifeguard services at the Mar Vista High School pool.
ACTION STEP 2.5 - An initial allocation of $3,943,997 was designated for Student Engagement and Inclusion; however, the estimated actual expenditure is $3,260,853.
ACTION STEP 2.6 - An initial allocation of $4,802,843 was designated for Mental Health and Social-Emotional Support; however, the estimated actual expenditure is $2,767,208. This substantial decrease is due to fewer professional development activities than anticipated and psychologist vacancies.
ACTION STEP 2.7 - An initial allocation of $4,931,412 was designated for Physical Health and Wellbeing; however, the estimated actual expenditure is $1,976,259. This substantial decrease is due to challenges in retaining permanent school nurses. To address this, the district partnered with an external agency to provide substitute nurses, ensuring continued physical and mental health support and targeted assistance for students with additional needs.
ACTION STEP 2.8 - An initial allocation of $761,677 was designated for Multi-Tiered Systems of Support (MTSS); however, the estimated actual expenditure is $677,004.
ACTION STEP 2.10 - An initial allocation of $568,227 was designated for Student Mental Health Support; however, the estimated actual expenditure is $158,874. The difference is due to the consultant not yet being paid in full for the remaining services.
ACTION STEP 2.11 - An initial allocation of $100,000 was designated for Crisis Response and Professional Development; however, the estimated actual expenditure is $53,217. This is due to schools currently at varying stages of MTSS implementation.
ACTION STEP 2.12 - An initial allocation of $216,560 was designated for Homeless/Foster Resources and Outreach; however, the estimated actual expenditure is $102,068. This is due to other funding sources being utilized for this expenditure.
ACTION STEP 2.13 - An initial allocation of $7,900,000 was designated for Facilities Improvement/Safety & Security; however, the actual estimated expenditure is $1,129,616. This is due to schools being at different stages of their facilities improvements.
ACTION STEP 2.14 - An initial allocation of $1,427,730 was designated for School Connectedness; however, the actual estimated expenditure is $404,532. This is due to vacancies and reflects payroll expenditures as of second interim.

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

Based on the analysis of metrics and outcomes, the implementation level of the actions showed varying degrees of effectiveness in achieving the LCAP goals. The combination of quantitative and qualitative data demonstrated that while the district has made progress in some areas, ongoing adjustments and refinements are needed to fully achieve the LCAP objectives.

ACTION STEP 2.1 - The District continues to ensure a safe, healthy, and united learning environment for all students as chronic absenteeism has maintained 18.6% and the suspension rate stands at 4.2%, earning a “Green” performance level on the California School Dashboard a 1.4% decrease from the previous year.
ACTION STEP 2.2 - The Average Daily Attendance (ADA) for the Middle School and High School ASSETs and ASES after-school programs increased by 4% and 12%, respectively. These significant gains reflect a growing engagement among students and the value these programs provide to both students and their families.
ACTION STEP 2.3a - Chronic absenteeism has maintained at 18.6%, as reported on December 2025 California School Dashboard. This marks meaningful progress compared to previous years. Sweetwater Union High School District has launched several attendance initiatives, including the development of an Attendance Handbook and encouragement for school sites to establish Attendance Teams and submit Attendance Plans. These efforts promoted a culture of attendance by raising awareness of chronic absenteeism, identifying attendance patterns, and fostering collaboration on best practices. Regular data sharing and quarterly meetings supported a shared understanding among key staff such as Assistant Principals, Attendance Coordinators, Technicians, and other school personnel. While attendance rates have not yet returned to pre-pandemic levels, the improvement highlights the effectiveness of the school’s targeted support and community engagement initiatives. Mid-year data for the 2025-26 school year shows an additional decline of 2.6% in chronic absenteeism to 15.6%, with all student groups showing gains.
ACTION STEP 2.3c, 2.3g, 2.4a, 2.6 & 2.8 - The current suspension rate stands at 4.2%, earning a “Green” performance level on the California School Dashboard a 1.4% decrease from the previous year. Mid-year data for the 2025-26 school year shows continued progress, with the suspension rate dropping further to 3.65%. This sustained decline underscores the impact of interventions, Multi-Tiered System of Support (MTSS), and tiered behavioral supports.
ACTION STEP 2.5a - According to the Fall 2025 California Healthy Kids Survey (CHKS) data, is as follows,61% of 7th graders, 58% of 9th graders, and 56% of 11th graders reported engagement. This highlights the ongoing need for improvement in student engagement.
ACTION STEP 2.7 - Despite ongoing nursing staff shortages and reliance on staffing agencies, District Nurses consistently delivered essential physical and mental health services. They supported the social-emotional well-being of all students and provided targeted assistance to those with additional needs across all 28 schools in the district.
ACTION STEP 2.9 - School cleanliness has emerged as a key area of concern based on feedback from both students and parents. According to Fall 2025 CHKS data, 35% of 7th graders, 39% of 9th graders, and 38% of 11th graders agree or strongly agree that school facilities are well maintained, which is an increase across all grade levels. Similarly, the Spring 2025 LCAP parent surveys identified clean and safe environments as a top priority. These findings highlight the need to prioritize campus cleanliness in order to support a healthy, welcoming, and productive learning environment for all students.
ACTION STEP 2.10 - The Fall 2025 CHKS data reveals trends in student mental health. Approximately 61% of 7th graders, 58% of 9th graders, and 56% of 11th graders reported experiencing school connectedness which was an increase from the 2022-23 survey of 11% for 7th graders, an 8% increase for 9th graders, and a 6% increase for 11th graders. Additionally, 24% of 7th graders, 21% of 9th graders, and 24% of 11th graders reported experiencing social-emotional distress, which was a decrease from the 2022-23 survey of 3% for 7th graders, 9% for 9th graders, and 13% for 11th graders. These findings underscore the improvement of the district’s mental health support and interventions to ensure students have consistent access to the resources and care necessary for their well-being and academic success.

ACTION STEP 2.11 - The Crisis Response and Professional Development training for personnel to appropriately respond to students in crisis, social-emotional needs, and conflict resolution referrals was effective as the suspension rate stands at 4.2%, earning a “Green” performance level on the California School Dashboard, a 1.4% decrease from the previous year.
ACTION STEP 2.12 - According to the 2025 CA Dashboard, the suspension rate for homeless students is 8.2%, which experienced a decline, while foster youth experienced an increase to 2.1% from 13.5% to 15.6%. Chronic absenteeism for homeless students decreased by 1.6%, compared to an increase of 21.2% for foster youth. Graduation rates for homeless students increased by 4.4%, whereas foster youth saw an increase of 8%. In terms of academics, homeless students made gains, with Mathematics scores increasing by 12.9 points and Language Arts scores increasing by 15.4 points. However, mid-year 2025–26 data for foster youth shows increasing trends, with suspension rates increasing from15.6% to 15.84% and chronic absenteeism improving from 54.5% to 48.5%.
ACTION STEP 2.13 - The Fall 2025 CHKS data reveals that 63% of 7th graders, 60% of 9th graders, and 61% of 11th graders feel safe at school, while a parent survey shows that safety remains a top priority for families. These findings emphasize the need to continue to strengthen school safety measures. To address this, the completion of security camera installations across all district campuses will help create a safer environment for both students and staff, supporting efforts to enhance overall safety and security.
ACTION STEP 2.14 - The Fall 2025 CHKS survey indicates that 28% of 7th graders, 25% of 9th graders, and 28% of 11th graders report experiencing meaningful participation in school activities. This is an increase from the 2022-23 survey of 4% for 7th graders, 4% for 9th graders, and an 8% increase for 11th graders, but it does not reach the target goal set by the district. To address this concern, coordinated efforts among the Attendance, MTSS, and ASES teams are being implemented to foster a more engaging, inclusive, and supportive school environment that promotes student involvement and connectedness.

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.

The district is strengthening student development by expanding key roles and programs to support academic, social, and emotional well-being. Increased resources will improve physical and mental health services, athletics, and counseling. Additionally, various initiatives will enhance the overall school environment, promoting a positive and inclusive atmosphere for students

ACTION STEP 2.6b - Continuing the Wishwell Consultant agreement to offer these additional services and workshops for Sweetwater Union High School District schools will contribute to promoting a positive culture within the school community. The consultants will be offering parent workshops on key topics, including managing parental stress, active listening with teens, emotional intelligence, and supporting teens' mental health and emotional well-being. In addition, specialized student coaching sessions will be provided on Decision making, stress management, and time management that will contribute to a more positive, productive school environment.
ACTION STEP 2.10b -The position of Student Services Counselor on Special Assignment was moved to a different funding source LREBG with continued focus on student mental health support and academic enrichment.
ACTION STEP 2.13 - The replacement of Heating Air Conditioning and Ventilation (HVAC) systems addresses the needs of unduplicated pupils. This ensures safe and healthy air system to support productive learning environments.
ACTION STEP 2.14 - Allocation has been adjusted to $104,441. The funding for School Connectedness is reduced next year due to a shift and adjustments with different funding sources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	LCFF Base	2.1 - DISTRICT BASE PROGRAM CONTINUES TO ENSURE A SAFE, HEALTHY, AND UNITED LEARNING ENVIRONMENT FOR ALL STUDENTS. a. Continue to maintain clean and safe school campuses by providing appropriate staffing in alignment with the needs of every school site. (custodians, gardeners). b. Continue to support a safe and secure campus by providing appropriate security staffing, including assistant principals, campus assistants, and School Resource Officers who have gone through appropriate response training, along with necessary technology to enhance campus safety. c. Continue to ensure that all students have access to trained staff to provide whole child supports for academics, behavior, emotional, and physical wellbeing of students, including LI, EL, FY, HY, and SWD. d. Continue to increase opportunities for students to improve connectedness to school through exploration, participation in school clubs, groups, organizations, etc., to build an inclusive and united climate/culture, including EL, SED, SWD, FY, HY, Hispanic, and African American students. e. Continue to provide administrative/teacher professional development to reduce suspension/expulsion rates and increase attendance and graduation rates, such as culturally responsive, MTSS, and restorative response training. f. Continue to maintain district and site websites and phone call system to publicize community events to increase student and parent involvement as stakeholders (i.e., VAPA, Open House, Sports events, AVID night, College Fair, etc.) g. Designated staff actively conduct attendance follow-up, monitor attendance patterns, maintain accurate records, and document underlying	$29,886,484.00	No

Action #	Title	Description	Total Funds	Contributing
		factors contributing to student absences to support accountability and guide effective tiered supports that meet whole child needs. h. Transportation for students is provided to ensure a safe route to school when they live outside the board-approved radius of their home school.		
2.2	STUDENT RE-ENGAGMENT AND OUTREACH	2.2 - SUPPLEMENTAL STAFF AND SERVICES CONTINUE TO ENSURE A SAFE, HEALTHY, AND UNITED LEARNING ENVIRONMENT FOR ALL STUDENTS: a. AFTER SCHOOL PROGRAM TOSA continues to coordinate and provide staff development and support for after-school programs to support students with an emphasis on EL, SED, SWD, FY, HY, Hispanic, and African American students. This position supports all sixteen ASSETS & ASES Funded schools. b. AFTER SCHOOL COORDINATORS will continue to organize extracurricular activities that foster student engagement, inclusion, and support for all students with special emphasis on EL, SED, SWD, FY, HY, Hispanic, and African American students. Additional technical support and emphasis on the schools and student groups below that have the highest level of Chronic Absenteeism on the 2023-23 California Dashboard. (see addendum)	$749,259.32	Yes
2.3	CULTURE OF EQUITY AND INCLUSION	2.3 SYSTEMATIC SUPPORT SERVICES FOR ALL STUDENTS CONTINUE TO BUILD A CULTURE OF EQUITY AND INCLUSION: a. ASSISTANT PRINCIPALS, CAMPUS ASSISTANTS, ATHLETIC DIRECTORS, AND ATTENDANCE COORDINATORS support the Office of Equity, Culture, and Student Services to successfully implement the Multi-Tiered System of Support (MTSS) to systematically provide whole-child tiered supports. b. Continue to refine the district-wide plan for alternative behavior management systems and establish consensus on culturally responsive	$7,607,345.15	Yes

Action #	Title	Description	Total Funds	Contributing
		practices, pinpoint participating sites, and ascertain alternative behavior management disciplinary approaches. c. Organize listening circles involving teachers, administrators, parents, and community leaders to create a collective understanding of culturally responsive policies and procedures for fostering equitable disciplinary policies and practices. d. Create workshops aimed at establishing agreement on the definition and significance of culturally responsive education within the Multi-Tier System of Support framework, integrating positive behavior interventions strategies and training. e. Model, facilitate, and promote protocols that encourage use of student voice to assess student need and monitor student supports (e.g., empathy interviews, listening circles, student work samples, student perception surveys) and California Healthy Kids Survey (CHKS) data to analyze students' experiences in crisis situations, social-emotional needs, conflict resolution referrals, instances of bullying, and interactions on social media platforms. Conduct continuous training for site staff to improve cultural awareness and responsiveness to diverse student backgrounds, such as EL, SED, SWD, FY, HY, Hispanic, and African American students. f. Establish mentorship activities and programs that pair students from marginalized groups with culturally aware mentors. Also, partner with community organizations to provide additional support and resources for historically marginalized students. g. Collaborate with the Curriculum department to include a whole child lens in the development of a classroom observation tool. h. Continue to provide opportunities for professional development with positive behavior supports to reduce suspension/expulsion rates and increase attendance and graduation rates. This will include consultants to support the Educational Equity and Support Services department. Provide Foundational learning MTSS training for our management that strengthens knowledge and understanding of MTSS principles and practices. Additional technical support and emphasis on the schools and student groups below		

Action #	Title	Description	Total Funds	Contributing
		that have the highest level of Chronic Absenteeism and Suspension on the 2023-23 California Dashboard. (see addendum) i. ADMINISTRATORS, TEACHERS, COUNSELORS, AND CLASSIFIED STAFF continue to receive professional growth opportunities in the appropriate skills needed to set up the conditions for learning that promote safe, healthy school climates and optional learning outcomes for all students in particular those at risk.		
2.4	SCHOOL SAFETY	2.4 ESTABLISH SAFE ENVIRONMENTS FOR LEARNING a. RESOURCE OFFICERS will provide support for a safe and secure campus with an emphasis on reaching out and developing a more positive relationship with students, families, and the community. The Resource Officers will promote safety, education, and community engagement to build a stronger partnership between schools, families, and the broader community. In addition, there will be education opportunities regarding students, families, and the communities regarding current concerns, for example, the dangers of vaping and other controlled substances, and child trafficking. Additional technical support and emphasis on the schools and student groups below that have the highest level of Suspension rates on the 2023-23 California Dashboard. (see addendum) b. To promote and support student wellness, LIFE GUARDS will provide additional supervision for the new MVH pool. By providing additional supervision for the new MVH pool during expanded hours, lifeguards can ensure that students from all SUHSD schools have access MVH pool to participate in safe and supervised water activities beyond regular school hours. The extended access promotes physical activity and overall wellness among students.	$1,189,937.96	Yes
2.5	STUDENT ENGAGEMENT AND INCLUSION	2.5 STAFF TO SUPPORT STUDENTS' HEALTHY HABITS AND ESTABLISH A SENSE OF BELONGING a. ASSISTANT PRINCIPALS OF STUDENT ACTIVITIES (HS) and ASB ADVISORS (MS) will continue to plan, organize, and implement	$3,904,114.51	Yes

Action #	Title	Description	Total Funds	Contributing
		extracurricular activities, fostering student and community connection and fostering student engagement, inclusion, and support, primarily focused on the student groups below. b. STUDENT SERVICES PROGRAM MANAGER & ASSISTANT PRINCIPAL on SPECIAL ASSIGNMENT will support all school sites in any student crisis, district event, safety, and re-engagement plans for chronic absenteeism, and appropriate disciplinary action. They will focus on the implementation of the MTSS framework to address high suspension rates, particularly for specific schools and student groups, ensuring that disciplinary measures are accompanied by support and interventions to address underlying issues. There will be additional technical assistance with the implementation of the MTSS Program at the schools and student groups below that have the highest level of Chronic Absenteeism and Suspension on the 2023-23 California Dashboard. (see addendum)		
2.6	MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT	2.6 SUPPORT HEALTHY HABITS AND POSITIVE SOCIAL INTERACTIONS a. To provide physical and mental health, PSYCHOLOGISTS will continue to provide universal supports for social-emotional well-being and provide supplemental and intensive supports to schools and student groups that have the highest suspension rate on the 2022-23 California Dashboard. (see addendum) b. Schools to continue to establish school coaching programs across the district that will impact students' social-emotional development in decision-making, effective communication, positive self-esteem, and life skills using internal staff and community partners. Wishwell (Carryover)	$4,943,337.41	Yes
2.7	PHYSICAL HEALTH AND WELLBEING	PHYSICAL HEALTH AND WELLBEING 2.7a DISTRICT NURSES will continue to provide universal supports for physical and mental health as well as social-emotional well-being, and supplemental and intensive supports for students facing additional challenges. This will include English learners (EL), Students with	$5,097,013.84	Yes

Action #	Title	Description	Total Funds	Contributing
		Emotional Disturbances (SED), Students with Disabilities(SWD), as well as those who may be experiencing homelessness or have experienced trauma. Ensuring that these students receive targeted support will contribute to their overall success and well-being. 2.7b DIRECTOR OF ATHLETICS and PROGRAM MANAGER OF ATHLETICS will create a comprehensive approach to physical fitness, wellness, and overall student health by integrating athletics with school-wide initiatives. This position will promote SUHSD athletic programs to ensure that all students can participate regardless of skill level, background, or ability.		
2.8	MULTI TIERED SYSTEMS OF SUPPORT (MTSS)	2.8 MULTI-TIERED SYSTEM OF SUPPORT (MTSS) Teachers a. The Student Services MTSS team will support professional learning for site-based MTSS Resource Teachers via a Community of Practice to build capacity for designing, implementing, and monitoring an integrated system of tiered whole child supports. The team will support collaboration efforts among district departments to develop an MTSS plan centered on universal supports for students. c. District will provide guidance and training to site MTSS resource teachers to ensure site-level implementation. The MTSS professional learning and support for sites with the highest suspension rates on the 2022-23 California Dashboard will be prioritized. (see addendum)	$0.00	No
2.9	CLEAN AND SAFE PHYSICAL ENVIRONMENTS	2.9a CUSTODIAL STAFF will continue to support after-school programs and activities by ensuring facilities are safe and clean for students and staff, and for students during extended learning time. Prioritizing cleanliness, organization, comfort, aesthetics, and inclusivity will create a welcoming environment that promotes optimal learning for all students, including SWD, SED, HY, FY, and EL students with diverse backgrounds and learning styles.	$158,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2.9b CAMPUS BEAUTIFICATION funds will be allocated to all schools that contribute to an overall improvement of the campus environment in support of a positive learning environment.		
2.10	STUDENT MENTAL HEALTH SUPPORT	2.10a MENTAL HEALTH STAFF will continue to implement programs and systems to support the emotional and physical well-being of EL, SED, SWD, FY, HY, Hispanic, and African American students. Collaboration with community-based organizations will ensure access to support for all our students and families in accessing family/community resource centers to address the various needs of our youth. (Differentiated Assistance Foster Youth) 2.10b COORDINATOR OF MENTAL HEALTH & COUNSELING SERVICES and Student Services counselor on special assignments support the overall mental health program, ensuring that all students have access to mental health resources, counseling, and wellness initiatives. This role will create a more structured approach to mental health and well-being, promoting district-wide prevention and intervention strategies. (Differentiated Assistance Foster Youth)	$0.00	No
2.11	CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT	2.11 STUDENT SERVICES DEPARTMENT will continue to provide training for site personnel to appropriately respond to students in crisis, social-emotional needs, conflict resolution referrals, victims of bullying, social media, with an emphasis on race consciousness and responding to unduplicated students. The trainings will incorporate Multi-Tiered System of Support (MTSS) to ensure a comprehensive approach to meeting the diverse needs of students, including English Learners, Students with Emotional Disturbance, Students with Disabilities, Foster Youth, Homeless Youth, Hispanic, and African American students. (Differentiated Assistance Foster Youth)	$65,000.00	Yes
2.12	HOMELESS/FOSTER RESOURCES AND OUTREACH	2.12 FOSTER YOUTH PROGRAM MANAGER will play a key role in supporting differentiated assistance status by addressing the unique academic and social-emotional needs of Foster Youth and Homeless (McKinney-Vento) youth.	$224,846.91	Yes

Action #	Title	Description	Total Funds	Contributing
		The Program Manager will support foster youth and McKinney-Vento students by improving school engagement and academic success through connections to academic, social-emotional, and community resources. Staff will prioritize addressing the unique needs of Foster Youth, Socio-Economically Disadvantaged youth, and Homeless youth. Staff continue to focus on the special needs of Foster youth, Socio-Economically Disadvantaged youth (CVM, GJ, HTM, MVA, MOM, RDM, SOM), and Homeless youth (CPM, CVM, GJ). (Differentiated Assistance Foster Youth)		
2.13	FACILITIES IMPROVEMENT/SAFETY & SECURITY	2.13 FACILITIES IMPROVEMENT/SAFETY & SECURITY - Additional facilities improvements to ensure campus safety and environments conducive to teaching and learning. Students feeling physically and emotionally safe will contribute to improved academic achievement. This will provide support for our unduplicated students since a sense of security, both physical and emotional, is necessary for student engagement and achievement. (Carryover)	$7,150,000.00	Yes
2.14	SCHOOL CONNECTEDNESS	2.14 SCHOOL CONNECTEDNESS- School sites will be provided staffing allocation to address their school needs for positions that will support and promote a positive school environment (Attendance coordinators, MTSS Resource Teacher, Acceleration Coach, CARPE Coordinator, and Middle School ASB Coordinator). These positions will address the needs of the unduplicated students at each school. The position will focus on meeting the needs of the schools and student groups below that have the highest level of Chronic Absenteeism and Suspension on the 2023-23 California Dashboard. (see addendum)	$104,441.77	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Broad Goal: Foster and honor parent/guardian and community engagement to support excellence in each student's success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Sweetwater Union High School District, with broad stakeholder input, continues to prioritize community and parent engagement to support academic achievement for students.

Parent engagement and their education are key factors to ensure our students' academic success is supported at home. In addition, parent outreach and welcoming environments at schools, coupled with effective and clear communication, establish a positive relationship between schools and parents.

Our data demonstrates that even though our digital platforms have reached thousands of parents, our school site engagement is struggling. Our district's focus goal is to engage parents within their own schools while creating a welcoming, inclusive, and culturally safe environment for all families. This goal pushes us to ensure that all our families, especially our English Learners, Foster/homeless, Students with Disabilities, and Socio-Economically feel welcomed and comfortable when they go to their school and ask for any type of assistance for themselves and/or their entire family.

The actions developed to achieve this goal have supported the increase in parent digital access to various educational workshops, and we plan on remaining consistent in enhancing our outreach via various digital/social platforms, hybrid meetings, and using our website more effectively to ensure easy access to relevant information for our families. In addition, we plan to increase staff workshops to enhance the understanding and skills of how to intentionally engage families within their diverse communities, which, in turn, will create more trust and access to participate in the educational process. Through ongoing efforts to strengthen community and parent engagement, the Sweetwater Union High School District strives to create a collaborative partnership between schools and families, ultimately supporting student success and well-being.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State Priority 3B&3C: School Site/District Meeting Sign-Ins	2023-24 District Meetings: 603 participants School Site Meetings: 29,534 participants Aggregate parent participation rates of English Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities	2024-25 District Meetings: 579 participants School Site Meetings: 14,888 participants Aggregate parent participation rates of English Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities	2025-26 District Meetings: 319 participants School Site Meetings: 9591 participants Aggregate parent participation rates of English Learners, Foster Youth, Homeless, Socio-Economically Disadvantaged, and Students with Disabilities	Increase participation by 30%	School Site/District Meeting Sign-Ins 52% decrease in district parent meeting participation 32.5% decrease in site parent meeting participation
3.2	State Priority 3B&3C:School Site/District Educational Workshop Sign-Ins	2023-24 District Meetings: 322 participants School Site Meetings: 2079 participants Aggregate parent participation rates of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	2024-25 District Meetings: 710 participants School Site Meetings: 3736 participants Aggregate parent participation rates of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	2025-26 District Meetings: 195 participants School Site Meetings: 3846 participants Aggregate parent participation rates of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	Increase participation by 30%	School Site/District Educational Workshop Sign-Ins 60.5% decrease in District Educational Workshop Sign-Ins 85% increase in School Site Educational Workshop Sign-Ins
3.3	State Priority 3A : LCAP District Survey	2023-24 District LCAP Survey Parent Feedback: 1388 responses	2024-25 District LCAP Survey Parent Feedback: 792 responses	2025-26 District LCAP Survey Parent Feedback: 1,073 responses	Increase participation by 30%	LCAP District Survey 22.6% decrease in Parent LCAP survey responses

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Feedback: 346 responses Staff Feedback: 317 responses DELAC/DPAC: 314 responses Aggregate parent participation rates of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	Student Feedback: 122 responses Staff Feedback: 194 responses DELAC/DPAC: 579 responses Aggregate parent participation rates of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	Student Feedback: 431 responses Staff Feedback: 190 responses DELAC/DPAC:427 responses Aggregate parent participation rates of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities		26.8% increase in Student LCAP survey responses 39.4% decrease in Staff decrease in LCAP survey responses 36% increase in DPAC/DELAC LCAP survey responses
3.4	State Priority 3B&3C:Parent Communication	2023-24 Number of parents engaged with Social Media Platforms District: 29,902 School Site: 1,577,398 Aggregate data for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	2024-25 Number of parents engaged with Social Media Platforms District: 12,223 School Site: 754,909 Aggregate data for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	2025-26 Number of parents engaged with Social Media Platforms District: 12,223 School Site: 2,950,056 Aggregate data for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	Increase participation by 30%	Parent Communication 0% maintained in District Social Media Engagement 87% increase in School Site Social Media Engagement
3.5	State Priority 3B&3C: Parent Involvement	2023-24 Phone calls, social media platforms, virtual conferencing, Infinite	2024-25 Phone calls, social media platforms, virtual	2025-26 Phone calls, social media platforms, virtual	Increase participation by 30%	Parent Involvement 729% increase in district Phone

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Campus and Jupiter Grades messages, and district and site automated phone calls. District: 766,405 School Sites: 1,239,098 Aggregate data for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls. District: 6,356,207 School Sites: 3,223,069 Aggregate data for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls. District: 2,712,619 School Sites: 2,135,081 Aggregate data for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities		calls, social media platforms, virtual conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls 253% increase in school site Phone calls, social media platforms, virtual conferencing, Infinite Campus and Jupiter Grades messages, and district and site automated phone calls
3.6	State Priority 3A :California School Parent Survey	2023-24 1992 Parent Responses Promotion of Parent Involvement - 29% Strongly agree School Actively seeks Parent input - 25% Strongly agree Communication with Parents about school - 41% Strongly agree Aggregate response for parents of of English Learners, Foster Youth, Homeless Youth, Socio-Economically	2024-25 1257 Parent Responses Promotion of Parent Involvement - 33% Strongly agree School Actively seeks Parent input - 31% Strongly agree Communication with Parents about school - 27% Strongly agree	2025-26 1781 Parent Responses Promotion of Parent Involvement - 31% Strongly agree School Actively seeks Parent input • 42% Strongly agree Communication with Parents about school - 42% Strongly agree	70% of Parent Strongly Agree	California School Parent Survey 10.5% decrease in Parent Responses 2% increase in promotion parent responses 17% increase in actively seeking parent input 1% increase in communication with parents about school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged, and Students with Disabilities	Aggregate response for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities	Aggregate response for parents of English Learners, Foster Youth, Homeless Youth, Socio-Economically Disadvantaged, and Students with Disabilities		

Goal Analysis [2025-26]

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

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

The district has focused on engaging parents/guardians, particularly those from underserved groups, by fostering collaboration between TOSAs, school counselors, and parent groups to provide vital information on available services and resources for students. Additionally, the support of Community Relations Facilitators (CRFs) and the implementation of parent education initiatives, including workshops and training, have significantly increased parent participation and empowered families to better support their children's academic and personal success. These efforts are further supported by ongoing feedback through surveys and meetings, helping refine services and ensure alignment with the evolving needs of the community.

*SUCCESSFUL IMPLEMENTATION
ACTION STEP 3.2 a - The district TOSAs and school counselors have effectively collaborated with parent groups to share vital information about the wide range of services and programs available to support students. These partnerships have played a key role in ensuring that families are informed, engaged, and equipped to access the resources their children need for academic and personal success.
ACTION STEP 3.2b - Community Relations Facilitators (CRFs) have effectively supported student success and strengthened parent engagement and capacity at the school sites. Parent participation has increased due to CRF support and collaboration with each site's parent engagement team. Along with this growth, schools continue to make meaningful efforts to create more welcoming environments for unduplicated students.
Parent participation in trainings and institutes at each school site has been effective in addressing the needs of EL, SED, Hispanic, FY, HY, and SWD families. Survey data has consistently highlighted a strong interest among families in English language courses, computer skills training, and business-related college courses. This feedback has been instrumental in guiding the district’s ongoing efforts to provide relevant and accessible resources for families, ensuring that support continues to align with their needs.

ACTION STEP 3.2c - The district's Parent Education initiative has proven effective in enhancing parent engagement and support for students. The collaboration with parent/guardian groups to develop relevant topics and establish college-level courses has led to a noticeable improvement in participation. Specifically, we have successfully had over 195 parents attend workshops. While we have seen growth, analysis indicates that participation could still be increased by enhancing our communication methods when announcing workshops.
ACTION STEP 3.2c - Wishwell consultants are being used to enhance parent workshops; the district has provided targeted, high-quality educational sessions that empower parents with the knowledge and tools they need to support their children's academic and emotional development. This partnership with Wishwell has enabled the district to offer a range of specialized workshops designed to address the unique needs of diverse parent communities, ensuring that all families have access to valuable resources and guidance.
ACTION STEP 3.3a - The ongoing administration of annual surveys to gather feedback on services, programs, and the needs of parents and students has proven to be an effective tool for understanding and addressing the diverse needs of our community. By utilizing multiple methods for survey distribution, including digital platforms and in-person interactions, we have successfully reached a broad audience, ensuring inclusive participation across various groups. The feedback collected has been instrumental in refining our services and programs to better meet the needs of our families and students.
ACTION STEP 3.3b - The use of alternative meeting times, varied locations, and multiple media formats, including video streaming, successfully increased accessibility and participation in community meetings. These adjustments allowed more families and stakeholders to engage in the feedback process at their convenience, complementing survey efforts and resulting in more comprehensive and representative input.
ACTION STEP 3.3c - School sites have made significant strides in expanding opportunities for both parent and community input, ensuring that families have meaningful ways to engage with the school and share their insights. Through a variety of initiatives such as regular meetings, feedback surveys, and community events, site leaders have fostered an environment where parent voices are not only heard but actively sought out.
ACTION STEP 3.3d - The Parent Engagement TOSA and District Community Relations Facilitator have played a key role in strengthening parent engagement across the district. Through consistent support in community outreach and communication, they have helped increase parent participation in school, student participation in the District Student Advisory Committee that was established in the 2024-2025 school year, and district-level activities. The students' insight has been valuable in informing district practices and ensuring that student needs are reflected in LCAP.
ACTION STEP 3.4a - The district successfully strengthened community partnerships and expanded outreach efforts, with a focused commitment to informing and engaging our Spanish-speaking families. Communication strategies were diversified based on survey data, ensuring that outreach was responsive to the needs of our unduplicated families. In collaboration with the Grants and Communication Office, both district and school websites were upgraded to enhance virtual access to information and resources, making them more user-friendly and accessible.
ACTION STEP 3.4b - The district continued to provide positive public relations and consistent communication with families through a variety of digital and in-person platforms, including events, newsletters, and public appearances. We successfully made contact with over 2.7 million parents and families through various forms of communication channels and social media platforms.

*MODIFIED IMPLEMENTATION ACTION STEPS
ACTION STEP 3.2c - Based on parent feedback and requests, the district added additional parent workshops such as Southwestern College classes, technology literacy, and parent-student communication.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending (based on the second interim report), reflecting both necessary operational adaptations and the realities of implementation. Most areas of spending aligned closely with the initial budget, a few areas required minor adjustments due to unforeseen challenges, changes in priorities, or evolving needs. Despite these minor variances, the district successfully managed resources to ensure that key initiatives within the LCAP were supported and the overall goals were still pursued effectively. The material differences between budgeted expenditure and estimated actual expenditure included the following areas:

ACTION STEP 3.2 - An initial allocation of $ 739,272.35 was designated for Parent Education and Resource Access; however, the estimated actual expenditure is $337,983.05. The schools have not fully utilized the Parent Involvement LCAP allocation of $ 84,558.00. As of the 2nd Interim, $ 11,703 has been spent. However, additional parent engagement activities are anticipated during the 2nd semester, in alignment with SPSA action steps focused on increasing parent engagement. In addition, the district was able to secure several free parent engagement workshops and resources, which led to a decrease in expenditures in this area.
ACTION STEP 3.3 - An initial allocation of $114,192 was designated for Communication, Outreach, and Feedback; however, the estimated actual expenditure is $15,000. This is due to other funding sources being utilized for this expenditure.

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

Based on the analysis of both quantitative and qualitative data, the implementation of actions demonstrated varying levels of effectiveness in meeting the LCAP goals. Quantitative metrics revealed measurable progress in several areas, with notable improvements observed. However, some goals showed slower or less consistent advancement. Qualitative feedback further highlighted both successes and ongoing challenges. Overall, the data indicates that while the district has made meaningful strides toward achieving its LCAP objectives, continued adjustments and refinements are necessary to ensure full implementation and sustained success.

ACTION STEP 3.1 - The district and its schools continued to prioritize parent and community engagement via in-person and virtual participation. A total of 9,591 participated in SSC and ELAC at the site level and 319 participated at the district level in DPAC or DELAC meetings. Additionally, 9,591 parents attended site-level meetings such as Coffee with the Principal. There was a decline in parents being able to be present at district and school site meetings such as ELAC and SSC, but an increase in overall parent outreach through social media and an increase in student attendance rate, which is one of the requirements of ELAC.
ACTION STEP 3.2a - The district's Teachers on Special Assignment (TOSAs) and counselors have taken an active role in reaching out to DPAC and DELAC, as well as SSC and ELAC representatives. The LCAP District Survey has seen a 22.6% decrease in Parent LCAP survey responses from 2022-23 to 2025-26, but the quality of the responses has increased; in addition, there has been a 36% increase in DPAC/DELAC LCAP survey responses as well as a 26.8% increase in Student LCAP survey responses between the 2022-23 and 2025-26 school years.
ACTION STEP 3.2b - During the school year, the district facilitated monthly training and collaborative meetings for Community Relations Facilitators (CRFs), with a total of 83 participants actively engaged in these sessions. The ongoing support provided by CRFs working in close partnership with each school's parent engagement team has led to an increase in parent participation across the district's school sites,

with an 85% increase in School Site Educational Workshop Sign-Ins between the 2022-23 and 2025-26 school year. This growth reflects the positive impact of consistent, personalized outreach and the intentional efforts to build trust with families.
ACTION STEP 3.2c - Schools prioritized meaningful outreach to parents and guardians throughout the year in meetings such as the District Parent Advisory Council (DPAC) and the District Level English Learner Advisory Committee (DELAC), fostering strong district and school site school-family partnerships. A total of 195 parents participated in district meetings that resulted in over 427 responses in the LCAP survey by members of those committees, which was an increase of 36% from 2022-23 to 2025-26.
ACTION STEP 3.3 a,b,c,e - The district demonstrated a strong commitment to inclusive communication by offering various engagement opportunities, with 13,951 parents participating in meetings held in person, online, and hybrid formats. Additionally, 4,041 parents attended workshops supporting student success, and digital platforms connected over 2.9 million times with parents and community members with updates and educational content. The district also utilized tools like Infinite Campus, newsletters, and text messaging, resulting in 4.8 million parent and community contacts, ensuring broad access to critical information and opportunities for family involvement. Finally, the LCAP District Survey has seen a 22.6% decrease in Parent LCAP survey responses from 2022-23 to 2025-26, but the quality of the responses has increased.
ACTION STEP 3.4 a,b,c - The district continues to communicate via phone calls, texts, newsletters, and websites to parents in both English and Spanish to ensure that all can access important information. For the 2025-26 school year, there was an increase of 87% in school site communication through various platforms such as Infinite Campus, Jupiter Grades, and social media compared to the 2022-23 school year.

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.

As next steps for parent and community engagement, the district will continue to offer diverse meeting formats (in-person, online, and hybrid) to ensure flexibility for all families. Efforts will also focus on expanding the reach of digital platforms and communication tools to keep parents informed and involved in their child's education. Additionally, the district will enhance workshops and informational sessions to further support student success and provide resources tailored to the needs of all families.

ACTION STEP 3.2c - Based on LCAP parent feedback, the district will reinitiate partnerships with the San Diego County Office of Education (SDCOE), San Diego State University (SDSU), and University of California San Diego (UCSD) to provide comprehensive support for families.
ACTION STEP 3.3 - Parent engagement funding decreased by $79,192, but the impact on outreach will be minimal. The district will continue to communicate effectively with families through the expanded use of digital platforms.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	LCFF BASE	3.1 DISTRICT-BASED PROGRAMS CONTINUE TO FOSTER PARENT AND COMMUNITY ENGAGEMENT	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		a. Maintain and improve designated Parent Centers in the district and assist sites that do not have one. b. Continue to improve first impressions and a welcoming environment by ensuring quality customer service, a positive visual atmosphere, and bilingual support for our English Language Learner families at school sites to support primary language needs, including in the district office and community events. c. Continue to update and maintain district and site websites with current and relevant information in various languages and with up-to-date resources for our low-income and student with disability families. In addition, social media will enhance awareness of our events calendar and programs offered to include and celebrate our Latino, African American, and Asia-Pacific Islander. d. Continue to include our Socio-Economically Disadvantaged, Students with Disabilities, Homeless/Foster, and English Learner families and community in revisiting LCAP through a parallel process and continuous cycle of improvement. Summaries of input are provided to the Board monthly and specifically used to develop the LCAP. e. Continue to ensure all governance and advisory groups are in place at the district and site levels and work to support all students' success. (DPAC, DELAC, SSC, ELAC, and Title I) f. Continue to provide clear and open communication using current programs and software to support student success. g. ELAC Coordinator will continue to organize meetings, trainings, workshops, and events to engage EL parents in the educational system and the school's role in promoting the success of their student in language acquisition.		
3.2	PARENT EDUCATION &	3.2 SUPPLEMENTAL STAFF AND SERVICES TO SUPPORT PARENT AND COMMUNITY INVOLVEMENT:	$786,739.26	Yes

Action #	Title	Description	Total Funds	Contributing
	RESOURCE ACCESS	a. TOSAs/COUNSELORS will continue to collaborate with parent groups to provide needed information regarding services and programs for EL, SED, Hispanic, FY, HY, and SWD. (Funded in Goal 1) (No additional cost for this action) b. COMMUNITY RELATIONS FACILITATORS at sites continue to support student success and enhance parent capacity to support the language and social/emotional needs of our EL, LI, FY, HY, and SWD. c. DISTRICT'S PARENT EDUCATION will continue to develop topics in collaboration with parent/guardian groups and establish college-level courses to help parents build leadership skills, supporting both their students' success in school and their college and career readiness. (Wishwell, SDCOE, SDSU, and and SWC)		
3.3	COMMUNICATION, OUTREACH, FEEDBACK	3.3 OPPORTUNITIES FOR PARENTS AND COMMUNITY MEMBERS TO PROVIDE INPUT ON RELEVANT ISSUES THAT SUPPORT ALL STUDENTS' SUCCESS. a. Continue to administer annual surveys to gather comments and feedback on services, programs, and parent and student needs, including EL, SED, FY, HY, and SWD via a digital platform. Conduct the surveys via various methods, digital, in person, and by phone. b. Implementation of alternative times, locations, and media (including video streaming) for community meetings to allow for maximum involvement and feedback in addition to surveys. (Funded in Goal 1, Goal 2, and 3.2) (No additional cost for this action) c. Site leadership continues to increase opportunities for parent and community input and awareness about district initiatives and site events. (Funded in Goal 1, Goal 2, and 3.2) d. Establish additional parent advisory groups and student advisory groups to represent the voice of the community.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		e. Parent Engagement TOSA and District Community Relation Facilitator will support parent engagement, community outreach/communication, provide additional resources for parents of at-risk students, college and career, parent professional development, staff professional development to increase parent engagement at school sites, and district parent meetings.		
3.4	SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH	3.4 MAINTAIN WEBSITE AND SOCIAL MEDIA PRESENCE FOR GREATER DIGITAL ACCESS TO DISTRICT AND SCHOOL SITE INFORMATION a. Continue to build stronger community partnerships and inform the community, especially our Spanish-speaking families, about district events and accomplishments. Forms of communication will emphasize outreach in diverse modalities using data from surveys to determine the best modes of communication for our unduplicated families. b. The Grants and Communication Office will continue to enhance the district/School websites to expand virtual access to resources and information in a more accessible format that is easier to navigate. c. Continue to provide positive public relations for families via digital and in-person platforms, events, newsletters, and public appearances. Include communication in various languages and reach out to families of our struggling students to ensure they have the specific support they need to be able to help their students.	$187,783.46	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Broad Goal: Develop coherent and transparent systems for operational excellence to support each student's success.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Sweetwater Union High School District, with broad educational partner input, continues to focus on this foundational goal for our students and staff to experience successful outcomes in Goals 1-3. Well-established and clearly identified systems must be implemented to ensure coherence and alignment across the district's numerous priorities and to better serve our families, especially our English Learners, Foster/Homeless Youth, Students with Disabilities, and students from all races and ethnicities.

Our data demonstrates that the district has been making great strides in restructuring its internal systems to better function and serve its schools. Our Finance, Human Resources, Facilities, training, and Professional Development teams have transformed their internal processes and procedures to ensure compliance with all state and federal guidelines and assurances. Our most recent 3-year financial report indicated that we maintained the state-mandated reserve through the 2026-2027 school year, despite facing declining enrollment and the subsequent funding limitations that ensued.

The actions developed to achieve this goal will support our continuous growth and transformation of our internal systems, so we remain solvent and compliant with our commitment to our community. We are in the final stages of implementing the Infor system that has integrated our Human Resources and Financial systems and will be continuing that implementation during 2024-2025 as we further refine what is needed to ensure transparency, integration, and coherence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	State Priority 1A: Teacher credentials	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed	Local DATA 100% of teachers are appropriately credentialed	100% of teachers appropriately credentialed	100% of teachers appropriately credentialed

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				CA Dashboard TAMO 85.7%		CA Dashboard TAMO 14.3% difference
4.2	State Priority 1C: Facilities Inspection Tool (FIT)	2023-2024 FIT Report 93% of schools earned a Fair or Better rating.	2024-2025 FIT Report 96% of schools earned a Fair or Better rating.	2025-2026 FIT Report 100% of schools earned a Fair or Better rating.	95% of schools earned a Fair or Better rating	100% completed
4.3	Federal Program Monitoring (FPM) and Williams Compliance	100% of internal, state, and federal audit items were addressed.	100% of internal, state, and federal audit items were addressed.	100% of internal, state, and federal audit items were addressed.	100% addressed	100% of internal, state, and federal audit items were addressed.
4.4	Internal and External Financial Audits	100% of internal, state, and federal audit items addressed	100% of internal and external financial audits addressed	100% of internal, state, and federal audit items were addressed.	100% addressed	100% of internal, state, and federal audit items addressed
4.5	Business Process Review	Conduct a business process review for the Human Resource division and the Finance division. This process will be completed in the 2024-2025 school year.	Business Process Review for Human Resource and Finance was completed through the full implementation of the INFOR system during the 2024-2025 school year.	Business Process Review for Human Resource and Finance was completed through the full implementation of the INFOR system during the 2025-2026 school year.	100% completed	100% completed
4.6	Staff Training (Title IX)	Training will be implemented for all Athletic Directors, administrators, and coaches.	Provided Training for 100% of Athletic Directors, Administrators and coaches.	Provided Training for 100% of Athletic Directors, Administrators and coaches.	Provide training for all coaches annually.	100% Completed
4.7	Induction	2023-2024 100% of year 1 candidates will complete and be	2024-2025 100% of first-year candidates were offered enrollment	2024-2025 100% of first-year candidates were offered enrollment	100% of Candidates will complete induction.	1% increase in number of eligible candidates

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		certified by the end of their year 2 enrollment. 100% of first-year candidates were offered enrollment in Induction as year 1 participants. In 2023-24, 94 (97%) eligible candidates completed the program.	in Induction as year 1 participants. In 2024-25, 92 (98%) of eligible candidates completed the program.	in Induction as year 1 participants. In 2024-25, 92 (98%) of eligible candidates completed the program.		completing the program.
4.8	Priority 6C: School Climate California Healthy Kids Survey Students	2023-24 CHKS Survey *Facilities maintained Students 7th grade - 30% pretty much true 9th grade - 26% pretty much true 11th grade - 25% pretty much true Parents Middle School - 22% strongly agree High School - 25% strongly agree	2024-25 CHKS Survey * Facilities Maintained Students 7th - 31% agree & strongly agree 9th - 38% agree & strongly agree 11th grade - 36 % agree & strongly agree	2025-26 CHKS Survey * Facilities Maintained Students 7th - 35% agree & strongly agree 9th - 39% agree & strongly agree 11th grade - 38 % agree & strongly agree Parents Middle School - 25% strongly agree High School - 25% strongly agree	*Facilities maintained Students 7th grade - 60% pretty much true 9th grade - 56% pretty much true 11th grade - 55% pretty much true Parents Middle School - 52% strongly agree High School - 55% strongly agree	Students 7th - 5% increase agree & strongly agree 9th - 13% increase agree & strongly agree 11th grade - 13% increase agree & strongly agree Parents Middle School - 3% increase High School - maintained
4.9	Priority 6C: School Climate California Healthy Kids Survey Students	2023-24 CHKS *School Connectedness 7th grade - 50% agree & strongly agree 9th - 50% agree & strongly agree 11th grade - 50% agree & strongly agree	2024-2025 CHKS Survey *School Connectedness 7th - 54% agree & strongly agree 9th - 56% agree & strongly agree	2025-26 CHKS Survey *Student Responses *School Connectedness 7th - 61% agree & strongly agree	School Connectedness & feeling Safe at School - 85% agree & strongly agree Meaningful Participation - 80%	Survey *Student Responses *School Connectedness 7th -11% increase agree & strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Feeling Safe at School 7th grade - 47% agree & strongly agree 9th - 50% agree & strongly agree 11th - 50% agree & strongly agree *Meaningful Participation 7th grade - 24% pretty much true & very much true 9th - 21% pretty much true & very much True 11th - 20% pretty much true & very much true *Social Emotional Distress 7th grade - 27% pretty much true & very much true 9th grade - 30% pretty much true & very much true 11th grade - 37% pretty much true & very much true	11th - 56% agree & strongly agree *Feeling Safe at School 7th - 53% agree & strongly agree 9th - 59% agree & strongly agree 11th - 50% agree & strongly agree *Meaningful Participation 7th - 27% pretty much true & very much True 9th - 25% pretty much true & very much true 11th - 26% pretty much true & very much True *Social Emotional Distress 7th - 23% pretty much true & very much true 9th - 21% pretty much true & very much true 11th - 25% pretty much true & very much true *Facilities Upkeep	9th - 58% agree & strongly agree 11th - 56% agree & strongly agree *Feeling Safe at School 7th - 63% agree & strongly agree 9th - 60% agree & strongly agree 11th - 61% agree & strongly agree *Meaningful Participation 7th - 28% pretty much true & very much True 9th - 25% pretty much true & very much true 11th - 28% pretty much true & very much True *Social Emotional Distress 7th - 24% pretty much true & very much true 9th - 21% pretty much true & very much true 11th - 24% pretty much true & very much true	Pretty much true and very much true Social Emotional Distress - 80% Pretty much Ture and very much true	9th - 8% increase agree & strongly agree 11th - 6% increased agree & strongly agree *Feeling Safe at School 7th - 16% increase agree & strongly agree 9th - 10% increase agree & strongly agree 11th - 11% increase agree & strongly agree *Meaningful Participation 7th - 4% increase pretty much true & very much True 9th - 4% increased pretty much true & very much true 11th - 8% increase pretty much true & very much True *Social Emotional Distress 7th - 3% decrease pretty much true & very much true

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7th - 31% agree & strongly agree 9th - 38% agree & strongly agree 11th grade - 36 % agree & strongly agree	*Facilities Upkeep 7th - 35% agree & strongly agree 9th - 39% agree & strongly agree 11th grade - 38% agree & strongly agree		9th - 9% decrease pretty much true & very much true 11th - 13% increase pretty much true & very much true

Goal Analysis [2025-26]

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

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

The planned actions for improving business processes, implementing the INFOR fiscal and Human Resources platform, providing staff training, including Title IX, and maintaining digital portals were successfully carried out with minimal deviations from the initial plans. Implementation was successful in most areas, with ongoing opportunities for growth.

SUCCESSFUL IMPLEMENTATION
ACTION STEP 4.2a- Ongoing efforts were successful in the continued alignment and streamlining of all inter- and intra-departmental business processes. The Facilities and Maintenance Department is on track to fully implement both the work order system and Facilitron to enhance operational efficiency and service delivery.
ACTION STEP 4.2b - Successful implementation of the INFOR system to integrate Finance and Human Resources, resulting in increased efficiency. The INFOR system supports ongoing efforts to ensure fiscal solvency and streamline the coordination of all district resources.
ACTION STEP 4.2c - District systems have been effectively communicated, documented, and regularly updated to ensure accessibility for all staff, supporting consistent and high-quality customer service.
ACTION STEP 4.2d - Organizational charts with current points of contact and defined areas of responsibility are updated and made available to stakeholders both in print and on the district website. This ongoing effort has been achieved at no additional cost, ensuring transparency and accessibility without impacting the budget.
ACTION STEP 4.2e - Digital portals are effectively monitored and maintained to ensure they support stakeholders by addressing frequently asked questions and streamlining automated tasks. This ongoing work has enhanced user experience, increased efficiency, and improved access to timely information.
ACTION STEP 4.2b - The district provided one full day of training for classified personnel to ensure their job skills remain current and compliant with all federal, state, local, and LEA regulations. In addition to this dedicated training day, various departments conducted additional training throughout the year to further support classified staff in their roles and responsibilities.

ACTION STEP 4.2e - Human Resources has successfully engaged in educational recruitment fairs at local colleges and universities and strengthened partnerships with local university teacher credentialing programs to ensure highly qualified staff are placed at school sites.
ACTION STEP 4.3f - New teachers are enrolled in the New Teacher Induction Program and assigned a mentor within 30 days of hire. Interns are supported by mentors and encouraged to begin the online induction process prior to obtaining a preliminary credential. First-year counselors also receive mentorship to support their transition into new roles.
ACTION STEP 4.4 - The IT department successfully supports school sites and students by providing access to updated devices, such as Chromebooks, and facilitating the use of various online learning applications such as Infinite Campus and INFOR. Each school site has an assigned IT Technician to assist teachers with their technology needs, ensuring consistent support across campuses. The devices provided to students enable access to a broad range of educational resources, digital textbooks, and online learning platforms that support personalized learning. This technology helps address individual student needs and learning styles, enhancing instructional delivery and student engagement.
ACTION STEP 4.4 - Various resources have been integrated to establish a strong cybersecurity framework, ensuring the protection of student data and secure online interactions.

*IMPLEMENTATION CHALLENGES
ACTION STEP 4.3c & d - In addition to districtwide professional development opportunities, staff training includes support for maintaining essential instructional technologies such as Smart Boards, LCD projectors, document cameras, and other classroom technology. School sites are supported by on site IT technicians and have access to a variety of professional development opportunities. These efforts are provided at no additional cost and align with the district's commitment to maintaining current technology systems and ensuring ongoing support for instructional programs, despite the absence of dedicated training focused specifically on classroom technology usage.

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.

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 STEP 4.2 - An initial allocation of $25,000 for supplemental programs was not expended because other funds were utilized instead.
ACTION STEP 4.3 - An initial allocation of $50,000 was designated for Professional Development for new employees; however, the estimated projected expenditure to be the full amount.
ACTION STEP 4.4 - An initial allocation of $870,000 was designated for Information Technology Support; however, the estimated projected expenditure to be the full amount.

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

Based on the analysis of metrics and outcomes, the implementation level of the actions showed varying degrees of effectiveness in achieving the LCAP goals. Overall, the combination the available data has demonstrated that while the district has made considerable progress in some areas, ongoing adjustments and refinements are needed to fully achieve the LCAP objectives.

ACTION STEP 4.2a - The Facilities and Maintenance Department has successfully implemented the new work order system, Facilitron, enhancing operational efficiency and service request management. 100% of schools are utilizing the Facilitron work order system. 100% of

internal, state, and federal audit items were addressed. Parents at the middle school recorded a 3% increase in satisfaction with the CHKS between 2022-23 to 2024-25 and high school parents maintained their satisfaction for the same time frame.
ACTION STEP 4.2b - The INFOR fiscal and human resources platform continued to be utilized during the 2025-26 school year. This fully integrated system has supported efficient financial management and human services operations across the organization. 100% of schools are utilizing INFOR for both fiscal and human resources functions, and ongoing trainings and workshops continue to support district staff in effective implementation and use of the system. 100% of internal, state, and federal audit items were addressed.
ACTION STEP 4.2c - The full-day professional development session provided to classified staff was well-received, with positive feedback highlighting its effectiveness. Moving forward, the goal is to continue offering meaningful training opportunities that support the professional growth and development of classified employees. Parents at the middle school recorded a 3% increase in satisfaction with facilities, with the CHKS results being between 2022-23 and 2024-25, and high school parents maintained their satisfaction for the same time frame.
ACTION STEP 4.2d and 4.2e - Organizational charts have been updated, and areas of responsibility are continuously reviewed and revised as needed. These updates are regularly shared with educational partners through the district website to ensure transparency and clear communication. Parents at the middle school recorded a 3% increase in satisfaction with facilities, with the CHKS results being between 2022-23 and 2024-25, and high school parents maintained their satisfaction for the same time frame with new district and school site websites being fully updated this school year.
ACTION STEP 4.3a - Ongoing support was provided to both certificated and classified personnel, ensuring they receive the necessary training and resources to effectively cover all curricular and extracurricular activities at the schools.
ACTION STEP 4.3e - Human Resources has focused on ensuring a seamless onboarding experience for both classified and certified employees, helping them transition smoothly into their roles at the district and school sites. Substitutes also receive a full day of training to better equip them for their responsibilities in the classroom. Classified management is engaged in ongoing training to enhance their skills in managing and supporting their teams effectively. Additionally, classified staff benefits from a full day of professional development that covers key areas such as the use of technology, district processes and procedures, and established guidelines. To further strengthen recruitment efforts, the district actively participates in job fairs in collaboration with higher education institutions, seeking to attract qualified and talented staff to meet the needs of the district.
ACTION STEP 4.3f - The Induction program thrived in its support of 99 first and second-year teacher candidates, who were paired with 43 teacher mentors. This program provides new educators with valuable guidance in pedagogy, inclusive practices, classroom management, student engagement, assessment, and accountability. Additionally, the SUSHD administrative induction program supported 21 first and second-year administrators in collaboration with SDSU, with 7 experienced mentors guiding them through their development.
ACTION STEP 4.4 - The IT department has updated devices, such as Chromebooks, and access to online learning platforms, offering personalized educational resources tailored to students' needs and those of staff. Cybersecurity measures such as Duo Two-Factor Authentication have provided safe, reliable access to learning resources. Based on the CHKS, students reported an increase in satisfaction with facilities maintained with 7th grade students showing a 5% increase in agree & strongly agree, 9th graders showing a 13% increase in agree & strongly agree, and 11th graders showing a 13% increase in agree & strongly agree.

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.

The action steps in goal 4 remain primarily with a series of targeted action steps towards achieving the goal of coherent and transparent systems. Through continued implementation and modification of the action steps outlined, the district remains steadfastly committed to fostering excellence, inclusivity, and support across all levels of operation.

ACTION STEP 4.2a - Continue to assess, align, and streamline all business inter- and intra-department processes.
ACTION STEP 4.2b - Continue ongoing training and support for the implementation of the INFOR Fiscal and HR system.
ACTION STEP 4.3b - Additional days of professional development for classified personnel to ensure job skills are up to date and in compliance with all federal, state, local, and LEA regulations. There is a change in allocation due to staffing challenges and budgetary constraints.
ACTION STEP 4.3b - Human Resources will continue to explore and engage in educational recruitment fairs, as well as collaborate with local university teacher credentialing programs, to expand the current employment pool.
ACTION STEP 4.4 - The IT department will need to continue to update devices to support school sites, students, and staff with access to updated devices/Chromebooks and accessing online learning applications. In addition, Cybersecurity measures such as Duo Two-Factor Authentication will continue for the safety of online learning resources.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	LCFF Base	4.1 Systems continue to be in place that support student engagement and success: a. The facilities and maintenance department is focused on the improvement planning at every school site to continue to ensure optimal, safe, clean, and well-supplied facilities for our students. (physical plant, classrooms, common areas). b. All audits, external process reviews, compliance recommendations, and best practices continue to be identified, prioritized, budgeted for, and monitored to ensure safe and secure learning environments for each student. c. Continue to ensure students have access to quality nutrition where food is properly prepared, appealing, well-balanced, and provided in a variety of options. d. Continue to nurture, value, and build relationships between and among all employees through a purposeful collaboration, including improved communication, onboarding, retention of new employees, mentoring, and coaching.	$8,809,624.00	No

Action #	Title	Description	Total Funds	Contributing
4.2	SUPPLEMENTAL PROGRAMS	4.2 Continue to improve, streamline, and maintain business processes and services within and between departments to ensure all stakeholders have access to support, resources, timely customer service, and user-friendly, time-saving technology applications. a. Assess, align, and streamline all business inter- and intra-department processes. The Facilities and Maintenance Department will fully implement the work order system and Facilitron. b. Continue to ensure fiscal solvency and efficiency to coordinate all district resources. The Infor system has been implemented to integrate Finance and Human Resources and will now provide one less legacy system, and will increase the integration of our systems moving forward. c. District systems are continually communicated, documented, updated, and accessible to all staff to provide quality customer service and support. Training will be primarily focused on ensuring that FY, EL, LI, HY, and female students have proportional access to academic and social-emotional and physical support, including clubs and athletics. d. Organizational charts with up-to-date points of contact and areas of responsibility are continually revised and provided to stakeholders in print and on the district website. e. Digital portals continue to be monitored and maintained to support stakeholders with frequently asked questions and automated tasks.	$25,000.00	Yes
4.3	LCFF Base - calculated in Action 1	4.3 Systems continue to ensure highly qualified personnel are recruited and hired in a timely manner to support student success. (Move under 4.1) a. Certificated and classified personnel continue to be competent to cover all curricular and extracurricular activities at schools. b. Continue providing ongoing professional development for classified personnel to ensure job skills are up to date and in compliance with all	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
		federal, state, local, and LEA regulations. (No additional cost for this action) c. Technology staff continues to be capable and trained to ensure mobile, classroom, office, and library technologies support instructional programs. d. Professional development is continually provided to ensure support staff are equipped to maintain technologies such as Smart Boards, LCD projectors, Document Cameras, and other classroom/instructional peripherals. (No additional cost for this action) e. Human Resources will continue to investigate and participate in educational recruitment fairs and collaborate with local university teacher credentialing programs to increase the available pool of qualified candidates. f. All new teachers will be enrolled in the New Teacher Induction Program and assigned a mentor within 30 days of hire. Interns will be provided a mentor with the opportunity to begin the online Teacher Induction Program before their receipt of a preliminary credential. All counselors will be provided mentoring support in their first year in a new position.		
4.4	INFORMATION TECHNOLOGY SUPPORT	4.4 The IT department will support school sites and students with access to updated devices/Chromebooks and accessing online learning applications. These devices provide access to a vast array of educational resources, textbooks, and online learning platforms. The online platforms provide more personalized learning experiences that address individual students' needs and learning styles. Underserved students who may require additional support or have diverse learning needs will benefit from technology that will provide personalized learning experiences that address their needs and learning styles and enable them to complete homework assignments, conduct research, and study more effectively both in and out of the classroom. In addition, resources will be integrated to ensure cybersecurity.	$9,370,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By June 30, 2027, the student graduation rate will increase by 10%, and chronic absenteeism will decrease will decrease by 10% at Alta Vista Academy and Palomar High School for all students, including students with disabilities, homeless and foster youth, socioeconomically disadvantage and English learners.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The educational partner engagement process at both Alta Vista Academy and Palomar High School involved a series of collaborative meetings with administrators, Instructional Leadership Team, parents, students, and staff. Partners examined multiple data sources, including survey results, the California Dashboard, SUHSD Data Insights, and empathy interviews to identify the root causes of high student non-stability and low performance outcomes on the 2025 CA Dashboard. Based on this analysis, both schools determined that a shared goal is needed to address these persistent challenges. Educational partners then participated in developing targeted action steps tailored to each school's context to support progress toward that goal.

Alta Vista Academy (AVA), a public community day school within the Sweetwater Union High School District, serves a highly vulnerable student population with complex needs. In 2024-25, the school relocated to a middle school campus, continuing to educate students from New Alternatives, Inc., a residential care facility, by providing transportation. AVA's program is grounded in a multi-tiered system of support (MTSS) that integrates academic, behavioral, social, and emotional interventions tailored to each student. In 2025-26 the enrollment was 35 students, 100% of whom are served through Individualized Education Programs (IEPs), the school population includes 81.1% socio-economically disadvantaged students, 32.4% foster youth, and 29.7% English learners. The majority of students are Hispanic (70%), with African American and multiracial students each representing 8.1%. y. Due to the small size of each student group (fewer than 11 students per group), the 2024 California School Dashboard did not report most performance metrics. However, it did identify suspension rates for foster youth and socio-economically disadvantaged students at the lowest performance level of red. Additionally, local data highlights persistent challenges, including high chronic absenteeism, low graduation rates, and a student non-stability rate of 88%. Results from the 2024 California Healthy Kids Survey also point to school connectedness and learning environment as areas needing significant attention. Despite these challenges, AVA remains committed to fostering student success through personalized supports that prioritize wellness, engagement, and academic growth.

Palomar High School is the only continuation high school in the Sweetwater Union High School District, serving a highly at-risk student population with an enrollment of 213 students in the 2024-25 school year. The majority of students are socio-economically disadvantaged (86.9%), with significant subgroups including students with disabilities (22.3%), English Learners (35%), and homeless youth (3.9%).Hispanic students make up 78.6% of the student body. Students are referred to Palomar every two weeks from comprehensive high schools due to credit deficiencies, inconsistent attendance, behavior issues, or lack of academic progress. The average incoming student is 1.5 years behind in credits, with many entering as 12th or 13th graders, though a significant portion are in 11th grade (142 students) and a smaller number in 10th grade (24 students). These students often face disrupted education histories, rarely having passed a math class since middle school. Despite these challenges, Palomar has created a safe and supportive learning environment with robust health, social, emotional, and counseling services in partnership with community organizations. According to the 2024 California School Dashboard, suspension rates remain high and increased notably among English Learners (3.1%) and Long-Term English Learners (3.6%). Graduation rates improved across several groups, including English Learners (+18.5%), Students with Disabilities (+16.7%), and All Students (+13.8%), though overall outcomes remain below state targets. English Language Arts scores declined significantly, especially for All Students (-21 points), while math scores remained very low, with slight declines across the board. The College and Career Indicator showed minimal improvement and continues to reflect low preparedness for postsecondary success among all student groups. Palomar continues to prioritize holistic support and targeted academic intervention to address these persistent achievement and engagement gaps. Educational partner feedback indicates a need for expanded college and career readiness opportunities. Students expressed strong interest in re-establishing Career Technical Education (CTE) pathways, including programs like Paxton Patterson career exploration, and emphasized the value of hands-on learning, field trips, and clearly defined post-secondary pathways. They also called for increased CTE pathway completion rates and stronger alignment with college and career readiness goals. Students also strongly advocated for enhanced Social-Emotional Learning (SEL) for both staff and students. They believe a cohesive and welcoming campus culture can be nurtured through intentional SEL practices. Many students noted they feel most supported when staff are visible on campus and actively involved in structured events such as orientation, which help foster a sense of safety, connection, and belonging. To address academic gaps, students supported the implementation of diagnostic assessments in English Language Arts (ELA) and Mathematics upon enrollment to better identify learning needs and tailor supports. They also stressed the importance of ongoing efforts to increase graduation rates and reduce chronic absenteeism, citing transportation barriers and mental health challenges as frequent obstacles to regular attendance. In managing school-related stress, students shared that they use personal strategies such as listening to music, taking quiet time, and practicing breathing techniques. These insights reinforce the importance of creating a school environment that supports both academic achievement and emotional wellness.

The Education partner engagement process at both schools involved multiple meetings with administration, School Leadership Team, Parents, Students, and Staff. The process involved examination of various data, such as survey results, Dashboard, SUSHD Data Insights, and empathy interviews to determine the root cause of student chronic absenteeism and low graduation rates. Based on examination of the data and needs, it was determined that the next step for both schools is to develop a goal to address these two common challenges. Each school then engaged partners in developing specific action steps to address the goals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 5A: Chronic absenteeism	2022-23 Local Data (Data Insights) *Alta Vista Academy All Students: 29% (23 students) Foster: 25% (8 students) Hispanic: 38% (15 students) Black: 8% (1 student) White: 16% (3 students) English Learner: 50% (7 students) Special Education: 39% (18 students) Socio-economically Disadvantaged: 27% (18 students) *Palomar High School All Students: 69% (320 students) Homeless: 88% (28 students) Hispanic: 68% (266 students) Black: 69% (9 students) White: 73% (27 students) English Learner: 69% (122 students) Special Education: 68% (73 students) Socio-economically Disadvantaged: 71% (281 students)	2023-24 Local Data (Data Insights) *Alta Vista Academy All Students: 65% (20 students) Hispanic: 69% (11 students) Special Education: 69% (18 students) Socio-economically Disadvantaged: 76% (16 students) *Palomar High School All Students: 73% (189 students) Hispanic: 74% (156 students) White: 63% (15 students) English Learner: 71% (56 students) Special Education: 75% (51 students) Socio-economically Disadvantaged: 75% (163 students)	2024-25 Local Data (Data Insights) *Alta Vista Academy All Students: 66% (35 students) Hispanic: 77% (20 students) Special Education: 66% (23 students) Socio-economically Disadvantaged: 68% (19 students) *Palomar High School All Students: 61% (265 students) Homeless: 100% (5 students) Hispanic: 59% (132 students) White: 70% (16 students) English Learner: 56% (60 students) Special Education: 71% (42 students) Socio-economically Disadvantaged: 61% (172 students)	Reduce Chronic Absenteeism to 10% for all students and student groups at both Alta Vista Academy and Palomar High School.	2024-25 Local Data (Data Insights) *Alta Vista Academy All Students: 37% increase Hispanic: 39% increase Special Education: 27% increase Socio-economically Disadvantaged: 41% increase *Palomar High School All Students: 8% decline Hispanic: 7% increase Homeless: 12% increase White: 3% increase English Learner: 14% increase Special Education: 3% increase Socio-economically Disadvantaged: 10% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Priority 5E: Graduation Rates	*Alta Vista Academy 2022-23 - 45.5% STUDENT GROUP DATA No Performance color on CA (Dashboard since the group is less than 11 students) *Palomar High School 2021-22 - 51% 2022-23 - 46.1% STUDENT GROUP DATA All Students: 46.1% EL Students: 44.3%(decline of 1.5%) Hispanic Students: 48.8% (decline of 2.7%) Socio-Economically Disadvantaged: 46.2% (decline of 5.2%) Students with Disabilities: 50% (decline of 2.8%)	*Alta Vista Academy 2023-24 - 73.3% STUDENT GROUP DATA No Performance color on CA (Dashboard since group is less than 11 students) *Palomar High School 2022-23 - 46.1% 2023-24 - 59.9% STUDENT GROUP DATA All Students: 59.9% EL Students: 62.8%(Increased 18.5%) Hispanic Students: 61.2% (Increased 12.5%) Long-Term English Learners: 63.1% (Increased 19.6% Socio-Economically Disadvantaged: 59.6% (Increased 13.3%) Students with Disabilities: 66.7% (Increased 16.7%)	*CA Dashboard Alta Vista Academy 2023-24 - 73.3% 2024-25 - 40% STUDENT GROUP DATA No Performance color on CA (Dashboard since group is less than 11 students) *Palomar High School 2023-24 - 59.9% 2024-25 - 59.2% STUDENT GROUP DATA All Students: 70.3% EL Students: 68.9% Hispanic Students: 70.2% Long-Term English Learners: 68.6% Socio-Economically Disadvantaged: 69.7% Students with Disabilities: 69.4%	Increase graduation rates to 80% for all students and student groups at both Alta Vista Academy and Palomar High School.	* Alta Vista Academy All students: 5.5 % decrease No Performance color on CA (Dashboard since group is less than 11 students) * Palomar High All students: 13.1% increase STUDENT GROUP DATA EL Students: 24.6% increase Hispanic Students: 21.4% increase Long-Term English Learners: 5.5% increase Socio-Economically Disadvantaged: 23.5% increase Students with Disabilities: 19.4% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	Priority 6C: School Climate Survey (California Healthy Kids Survey)	2023-24 AVA Students: 16 responses AVA Staff: 6 responses PAH Students: 158 responses PAH Staff: 41 staff PAH Parents: 14 responses *Student Learning Environment AVA Students - 33% strongly agree AVA Staff - 36% strongly agree PAH Students - 49% strongly agree PAH Staff - 40% strongly agree *Learning Engagement AVA Students - 18% strongly agree AVA Staff - strongly agree PAH Students - 33% strongly agree PAH Staff - 40% strongly agree *School Connectedness AVA Students - 47% strongly agree PAH Students - 56% strongly agree	2024-25 AVA Students: Baseline not possible as cohort in 24-25 was too small to report. AVA Staff: Baseline not possible as cohort in 24-25 was too small to report. PAH Students: 79 responses PAH Staff: 39 staff PAH Parents: 22 responses *Student Learning Environment PAH Students - 57% strongly agree PAH Staff - 52% strongly agree *Learning Engagement PAH Students - 28% strongly agree PAH Staff - 28% strongly agree *School Connectedness	2025-26 AVA Students: Baseline not possible as cohort in 25-26 was too small to report. AVA Staff: Baseline not possible as cohort in 25-26 was too small to report. PAH Students: 139 responses PAH Staff: 35 staff PAH Parents: 12 responses *Student Learning Environment PAH Students - 68% strongly agree PAH Staff - 54% strongly agree *Learning Engagement PAH Students - 59% strongly agree PAH Staff - 57% strongly agree *School Connectedness	Student Learning Environment PAH Students - 75% strongly agree PAH Staff - 75% strongly agree Learning Engagement PAH Students - 75% strongly agree PAH Staff - 75% strongly agree School Connectedness PAH Students - 75% strongly agree Teacher Support to help students understand PAH Students - 75% strongly agree	Baseline not possible as cohort in 25-26 was too small to report. Student Learning Environment PAH Students - 19% increase PAH Staff - 14% increase Learning Engagement PAH Students - 16% increase PAH Staff - 17% increase School Connectedness PAH Students - 4% increase Teacher Support to help students understand PAH Students - 9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Teacher Support to help students understand AVA Students - 44% strongly agree PAH Students - 50% strongly agree	PAH Students - 57% strongly agree *Teacher Support to help students understand PAH Students - 54% strongly agree	PAH Students - 60% strongly agree *Teacher Support to help students understand PAH Students - 59% strongly agree		
5.4	Priority 4A: Student Achievement	2023-24 GPA Less than 2.0 *Alta Vista Academy African American - 1.40 GPA Hispanic - 1.43 GPA Two or More Races - 1.09 GPA White - 1.80 GPA *Palomar High School American Indian- 1.44 GPA Asian - 1.20 GPA African American - 1.31 GPA Hispanic - 1.48 GPA White - 1.40 GPA	2024-25 GPA Less than 2.0 *Alta Vista Academy African American - 0.59 Hispanic - 1.16 Two or More Races - 2.60 White - 2.94 *Palomar High School American Indian- 1.17 Asian - 1.74 African American - 1.28 Hispanic - 1.43 White - 1.51	2025-26 GPA Less than 2.0 *Alta Vista Academy African American - 1.00 Hispanic - 1.32 Two or More Races - 1.47 White - 2.59 *Palomar High School Asian - 1.48 African American - 1.57 Hispanic - 1.47 Pacific Islander - 1.87 Two or More Races - 1.72 White - 1.63	Improved GPA of 2.0 for all students and student groups.	*Alta Vista Academy African American - 0.4 decrease Hispanic - 0.11 decrease Two or More Races - .38 increase White - .79 increase *Palomar High School American Indian- .13 increase Asian - 0.28 increase African American - .26 increase Hispanic - .01 increase White - .23 increase
5.5	State Priority 6A: Suspension Rate	2022-23 CA Dashboard *Alta Vista Academy	2023-24 CA Dashboard	2024-25 CA Dashboard	*Alta Vista Academy	Alta Vista Academy

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: Orange Level: 19% Suspended at least one day Hispanic: Red Level: 21.4% Suspended at least one day Foster Youth; Orange Level: 12.5% Suspended at least one day Socio-economically Disadvantaged: Orange Level 14.7% Suspended at least one day Students with Disabilities: Orange Level: 25% suspended at least one day *Palomar High All students: Green Level 6% Suspended at least one day English Learners: Orange Level 4% Suspended at least one day Hispanic: Green Level, 5.9% Suspended at least one day Socioeconomically Disadvantaged: Yellow Level, 6.1% Suspended at least one day Students with Disabilities: Level	*Alta Vista Academy All students: Orange Level: 17.3% Suspended at least one day Hispanic: Orange Level: 20.9% Suspended at least one day Foster Youth; Red Level: 14.7% Suspended at least one day Socio-economically Disadvantaged: Red Level 18.5% Suspended at least one day Students with Disabilities: Orange Level: 19.3% suspended at least one day *Palomar High All students: Orange Level, 8.1% Suspended at least one day English Learners: Red Level, 7% Suspended at least one day Hispanic: Orange Level, 8.4%	*Alta Vista Academy All students: Blue Level: 0% Suspended at least one day Hispanic: Blue Level: 0% Suspended at least one day Foster Youth; Red Level: no data available Socio-economically Disadvantaged: Blue Level 0% Suspended at least one day Students with Disabilities: Blue Level: 0% suspended at least one day *Palomar High All students: Green, 3.4% Suspended at least one day English Learners: Green, .7% Suspended at least one day Hispanic: Green Level, 3.7%	Decrease by more than 2 percentage points for all students and student groups. *Palomar High Decrease by more than 2 percentage points for all students and student groups.	All Students: 19% declined Hispanic: 0.5% declined Foster Youth: 21.4% declined Socio-economically Disadvantaged: 14.7% declined Student with Disabilities: 25% declined Palomar High School All students: 2.6% declined English Learners: 2.3% declined Suspended at least one day Students with Disabilities: .8% declined Local Data (Data Insights) *Alta Vista Academy - 2.18% declined Palomar High School - 6.84% declined

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange 4.7% Suspended at least one day White: No Performance Level 8.3% Suspended at least one day Homeless: No Performance Level, 3% Suspended at least one day 2023-24 Local Data (Data Insights) *Alta Vista Academy 16.22% Suspended at least one day *Palomar High 8.02% suspended at least one day	Suspended at least one day Long-Term English Learners: Red Level, 7.1% Suspended at least one day Socioeconomically Disadvantaged: Orange Level, 7.9% Suspended at least one day Students with Disabilities: Orange, 9.8% Suspended at least one day White: Yellow Level, 7.9% Suspended at least one day Homeless: Blue Level, 0% Suspended at least one day 2024-25 Local Data (Data Insights) *Alta Vista Academy 20% Suspended at least one day *Palomar High 3.7% suspended at least one day	Suspended at least one day Long-Term English Learners: Red Level, .7% Suspended at least one day Socioeconomically Disadvantaged: Orange Level, 3.5% Suspended at least one day Students with Disabilities: Green, 3.9% Suspended at least one day White: Green Level, 2.1% Suspended at least one day Homeless: no data available 2024-25 Local Data (Data Insights) *Alta Vista Academy 14.04% Suspended at least one day *Palomar High 1.18% suspended at least one day"		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	CA Dashboard - 5 year graduation Data	2022-23 *Alta Vista Academy Number in 5 year cohort Graduates too low to report in 202-2023 * Palomar High 51% graduated in 5 years	2023-24 *Alta Vista Academy 73% Graduated in 5 years * Palomar High 69% graduated in 5 years	2024-25 *Alta Vista Academy 58.3% Graduated in 5 years * Palomar High 67.4% graduated in 5 years	Increase 4 year graduation rate to district average level of 90.9% for both schools.	Alta Vista Academy Change from baseline not possible as cohort in 24-25 was too small to report. Palomar High Increase of 16.4% in 5 Year Graduation Rate
5.7	State Priority 4A: English Language Arts SBAC	2022-23 * Palomar High School All Students: 158.6 points below standard Student groups: No performance level reported due to student group less than 11 students	2023-24 * Palomar High School All Students: 179.6 points below standard Socio-Economically Disadvantaged: 175.2 points below standard	2024-25 * Palomar High School All Students: 169.3 points below standard Socio-Economically Disadvantaged: 165.4 points below standard	Increase by 5% per year	Palomar High All Students: Declined 10.7 points Socio-Economically Disadvantaged: Declined 9.8 points
5.8	State Priority 4A: Mathematics SBAC	2022-23 * Palomar High School All Students: 234.9 points below standard Student groups: No performance level reported due to student group less than 11 students	2023-24 * Palomar High School All Students: 237.2 points below standard Socio-Economically Disadvantaged: 233.9 points below standard	2024-25 * Palomar High School All Students: 231.6 points below standard Socio-Economically Disadvantaged: 230.5 points below standard	Increase by 5% per year	Palomar High All Students: Increase 3.3 points Socio-Economically Disadvantaged: Increase 3.4 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.9	State Priority 4: College and Career Readiness	2022-23 *Palomar High School All students: 0% prepared English Learners: 0% prepared Hispanic: 0% prepared Long Term English Learners: 0% prepared Socio-economically disadvantaged: 0% prepared	2023-24 *Palomar High School All students: 0.5% prepared English Learners: 0% prepared Hispanic: 0% prepared Long Term English Learners: 0% prepared Socio-economically disadvantaged: 0% prepared	2024-25 *Palomar High School All students: 0.5% prepared English Learners: 0% prepared Hispanic: 0.6% prepared Long Term English Learners: 0% prepared Socio-economically disadvantaged: 0.5% prepared	Increase by 5% per year	Palomar High All Students: Increase 0.5% change English Learners: 0% change Hispanic: .6% change Long Term English Learners: 0% changes Socio-economically disadvantaged: 0% change

Goal Analysis [2025-26]

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

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

Palomar High School implemented several strategic academic and professional development initiatives, including targeted support classes in math and ELA, Prep for Success electives, and in-class math tutors, all guided by data-driven placement and progress monitoring. The school also advanced instructional practices through enhanced PLCs, professional development in grading and assessment, and the adoption of literacy programs like IXEL. While Alta Vista Academy faced implementation challenges due to relocation and staffing, it maintained a focus on literacy and student support through teacher training and PLC collaboration.

*SUCCESSFUL IMPLEMENTATION ACTION STEPS
ACTION STEP 5.1a & 5.1b - At Palomar High School, targeted academic interventions were implemented to support student achievement through the offering of one Mathematics support class, one English Language Arts (ELA) support class, and two sections of the elective course Prep for Success. Students were strategically placed into these support classes based on a comprehensive analysis of both summative and formative assessment data. Placement decisions were reviewed and adjusted every three weeks to ensure alignment with student needs. Notably, the majority of students opted to remain in the Prep for Success elective, reflecting its positive reception and perceived benefit.
ACTION STEP 5.1d - Palomar High School is actively enhancing its Professional Learning Communities (PLCs) and grading practices through targeted professional development and collaborative efforts. Six teachers and one administrator attended the Solution Tree PLC

Conference, gaining valuable insights that led to a focused planning day and the development of clear PLC goals. Conference attendees shared strategies with staff through monthly tips at faculty meetings and developing plans for deeper instructional improvements. Additionally, four teachers attended the Grading From the Inside Out conference, where they explored standards-based grading and began initiating discussions on improving assessment practices. Regular teacher pullouts continue to support staff collaboration around curriculum, grading, and alignment with essential standards, reinforcing the school's commitment to continuous instructional improvement.
ACTION STEP 5.2 - Palomar High School integrated three tutors in mathematic classrooms to provide targeted individual student support. Their primary focus was to help students master grade level standards and improve academic performance through consistent in class assistance.

*MODIFIED IMPLEMENTATION ACTION STEPS
ACTION STEP 5.1c - As part of its Literacy Workshop initiative, Palomar High School adopted two instructional programs. The two programs Exact Path and Quill were selected based on thorough needs assessment and teacher input. These programs were prioritized over other options to deliver targeted, high-impact support aligned with student needs and instructional goals.
ACTION STEP 5.3a & 5.3b - At Palomar High School, data teams and teacher collaboration are a key focus during scheduled PLC meetings. Teachers work together to analyze student data, identify learning gaps, and adjust instruction accordingly. This collaborative process fosters alignment across courses and grade levels, ensuring consistent application of essential standards and supporting improved student achievement.
ACTION STEP 5.3c - Palomar High School delivered training on Social-Emotional Learning (SEL) and the Multi-Tiered System of Supports (MTSS) to strengthen schoolwide support systems. While initial efforts laid important groundwork, full implementation is still in progress. The school remains committed to deepening the integration of SEL and MTSS frameworks in the coming year.
Action Step 5.5.a - Although Alta Vista High School did not have a dedicated Literacy Support position, it prioritized literacy development through professional development for teachers across all core subjects. Ongoing PLC collaboration and administrative coaching emphasized strategies to meet individual student needs, ensuring that literacy instruction was embedded throughout the curriculum.

*NOT IMPLEMENTATION ACTION STEPS
ACTION STEP 5.4a - The attendance coordinator position at Alta Vista Academy, aimed at supporting students with chronic absenteeism through parent outreach, interventions, and home visits, was not implemented during the 2024-25 school year due to logistical challenges related to the school's relocation and changes to the program, including the removal of the residential component. Despite this, the principal and school psychologist took proactive measures to address chronic absenteeism, ensuring that interventions and support remained a key priority throughout the year.
ACTION STEP 5.5a - The Literacy Support Teacher position at Alta Vista Academy, designed to offer targeted coaching, classroom support, and additional literacy resources, was not implemented due to staffing challenges and the school's relocation. Despite the absence of this role, teachers participated in professional development and engaged in collaboration within their Professional Learning Communities (PLCs) to incorporate literacy strategies across all subjects, ensuring a continued focus on reading, writing, and comprehension skills to support student success in core content areas.
ACTION STEP 5.6 - The MTSS Teacher position at Alta Vista Academy, designed to support student safety, equity, access, and improve academic and social-emotional outcomes, was not implemented during the 2024-25 school year due to staffing challenges and the school's relocation.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending (based on the second interim report). Most areas of spending aligned closely with the initial budget, and a few areas required minor adjustments due to evolving needs. Despite these minor variances, the district successfully managed resources to ensure that key initiatives within the LCAP were supported and the overall goals were still pursued effectively.

ACTION STEP 5.1 - An initial allocation of $437,018 was designated for Classroom Academic Interventions; however, the estimated actual expenditure is $53,682. Funds are expected to be used.
ACTION STEP 5.2 - An initial allocation of $120,352 was designated for Tutoring; however, the estimated actual expenditure is $40,000. Funds are expected to be expensed when the tutoring contract is paid.
ACTION STEP 5.3 - An initial allocation of $85,465 was designated for Professional Development; however, the estimated actual expenditure is $1,190. This is primarily due to the use of other funding used for professional development.
ACTION STEP 5.4 - An initial allocation of $39,267 was designated for Attendance Coordinator; however, the estimated actual expenditure is $0. This is due to staffing challenges; this role was not fully implemented. In the absence of a designated coordinator, the school focused on promoting attendance through collaboration with families and close coordination with teachers to address attendance concerns.
ACTION STEP 5.5 - An initial allocation of $37,189 was designated for Literacy Support; however, the estimated actual expenditure is $0. This is primarily due to the 0.2 FTE Literacy Resource position was not fully implemented due to staffing challenges and the school's relocation.
ACTION STEP 5.6 - An initial allocation of $60,000 was designated for School Connectedness; however, the estimated actual expenditure is $0. This is due to staffing challenges, and the school's relocation, which affected both staffing and programming. Instead, the school focused on implementing restorative approaches with the support of the school psychologist and other support staff.

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

Based on the analysis of metrics and outcomes, the implementation level of the actions showed varying degrees of effectiveness in achieving the LCAP goals. The combination of quantitative and qualitative data demonstrated that while the schools have made progress in some areas, ongoing adjustments and refinements are needed to fully achieve the LCAP objectives.

ACTION STEP 5.1a & 5.1d - The Literacy workshop class at Palomar High School has improved the GPA of students at Palomar High School, yet there was a decline of 10.7 points in English Language Arts for the 2024-25 CAASPP results compared to the 2022-23. However, when it comes to Mathematics CAASPP scores, students have had 3.3 points increase between the 2022-23 school year and the 2024-25. One key challenge in supporting Prep for Success students is ensuring consistent attendance, as students who attend regularly demonstrate success and progress. However, many students are not attending consistently, limiting their ability to fully benefit from the intervention. The school will continue to implement strategies to encourage attendance and improve outcomes for all students.
ACTION STEP 5.2a - Students at Palomar High School overall feel very supported by the Hey Tutor staff, with notable improvement observed in math students' tutoring hours and test performance. This has shown an improvement in the GPA of students at Palomar High School; in CAASPP Mathematics scores, students have had 3.3 points increase between the 2022-23 school year and the 2024-25. In addition, there has been an increase in graduation rates for all students of 13.1% between 2022-23 and 2024-25. As well as an increase of

the 5-year graduation rate of 16.4% between 2022-23 and 2024-25. However, more attention is needed to ensure that all subjects receive the same level of focused assistance.
ACTION STEP 5.4, 5.5 & 5.6 - These actions were not fully implemented as originally intended due to staffing challenges and the school's physical relocation to another campus. As a result of the move, residential students had to be transported daily by bus, which further impacted programming and staffing. In response, the school shifted its focus to implementing restorative approaches with the school psychologist and other support staff, to continue fostering a positive and supportive learning environment. For these reasons, the actions described below were ineffective in the current school year.

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.

Both schools continue to focus on their LCAP goals, making adjustments in response to the 2025 California Dashboard results, particularly in areas of Red performance status. Increased focus on improving outcomes in English Language Arts, Mathematics, and the College/Career Indicator with Red performance levels. Palomar High School will expand the Literacy Workshop, adjust tutor placement, and increase PLC support to enhance student outcomes, while introducing CTE modules to engage students in career pathways. In light of staffing and fiscal challenges, Alta Vista Academy will partner with educational consultants to provide additional services and resources to strengthen academic achievement, improve attendance, and social-emotional outcomes.

ACTION STEP 5.1a - Due to the success in course credit completion in the Literacy Workshop at Palomar High, the school will be increasing the number of Literacy Workshop classes from one to two. The Math Workshop will remain at one class, and Prep for Success will continue as two periods. These adjustments are part of our ongoing efforts to support improved student performance across content areas by extending learning time and providing targeted academic support.
ACTION STEP 5.1c - Teachers will evaluate whether to continue using the instructional software purchased this school year or explore alternative options. This review will be guided by the diverse academic needs of each student to ensure the most effective tools are in place to support learning.
ACTION STEP 5.1e - Based on feedback from staff and students, Palomar High School will continue with CTE modules to improve student outcomes and engagement, expanding Career Pathway options through Paxton Patterson program. These hands-on modules will provide real-world exposure to industries like health science and construction, helping students at risk by offering career exploration and workforce development.
ACTION STEP 5.1f - An orientation class will be introduced to assist students transitioning into the alternative education setting, providing counseling and social-emotional support to ensure a positive start and address their individual needs.
ACTION STEP 5.2a - Palomar High will continue with tutors in core content courses as well as intervention classes.
ACTION STEP 5.3a & 5.3c - Palomar High will expand conferences for staff and increase the number of pullout days to further strengthen the PLC planning teams. These efforts will focus on deepening standards-based content and enhancing collaboration around grading practices. The school remains committed to deepening the integration of SEL and MTSS frameworks.
ACTION STEP 5.4, 5.5 & 5.6 - Alta Vista Academy will use funds from the 2025-26 school year to partner with educational consultants to provide additional services and resources to strengthen academic achievement, improve attendance, and social-emotional outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	CLASSROOM ACADEMIC INTERVENTIONS	5.1 ADDITIONAL SUPPORT CLASSES (PALOMAR HIGH) a. Palomar High will add Mathematics support classes, Language Arts support classes, and Prep for Success classes for additional targeted intervention to increase student GPAs and completion of graduation credits. Students taking the support classes will have an extended school day (one additional Language Arts class). b. Flexible placement of students in support classes every three weeks. Conducting these placements every three weeks based on student need ensures that students receive timely assistance. Disaggregated data will be analyzed to ensure that students are placed in these classes based on academic need and that students are demonstrating GPA gains and are successfully completing the classes. c. Teachers will use various evidence-based diagnostic and online assessment programs such as IXL, ALEKS, QUIL, Reading Apprenticeship, and Read 180 to assess student growth and exit students from the support class. d. Language Arts and Mathematics support teachers will collaborate with classroom teachers to ensure that students are making progress towards mastery of standards and successfully completing the course. In addition, the teachers will collaborate to address the social-emotional needs of students to ensure their well-being and regular improved school attendance. e. Palomar High School will implement Career and Technical Education (CTE) modules through Paxton Patterson to enhance student outcomes and engagement. This initiative will support students at risk of disengagement, complement academic interventions, and strengthen students' connection to future career goals by expanding Career Pathway options. f. An additional orientation class will assist students transitioning into the alternative education setting, providing counseling and social-emotional	$1,252,718.59	No

Action #	Title	Description	Total Funds	Contributing
		support to ensure a positive start and address their individual academic and social emotional needs. Priority 5E: Graduation Rates, Priority 4A: English Language Arts and Math SBAC, College and Career Readiness, Priority 5A: Chronic absenteeism		
5.2	TUTORING	5.2 ADDITIONAL COLLEGE TUTORS IN MATHEMATICS, LANGUAGE ARTS, AND SUPPORT CLASSES (PALOMAR HIGH) College Tutors will be placed in Mathematics and English Language Arts support classrooms to meet the diverse needs of students at Palomar High and ensure that all students have the opportunity to master grade-level standards and complete of credits needed towards graduation. Below is the specific targeted support for each group. English Learners: Tutors will provide assistance to English Learners by supporting academic language and understanding of academic content more effectively. The individualized support will enable English Learners to achieve mastery of grade-level standards. Students with Disabilities: Tutors will work closely with students with disabilities to accommodate their specific learning needs. The individualized support and accommodations tutors provide will help students succeed academically. Socio-economically Disadvantaged Students: Tutors will provide extra support to socio-economically disadvantaged students who may face additional barriers to academic success. By offering personalized assistance, tutors can help these students successfully complete the English and Mathematics classes needed needed for graduation. Homeless & Foster Students: Tutors can offer valuable support to homeless and foster students who may face unique challenges related to stability and access to resources. Priority 5E: Graduation Rates & Priority 4A: Student Achievement Language Arts and Mathematics SBAC	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	PROFESSIONAL DEVELOPMENT	5.3 TEACHER COLLABORATION AND PROFESSIONAL DEVELOPMENT (PALOMAR HIGH) a. Data Team and Mathematics, Language Arts, and Prep for Success teachers will analyze student data during pullout day to determine students in need of additional support and intervention. Collaboration time will be provided for Mathematics, Language Arts, and prep for success teachers to collaborate with PLCs to ensure standards and assessment alignment. Continued professional development via conference and onsite consultants on PLC cycle and lesson design. c. Teacher training on Social Emotional Learning and high leverage practices for multilingual learners and students with disabilities during TIER I instruction. Integrating SEL into instruction and leveraging evidence-based practices, teachers will create a supportive learning environment that fosters academic and social-emotional growth for all students. Priority 6A: Suspension Rate & Priority 4A: Student Achievement Language Arts and Mathematics SBAC	$0.00	No
5.4	ATTENDANCE COORDINATOR	5.4 ATTENDANCE COORDINATOR TO MONITOR STUDENT ATTENDANCE (ALTA VISTA ACADEMY) a. The attendance coordinator will monitor, coordinate, and support students who are chronically absent by conducting parent outreach, providing interventions, and conducting home visits. Attendance: Regularly review attendance records to identify students with a pattern of chronic absenteeism. Utilize attendance Data Insights and Infinite Campus reports to track attendance for each student. Initiate contact with parents or guardians of students who are frequently absent and communicate the importance of regular attendance for academic success, and discuss any underlying issues that may be contributing to their child's absences. Interventions: Develop intervention strategies tailored to the specific needs of each student. This may include implementing attendance contracts,	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		providing incentives for improved attendance, or connecting students with support services such as counseling or tutoring. In cases where other interventions have not been successful, conduct home visits to directly engage with the student and their family. Use these visits as an opportunity to understand the root causes of the student's absences and to provide additional support and resources. Collaboration: Work closely with teachers, school administrators, counselors, and support staff to identify students at risk of chronic absenteeism and to coordinate efforts to address their needs effectively. Documentation and Reporting: Keep detailed records of all communications, interventions, and outcomes related to student attendance. Provide regular reports to school leadership on attendance trends and the effectiveness of intervention strategies. Priority 5A - Chronic absenteeism & State Priority 6A: Suspension Rate		
5.5	LITERACY SUPPORT	5.5 LITERACY SUPPORT TEACHER AND SUPPLIES (ALTA VISTA ACADEMY) a. Literacy support teacher will provide targeted coaching and support for classroom teachers and provide supplementary classroom resources and activities to support students to gain reading, writing, and comprehension skills that will lead to their academic success in all core content areas. Coaching and Support: Provide individualized coaching and support to students to enhance their reading comprehension skills. Utilize a variety of instructional strategies and resources tailored to the specific needs of each student. Data Analysis: Regularly examine disaggregated data to identify areas of strength and weakness among students. Use this data to inform your instructional approach and to provide targeted support to address areas of need.	$70,429.00	No

Action #	Title	Description	Total Funds	Contributing
		Targeted Support: Offer targeted support based on the individual needs of each student. This may include one-on-one or small group instruction, differentiated assignments, or specialized interventions to address specific literacy challenges. Collaboration with Classroom Teachers: Work closely with classroom teachers to embed literacy strategies across the curriculum. Provide ongoing coaching and professional development to support teachers in integrating effective literacy instruction into their lesson plans. Monitoring and Evaluation: Continuously monitor student progress and evaluate the effectiveness of literacy support activities. Adjust instructional strategies as needed based on ongoing assessment data to ensure that students are making meaningful gains in reading comprehension b. Utilize supplementary supplies and software programs to enhance literacy activities and support both students and staff. These resources will include interactive reading materials, educational games, digital libraries, and literacy-focused software programs designed to improve reading comprehension skills. Priority 4A: Student Achievement & Priority 5A: Chronic absenteeism		
5.6	SCHOOL CONNECTEDNESS	5.6 MTSS/RESTORATIVE RESOURCE TEACHER (ALTA VISTA ACADEMY) a. The MTSS Teachers will promote student safety, equity, and access while supporting improved outcomes in academics and social-emotional behavior Monitoring: Regularly monitor the school environment to ensure student safety and equitable access to resources and opportunities. Coordination: Coordinate efforts across the school to implement Multi-Tiered System of Supports (MTSS) and restorative practices to address	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the diverse needs of all students. Advocate for practices and policies that promote equity and inclusion within the school community. Academics: Provide targeted support to students to improve academic outcomes. This may include implementing interventions, providing supplemental instruction, and collaborating with teachers to differentiate instruction. Social-Emotional Behavior: Offer guidance and resources to support students' social-emotional well-being. Implement restorative practices to address conflicts and build positive relationships among students and staff. Data Analysis and Decision-Making: Analyze student data to identify trends and inform decision-making related to academic and behavioral interventions. Use data to monitor the effectiveness of interventions and make adjustments as needed to ensure positive outcomes for all students. b. Supplemental supplies such as educational materials, manipulatives, and technology tools to enhance instruction and support student learning. Priority 5A: Chronic absenteeism & Priority 6A: Suspension Rate		

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Ensure students' academic recovery and emotional well-being by providing equitable access to high-quality instruction, targeted interventions, and comprehensive social-emotional support, fostering a nurturing and inclusive learning environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To address ongoing achievement gaps and support academic recovery, Sweetwater Union High School District (SUHSD) developed Learning Recovery Goal 6, with actions fully funded by the Learning Recovery Emergency Block Grant (LREBG). The 2024 California School Dashboard reveals a decline in English Learner Progress, dropping from 49% to 45%, and continued low performance in SBAC Mathematics, with eight student groups falling into the red or orange performance categories. Although English Language Arts scores show slight growth, seven student groups still remain in the lower performance bands. Additionally, indicators such as Chronic Absenteeism and College & Career Readiness reflect mixed results, underscoring the need for continued attention and support. Among the student groups with the greatest need are Foster Youth, Long-Term English Learners (LTELs), Students with Disabilities (SWD), and Homeless Youth. These students have consistently underperformed on the CA Dashboard and other local assessments, highlighting a critical need for systemic academic interventions and equitable support structures. In response, SUHSD is implementing a comprehensive set of strategies designed to promote learning recovery and close achievement gaps. These include targeted academic interventions, expanded use of specialized staff, and robust professional development for educators with a focus on Language Arts and Mathematics. The district is also supporting the Professional Learning Communities (PLCs) and expanding the International Baccalaureate Middle Years Program at schools with the greatest needs. To further support students, SUHSD is providing credit recovery opportunities, personalized learning pathways for alternative education students, and an array of supplemental resources such as tutoring, after-school programs, educational technology, and social-emotional learning (SEL) tools. The district is also broadening access to Visual and Performing Arts (VAPA) to ensure a well-rounded educational experience. All of these efforts are aligned with LREBG allowable expenditures and are intended to address both academic achievement and emotional well-being, particularly for students who are performing at the lowest levels on the 2024 CA Dashboard.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	State Priority 4A: English Language Arts SBAC	2023-2024 CA Dashboard *Performance Level Red (District student groups) English Learner: 82.3 Below Standard Foster Youth: 116.4 Below Standard Long-Term English Learners: 113.1 Below Standard *Performance Level Red (Schools) Launch Academy: 246.3 Below Standard Palomar High: 179.6 Below Standard *Performance Level Red Middle Schools by student groups Castle Park Middle EL: 106.5 Below Standard *Chula Vista Middle EL: 97.4 Below Standard *Eastlake Middle Long-Term English Learners: 92.5 Below Standard	NA - New goal for 2025-26	2024-2025 CA Dashboard *Performance Level Baseline (District student groups) English Learners: Orange, 68.7 Below Standard Foster Youth: No performance color, 100.5 Below Standard Long-Term English Learners: Orange, 107.4 Below Standard Students with Disabilities: Red, 102.5 Below Standard *Performance Level Baseline (Schools) *San Ysidro High: Green, 0.7 Above Standard *Sweetwater High: Orange, 29.9 Below Standard	*Performance Level District student groups Students with Disabilities: 83 Below Standard English Learner: 70 Below Standard Foster Youth: 51 Below Standard *Performance Level Schools San Ysidro High: 52 Below Standard Sweetwater High: 45 Below Standard Launch Academy: 150 Below Standard Castle Park Middle: 56 Below Standards *Performance Level Middle Schools by student groups *Castle Park Middle English Learners: 75 Below Standard Hispanic: 60 Below Standard Socio-Economically	*Performance Level (District student groups) English Learner: 13.6 point increase Foster Youth:15.9 point increase Long Term English Learners: 5.7 point increase *Performance Level (Schools) San Ysidro: 74 point increase Sweetwater High:36 point increase Launch Academy: 30.4 points increase Palomar High: 10.3 points increase *Performance Level Middle Schools by student groups *Castle Park Middle EL: 7.8 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with Disabilities: 85.2 Below Standard *Granger Junior High Students with Disabilities 140.7 Below Standard *Hilltop Middle English Learner: 93.8 Below Standard Long-Term English Learners: 128.8 Below Standard *Mar Vista Academy Long-Term English Learners:107 Below Standard *Montgomery Middle English Learners: 70.7 Below Standard Long-Term English Learners: 101 Below Standard *National City Middle Long-Term English Learners: 109.2 Below Standard *Rancho Del Rey Long-Term English Learners: 108.7 Below Standard		*Launch Academy: Orange, 215.9 Below Standard *Palomar High: Orange, 169.3 below standard *Performance Level Baseline Middle Schools by student groups *Castle Park Middle English Learner: Red, 113.3 Below Standard Hispanic: Red,94.5 Below Standard Socio-Economically Disadvantaged: Red, 95.7 Below Standard Students with Disabilities: Red, 144 Below Standard White: No performance color, 58.3 Below Standard *Chula Vista Middle	Disadvantaged: 57 Below Standard Students with Disabilities: 102 Below Standard White: 65 Below Standard *Granger Junior High English Learner: 66 Below Standard *Hilltop Middle English Learner: 54 Below Standard Students with Disabilities: 88 Below Standard *Mar Vista Academy Hispanic: 57 Below Standard Students with Disabilities: 81 Below Standard *Southwest Middle School: White: 68 Below Standard *Performance Level Red High Schools by student groups	*Chula Vista Middle EL: 19.8 point increase *Eastlake Middle Long-Term English Learners: 9.2 points decrease Students with Disabilities:3.1 points decrease *Granger Junior High Students with Disabilities 2.9 points decrease *Hilltop Middle English Learner: 16.3 points increase Long-Term English Learners: 13.1 points increase *Mar Vista Academy Long-Term English Learners: 11.4 points increase *Montgomery Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Performance Level Red High Schools by student groups *Bonita Vista High English Learner: 66.1 Below Standard Students with Disabilities: 122.5 Below Standard *Chula Vista High English Learner: 109.6 Below Standard Long-Term English Learners: 116.8 Below Standard Students with Disabilities: 90.2 Below Standard *Launch Academy English Learners: 293.5 Below Standard Hispanic: 251.7 Below Standard Long-Term English Learners: 299.5 Below Standard Socio-Economically Disadvantaged: 284.6 Below Standard *Montgomery High Long-Term English Learners: 84.5 Below Standard		English Learners: Orange, 77.6 point increase *Eastlake Middle Long-Term English Learners: Red, 101.7 Below Standard Students with Disabilities: Red, 88.3 Below Standard *Granger Junior High Students with Disabilities: Red, 143.6 Below Standard *Hilltop Middle English Learner: Orange, 77.5 Below Standard Long-Term English Learners: Orange, 115.7 Below Standard *Mar Vista Academy Long-Term English Learners: Orange, 95.6 Below Standard	*Bonita Vista High English Learner: 38 Below Standard *Castle Park High English Learner: 78 Below Standard *Hilltop High English Learner: 55 Below Standard *Southwest High English Learner: 55 Below Standard *Chula Vista English Learner: 69 Below Standard Students with Disabilities: 57 Below Standard *Eastlake High English Learner: 38 Below Standard Students with Disabilities: 66 Below Standard *Launch Hispanic: 154 Below Standard Socio-Economically Disadvantaged:	English Learners:1.2 points decrease Long-Term English Learners: 4 points decrease *National City Middle Long-Term English Learners: 12 points increase *Rancho Del Rey Long-Term English Learners: 4.1 points increase *Performance Level Red High Schools by student groups *Bonita Vista High English Learner: 43.3 points increase Students with Disabilities:.2 points increase *Chula Vista High English Learner:19.2 points increase Long-Term English Learners:60.5 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Otay Ranch High African American: 84.5 Below Standard English Learners: 93.1 Below Standard Students with Disabilities: 155 Below Standard *Bonita Vista Middle Orange, 12.3 Below Standard		*Montgomery Middle English Learners: Red, 71.9 Below Standard Long-Term English Learners: Red, 105 Below Standard *National City Middle English Learners: Yellow, 46.3 Below Standard Students with Disabilities: Orange,100 Below Standard Long-Term English Learners: Orange, 97.2 Below Standard *Rancho Del Rey Long-Term English Learners: Orange, 104.6 Below Standard *Performance Level Baseline High Schools by student groups *Bonita Vista High English Learner:	166 Below Standard *Mar Vista High English Learner: 78 Below Standard Students with Disabilities: 85 Below Standard *Montgomery High Long-Term English Learners: 65 Below Standard *Otay Ranch High English Learner; 50 Below Standard Students with Disabilities: 74 Below Standard *Olympian High African American: 30 Below Standard English Learners: 50 Below Standard *San Ysidro English Learner: 91 Below Standard Hispanic: 52 Below Standard	Students with Disabilities:15.1 points increase *Launch English Learners: 25.2 points increase Hispanic: 27 points increase Long-Term English Learners: 22.2 points increase Socio-Economically Disadvantaged:48.3 points increase *Montgomery High Long-Term English Learners: 2.9 points increase *Otay Ranch High African American: 106 points increase English Learners: 41.5 points increase Students with Disabilities:20 points increase *Bonita Vista Middle 3 Points Decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Yellow, 22.8 Below Standard Students with Disabilities: Orange, 90 Below Standard *Castle Park High English Learner: Red, 82.8 Below Standard *Hilltop High English Learner: Red, 71.8 Below Standard *Southwest High English Learner: Red, 80 Below Standard *Chula Vista High English Learner: Orange, 90.4 Below Standard Long-Term English Learners: Orange, 56.3 Below Standard no color due to group being under 11 Students with Disabilities: Orange, 75.1 Below Standard	Socio-Economically Disadvantaged: 49 Below Standard Students with Disabilities: 117 Below Standard *Sweetwater High English Learner: 96 Below Standard Hispanic: 55 Below Standard Socio-Economically Disadvantaged: 44 Below Standard Students with Disabilities: 106 Below Standard White: 38 Below Standard *Bonita Vista Middle 0 Below Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				*Eastlake High English Learner: Green, 8.1 Above Standard Students with Disabilities: Yellow, 30.3 Below Standard *Launch Academy English Learners: Orange, 268.3 Below Standard Hispanic: Orange, 225.7 Below Long Term English Learners: Orange, 277.3 Below Standard Standard Socio-Economically Disadvantaged: Orange, 236.3 Below Standard *Mar Vista High English Learner: Red, 81.2 Below Standard Students with Disabilities: Red, 85.1 Below Standard *Montgomery High Long-Term English Learners: Red,		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				81.6 Below Standard *Otay Ranch High African American: Green, 21.5 above standard English Learner; Orange, 51.6 Below Standard Students with Disabilities: Orange, 135 Below Standard *Olympian High African American: Yellow, 10.7 Above Standard English Learners: Yellow, 25.4 Below Standard *San Ysidro High English Learner: Orange, 54.4 Below Standard Hispanic: Yellow, 10.8 Below Standard Socio-Economically Disadvantaged: Yellow, 9.8 Below Standard Students with Disabilities:		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Orange, 114 Below Standard *Sweetwater High English Learner: Orange, 91.8 Below Standard Hispanic: Orange, 42.4 Below Standard Socio-Economically Disadvantaged: Orange, 29.6 Below Standard Students with Disabilities: Orange, 107.4 Below Standard White: Yellow, 8.6 Below Standard *Bonita Vista Middle Orange, 15.3 Below Standard		
6.2	State Priority 4A: Mathematics SBAC	2023-2024 CA Dashboard *Performance Level Red (District student groups) American Indian: 116.1 Below Standard English Learner: 134.8 Below Standard	NA - New goal for 2025-26	2024-2025 CA Dashboard *Performance Level Baseline American Indian: No performance color, 120.4 Below Standard	*Performance Level Red (District student groups) English Learner: 98 Below Standard Hispanic: 120 Below Standard *Performance Level Red (Schools)	*Performance Level (District student groups) American Indian: 4.3 point decline English Learner: 17 point increase Foster Youth: 48.3 point decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Foster Youth: 146.8 Below Standard Long-Term English Learners: 166.8 Below Standard *Performance Level Red (Schools) Castle Park High: 134.7 Below Standard Castle Park Middle: 112.1 Below Standard Chula Vista High: 127.3 Below Standard Launch: 280.8 Below Standard Palomar High: 237.2 Below Standard San Ysidro High: 124.4 Below Standard *Performance Level Red Middle Schools by student groups *Bonita Middle English Learner: 111.7 Below Standard Long-Term English Learners: 150 Below Standard *Castle Park Middle English Learners: 134.7 Below Standard Hispanic: 118.2 Below Standard		English Learner: Orange, 117.8 Below Standard Foster Youth: No performance color, 195.2 Below Standard Long-Term English Learners: Orange,160 Below Standard *Performance Level (Schools) Castle Park High: Yellow, 98.6 Below Standard Castle Park Middle: Red, 110.7 Below Standard Chula Vista High: Orange, 115.2 Below Standard Launch: Orange, 257.5Below Standard Palomar High: Orange, 231.6 Below Standard San Ysidro High: Red,122.5 Below Standard *Performance Level Middle Schools by student groups	Castle Park High: 95 Below Standard Castle Park Middle: 72 Below Standard Chula Vista High: 87 Below Standards Mar Vista Academy: 78 Below Standard Mar Vista High: 88 Below Standard Montgomery High: 84 Below Standard San Ysidro High: 88 Below Standard Southwest High: 95 Below Standard Sweetwater High: 103 Below Standard *Performance Level Red Middle Schools by student groups *Bonita Middle English Learner: 80 Below Standard	Long-Term English Learners: 6.8 point increase *Performance Level (Schools) Castle Park High: 36.1 points increase Castle Park Middle: 1.4 points increase Chula Vista High: 12.1 points increase Launch: 23.3 points increase Palomar High: 5.6 points increase San Ysidro High: 1.9 points increase *Performance Level Middle Schools by student groups *Bonita Middle English Learner: 4.6 point decline Long-Term English Learners: 27.9 point decline *Castle Park Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 161.7 Below Standard Socioeconomically Disadvantaged: 114.6 Below Standard Students with Disabilities: 168.3 Below Standard *Chula Vista Middle English Learners: 125.9 Below Standard Hispanic: 97.4 Below Standard Long-Term English Learners: 155.9 Below Standard Socioeconomically Disadvantaged: 100.8 Below Standard *Eastlake Middle Long-Term English Learners: 133.1 Below Standard *Granger Junior Students with Disabilities: 151.3 Below Standard *Hilltop Middle English Learner: 142.1 Below Standard Hispanic: 98.4 Below Standard		*Bonita Middle English Learner: Red, 116.2 Below Standard Students with Disabilities: Orange, 131.1 Below Standard Long-Term English Learners: Red, 177.8 Below Standard *Castle Park Middle English Learners: Red, 126.9 Below Standard Hispanic: Orange, 114.3 Below Standard Long-Term English Learners: Red, 172.5 Below Standard Socioeconomically Disadvantaged: Red, 116.8 Below Standard Students with Disabilities: Red, 167.6 Below Standard *Chula Vista Middle	Students with Disabilities: 128 Below Standard *Castle Park Middle Hispanic: 78 Below Standard *Hilltop Middle English Learner: 95 Below Standard Hispanic: 66 Below Standard Socio-Economically Disadvantaged 70 Below Standard Students with Disabilities: 126 Below Standard *Mar Vista Academy English Learner: 91 Below Standard Hispanic: 191 Below Standard Socio-Economically Disadvantaged: 79 Below Standard *National City Middle	English Learners: 7.8 point increase Hispanic:3.9 point increase Long-Term English Learners:10.8 point decline Socioeconomically Disadvantaged: 2.3 point decline Students with Disabilities: .7 point increase *Chula Vista Middle English Learners: 15.1 point increase Hispanic: 9.6 point increase Long-Term English Learners: 11.4 point increase Socioeconomically Disadvantaged: 9.3 point increase *Eastlake Middle Long-Term English Learners: 14.3 point decline *Granger Junior Students with Disabilities: 26.3 points decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 169.8 Below Standard Socio-Economically Disadvantaged: 107.7 Below Standard *Mar Vista Academy English Learner: 126.1 Below Standard Students with Disabilities: 156.2 Below Standard *Montgomery Middle English Learner: 126.2 Below Standard Hispanic: 102.5 Below Standard Long-Term English Learners: 155.3 Below Standard Socio-Economically Disadvantaged: 105.4 Below Standard *Rancho Del Rey Middle English Learners: 95.2 Below Standard Long-Term English Learners: 157.6 Below Standard Students with Disabilities: 131.1 Below Standards		English Learners: Orange, 110.8 Below Standard Hispanic: Yellow, 87.9 Below Standard Long-Term English Learners: Orange, 144.5 Below Standard Socioeconomically Disadvantaged: Yellow, 91.5 Below Standard *Eastlake Middle Long-Term English Learners: Red, 147.4 Below Standard *Granger Junior Students with Disabilities: Red, 177.6 Below Standard *Hilltop Middle English Learner: Orange, 119.9 Below Standard Hispanic: Yellow, 86.5 Below Standard Socio-Economically Disadvantaged:	English Learner: 80 Below Standard Students with Disabilities: 122 Below Standard *Montgomery Middle English Learner: 104 Below Standard Hispanic: 113 Below Standard Socio-Economically Disadvantaged: 98 Below Standard Students with Disabilities: 134 Below Standard White: 86 Below Standard *Rancho Del Rey Middle Students with Disabilities: 93 Below Standards *Southwest Middle English Learner: 91 Below Standard Socio-Economically Disadvantaged: 88 Below Standard	*Hilltop Middle English Learner:22.2 points increase Hispanic: 12 points increase Long-Term English Learners: 9.4 points increase Socio-Economically Disadvantaged: 13.9 points increase *Mar Vista Academy English Learner: 1.2 points increase Students with Disabilities: 11.3 points increase *Montgomery Middle English Learner: 7.5 point increase Hispanic: 1.2 maintained Long-Term English Learners: 3.8 points increase Socio-Economically Disadvantaged: 3.2 points decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Performance Level Red High Schools by student groups *Bonita Vista High English Learner: 185.8 Below Standard Students with Disabilities: 214.1 Below Standard *Castle Park High Hispanic: 138.9 Below Standard Socio-Economically Disadvantaged: 133.9 Below Standard *Chula Vista High English Learner: 176.4 Below Standard Hispanic: 137 Below Standard Long-Term English Learners: 191.7 Below Standard Socioeconomically Disadvantaged: 126.4 Below Standard Students with Disabilities: 191.7 Below Standard *Launch English Learners: 319.3 Below Standard Hispanic: 285.9 Below Standard		Yellow, 93.8 Below Standard Students with Disabilities: Orange 166.5 Below Standard *Mar Vista Academy English Learner: Red, 124.9 Below Standard Hispanic: Orange, 106.4 Below Standard Socio-Economically Disadvantaged: Orange 103.9 points Below Standard Students with Disabilities: Orange, 144.8 Below Standard *National City Middle English Learner: Yellow, 66.7 Below Standard Students with Disabilities: Red, 135.8 Below Standard *Montgomery Middle	White: 106 Below Standard *Performance Level Red High Schools by student groups *Bonita Vista High English Learner: 38 Below Standard *Castle Park High English Learner: 130 Below Standard Hispanic: 99 Below Standard Socio-Economically Disadvantaged: 94 Below Standard *Chula Vista High English Learner: 122 Below Standard Students with Disabilities: 132 Below Standard *Launch Socio-Economically Disadvantaged: 187 Below Standard	*Rancho Del Rey Middle English Learners: 6.7 points increase Long-Term English Learners: 3.8 points increase Students with Disabilities: 10.3 points increase *Performance Level High Schools by student groups *Bonita Vista High English Learner: 64.3 points increase Students with Disabilities: 41.8 points increase *Castle Park High Hispanic: 32 points increase Socio-Economically Disadvantaged: 35.7 points increase *Chula Vista High English Learner: 20.8 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Long-Term English Learners: 327.8 Below Standard Socio-Economically Disadvantaged: 308 Below Standard *Mar Vista High Students with Disabilities: 216 Below Standard *Montgomery High Long-Term English Learners: 185.7 Below Standard *Olympian High English Learners: 128.9 Below Standard Students with Disabilities: 151.1 Below Standard *Otay Ranch High African American: 132.2 Below Standard English Learners: 184.6 Below Standard Students with Disabilities: 215.5 Below Standard *Palomar High Socioeconomically Disadvantaged: 233.9 Below Standard		English Learner: Orange, 118.7 Below Standard Hispanic: Red, 101.3 Below Standard Long-Term English Learners: Red, 154 Below Standard Socio-Economically Disadvantaged Red, 108.6 Below Standard Students with Disabilities: Red, 154.4 Below Standard White: No Performance color Fewer than 11 students *Rancho Del Rey Middle English Learners: Yellow, 88.5 Below Standard Long-Term English Learners: Orange, 153.8 Below Standard Students with Disabilities: Orange 120.9 Below Standards	*Mar Vista High English Learner: 133 Below Standard Hispanic: 108 Below Standard Socio-Economically Disadvantaged: 91 Below Standard Students with Disabilities: 137 Below Standard *Montgomery High English Learner: 121 Below Standard Hispanic: 94 Below Standard Socio-Economically Disadvantaged: 87 Below Standard Students with Disabilities: 146 Below Standard *San Ysidro High English Learner: 123 Below Standard Hispanic: 93 Below Standard *Southwest High	Hispanic: 14.9 points increase Long-Term English Learners: 38.2 points increase Socioeconomically Disadvantaged: 13.3 points increase Students with Disabilities: 42.3 points increase *Launch English Learners: 22.4 points increase Hispanic: 22.9 points increase Long-Term English Learners: 36.4 points increase Socio-Economically Disadvantaged:34.5 points increase *Mar Vista High Students with Disabilities: 25.9 point increase *Montgomery High Long-Term English Learners: 10.6 points increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*San Ysidro High Hispanic: 132.8 Below Standard Long-Term English Learners: 195.1 Below Standard Socioeconomically Disadvantaged: 123.6 Below Standard *Southwest High White: 145.1 Below Standard		*Southwest Middle English Learner: Red, 119.6 Below Standard Socio-Economically Disadvantaged: Red, 111.9 Below Standard White: No performance color, Fewer than 11 students *Performance Level High Schools by student groups *Bonita Vista High English Learner: Orange, 121.4 Below Standard Students with Disabilities: Orange, 172.3 Below Standard *Castle Park High English Learner: Orange, 144.5 Below Standard Hispanic: Yellow, 106.9 Below Standard	English Learners: 116 Below Standard Hispanic: 96 Below Standard Socio-Economically Disadvantaged: 95 Below Standard *Sweetwater High English Learners: 159 Below Standard Hispanic: 115 Below Standard Socio-Economically Disadvantaged: 103 Below	*Olympian High English Learners: 5.6 points increase Students with Disabilities: 18.4 points decline *Otay Ranch High African American: 52.1 points increase English Learners: 53.1 points increase Students with Disabilities: 20.6 points increase *Palomar High Socioeconomically Disadvantaged: 3.4 points increase *San Ysidro High Hispanic: 1.1 points increase Long-Term English Learners: 9 point increase Socioeconomically Disadvantaged: 9 point increase *Southwest High White: 119 points decline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socio-Economically Disadvantaged: Yellow, 98.2 Below Standard *Chula Vista High English Learner: Orange, 155.6 Below Standard Hispanic: Orange, 122.1 Below Standard Long-Term English Learners: Orange, 153.5 Below Standard Socioeconomically Disadvantaged: Yellow, 113.2 Below Standard Students with Disabilities: Orange 149.4 Below Standard *Launch Academy English Learners: Orange, 296.9 Below Standard Hispanic: Orange, 263 Below Standard Long-Term English Learners: Orange, 291.4 Below Standard		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socio-Economically Disadvantaged: Orange, 273.5 Below Standard *Mar Vista High English Learner: Red, 167.6 Below Standard Hispanic: Red, 125.7 Below Standard Socio-Economically Disadvantaged: Red, 119.8 Below Standard Students with Disabilities: Orange, 190.1 Below Standard *Montgomery High English Learner: Orange, 152 Below Standard Hispanic: Orange, 110.5 Below Standard Socio-Economically Disadvantaged: Orange, 101.4 Below Standard Students with Disabilities: Red,		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				179.9 Below Standard Long-Term English Learners: Orange,175.1 Below Standard *Olympian High English Learners: Yellow, 152 Below Standard Students with Disabilities: Orange, 179.9 Below Standard *Otay Ranch High African American: Yellow, 80.1 Below Standard English Learners: Orange, 131.4 Below Standard Students with Disabilities: Orange, 194.9 Below Standard *Palomar High Socioeconomically Disadvantaged: Orange, 230.5 Below Standard *San Ysidro High		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English Learners: Orange, 156 Below Standard Hispanic: Red, 131.6 Below Standard Long-Term English Learners: Orange,186 Below Standard Socioeconomically Disadvantaged: Red, 132.6 Below Standard *Southwest High English Learner: Orange, 133 Below Standard Hispanic: Yellow, 99.6 Below Standard White: No performance color 110.4 Below Standard Socio-Economically Disadvantaged: Yellow, 102.2 Below Standard		
6.3	State Priority 6A: Suspension Rate	2023-2024 CA Dashboard	NA - New Goal for 2025-26	2024-2025 CA Dashboard	*Performance Level (District student groups) Students with Disabilities: 3	*Performance Level Red (District student groups) Foster Youth: 2.2% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Performance Level Red (District student groups) Foster Youth: 13.4% at least one day Homeless: 10.5% at least one day *Performance Level Red (Schools) --No Schools in Red -- *Performance Level Red Middle Schools/student groups *Bonita Vista Middle Students with Disabilities: 13.3% at least one day *Hilltop Middle Long-Term English Learners: 15.5% at least one day Students with Disabilities: 14% at least one day *Montgomery Middle Students with Disabilities: 20.6% at least one day *National City Middle Students with Disabilities: 12.9% at least one day		*Performance Level (District student groups) Foster Youth: Red, 15.6% at least one day Homeless: Yellow 8.2% Students with Disabilities: Yellow, 6.8% English Learner: Yellow, 6.7% *Performance Level Baseline Year (Schools) Chula Vista Middle: Yellow, 9.2% Granger Junior: Yellow, 10.1% Hilltop Middle: Green, 6.2% Mar Vista Academy: Green, 7.8% Montgomery Middle: Yellow, 10.9% Southwest Middle: Green, 3.1% *Performance Level Baseline Middle	percentage points decline Homeless: 3 percentage points decline English Learner: 3 percentage points decline *Performance Level (Schools) Chula Vista Middle: 3 percentage points decline Granger Junior: 3 percentage points decline Hilltop Middle: 3 percentage points decline Mar Vista Academy: 3 percentage points decline Montgomery Middle: 3 percentage points decline Southwest Middle: 3 percentage points decline *Performance Level Middle Schools/student groups	Homeless: 2.3% decrease *Performance Level (Schools) *Performance Level Middle Schools/student groups *Bonita Vista Middle Students with Disabilities:3.5% decrease *Hilltop Middle Long-Term English Learners:9.3% decrease Students with Disabilities:4.8% decrease *Montgomery Middle Students with Disabilities: 7% decrease *National City Middle Students with Disabilities: 3.5% increase *Rancho Del Rey Middle

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		*Rancho Del Rey Middle Long-Term English Learners: 15.7% at least one day *Performance Level Red High Schools/student groups *Alta Vista Academy Foster Youth: 14.7% at least one day Socioeconomically Disadvantaged: 18.5% at least one day *Castle Park High Students with Disabilities: 9% at least one day *Mar Vista High Homeless: 16.7% at least one day *Montgomery High Homeless: 10.3% at least one day Long-Term English Learners: 8.5% at least one day *Options Secondary Hispanic: 10.6% at least one day		Schools/student groups *Bonita Vista Middle Two or More Races: Orange, 8.9% Students with Disabilities: Yellow, 9.8% at least one day *Castle Park Middle School English Learner: Red, 12.1% Hispanic: Orange, 11.4% Students with Disabilities: Red, 14.2% *Chula Vista Middle English Learner: Yellow, 11% Hispanic: Yellow, 8.9% Socio-Economically Disadvantaged: Yellow, 10.7% Students with Disabilities: Orange, 13.6%	*Bonita Vista Middle Two or More Races: 3 percentage points decline *Castle Park Middle School English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Students with Disabilities: 3 percentage points decline *Chula Vista Middle English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3	Long-Term English Learners: 7.9% decrease *Performance Level High Schools/student groups *Alta Vista Academy Foster Youth: 14.7% decrease Socioeconomically Disadvantaged: 18.5% decrease *Castle Park High Students with Disabilities: 1.1% increase *Mar Vista High Homeless: 13.7% decrease *Montgomery High Homeless: 7.4% decrease Long-Term English Learners: 3% decrease *Options Secondary Hispanic: .8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 10.7% at least one day *Otay Ranch High African American: 10.2% at least one day *Palomar High English Learners: 7% at least one day Long-Term English Learners: 7.1% at least one day *San Ysidro High Homeless: 12.7% at least one day		*Granger Junior English Learner: Orange, 15.5% Hispanic: Yellow, 11.6% Socio-Economically Disadvantaged: Yellow, 10.1% *Hilltop Middle English Learner: Green, 6.2% Hispanic: Green, 5.5% Socio-Economically Disadvantaged: Green, 6.9% Long-Term English Learners: Green, 6.2% at least one day Students with Disabilities: Yellow, 9.2% White: Green, 7.5% *Mar Vista Academy English Learner: Yellow, 10.6% Hispanic: Yellow, 8.1% Socio-Economically	percentage points decline *Granger Junior English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline *Hilltop Middle English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline White: 3 percentage points decline	Socioeconomically Disadvantaged: 2.2% increase *Otay Ranch High African American: 4.7% decrease *Palomar High English Learners: 6.3% decrease Long-Term English Learners: 6.4% decrease *San Ysidro High Homeless: 2.8% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Disadvantaged: Yellow, 9.6% Students with Disabilities: Yellow, 10.6% White: No performance color, 8.7% *Montgomery Middle African American: No Performance color, 5% English Learner: Yellow, 13.5% Hispanic: Yellow, 11.5% Socio-Economically Disadvantaged: Yellow, 12% Two or More Races: No Performance Color, 0% Students with Disabilities: Orange, 13.6% *National City Middle Students with Disabilities: Red, 16.4% at least one day	*Mar Vista Academy English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline White: 3 percentage points decline *Montgomery Middle African American: 3 percentage points decline English Learner: 3 percentage points decline Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: Two or more races: 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				*Rancho Del Rey Middle African American: Green, 7.1% English Learner: Green, 5.7% Socio-Economically Disadvantaged: Green, 6.9% Students with Disabilities: Green, 6% Long-Term English Learners: Green, 7.8% at least one day *Southwest Middle School English Learner: Orange, 3.9% Hispanic: Green, 3.3% Socio-Economically Disadvantaged: Green, 3.5% *Performance Level Baseline High Schools/student groups *Alta Vista Academy	percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline *Rancho Del Rey Middle African American: 3 percentage points decline English Learner: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline Students with Disabilities: 3 percentage points decline *Southwest Middle School English Learner: 3 percentage points decline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: Blue, 0% Foster Youth: Blue, 0% at least one day Socioeconomically Disadvantaged: Blue, 0% at least one day *Bonita Vista High Students with Disabilities: Green, 3.4% *Castle Park High Students with Disabilities: Red, 10.1% at least one day *Chula Vista High Homeless: Green, 6% *Mar Vista High Homeless: No performance color, 2.9% at least one day *Montgomery High Homeless: No performance color, 2.9% at least one day Long-Term English Learners: Green,	Hispanic: 3 percentage points decline Socio-Economically Disadvantaged: 3 percentage points decline *Performance Level High Schools/student groups *Alta Vista Academy Hispanic: 3 percentage points decline *Bonita Vista High Students with Disabilities: 3 percentage points decline *Chula Vista High Homeless: 3 percentage points decline *San Ysidro English Learner: 3 percentage points decline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				5.5% at least one day *Options Secondary Hispanic: Yellow, 9.8% at least one day Socioeconomically Disadvantaged: Red, 13% at least one day *Otay Ranch High African American: Green, 5.5% at least one day *Palomar High English Learners: Green, .7% at least one day Long-Term English Learners: Green, .7% at least one day *San Ysidro English Learner: Yellow, 7.9% Homeless: Yellow, 9.9% Students with Disabilities: Red, 10.3%	Homeless: 3 percentage points decline Students with Disabilities: 3 percentage points decline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	State Priority 5E: Graduation Rate	2023-2024 CA Dashboard Overall District: 89.8% graduated Foster Youth: 68.2% graduated Homeless: 75.5% graduated Students with Disabilities: 78.9% graduated African American: 83.6% graduated English Learners: 84.2% graduated Hispanic: 88.5% graduated * CA Dashboard Performance Level Red (School) *Launch: 73.7% graduated *Palomar High School: 59.9% graduated * CA Dashboard Performance Level Red (School/student group) *Launch English Learners: 58.5% graduated *Palomar High School English Learner: 62.8% graduated	NA - New Goal for 2025-26	2024-2025 CA Dashboard Overall District: Green, 91.5% graduated Foster Youth: Yellow, 76.2% graduated Homeless: Yellow, 79.9% graduated Students with Disabilities: Green, 81% graduated African American: Green, 86.1% graduated English Learners: Green, 86.7% graduated Hispanic: Green, 90.5% graduated * CA Dashboard Performance Level (School) *Launch Academy: Yellow, 76.5% graduated *Palomar High School: Yellow, 70.3% graduated * CA Dashboard Performance Level Red	Overall District and all student groups: 90% Foster Youth: 78% graduated Homeless: 78% graduated Students with Disabilities: 83% graduated African American: 87% graduated English Learners: 87% graduated Hispanic: 90% graduated * CA Dashboard Performance Level (School) *Palomar High School: 80 % graduated * CA Dashboard Performance Level (School/student group) *Palomar High School English Learner: 80% graduated Hispanic: 80% graduated Socio-Economically	Overall District: 1.7% Increase Foster Youth: 8% Increase Homeless: 4.4% Increase Students with Disabilities: 2.1% Increased African American: 2.5% Increase English Learners: 2.5% Increase Hispanic: 2% Increased * CA Dashboard Performance Level (School) Launch Academy: 2.8% increase *Palomar High School: 10.4% Increased * CA Dashboard Performance Level (School/student group) *Launch Academy English Learners: 12.9% increase *Palomar High School English Learner: 6.1% Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 61.2% graduated Long-Term English Learners: 63.1% graduated Socio-Economically Disadvantaged: 59.6% graduated Students with Disabilities: 66.7% graduated		(School/student group) *Launch Academy English Learners: Yellow, 71.4% graduated *Palomar High School English Learner: Yellow, 68.9% graduated Hispanic: Yellow, 70.2% graduated Long-Term English Learners: Yellow, 68.6% graduated Socio-Economically Disadvantaged: Yellow, 69.7% graduated Students with Disabilities: Yellow, 69.4% graduated	Disadvantaged:80% graduated Students with Disabilities: 80% graduated	Hispanic: 9% Increase Long Term English Learners: 5.5% increase Socio-Economically Disadvantaged: 10.1% Increase Students with Disabilities: 2.7% Increase
6.5	Priority 5B: Chronic Absenteeism	2023-2024 CA Dashboard District 18.2% Chronically absent *Performance Level Red (District Student Groups)	NA - New Goal for 2025-26	2024-2025 CA Dashboard District 18.6% Chronically absent *Performance Level (District Student Groups)	CA Dashboard District 17% Chronically absent *Performance Level District Group:	District Chronically absent: Yellow, .4% increase *Performance Leve District Group: African American: 5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 18.4% chronically absent Pacific Islander: 20.6% chronically absent *Performance Level Red (Schools) Granger Jr: 23.4% Chronically Absent Launch: 67% Chronically Absent *Performance Level Red Middle Schools by student group Bonita Vista Middle Students with Disabilities: 21.2% chronically absent Castle Park Middle English Learners: 30% chronically absent Long-Term English Learners: 36.5% chronically absent Eastlake Middle English Learners: 21.2% chronically absent Socioeconomically Disadvantaged: 23.9% chronically absent Granger Jr		African American: Red, 23.4% chronically absent Pacific Islander: Red, 39.4% chronically absent *Performance Level (Schools) Granger Jr: Yellow, 18.7% Chronically Absent Launch Academy: Red, 84% Chronically Absent *Performance Level Middle Schools by student group Bonita Vista Middle Students with Disabilities: Yellow, 19.3% chronically absent Castle Park Middle English Learners: Yellow, 24.8% chronically absent Long-Term English Learners: Yellow,	African American: 18.7%, Chronically absent *Performance Level School: Granger Junior: 15.5% Chronically absent Bonita Vista Middle School: 9.1% Chronically absent *Performance Level School/student group Bonita Vista Middle Socio-Economically Disadvantaged: 14.7%, Chronically absent Students with Disabilities:14.7% Chronically absent Two or More Races: 10% Chronically absent Chula Vista Middle White: 33.2% Chronically absent Eastlake Middle	Pacific Islander: 18.8% increase *Performance Level (Schools) Granger Jr: 4.7% decrease Launch: 17% increase *Performance Level Middle Schools by student group Bonita Vista Middle Students with Disabilities: 1.9% decrease Castle Park Middle English Learners: 5.2% decrease Long-Term English Learners: 6.2% decrease Eastlake Middle English Learners: .9% decrease Socioeconomically Disadvantaged: 1.8% decrease Granger Jr English Learners: 2.6% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners: 26.7% Chronically Absent Hispanic: 28.2% Chronically Absent Long-Term English Learners: 30.9% Chronically Absent Socioeconomically Disadvantaged: 25% Chronically Absent Students with Disabilities: 37% Chronically Absent Hilltop Middle Socioeconomically Disadvantaged: 22.4% Chronically Absent Mar Vista Academy White: 30.2% Chronically Absent *Performance Level Red High Schools by student group Launch Academy English Learners: 76.6% Chronically Absent Hispanic: 69.1% Chronically Absent Long-Term English Learners: 77.5% Chronically Absent		30.3% chronically absent Eastlake Middle English Learners: Orange, 20.3% chronically absent Socioeconomically Disadvantaged: Orange, 22.1% chronically absent Granger Jr English Learners: Orange, 24.1% Chronically Absent Hispanic: Yellow, 22.5% Chronically Absent Long-Term English Learners: Orange, 25.6% Chronically Absent Socioeconomically Disadvantaged: Yellow, 21.4% Chronically Absent Students with Disabilities: Orange, 21.8% Chronically Absent Hilltop Middle Socioeconomically Disadvantaged: Red, 24.7% Chronically Absent	Two or more races: 4.6%, Chronically absent Students with Disabilities: 21.5%, Chronically absent White: 9.6% Chronically absent Granger Junior English Learner: 19.9% Chronically absent Hispanic: 18%, Chronically absent Socio-Economically Disadvantaged: 16.2%, Chronically absent Students with Disabilities: 28.5%, Chronically absent White: 20.5% Chronically absent Mar Vista Academy Hispanic: 29.5%, Chronically absent Students with Disabilities: 37.8%, Chronically absent White: 24.2% Chronically absent	Hispanic: 5.7% decrease Long-Term English Learners: 5.3% decrease Socioeconomically Disadvantaged: 3.6% decrease Students with Disabilities: 15.2% decrease Hilltop Middle Socioeconomically Disadvantaged: 2.3% increase Mar Vista Academy White: 12.8%decrease *Performance Level High Schools by student group Launch Academy English Learners: 18.9% increase Hispanic: 15.8% increase Long-Term English Learners: 19.6% increase Socioeconomically Disadvantage: 4.6% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 81.8% Chronically Absent		Mar Vista Academy White: No performance color, 17.4% Chronically Absent *Performance Level High Schools by student group Launch Academy English Learners: Red, 95.5% Chronically Absent Hispanic: Red, 84.9% Chronically Absent Long-Term English Learners: Red, 97.1% Chronically Absent Socioeconomically Disadvantaged: Red, 86.4% Chronically Absent	Rancho Del Rey Middle African American: 23.4%, Chronically absent Socio-Economically Disadvantaged: 25.9%, Chronically absent	
6.6	Priority 6C: School Climate California Healthy Kids Survey	2024-2025 CHKS *Student Responses *School Connectedness 7th - 54% agree & strongly agree 9th - 56% agree & strongly agree	NA - New Goal for 2025-26	2025-26 CHKS Survey *Student Responses *School Connectedness 7th - 61% agree & strongly agree	*Student Responses *School Connectedness & feeling Safe at School - 85%	Survey *Student Responses *School Connectedness 7th -7% increase agree & strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11th - 56% agree & strongly agree *Feeling Safe at School 7th - 53% agree & strongly agree 9th - 59% agree & strongly agree 11th - 50% agree & strongly agree *Meaningful Participation 7th - 27% pretty much true & very much True 9th - 25% pretty much true & very much true 11th - 26% pretty much true & very much True *Social Emotional Distress 7th - 23% pretty much true & very much true 9th - 21% pretty much true & very much true 11th - 25% pretty much true & very much true *Facilities Upkeep 7th - 31% agree & strongly agree 9th - 38% agree & strongly agree 11th grade - 36 % agree & strongly agree		9th - 58% agree & strongly agree 11th - 56% agree & strongly agree *Feeling Safe at School 7th - 63% agree & strongly agree 9th - 60% agree & strongly agree 11th - 61% agree & strongly agree *Meaningful Participation 7th - 28% pretty much true & very much True 9th - 25% pretty much true & very much true 11th - 28% pretty much true & very much True *Social Emotional Distress 7th - 24% pretty much true & very much true 9th - 21% pretty much true & very much true 11th - 24% pretty much true & very much true	agree & strongly agree *Meaningful Participation - 80% Pretty much true and very much true *Social Emotional Distress - 80% Pretty much true and very much true *Facilities Upkeep - 80% agree and strongly agree *Staff Responses *School Supports for Staff - 80% strongly agree *School Safety - 80% strongly agree *Social Emotional Needs - 80% strongly agree *Parent Responses *Meaningful participation - 80% strongly agree	9th - 2% increase agree & strongly agree 11th - maintained agree & strongly agree *Feeling Safe at School 7th - 10% increase agree & strongly agree 9th - 1% increase agree & strongly agree 11th - 11% increase agree & strongly agree *Meaningful Participation 7th - 1% increase pretty much true & very much True 9th - maintained pretty much true & very much true 11th - 2% increase pretty much true & very much True *Social Emotional Distress 7th - 1% increase pretty much true & very much true

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				*Facilities Upkeep 7th - 35% agree & strongly agree 9th - 39% agree & strongly agree 11th grade - 38% agree & strongly agree	*School Safety - 80% strongly agree Social Emotional Needs - 80% strongly agree	9th - maintained pretty much true & very much true 11th - 1% decrease pretty much true & very much true *Facilities Upkeep 7th - 4% increase agree & strongly agree 9th - 1% increase agree & strongly agree 11th grade - 2% increase agree & strongly agree

Goal Analysis [2025-26]

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

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

To address ongoing achievement gaps and support academic recovery, Sweetwater Union High School District (SUHSD) developed Learning Recovery Goal 6, with actions fully funded by the Learning Recovery Emergency Block Grant (LREBG). These include targeted academic interventions, expanded use of specialized staff, and robust professional development for educators with a focus on Language Arts and Mathematics.

*SUCCESSFUL IMPLEMENTATION ACTION STEPS
ACTION STEP 6.1 – Professional Learning Communities (PLCs) across the district have been strengthened through the collaboration of district PLC and professional development TOSAs, who guide schools through intentional planning within their Instructional Leadership Teams. Site literacy and mathematics resource teachers further support these efforts by focusing on improving student mastery of academic standards.
ACTION STEP 6.2 – The International Baccalaureate (IB) Middle Years Program has expanded at CPM and BVM, preparing students through an interdisciplinary approach that emphasizes inquiry-based learning, skill development, and global perspectives.

ACTION STEP 6.3 – Students had access to comprehensive mental health and wellness supports through the implementation of a Mental Health Coordinator, ERMHS therapists, clinicians, and other safe and supportive measures like administrators designed to promote student well-being.
ACTION STEP 6.4 – Schools were provided with instructional materials, supplies, software, study guides, books, engagement tools, and supplemental classroom resources to address learning gaps and support the implementation of academic interventions, credit recovery, summer school, and after-school tutoring opportunities.
ACTION STEP 6.5 – Tutoring services, after school program supports, and programmatic adoptions were provided to accelerate student progress and academic achievement.
ACTION STEP 6.6 – Implementation of academic support for credit deficient students in alternative education settings through integrated counseling services and targeted support for English Learners (ELs).
ACTION STEP 6.7 – Enhancements to CTE, VAPA, and STEAM programs, along with personnel supporting these extended learning opportunities, allow students to strengthen critical thinking, collaboration, creativity, and communication skills.

*MODIFIED IMPLEMENTATION ACTION STEPS
ACTION STEP 6.8 – Approximately half of the budget allocation designated for substitute teacher differentials to support teacher absences related to professional development and coaching was utilized.

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

The district experienced varying degrees of alignment between planned expenditures and actual spending (based on the second interim report), reflecting both necessary operational adaptations and the realities of implementation. Most areas of spending aligned closely with the initial budget, a few areas required minor adjustments due to unforeseen challenges, changes in priorities, or evolving needs. Despite these minor variances, the district successfully managed resources to ensure that key initiatives within the Learning Recovery Grant were supported and the overall goals were still pursued effectively.

ACTION STEP 6.1 - An initial allocation of $3,147,858 was designated for professional development and coaching, however, the estimated actual expenditure is $2,185,956. The expenditures are anticipated to be utilized completely.
ACTION STEP 6.2 - An initial allocation $1,075,288 was designated for International Baccalaureate expansion in middle years programs. The estimated actual expenditure is $333,799.
ACTION STEP 6.3 - An initial allocation of $3,072,620 was designated for mental health and counseling services. However, the estimated actual expenditure is $2,118,588.
ACTION STEP 6.4 - An initial allocation of $3,562,309 was designated for supplemental instructional materials. The estimated actual expenditure is $72,309.
ACTION STEP 6.5 - An initial allocation of $1,881,442 was designated for accelerating progress, however, the estimated actual expenditure is $1,673,683.
ACTION STEP 6.6 - An initial allocation $729,502 was designated for credit recovery and alternative education. The estimated actual expenditure is $240,806.

ACTION STEP 6.7 - An initial allocation of $1,707,782 was designated to support VAPA, CTE, and expanded learning opportunities by engaging students. The estimated actual expenditure is $586,223. The expenditures are anticipated to be utilized completely.
ACTION STEP 6.8 - An initial allocation of $8,000,000 was designated for competitive substitute teacher differentials to attract qualified substitutes during teacher absences. The estimated actual expenditure is $4,000,000.
ACTION STEP 6.9 - An initial allocation of $16,948,316 was designated for supplementary instructional materials and professional development aimed at accelerating pupil academic proficiency. The estimated actual expenditure is $669,053.

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

Based on the analysis of metrics and outcomes, the implementation level of the actions showed varying degrees of effectiveness in achieving the Learning Recovery Grant goals. The combination of quantitative and qualitative data demonstrated that while the schools have made progress in some areas, ongoing adjustments and refinements are needed to fully achieve the these actions.

ACTION STEP 6.1 – This action step has been essential in building capacity among site curriculum specialists, Instructional Leadership Teams, PLC leads, PLC's, and teachers to support the implementation of content standards, curriculum, and instruction across all content areas. Professional development efforts continue to focus on providing training and support to strengthen teacher and PLC effectiveness and improve student mastery of academic standards. This instructional focus has contributed to gains in English Language Arts SBAC performance from the 2023–2024 baseline data, including a 13.6-point increase for English Learners, a 15.9-point increase for Foster Youth, and a 5.7-point increase for Long-Term English Learners.

ACTION STEP 6.2 – These action steps have demonstrated emerging effectiveness, as evidenced by an improvement in the distance from standard with students with disabilities increasing by 29.9 points from 2023-24 to 2024-25 and English Learners increasing by 16.7 points at Bonita Vista Middle in English Language Arts. While Castle Park Middle saw an increase of 7.8 points for English Learners and 3.9 for Hispanics for the same time frame in Mathematics. There is still a need to continue to improve academic outcomes for all students at both schools.
ACTION STEP 6.3 – This action step and findings provide insight into the need to expand mental health supports and interventions to ensure students have consistent access to wellness resources. Compared to the 2023–2024 baseline suspension data, Foster Youth experienced a 2.2% increase in suspension rates, while students experiencing homelessness demonstrated a 2.3% decrease in suspension rates. Additionally, the Fall 2025 CHKS data reveals trends related to student mental health. Approximately 30% of 7th-grade students, 21% of 9th-grade students, and 24% of 11th-grade students reported experiencing chronic sadness and hopelessness, reflecting improvement in two of the three grade levels. Additionally, 24% of 7th-grade students, 21% of 9th-grade students, and 24% of 11th-grade students reported experiencing social emotional distress.
ACTION STEP 6.4 – The Fall 2025 CHKS data revealed that 61% of 7th-grade students, 58% of 9th-grade students, and 56% of 11th-grade students reported feeling connected to school. Continued enhancement of VAPA, CTE, and other expanded learning opportunities will increase student access to these programs and further strengthen their connection to the school community.
ACTION STEP 6.5 – This action step has been essential in accelerating student progress by addressing both academic needs and whole-child development. In ELA SBAC performance, English Learners demonstrated a 13.6 point increase, Foster Youth showed a 15.9 point increase, and Long-Term English Learners experienced a 5.7-point increase from the 2023–2024 baseline data. In Mathematics SBAC performance, English Learners demonstrated a 17-point increase and Long-Term English Learners improved by 6.8 points. Areas requiring

additional support include American Indian students, who experienced a 4.3-point decline, and Foster Youth, who experienced a 48.3-point decline.
ACTION STEP 6.6 – Through targeted support for credit deficient students and specialized services for English Learners (ELs), aimed at accelerating credit recovery and improving graduation outcomes, the district has experienced increased graduation rates. According to the 2025 California Dashboard, 86% of English Learners graduated successfully.
ACTION STEP 6.7 – Fall 2025 CHKS data revealed that 61% of 7th-grade students, 58% of 9th-grade students, and 56% of 11th-grade students reported feeling connected to school. Continued enhancement of VAPA, CTE, STEAM, and other expanded learning opportunities will increase student access and further strengthen students' sense of belonging and connection to the school community.
ACTION STEP 6.8 – Continuing to provide competitive substitute teacher differentials to attract qualified substitutes during teacher absences will help minimize disruptions to student learning while allowing teachers to participate in meaningful professional development that supports high-quality instruction. These professional learning opportunities for teachers have contributed to ELA SBAC gains from the 2023–2024 baseline, including a 13.6 point increase for English Learners, a 15.9 point increase for Foster Youth, and a 5.7 point increase for Long-Term English Learners.
ACTION STEP 6.9 – This action step and additional resources for students supports acceleration of English proficiency and addresses math achievement. In ELA SBAC performance, English Learners demonstrated a 13.6 point increase, Foster Youth improved by 15.9 points, and Long-Term English Learners increased by 5.7 points from the 2023–2024 baseline data. In Mathematics SBAC performance, English Learners demonstrated a 17-point increase and Long-Term English Learners improved by 6.8 points. Additional intervention and targeted support remain needed for American Indian students and Foster Youth, who experienced declines of 4.3 and 48.3 points.

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.

The district is strengthening student development by expanding key roles and programs to support academic, social, and emotional well-being. Increased resources will improve academic, physical and mental health services, enrichment, and counseling. Additionally, various initiatives will enhance the overall school environment, promoting a positive and inclusive atmosphere for students.

ACTION STEP 6.1 – For the 2026-27 school year, a reduction of $386,382 in Ed Tech TOSA's due to staff challenges and budgetary constraints. Professional development in digital literacy will continue through PLC TOSA's and literacy and math resource teachers.
ACTION STEP 6.2: For the 2026–2027 school year, funding for FTEs supporting the IB Middle Years Program (MYP) Coordinator positions will continue in order to further expand and strengthen the implementation of the IB Middle Years Program at CPM and BVM.
ACTION STEP 6.3: In response to budgetary constraints, staffing challenges, and declining enrollment, adjustments to administrative staffing will include the reduction of the Principal on Special Assignment position and three Small School Assistant Principal positions.
ACTION STEP 6.9 – For the 2026-27 school, additional personnel funding will be increased for MTSS and Learning Recovery Acceleration Coaches.

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	PROFESSIONAL DEVELOPMENT AND COACHING	6.1 Improve educational quality and support by providing training and support to promote teacher and PLC effectiveness, and improve student mastery of academic standards. RATIONALE: There is a need to increase ELA achievement "Distance from Met" for the following student groups: EL 82.3, FY 116.4, LTEL 113.1, American Indian 19, Homeless 81.6, Pacific Islander 31.9, and SWD 105.2. Need to increase CAASSP MATH achievement "Distance from Met" for the following student groups: American Indian 17.8, EL 134.8, FY 146.8, LTEL 166.8, Homeless 153.6, Pacific Islander 85.9, Socioeconomically Disadvantaged 103.6, and SWD 162.3. Providing teacher coaching and professional development in English Language Arts (ELA) and Mathematics is essential to improving student outcomes. Teacher training and coaching will be highly effective in improving student achievement in Mathematics and English Language Arts. This will improve CAASPP performance by ensuring uninterrupted instruction while supporting teachers through PLCs focused on ELA and Math standards, providing targeted resources for literacy, math, and educational technology. This comprehensive approach will enhance teaching practices and student academic success. This action aligns with the LREBG allowable uses of funds in the area of professional development and coaching. a. TOSA TO SUPPORT PLCS - Assign Teachers on Special Assignment (TOSA) to facilitate Professional Learning Communities (PLC) focused on the Language Arts and Mathematics academic frameworks. b. LITERACY AND MATH RESOURCE TEACHERS - Literacy and Math Resource Teachers will provide resources, coaching, and professional development to support teachers in implementing the Mathematics Framework and the English Language Arts/English Language Development (ELA/ELD) Framework, with the goal of promoting student mastery of academic standards." c. EDUCATION TECHNOLOGY TOSA - Educational Technology TOSAs will support teachers, staff, and students in using technology more effectively. The Ed Tech TOSA's address issues like access to devices, digital literacy, engagement, personalization, communication challenges, and through professional development, adaptive tools, and coaching.	$1,924,992.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric 6.1 & 6.2: State Priority 4A: English Language Arts & Mathematics SBAC		
6.2	ACCELERATE PUPIL LEARNING	6.2 INTERNATIONAL BACCALAUREATE PROGRAM EXPANSION - Increase instructional learning time and support for students through the alignment and enhancement of the International Baccalaureate Middle Years programs at Bonita Vista Middle and Castle Park Middle School. RATIONALE: The needs assessment indicates that both CPM and BVM are ATSI schools and have "low" or "very low" performance in CAASSP Language Arts and Mathematics according to the 2024 CA Dashboard. CPM is significantly below standard in both areas, with 71.4 points below in Language Arts and 112.1 points below in Mathematics, while BVM has smaller gaps, with 11.9 points below in Language Arts and 30.5 points below in Mathematics. The IB Middle Years Program supports academic success in ELA and Math through its interdisciplinary approach, focus on inquiry-based learning, emphasis on key skills, and global perspectives. The MYP provides students with the tools necessary for achieving strong academic results in both subjects. This action aligns with allowable use of funds since it contributes to accelerating pupil learning. a. IB MYP COORDINATOR FTE - Funds will be allocated to support the alignment and implementation of the IB middle years program through the hiring of a 0.4 FTE coordinator at each school. b. PROFESSIONAL DEVELOPMENT - Additional resources and staffing will be used for professional development conferences, teacher substitutes, and travel to ensure staff receive ongoing training in the IB curriculum. c. RESOURCES - Provide resources for class that support inquiry-based learning, such as STEM kits, and digital tools for research and collaboration. Metric 6.1 & 6.2: State Priority 4A: CPM and BVM - English Language Arts & Mathematics SBAC	$629,127.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	EVIDENCED BASED PUPIL SUPPORTS	6.3 MENTAL HEALTH AND COUNSELING SERVICES - Enhance students' emotional, psychological, and social well-being through comprehensive mental health support, timely access to services like counseling and speech therapy, and active involvement of Assistant Principals to a safe and supportive school environment. RATIONALE: The needs assessment substantiated findings from the 2024 Dashboard related to chronic absenteeism and suspension. The 2024 SUHSD CA Dashboard highlights high chronic absenteeism and suspension rates among specific student groups. Chronic absenteeism is notably high among Foster Youth (33.3%), Homeless (43%), and LTELs (25.6%), with other groups like African American (18.4%) and Pacific Islanders (20.6%) also impacted. Suspension rates are particularly high for Foster Youth (13.4%), Homeless (10.5%), and LTELs (9.3%). Providing counseling and intervention services will help students manage emotional challenges, build resilience, and develop coping strategies. By addressing mental health, students are more likely to attend school consistently, leading to improved attendance overall. a. COORDINATOR OF MENTAL HEALTH - The Coordinator of School Counseling and Mental Health Services will address barriers to learning by targeting the emotional, psychological, and social needs of students through evidence-based supports such as mental health services, trauma-informed care, school counseling, and social-emotional learning. b. PSYCHOLOGIST MENTAL HEALTH SUPPORT - Psychologists support mental health by assessing, diagnosing, and treating emotional challenges, offering therapy and interventions to help students cope with stress and improve social-emotional skills. c. ERMHS CLINICIANS - The ERMHS clinicians will provide individualized counseling, collaborate with teachers to create supportive plans, and help students develop coping and self-advocacy skills to overcome learning barriers. d. SPEECH THERAPISTS - Speech therapists will provide targeted interventions to improve speech, language, and literacy skills, using strategies like vocabulary development, fluency therapy, and multisensory learning. e. SMALL SCHOOL ASSISTANT PRINCIPALS (MVA, CVM, and SOM)- Promote students' social-emotional well-being through regular check-ins,	$1,212,575.00	No

Action #	Title	Description	Total Funds	Contributing
		SEL programs, creating a safe and inclusive environment, and collaborating with staff and families to address student needs. f. TUPE SITE COORDINATORS - The coordinators will be promoting tobacco-free environments and educating parents, students, and the community about the importance of staying tobacco-free. g. LCSSP PROGRAM- Provide assistance by supporting the implementation of evidence-based, non-punitive programs and practices that align with district goals. This assistance includes training, ongoing support, monitoring, and guidance to ensure effective execution of programs that promote positive student outcomes. h. SUPPLIES AND RESOURCES - Provide essential supplies and resources, including therapeutic materials, sensory tools, intervention curriculum, mental health screening tools, digital platforms for service delivery, and professional development for staff. I. PRINCIPAL ON SPECIAL ASSIGNMENT - Support the school sites in coordinating and managing student crises, safety, district events, and chronic absenteeism re-engagement. Metric: Priority 5B: Chronic Absenteeism & State Priority 6A: Suspension Rate		
6.4	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	6.4 Provide materials and supplies, software, study guides, books, engagement tools, and supplemental classroom supplies to help address learning gaps, support personalized learning, and ensure students have the resources needed for success during credit recovery, summer school, and after-school tutoring opportunities. RATIONALE: Needs assessment indicates that we need to increase ELA achievement "Distance from Met" for the following student groups: EL 82.3, FY 116.4, LTEL 113.1, American Indian 19, Homeless 81.6, Pacific Islander 31.9, and SWD 105.2. Increase CAASSP MATH achievement "Distance from Met" for the following student groups: American Indian 17.8, EL 134.8, FY 146.8, LTEL 166.8, Homeless 153.6, Pacific Islander 85.9, Socioeconomically Disadvantaged 103.6, and SWD 162.3. These materials and resources will allow educators to tailor instruction to meet each student's specific needs, whether they require remediation or enrichment. Research on supplementary materials used during tutoring	$1,694,611.00	No

Action #	Title	Description	Total Funds	Contributing
		suggests that they can significantly enhance the learning experience and outcomes for students, particularly when they are tailored to students' needs. These supplementary resources/materials will complement the standards-based instruction. This action aligns with the allowable use of funds as it directly supports targeted interventions, instructional support, or extended learning and addresses learning loss. This use of funds meets the criteria for promoting academic recovery and student success Metric 6.3 & 6.5: State Priority 4A: English Language Arts & Mathematics SBAC		
6.5	ACCELERTATING PROGRESS	6.5 - Provide tutoring, after-school program support, and programmatic adoption to accelerate student progress by addressing both academic needs and whole-child development in a targeted and coordinated manner. RATIONALE: Needs assessment indicates that we need to increase overall CAASSP ELA achievement "Distance from Met" for the following student groups: EL 82.3, FY 116.4, LTEL 113.1, American Indian 19, Homeless 81.6, Pacific Islander 31.9, and SWD 105.2. Need to increase overall CAASSP MATH achievement "Distance from Met" for the following student groups: American Indian 17.8, EL 134.8, FY 146.8, LTEL 166.8, Homeless 153.6, Pacific Islander 85.9, Socioeconomically Disadvantaged 103.6, and SWD 162.3. Providing tutoring, after-school support, and coordinated programs accelerates academic proficiency by offering personalized instruction, extended learning time, and support for social-emotional development. This targeted approach addresses learning gaps, reinforces grade-level standards, and fosters the conditions necessary for student engagement and academic success. It includes additional support for middle schools that are not meeting ASES after-school program attendance goals and are experiencing an overall decline in student enrollment. This action aligns with the allowable use of funds as it directly contributes to accelerating pupil learning. a. TUTORING - Providing additional support through one-on-one and small group tutoring on academic standards in Language Arts and Mathematics at school across the district. This tutoring will focus on student groups with	$65,064.00	No

Action #	Title	Description	Total Funds	Contributing
		the lowest performance level on the CA Dashboard Mathematics and Language Arts indicator. b. AFTERSCHOOL PROGRAMS SUPPORT MVA AND GJ - Support expanded learning programs at MVA and GJ by assisting in the planning, coordination, and implementation of extended day programs to ensure they are meeting their ASES ADA attendance goals. This will promote combining academic enrichment with recreational and social-emotional learning activities to reinforce classroom learning and strengthen core academic skills. c. PROGRAMMATIC ADOPTION (NCM, GJ, and MVA) - Teacher FTE of 0.4 will be provided to each school to support promotion of their school programs and initiatives. This will include promotion of after-school programs and supporting the alignment of after-school instruction with academic standards. Metric 6.3 & 6.5: State Priority 4A: English Language Arts & Mathematics SBAC		
6.6	CREDIT RECOVERY ALTERNATIVE EDUCATION	6.6 Increase access to high-quality, personalized instruction and academic support for credit-deficient students in alternative education settings through integrated counseling, project-based learning, and targeted English Learner (EL) services, with the objective of accelerating credit recovery and improving graduation outcomes. RATIONALE: The needs assessment indicates that Palomar High School has a low overall graduation rate of 46.1%, with key subgroups such as English Learners (44.3%), Hispanic students (48.8%), and Socioeconomically Disadvantaged students (46.2%) also performing poorly. These rates place the school in the Red performance level on the California Dashboard, indicating a critical need for targeted academic and support interventions to improve graduation outcomes. The action increases access to personalized instruction and academic support for credit-deficient students at Palomar High School by integrating counseling, project-based learning (PBL), and targeted English Learner (EL) services. This action addresses the specific needs of students, including those in key subgroups like English Learners, Hispanic, and socioeconomically disadvantaged students, all of whom are struggling with low graduation	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		rates. This action aligns with allowable use of funds since it provides access to instruction for credit-deficient students in the alternative education setting and contributes to increased graduation rates. a. ALTERNATIVE EDUCATION COUNSELOR - The Alternative Education Counselor will provide counseling services to students in alternative education programs, addressing their academic and social-emotional needs while supporting their progress toward credit completion and graduation (PH). b. BIG PICTURE LEARNING (BPL) - Provide support for a more personalized, student-driven learning, project-based learning, and mentoring relationships to support both academic growth and student well-being in a holistic way. c. ENGLISH LEARNER SUPPORT - Implement learning recovery programs and provide materials designed to accelerate academic proficiency and English language proficiency for ELD students at alternative schools. (Palomar High and Independent Studies) Metric 6.4 - State Priority 5E: Graduation Rate		
6.7	EXPANDED LEARNING VAPA, CTE	6.8 Enhance and support VAPA, CTE, and expanded learning opportunities by engaging students in creative, hands-on activities that foster critical thinking, collaboration, and communication. RATIONALE: The needs assessment and analysis of CHKS indicate a need to promote School Connectedness for students. 7th grade - 50% agree & strongly agree, 9th - 50% agree & strongly agree, 11th grade - 50% agree & strongly agree. The VAPA programs connect students to school through concrete activities like performing in school bands or theater productions, showcasing artwork, participating in dance troupes, and joining after-school clubs. These experiences promote teamwork, build confidence, and create a sense of belonging. These activities strengthen students' connection to the school community, aligning with the allowable use of funds to support expanded learning opportunities. a. TOSA & PROGRAM MANAGER - The VAPA Program Manager and TOSA will support district-wide efforts to expand learning opportunities by	$1,001,722.00	No

Action #	Title	Description	Total Funds	Contributing
		collaborating across departments to integrate arts education, offering diverse arts programming, and building partnerships with local organizations. b. VAPA Resources - Enhance STEAM and Arts learning by providing supplementary supplies that foster creativity, problem-solving, and interdisciplinary connections. STEAM resources like robotics kits, 3D printers, coding software, and lab equipment provide hands-on learning experiences in technology and engineering. c. CTE Program Manager - Coordinates career and technical education programs at the district and sites to ensure students are prepared for both postsecondary education and career opportunities. Metric 6.6 - Priority 6C: School Climate California Healthy Kids Survey		
6.8	INSTRUCTIONAL LEARNING TIME - SUBSTITUTE TEACHER DIFFERENTIAL	6.8 Provide competitive substitute teacher differentials to attract qualified substitutes during teacher absences for professional development and coaching. The high-quality substitute teachers will help increase or stabilize the amount of educational time by minimizing disruptions and maintaining continuity in learning when the regular teacher is absent. RATIONALE: There is a need to increase ELA achievement "Distance from Met" for the following student groups: EL 82.3, FY 116.4, LTEL 113.1, American Indian 19, Homeless 81.6, Pacific Islander 31.9, and SWD 105.2. Increase CAASSP MATH achievement "Distance from Met" for the following student groups: American Indian 17.8, EL 134.8, FY 146.8, LTEL 166.8, Homeless 153.6, Pacific Islander 85.9, Socioeconomically Disadvantaged 103.6, and SWD 162.3. Providing competitive substitute teacher differentials will attract qualified substitutes, directly impact instructional time in classes by ensuring that learning continues by successfully implementing the lesson plans, engaging students, and maintaining classroom routines. Research on high-quality instruction indicates that it is effective in promoting deep learning, engagement, and critical thinking, which directly translates to student success. This action step aligns with allowable use of funds in the area of increasing classroom instructional learning time. Metric - State Priority 4A: English Language Arts & Mathematics SBAC	$4,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.9	SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND PROFESSIONAL DEVELOPMENT	6.9a Provide supplementary instructional materials and professional development aimed at accelerating pupil academic proficiency and English language proficiency. This will include evidence-based resources such as adaptive digital tools, remediation resources, and project-based learning to address learning gaps, and offering targeted training for educators in strategies such as differentiated instruction and technology integration. RATIONALE: There is a need to increase ELA achievement "Distance from Met" for the following student groups: EL 82.3, FY 116.4, LTEL 113.1, American Indian 19, Homeless 81.6, Pacific Islander 31.9, and SWD 105.2. Increase CAASSP MATH achievement "Distance from Met" for the following student groups: American Indian 17.8, EL 134.8, FY 146.8, LTEL 166.8, Homeless 153.6, Pacific Islander 85.9, Socioeconomically Disadvantaged 103.6, and SWD 162.3. Supplementary instructional materials, such as adaptive tools and digital platforms, help close achievement gaps by offering personalized, standards-aligned content that addresses specific student needs, enabling practice, remediation, and enrichment. Effective professional development and coaching provide teachers with evidence-based strategies, like differentiated instruction and data-driven decision-making, improving their ability to support diverse learners. Research supports using acceleration strategies, targeted interventions, and high-quality materials to help students recover and accelerate, while ongoing professional development enhances teaching effectiveness and student outcomes. This action step aligns with allowable use of funds in the area of accelerating pupil academic and English language proficiency. Metric - State Priority 4A: English Language Arts & Mathematics SBAC	$19,818,780.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$64,470,820	$3,733,102

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
16.372%	5.117%	$20,364,015.26	21.489%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** LOWER STUDENT TO TEACHER RATIO FOR MASTERY **Need:** The 2022-23 CA Language Arts Dashboard performance indicates an overall 10.4 points below standard. The following District student groups had the performance level of Red in	Lowering class size is a need across the district to provide more individualized support in the classrooms for unduplicated students to attain mastery of the grade level standards. Lowering class size allows more opportunities for small group instruction, differentiated instruction to address and target diverse learning needs of unduplicated students in all Mathematics and English Language Arts classrooms across the district.	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC), State Priority 8: Others Outcomes, California Science Test (CAST)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Language Arts: English Learners, Foster Youth, and Students with Disabilities. The 2022-23 CA Mathematics Dashboard performance indicates an overall 77.3 points below standard. The following District student groups have the lowest performance level of Red in Mathematics: Students with Disabilities and Homeless. The percentage of students meeting standards on the California Science Test (CAST) was 25%. **Scope:** LEA-wide Schoolwide		
1.3	**Action:** ELD, AVID, BILINGUAL CLASS SIZE REDUCTION **Need:** The low EL reclassification rate of 9% indicates a need to support English Learners. In 2022-23, 51% of English Learners are performing at a Level 3 or 4 on the ELPAC. The 2022-23 CA Dashboard indicates a district performance level Medium 48.6% for student making progress in acquiring English. **Scope:** LEA-wide Schoolwide	Lowering class sizes by providing additional sections for ELD, AVID, and Bilingual programs directly addresses the needs of English Learners, by enabling differentiated instruction that supports academic language acquisition. This class size reduction allows teachers to implement more effective small-group instruction, particularly for English Learners, to meet designated and integrated ELD standards. This action ensures that all English Learners across the district have equitable access to tailored instruction that supports their language development and academic success.	State Priority 4F- Metric 1.11 (English Learner Reclassification Rate), State Priority 4E - Metric 1.10 (English Learner ELPAC Progress), Metric 1.5 (English Learner Progress)
1.4	**Action:**	Reducing caseloads district-wide allows counselors to devote more time and attention to supporting each student's goal towards college	State priority 4B - Metric 1.6 (College and Career Readiness A-G

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR PAH **Need:** The overall district graduation rate is 88.9%. There is a need to address the gap for the student groups district-wide. The largest gaps exist for the Foster Youth at 71.4%, Homeless at 72.2%, and Students with Disabilities 77.1%, English Learners 81.9%, and African American 82.2%. Palomar High School has the Red status on the California Dashboard with a graduation rate of 46.1%. There is also a need to increase the rate of seniors meeting A-G requirements to ensure College and Career readiness. Palomar High School has the Red status on the California Dashboard with a graduation rate of 46.1%. **Scope:** LEA-wide Schoolwide	and career readiness, and a more targeted support for the unduplicated students. The lower ratio allows the counselors across the district the opportunity to monitor student progress more effectively and to collaborate with all educational partners to identify students who need intervention and targeted support to successfully complete the graduation and A-G requirements.	Completion) & State Priority 5E - Metric 1.4 (Graduation)
1.5	**Action:** DISTRICT TEACHERS ON SPECIAL ASSIGNMENT **Need:** The 2022-23 CA Language Arts Dashboard performance indicates an overall 10.4 points below standard. The following District student groups had the performance level of Red in Language Arts: English Learners, Foster Youth, and Students with Disabilities.	The district-wide goal of PLC implementation and improving classroom instruction will be supported by the district curriculum TOSAs. The TOSAs support more equitable implementation of Professional Learning Communities, research-based assessment, and effective literacy instructional strategies across the district. In addition, they will provide access to district-developed Resource Toolkits and activities that promote language acquisition literacy across the curricular subjects. The district TOSAs will focus on schools with a higher percentage of	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC), State Priority 8 - Metric 1.18 (California Science Test (CAST)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2022-23 CA Mathematics Dashboard performance indicates an overall 77.3 points below standard. The following District student groups have the lowest performance level of Red in Mathematics: Students with Disabilities and Homeless. The percentage of students meeting standards on the California Science Test (CAST) was 25%. **Scope:** LEA-wide	unduplicated students who have low performance levels.	
1.7	**Action:** COLLEGE AND CAREER EDUCATION TEACHERS **Need:** There 2022-23 CTE Pathway completion rate was 15%. There is a need to close the gap between students enrolled 47% and students that are completing the pathway. **Scope:** LEA-wide Schoolwide	Implementing College and Career Pathways through coordinated Career Technical Education (CTE) ensures equitable access to high-quality education, preparing all students for college and career opportunities. The district CTE office oversees the development of comprehensive plans across all high schools, providing hands-on learning experiences like internships and apprenticeships. This district-wide coordination ensures consistency, equity, and proper resource allocation, while allowing each school to tailor CTE pathways to meet the unique needs of unduplicated students.	State Priority 4C - Metric 1.13 (Career Technical Education Enrollment or Completion Rate)
1.8	**Action:** EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS **Need:** Results of Surveys for both Parents and Students indicate a need for extended learning opportunities for students (see Engaging Education Partner section). In addition, the	Providing opportunities for extended learning by having the Library Media Centers remain open before school, and after school, evening hours will provide students with access to resources that promote literacy and digital citizenship. District-wide implementation ensures that all schools have access to resources and extended learning opportunities and will help address disparities and	State Priority 4A - Metric 1.1 (English Language Arts SBAC)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance of unduplicated student groups on statewide and local measures in English Language Arts is in need of improvement (see addendum). **Scope:** LEA-wide Schoolwide	ensure that all students have an equal chance to succeed.	
1.9	**Action:** AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS **Need:** There is a significant graduation rate gap among various student groups, with the district's overall graduation rate at 88.9%, and lower rates for Foster Youth (71.4%), Homeless students (72.2%), Students with Disabilities (77.1%), English Learners (81.9%), and African American students (82.2%). Additionally, the percentage of graduating seniors meeting A-G requirements declined from 54% in 2020-21 to 51% in 2022-23. Early Assessment Program results for 2023 show that only 23% of students exceeded the standard in English Language Arts and 7% in Math, indicating a need for further improvements in college readiness. **Scope:** LEA-wide Schoolwide	The AVID program addresses the needs of unduplicated students by providing academic, organizational, and social-emotional support, helping to close the achievement gap. The AVID TOSA ensures alignment across all school sites by offering professional development, coaching, and instructional resources to AVID/AVID Excel teachers, fostering a college/career readiness culture. Additionally, Hey Tutor provides individualized academic tutoring in core classes district-wide, ensuring that all students have the support they need to succeed.	State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion) & State Priority 5E - Metric 1.4 (Graduation), State Priority 4H - Metric 1.15 (Early Assessment Program)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	**Action:** ASSISTANT PRINCIPALS **Need:** The 2022-23 CA Dashboard indicates that the overall district suspension rate increased by 0.6% to 6.2%. The Students with Disabilities, Homeless, and English Learners have the lowest performance level of Red. In addition, seven of the middle schools have the lowest performance level of Red. **Scope:** LEA-wide Schoolwide	The Assistant Principals will support implementation of a Multi-Tiered System of Support (MTSS) approach that provides comprehensive interventions at both district-wide and school-wide levels. Addressing suspension rates through a district-wide and school-wide MTSS approach will promote a more inclusive and supportive learning environment. Addressing the high suspension rates among Students with Disabilities, Homeless, and English Learners is crucial for creating an inclusive and supportive learning environment district-wide.	State Priority 6A - Metric 1.3 (Suspension Rate)
1.11	**Action:** DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT **Need:** The percentage of graduating seniors meeting A-G requirements has declined from 54% in 2020-21 to 51% in 2022-23, indicating a need for increased support to ensure college and career readiness. Survey results from both parents and students highlight a need for additional College and Career guidance. The district's overall graduation rate is 88.9%, but significant gaps exist for certain student groups, including Foster Youth (71.4%), Homeless students (72.2%), Students with Disabilities (77.1%), English Learners (81.9%), and African American students (82.2%). Palomar High School has a Red status on the	The district COSA provides essential support to counselors at both district and school levels, ensuring they have the resources to help students, especially unduplicated groups, meet their college and career goals. By overseeing the Compact for Success program and supporting counselors in keeping students on track for graduation, this district-wide initiative ensures equitable resources and guidance across all schools, promoting college and career readiness for all students.	State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion) & State Priority 5E - Metric 1.4 (Graduation)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	California Dashboard, with a graduation rate of 46.1% for all student groups. **Scope:**		
1.12	**Action:** SUPPLEMENTAL INSTRUCTIONAL MATERIALS **Need:** The 2022-23 CA Language Arts Dashboard performance indicates an overall 10.4 points below standard. The following District student groups had the performance level of Red in Language Arts: English Learners, Foster Youth, and Students with Disabilities. The 2022-23 CA Mathematics Dashboard performance indicates an overall 77.3 points below standard. The following District student groups have the lowest performance level of Red in Mathematics: Students with Disabilities and Homeless. (See addendum) **Scope:** LEA-wide Schoolwide	Providing standards instructional materials and online access to the materials and supplementary resources/activities ensures equity across by providing standards-based curriculum and resources. This will ensure equity in access to instructional materials and resources while also addressing the specific needs of unduplicated students to support their academic success.	State Priority 1B - Metric 1.8 (Materials Sufficiency and Standards Aligned Instructional Materials), State Priority 2A - Metric 1.9 (Implementation of Academic Content and State Standards adopted by state board)
1.13	**Action:** SITE INTERVENTION FUNDS **Need:** Student achievement in Language Arts and Mathematics needs improvement. The 2022-23 CA Language Arts Dashboard shows performance is 10.4 points below standard,	This action addresses the needs of students by providing targeted intervention funds to each school, ensuring equitable access to site-based interventions like tutoring, credit recovery, and summer school. The funds are allocated based on each school's needs assessment, as outlined in their Single Plan for Student Achievement, allowing for tailored support that reflects local	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC), State Priority 4E - Metric 1.5 (English Learner Progress)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	with English Learners, Foster Youth, and Students with Disabilities performing at the Red level. In Mathematics, the district's performance is 77.3 points below standard, with Students with Disabilities and Homeless students having the lowest performance level of Red. Additionally, the 2022-23 EL English Learner Progress indicator shows that only 48.6% of English Learners are making progress toward English Language Proficiency, highlighting the need for further support. **Scope:** LEA-wide Schoolwide	priorities. Expenditures may include teacher FTEs, extra duty pay for teachers, and resources such as software and materials, all aimed at addressing the specific intervention needs of students at each site.	
1.14	**Action:** SUMMER SCHOOL **Need:** The percentage of graduating seniors meeting A-G requirements has declined from 54% in 2020-21 to 51% in 2022-23, indicating a need for increased support to ensure college and career readiness. Survey results from both parents and students highlight a need for additional College and Career guidance. The district's overall graduation rate is 88.9%, but significant gaps exist for certain student groups, including Foster Youth (71.4%), Homeless students (72.2%), Students with Disabilities (77.1%), English Learners (81.9%), and African American students (82.2%).	This action addresses the high D and F rates across the district by providing targeted credit recovery opportunities to help students meet graduation and A-G requirements. Summer school is offered at multiple school sites, where students are assigned to attend core and elective courses, earning up to two credits. The district's curriculum department oversees the summer school program, ensuring consistency, equity, and alignment with district goals through the coordination of master schedules, staffing, curriculum, and programming hours.	State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion) & State Priority 5E - Metric 1.4 (Graduation)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.15	**Action:** SITE LEVEL PROFESSIONAL DEVELOPMENT **Need:** The 2022-23 CA Language Arts Dashboard shows performance is 10.4 points below standard, with English Learners, Foster Youth, and Students with Disabilities performing at the Red level. In Mathematics, the district's performance is 77.3 points below standard, with Students with Disabilities and Homeless students showing the lowest performance level. Additionally, CHKS data indicates that less than 25% of students feel they have meaningful participation in classroom activities, suggesting a need for more engaging instruction. The 2022-23 EL English Learner Progress indicator also shows that only 48.6% of English Learners are making progress toward English Language Proficiency, signaling the need for further support. **Scope:** LEA-wide Schoolwide	By providing district-wide support for site-based PLCs through targeted professional development, the district promotes consistency and alignment in instructional and assessment practices across all schools, ultimately leading to improved student learning and achievement district-wide. The site-level professional development will be based on each school's needs on the PLC continuous improvement process.	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC), State Priority 4E - Metric 1.5 (English Learner Progress)
1.16	**Action:** RESEARCH AND EVALUATION STAFF **Need:**	The R&E department provides data visualizations on student performance through the district's online assessment system and "Data Insights" dashboard. In collaboration with Assessment and	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2022-23 CA Language Arts Dashboard shows performance 10.4 points below standard, and the Mathematics Dashboard shows performance 77.3 points below standard. The district's overall graduation rate is 88.9%, but significant gaps exist for various student groups. Additionally, there is a need to increase the percentage of seniors meeting A-G requirements to ensure better college and career readiness, as the rate has declined from 54% in 2020-21 to 51% in 2022-23. **Scope:** LEA-wide	Curriculum TOSAs, they work with course-like teams to develop and share assessments across content areas. These platforms help PLCs use data to inform instruction and interventions for unduplicated student groups. The alignment of district assessments ensures consistency in measuring and reporting outcomes, promoting educational equity and targeted support across the district.	State Priority 4B - Metric 1.6 (College and Career Readiness A-G Completion), State Priority 5E - Metric 1.4 (Graduation Rate)
1.17	**Action:** COLLEGE AND CAREER READINESS ACTIVITIES **Need:** The rate of senior meeting A-G requirements has shown a decline from 54% in 2020-21 to 51% in 2022-23. **Scope:** LEA-wide	College & Career Readiness activities will help underrepresented students by providing ongoing support through workshops, mentorship, and personalized guidance, ensuring they are prepared for college and career opportunities. This will ensure that all students, including EL, Foster Youth, and Low Income, have access to the same outreach, resources, presentations, and workshops. This action step supports the district's Compact for Success initiative with SDSU.	State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion)
1.18	**Action:** OFFICE OF STATE AND FEDERAL PROGRAMS **Need:** Improvement is needed in student Achievement in Language Arts and Mathematics. The 2022-23 CA Language Arts	This action addresses the needs of unduplicated students by providing essential district-wide support for schools in areas like SPSA planning, needs assessments, and parent engagement efforts. State and Federal staff assist school sites through trainings, workshops, coaching sessions, and site visits, which are critical for data analysis, root cause analysis, and effective planning. The	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC), State Priority 4B - Metric 1.6 (College and Career Readiness A-G Completion), State Priority

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard performance indicates an overall 10.4 points below standard. The 2022-23 CA Mathematics Dashboard performance indicates an overall 77.3 points below standard. The overall district graduation rate is 88.9%, with gaps existing for various student groups. The percentage of graduating seniors meeting A-G requirements has shown a decline from 54% in 2020-21 to 51% in 2022-23. **Scope:** LEA-wide	district-wide approach ensures that schools receive consistent, tailored support to address the needs of the student groups across the district.	5E - Metric 1.4 (Graduation Rate)
1.19	**Action:** COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT/LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION **Need:** The overall district graduation rate is 88.9%, with gaps existing for various student groups. There is a need to address the gap for the student groups district-wide. The largest gaps exist for the Foster Youth at 71.4%, Homeless at 72.2%, Students with Disabilities at 77.1%, English Learners at 81.9%, and African American at 82.2%. The percentage of graduating seniors meeting A-G requirements has shown a decline from 54% in 2020-21 to 51% in 2022-23. **Scope:**	The Acceleration Coach addresses the needs of unduplicated students by providing targeted support to students who are off-track for graduation or A-G eligibility, with a specific focus on those at risk of not graduating. By offering coordinated support at each high school, the district-wide approach ensures all students have equitable access to these resources, fostering greater opportunities for success and promoting educational equity across the district.	State Priority 4A - Metric 1.1 (English Language Arts) & Metric 1.2 (Mathematics SBAC), State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion), State Priority 5E - Metric 1.4 (Graduation Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.20	**Action:** INTERNATIONAL BACCALAUREATE COORDINATORS **Need:** Support for the International Baccalaureate Program specialized program is needed for CPH and BVH to ensure that the program is promoted to all students. Parent advisory feedback indicates the additional need to promote IB programs (see Engaging Education Partner section). **Scope:** Schoolwide	Ensure that students at the IB and Pre-IB schools are supported in their successful graduation of the IB program with the attainment of the full IB diploma. This action step promotes the recruitment of students and promotion for the program at the school sites that have the IB program.	State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion)
1.21	**Action:** FOREIGN LANGUAGE AND GLOBAL STUDIES (FLAGS) COORDINATOR **Need:** Support for FLAGs specialized program is needed for CPH and BVH to ensure that program is promoted to all students. **Scope:** Schoolwide	This action step is needed to promote the FLAGS program and recruit students from the entire school population to include unduplicated students.	State priority 4B - Metric 1.6 (College and Career Readiness A-G Completion)
1.22	**Action:** SUPPLEMENTAL LIBRARY SUPPLIES **Need:**	This action step is needed to address the need for supplementary literacy resources at all school sites across the district. The resources are available to unduplicated students during before-	State Priority 4A - Metric 1.1 (English Language Arts SBAC) & State

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Improvement is needed in student Achievement in Language Arts and Mathematics. The 2022-23 CA Language Arts Dashboard performance indicates an overall 10.4 points below standard. The following District student groups had the performance level of Red in Language Arts: English Learners, Foster Youth, and Students with Disabilities. The 2022-23 EL English Learner Progress indicator shows that 48.6% of ELs/ making progress towards English Language Proficiency, which indicates a need for additional support. **Scope:** LEA-wide Schoolwide	school and after-school tutoring to ensure that unduplicated students have equitable access to resources across the district.	Priority 4E - Metric 1.5 (English Learner Progress)
1.23	**Action:** STEAM PROGRAM **Need:** The 2022-23 CTE Pathway completion rate was 15%. There is a need to close the gap between students enrolled at 47% and students who are completing the pathway. The LCAP survey results from parents, Students, and Staff indicate that the focus on College and Career Readiness activities is an area of need (see Engaging Education Partner section). **Scope:**	The STEAM Coordinator coordinates district activities like Robotic Competitions, Solar Sprint, and Drone Racing that can offer valuable hands-on learning experiences that engage students in various STEM fields. Offering these activities before school, after school, during the summer, and even on Saturdays ensures accessibility for all students, including unduplicated students, and promotes continued learning outside of traditional classroom hours.	State Priority 4C - Metric 1.13 (Career Technical Education Enrollment or Completion Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.24	**Action:** ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY **Need:** The Advanced Placement pass rate has seen a decrease since 2019-20. The AP pass rate declined from 61% in 2019-20 to 49% in 2020-21. Though there was an increase to 58% in 2022-23, the pass rates have not reached the pre-pandemic level of 61%. **Scope:** Schoolwide	The fee subsidies are needed district-wide in order to ensure that all students enrolled in AP and IB courses are able to take the AP and IB exams. These subsidies will assist by removing financial barriers that may otherwise prevent students from participating in these rigorous academic programs and taking the associated exams.	State Priority 4G - Metric 1.12 (Advanced Placement Pass Rate)
1.25	**Action:** PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) **Need:** Need to increase the percentage of pupils who participate in, and demonstrate college preparedness on the Early Assessment Program, or any subsequent assessment of college preparedness, such as the PSAT. In 2023, in English Language Arts 23% and in Mathematics, 7% exceeded the Standard and were College Ready. **Scope:**	Providing the PSAT to all 11th graders district-wide is essential for preparing students for the SAT in their senior year. It offers valuable insights into students' academic readiness and potential SAT performance. The PSAT also provides disaggregated data that helps schools target interventions and support for unduplicated students, promoting their post-secondary success. Additionally, administering the PSAT to all juniors ensures equitable implementation of the district's Compact for Success initiatives across all high schools	State Priority 4H - Metric 1.15 (Pupil Achievement)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.26	**Action:** SUPPLEMENTAL LIBRARY BOOKS **Need:** Improvement is needed in student Achievement in Language Arts and Mathematics. The 2022-23 CA Language Arts Dashboard performance indicates an overall 10.4 points below standard. The following District student groups had the performance level of Red in Language Arts: English Learners, Foster Youth, and Students with Disabilities. The 2022-23 EL English Learner Progress indicator shows that 48.6% of ELs/ making progress towards English Language Proficiency, which indicates a need for additional support. **Scope:** LEA-wide Schoolwide	Supplementary books are needed to promote literacy across the district and support implementation of grade-level standards. Providing supplementary books that reflect students' diverse backgrounds and interests will promote a more inclusive and enriching literacy environment that supports the achievement of grade-level standards for all students.	State Priority 4A - Metric 1.1 (English Language Arts SBAC) & State Priority 4E - Metric 1.5 (English Learner Progress)Metric State Priority 2B - Metric 1.14 (Implementation of Standards)
1.27	**Action:** PROFESSIONAL DEVELOPMENT SUBSTITUTES **Need:** The low EL reclassification rate of 9% indicates a need to support English Learners. In 2022-23, 51% of English Learners are performing at a Level 3 or 4 on the ELPAC. The 2022-23 CA Dashboard indicates a district	The district ELD TOSA will coordinate and support the trainings for school sites across the district. By providing targeted professional development opportunities, the district can empower teachers to effectively support the needs of LTEL and STEL students through designated and integrated ELD instruction, ultimately promoting academic achievement and linguistic proficiency for all students. White this is an LEA strategy, it is	State Priority 4F- Metric 1.11 (English Learner Reclassification Rate), State Priority 4E - Metric 1.10 (English Learner ELPAC Progress), Metric 1.5 (English Learner Progress)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance level of Medium, 48.6% for students making progress in acquiring English. **Scope:** LEA-wide	targeted to support quality instruction to support the EL population.	
1.28	**Action:** SCHOOL Of PERFORMING ARTS COORDINATOR **Need:** The identified need is to support school-to-career activities at CVH and CVM by providing additional support to their School of Performing Arts Specialized program. Support and promotion of the program will support College and Career Readiness at the high school. **Scope:** Schoolwide	The SCPA program is available to all students at Chula Vista High and Chula Vista Middle School to the rigorous arts education program and additional support is needed for the program to ensure that students are successfully completing the program. The program offers professional arts training with the benefits of rigorous academic college prep courses. The support for the program is essential so the schools can do outreach and promotion within the entire school community.	State Priority 4 - Metric 1.17 (UC/CSU Requirements and CTE Path Completion)
1.29	**Action:** PROFESSIONAL DEVELOPMENT **Need:** LCAP Survey results of educational partners indicate that professional development is needed for teachers on instructional practices that promote student engagement (see Educational Partner Feedback). **Scope:**	Training is needed for all teachers and PLC's across the district to ensure curriculum alignment and effective classroom instruction. Implementing district-wide training for teachers and PLCs (Professional Learning Communities) is crucial for ensuring curriculum alignment and effective classroom instruction.	State Priority 2A - Metric 1.9 (Implementation of Academic Content and State Standards adopted by state board)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.30	**Action:** INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT **Need:** LCAP Survey results of educational partners indicate that professional development is needed for teachers on instructional practices that promote student engagement (see Educational Partner Feedback). **Scope:** LEA-wide	Support of Site leadership team meetings at the district level is essential to promote the district vision and mission to support the academic achievement of students. By providing robust support for site leadership team meetings at the district level, all schools are aligned in their efforts to support the district's vision and mission, ultimately leading to improved academic achievement for all students. While this is an LEA strategy, it is targeted to support quality instruction to support the EL population.	State Priority 2A - Metric 1.9 (Implementation of Academic Content and State Standards adopted by state board)
1.31	**Action:** HIGH QUALITY SUBSTITUTES **Need:** Hiring and retaining quality substitute teachers is essential for maintaining high-quality standards based instruction when regular teachers are unavailable. **Scope:**	This will ensure continuity of Instruction by providing access to high-quality instruction consistently when teachers are absent. The differential for substitutes can support attracting and maintaining more experienced and qualified substitutes to support unduplicated students receiving instruction and individualized classroom support that is as close as possible to what they would get from their regular teachers. This will also contribute to minimizing disruptions by reducing turnover and the frequency of less experienced substitutes that could negatively affect the students' learning experiences and outcomes. This aligns with the overarching goals of LCAP by ensuring that unduplicated students receive stable, high-quality instruction even during times when their regular teachers are absent. This support helps mitigate the impact of teacher absenteeism	State Priority 2A - Metric 1.9 (Implementation of Academic Content and State Standards adopted by state board)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		on the educational experience and progress of unduplicated students.	
1.32	**Action:** GRADUATION LIASION **Need:** The overall district graduation rate is 88.9%, with gaps existing for various student groups. There is a need to address the gap for the student groups district-wide. The largest gaps exist for the Foster Youth at 71.4%, Homeless at 72.2%, and Student with Disabilities 77.1%, English Learners at 81.9%, and African American at 82.2%. One School, Palomar High School, has the Red status on the California Dashboard for all student groups with a graduation rate of 46.1 **Scope:** LEA-wide	This position is essential district-wide to provide guidance to non-grad students and serve as a liaison to ensure appropriate adult school placement and monitoring. The graduation liaison will provide guidance to non-graduating students and serve as a liaison for appropriate adult school placement and post-secondary options for seniors not on track for graduation to ensure academic and career pathways for unduplicated students. They will work with each non-graduating senior to develop a personalized plan for post-secondary success, taking into account their interests, strengths, and goals.	State Priority 5E - Metric 1.4 (Graduation Rate)
2.2	**Action:** STUDENT RE-ENGAGMENT AND OUTREACH **Need:** The 2023 CA Dashboard indicates the Chronic Absenteeism rate of 22.3% for all students. The African American student group's Chronic Absenteeism is at the lowest performance level of "Red" districtwide. The 2022-23 CORE SEL survey 54% of our students stated they were connected to school. The 2023 CHKS responses indicate that 50% of 7th, 9th, and	The seventeen schools that provide after-school programming will be supported by LCAP to provide additional time for a coordinator for outreach and promotion of the programming. The after-school programming provides opportunities for academic enrichment, skill-building, and social-emotional development in a supportive and engaging environment with the goal of improving school connectedness and closing the achievement gap for unduplicated students.	Priority 5A Student Engagement: Metric 2.1 (Attendance Rates) & Priority 6C School Climate: Metric (CORE SEL Survey), School Connectedness (California Healthy Kids Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	11th graders agree & strongly agree that they feel "School Connectedness. **Scope:** LEA-wide Schoolwide		
2.3	**Action:** CULTURE OF EQUITY AND INCLUSION **Need:** The 2023 CA Dashboard indicates the Chronic Absenteeism rate of 22.3% for all students. The African American Chronic Absenteeism is at the lowest performance level of "Red" districtwide. In addition, two middle schools have a Chronic Absenteeism level of Red for all student groups, and five middle schools have the lowest performance levels for other student groups. The 2023 CA Dashboard suspension rate shows an overall level of 6.2% for all students, with an increase of 0.6% from the previous year. The English Learner, Students with Disabilities, and Homeless student groups are at the lowest performance level of Red. (see addendum). **Scope:** LEA-wide Schoolwide	Assistant Principals (MS), Campus Assistants, Athletic Directors, and Attendance Coordinators will receive support and technical assistance from Student Services Program Managers and staff to effectively implement Multi-Tiered System of Support (MTSS). School sites and district staff will collaborate with counselors and mental health professionals to address social-emotional needs, work with community organizations for wraparound services, and continuously assess equity initiatives.	Priority 5B Student Engagement: Metric 2.2 (Chronic Absenteeism) & Priority 6A School Climate: Metric 2.5 (Suspension Rates)
2.4	**Action:** SCHOOL SAFETY **Need:**	Providing a safe learning environment is a priority for the district and school sites. The SROs will provide support to school sites across the district in the following ways: Increase presence and	Priority 6C School Climate: Metric 2.4 (California Healthy Kids Survey) &

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 CA Dashboard suspension rate shows an overall level of 6.2% for all students, with an increase of 0.6% from the previous year. The English Learner, Students with Disabilities, and Homeless student groups are at the lowest performance level of Red. The CA Healthy Kids Survey indicates that 47% of 7th graders, 50% of 9th graders, and 50% of 1th graders agree & strongly agree that they feel safe at school. **Scope:** LEA-wide	visibility during high traffic times, foster collaborative partnerships with administrators, teachers, and parents to address safety concerns, safety training and education on emergency preparedness, threat assessment, conflict resolution, and crisis response.	Priority 6A: Metric 2.5 (Suspension Rates)
2.5	**Action:** STUDENT ENGAGEMENT AND INCLUSION **Need:** School Connectedness is an area of need for all schools across the district. The California Healthy Kids indicates that 24% of 7th graders, 21% of 9th graders, and 24% of 11th graders feel they have meaningful participation in school. The 2023 CA Dashboard suspension rate shows an overall level of 6.2% for all students, with an increase of 0.6% from the previous year. The English Learner, Students with Disabilities, and Homeless student groups are at the lowest performance level of Red. (see addendum) **Scope:** LEA-wide Schoolwide	The ASB Middle School and High School advisors foster a positive school culture by engaging all students, including unduplicated students, across the district. The Student Services Program Manager and Assistant Principal on Special Assignment support this work by providing crisis intervention, developing re-engagement plans, and leading the implementation of the MTSS program to address diverse student needs. They also train staff, offer resources, and use data to guide and monitor the effectiveness of interventions, ensuring equity for unduplicated students.	Priority 6C School Climate: Metric 2.4 (Core SEL Survey), Metric 2.7 (Healthy Kids Survey Students), State Priority 6A: Metric 2.5 (Suspension Rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT **Need:** The 2022-23 California Healthy Kids student survey responses indicate a need to address the social-emotional needs of students. 27% of 7th graders, 30% of 9th graders, and 37% of 11th graders have agreed that they have experienced social emotional distress. **Scope:** LEA-wide Schoolwide	This action step is needed to ensure that students at all school sites have access to supports to address their well-being. Psychologists at the school site are needed to continue to provide physical and mental health support to ensure the social-emotional well-being of all students, with a targeted focus on the identified schools and student groups. These actions are being provided at all schools across the district in order to support any student who needs services, as well as to improve campus and classroom culture and climate across the district.	Priority 6C School Climate: Metric 2.7 (California Healthy Kids Survey)
2.7	**Action:** PHYSICAL HEALTH AND WELLBEING **Need:** The 2022-23 California Healthy Kids student survey responses indicate a need to address the social-emotional needs of students. 27% of 7th graders, 30% of 9th graders, and 37% of 11th graders have agreed that they have experienced social emotional distress. **Scope:** LEA-wide Schoolwide	These action steps are needed to ensure that students at all school sites have a nurse on site to support the well-being of students. In addition to physical health, the nurses also support the social-emotional well-being of all students to ensure a comprehensive approach that considers mental and emotional aspects for all students, with a specific focus on providing individualized support to the unduplicated students facing additional physical and emotional challenges.	Priority 6C School Climate: Metric 2.7(California Healthy Kids Survey)
2.8	**Action:** MULTI TIERED SYSTEMS OF SUPPORT (MTSS)	The district-wide implementation of MTSS will help reduce suspension rates by providing coordinated, school-specific support to create positive learning environments. With dedicated MTSS Teachers at	Priority 6A: Metric 2.5 (Suspension Rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 CA Dashboard suspension rate shows an overall level of 6.2% for all students, with an increase of 0.6% from the previous year. The English Learner, Students with Disabilities, and Homeless student groups are at the lowest performance level of Red. (see addendum) **Scope:**	each middle school and guidance from Student Services, schools can address student needs more effectively, use shared resources, and implement systemic changes that promote equity and reduce the need for disciplinary actions.	
2.9	**Action:** CLEAN AND SAFE PHYSICAL ENVIRONMENTS **Need:** Keeping clean and safe physical environments is an area of need. California Healthy Kids Survey results show that about 30% of students agree and strongly agree that the facilities are kept up. In addition, LCAP survey results of educational partners indicate a need for campus updates and maintenance by Investing in infrastructure updates and regular maintenance can contribute to a safer and more welcoming environment (See Engaging Educational Partner section). **Scope:** Schoolwide	The additional custodial support before and after school ensures that students have a conducive environment for learning and other activities. Having custodial staff present during these times helps create a welcoming atmosphere and ensures that any potential safety hazards or cleanliness issues are promptly addressed.	Priority 6C School Climate: Metric 2.4(Core SEL Survey) & Metric 2.7 (California Healthy Kids Survey Facilities upkeep)
2.10	**Action:** STUDENT MENTAL HEALTH SUPPORT **Need:**	Centralizing mental health staff at the district office ensures consistent support across all schools, providing accessible resources and expertise where needed. Collaboration with community-	Priority 6C School Climate: Metric 2.7(California Healthy Kids Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2022-23 California Healthy Kids student survey responses indicate a need to address the social-emotional needs of students. 27% of 7th graders, 30% of 9th graders, and 37% of 11th graders have agreed that they have experienced social emotional distress. **Scope:**	based organizations expands the scope of support, enhancing services for students and families. This coordinated approach addresses diverse student needs and promotes a supportive environment for overall well-being.	Social Emotional Wellbeing)
2.11	**Action:** CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT **Need:** The CA Healthy Kids Survey indicates that 47% of 7th graders, 50% of 9th graders, and 50% of 1th graders agree & strongly agree that they feel safe at school. The student survey responses from the Core SEL survey and California Healthy Kids Survey indicate a need to ensure that students feel safe on campuses across the district. **Scope:** LEA-wide	This action step ensures consistent training across the district for all staff, focusing on responding to students in crisis, addressing social-emotional needs, and resolving conflicts like bullying. MTSS training will help meet the diverse needs of all students, including underrepresented groups, ensuring they receive the support necessary to thrive academically, socially, and emotionally	Priority 6C School Climate: Metric 2.7 (California Healthy Kids Survey Social Emotional Wellbeing)
2.12	**Action:** HOMELESS/FOSTER RESOURCES AND OUTREACH **Need:** The District-wide CA Dashboard performance for Homeless and Foster youth is at the lowest performance level of Red for English Learner Progress, English Language Arts, and	Providing district-wide support for foster youth and McKinney-Vento students is crucial to addressing their unique challenges, such as instability, trauma, and limited access to resources, which can impact academic success. By coordinating academic, social-emotional, and community support, the district ensures these students have the necessary systems in place to overcome	Priority 6C School Climate: Metric 2.7 (California Healthy Kids Survey Students Social Emotional Wellbeing)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension rates. Suspension rates are also high for Homeless students at various High schools and Middle Schools district-wide (see addendum). **Scope:** LEA-wide Schoolwide	obstacles and thrive, promoting equity and inclusivity across all schools.	
2.13	**Action:** FACILITIES IMPROVEMENT/SAFETY & SECURITY **Need:** The CA Healthy Kids Survey indicates that 47% of 7th graders, 50% of 9th graders, and 50% of 1th graders agree & strongly agree that they feel safe at school. The student survey responses from the Core SEL survey and the California Healthy Kids survey indicate a need to ensure that students feel safe on campuses across the district. In addition, the feedback from LCAP Surveys and Site Student Empathy interviews indicates a need for improved Safety. **Scope:** LEA-wide	The district-wide implementation of security cameras addresses the needs of unduplicated pupils by ensuring a consistent and effective safety infrastructure across all schools. This uniform approach provides enhanced security for all students, including those from underserved groups, by allowing for swift responses to safety threats and ensuring a safe learning environment for everyone.	Priority 6C School Climate: Metric 2.4 (CORE SEL Survey) & Priority 6C School Connectedness: Metric 2.7 (California Healthy Kids Survey)
2.14	**Action:** SCHOOL CONNECTEDNESS **Need:** The 2023 CA Dashboard indicates the Chronic Absenteeism rate of 22.3% for all students.	Allocating flexible staffing positions like Attendance Coordinators, MTSS Coordinators, Acceleration Coaches, CARPE Coordinators, and Middle School ASB Coordinators district-wide helps create a positive school environment and meets the diverse needs of students. Schools will	Priority 5A Student Engagement: Metric 2.1 (Attendance Rates) & Priority 5B Student Engagement: Metric 2.2 (Chronic Absenteeism) &

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The African American Chronic Absenteeism is at the lowest performance level of "Red" districtwide. In addition, two middle schools have a Chronic Absenteeism level of Red for all student groups, and five middle schools have the lowest performance levels for other student groups. The 2023 CA Dashboard suspension rate shows an overall level of 6.2% for all students, with an increase of 0.6% from the previous year. The English Learner, Students with Disabilities, and Homeless student groups are at the lowest performance level of Red. (see addendum). **Scope:** LEA-wide Schoolwide	select positions based on their specific needs assessments, focusing on improving attendance, academic performance, social-emotional well-being, and overall engagement.	Priority 6A School Climate: Metric 2.5 (Suspension Rates)
3.2	**Action:** PARENT EDUCATION & RESOURCE ACCESS **Need:** The 2023-24 California School Parent Surveys results indicate a need to promote parent involvement, seek parent input, and communicate with parents regarding schools. **Scope:** LEA-wide Schoolwide	Feedback from sites and parents indicates a district-wide need for increased parent participation at site-level meetings and training. TOSAs and Counselors collaborate with parent groups to provide essential information, support, and programs that meet the individual needs of students. Community Relations Facilitators (CRFs) at school sites support student success by engaging parents and enhancing their capacity to address language and social-emotional needs. The district's Parent Education program focuses on developing relevant topics and establishing college-level courses for parents, aiming to increase participation through improved communication strategies.	State Priority 3A Parent Involvement and Family Engagement: Metric 3.3 (LCAP Parent Surveys)
3.3	**Action:**	District-wide strategies for comprehensive feedback and engagement ensure inclusivity and	State Priority 3A Parent Involvement and Family

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	COMMUNICATION, OUTREACH, FEEDBACK **Need:** Data collected on Parent Communication via Social Media Platforms at the district and school side shows an increase from 2021-22. However, feedback from the LCAP survey of Educational Partners shows a need for improved communication with parents by enhancing school websites and social media presence. **Scope:** LEA-wide Schoolwide	transparency by collecting input from all stakeholders, including unduplicated student groups like English Learners and Foster Youth. Annual surveys and alternative meeting formats, such as video streaming, increase participation while minimizing costs. The Parent Engagement TOSA and District Community Relations Facilitator coordinate efforts to enhance parent involvement and communication, focusing specifically on supporting at-risk students and families.	Engagement: Metric 3.3 (LCAP Parent Surveys)
3.4	**Action:** SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH **Need:** Data collected on Parent Communication via Social Media Platforms at the district and school side shows an increase from 2021-22. However, feedback from the LCAP survey of Educational Partners shows a need for improved communication with parents by enhancing school websites and social media presence. **Scope:** LEA-wide	To ensure greater digital access to district and school site information, it's essential to maintain the website and social media presence district-wide. Communication methods will be diverse and tailored to the needs of different families, determined through surveys. The district will invest in upgrading websites to enhance virtual access to resources and ensure they're user-friendly. Regular updates will be made to both school and district websites with guidance from district and site-level web masters. The use and access of various communication platforms will be monitored regularly.	State Priority 3B&3C Parent Involvement and Family Engagement: Metric 3.4 (Parent Communication)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.2	**Action:** SUPPLEMENTAL PROGRAMS **Need:** The California Healthy Kids survey results indicate a need for facility improvements. 30% of 7th graders, 26% of 9th graders, and 25% of 11th graders agree and strongly agree that Facilities are maintained. **Scope:** LEA-wide	The assessment and alignment of district systems will improve the educational experience for all students. The district continues to improve business processes and services within and between departments to ensure seamless support to sites. The Facilities and Maintenance Department will continue to implement the Facilitron work order system to enhance efficiency. Integration of Finance and Human Resources through the INFOR system for fiscal solvency and streamlining operations. Digital portals will be continuously monitored and maintained to provide assistance with common queries and automate tasks, supporting needs more effectively.	Priority 6C School Climate: Metric 4.8 (California Healthy Kids Survey)
4.4	**Action:** INFORMATION TECHNOLOGY SUPPORT **Need:** The California Healthy Kids survey results indicate that about 25% of students agree & strongly agree that classroom activities are engaging and meaningful. The site student empathy interviews and site surveys show a need for engaging and interactive lessons. **Scope:** LEA-wide	Updated technology is needed across the district and school sites to ensure students have access to classroom instructional materials and resources. The SUHSD 1:1 initiative provides devices that ensure technology integration, providing access to online education applications, research, and interactive learning materials that can promote student engagement and participation. The student uses their devices to utilize research-based, interactive learning tools that will engage them in learning and support their mastery of the standards.	Priority 6C School Climate: Metric 4.8 (California Healthy Kids Survey)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** BILINGUAL TESTERS **Need:** Need to improve EL Reclassification Rates from the current rate of 9% in 2022-23. The 2022-23 ELPAC data indicates that 51% of English Learners are performing at a level 3 or 4 on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	This action supports Individualized assistance and intervention for Short Term and Long Terms English Learners and is essential to ensure equitable support for EL students across the district.	State Priority 4E - Metric 1.10 (English Learner ELPAC Progress) & State Priority 4F - Metric 1.11 (English Learner Reclassification Rate)

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.

NA

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.

Additional Community Program Facilitators will be added to the LCAP this year to support schools that currently do not have that position. This will assist in community outreach and parent engagement.

These are the schools that have a student concentration of greater than 55%

Alta Vista Academy - 80%

Castle Park Middle - 72%
Castle Park High - 85%
Chula Vista Middle - 68%
Chula Vista High 82%
Granger Junior High - 78%
Hilltop Middle School - 55%
Hilltop High School - 78%
Mar Vista Academy - 76%
Mar Vista High - 80%
Montgomery Middle - 66%
Montgomery High - 83%
National City Middle - 76%
Palomar High - 87%
San Ysidro High - 76%
Southwest Middle - 76%
Southwest High - 88%
Sweetwater High - 91%

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	Middle School:1/53 High School:1/50	Middle School:1/44 High School:1/42
Staff-to-student ratio of certificated staff providing direct services to students	Middle School:1/22 High School:1/22	Middle School:1/20 High School:1/20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$393,787,073	$64,470,820	16.372%	5.117%	21.489%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$398,980,309.61	$31,670,018.59	$0.00	$0.00	$430,650,328.20	$366,638,160.06	$64,012,168.14

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	LCFF BASE	All 7-12	No			All Schools	July 1, 2025 - June 30, 2026	$254,407,523.00	$119,430.00	$254,526,953.00				$254,526,953.00	
1	1.2	LOWER STUDENT TO TEACHER RATIO FOR MASTERY	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$10,000,000.00	$0.00	$10,000,000.00				$10,000,000.00	
1	1.3	ELD, AVID, BILINGUAL CLASS SIZE REDUCTION	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$4,202,471.87	$0.00	$4,202,471.87				$4,202,471.87	
1	1.4	REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR PAH	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All schools and additional counselor for PAH	July 1, 2025 - June 30, 2026	$7,989,287.18	$0.00	$7,989,287.18				$7,989,287.18	
1	1.5	DISTRICT TEACHERS ON SPECIAL ASSIGNMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$1,118,479.00	$0.00	$1,118,479.00				$1,118,479.00	
1	1.6	BILINGUAL TESTERS	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	July 1, 2025 - June 30, 2026	$1,221,480.53	$0.00	$1,221,480.53				$1,221,480.53	
1	1.7	COLLEGE AND CAREER EDUCATION TEACHERS	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools Grades	July 1, 2025 -	$2,017,917.32	$0.00	$2,017,917.32				$2,017,917.32	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		wide	Low Income	7-12	June 30, 2026								
1	1.8	EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$2,645,563.00	$0.00	$2,645,563.00				$2,645,563.00	
1	1.9	AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$404,441.77	$1,278,131.00	$1,682,572.77				$1,682,572.77	
1	1.10	ASSISTANT PRINCIPALS	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$3,907,267.46	$20,000.00	$3,927,267.46				$3,927,267.46	
1	1.11	DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT	All Students with Disabilities	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.12	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$17,652,167.00	$17,652,167.00				$17,652,167.00	
1	1.13	SITE INTERVENTION FUNDS	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$1,000,000.00	$0.00	$1,000,000.00				$1,000,000.00	
1	1.14	SUMMER SCHOOL	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$4,000,000.00	$50,000.00	$4,050,000.00				$4,050,000.00	
1	1.15	SITE LEVEL PROFESSIONAL DEVELOPMENT	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$400,000.00	$0.00	$400,000.00				$400,000.00	
1	1.16	RESEARCH AND EVALUATION STAFF	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$976,906.70	$0.00	$976,906.70				$976,906.70	
1	1.17	COLLEGE AND CAREER READINESS ACTIVITIES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$99,894.42	$286,579.20	$386,473.62				$386,473.62	
1	1.18	OFFICE OF STATE AND FEDERAL PROGRAMS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	July 1, 2025 - June 30, 2026	$1,011,550.83	$105,000.00	$1,116,550.83				$1,116,550.83	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.19	COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT/LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All High Schools 9-12	July 1, 2025 - June 30, 2026	$450,499.00	$0.00	$450,499.00				$450,499.00	
1	1.20	INTERNATIONAL BACCALAUREATE COORDINATORS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: BVM, BVH, CPM, and CPH 7-12	July 1, 2025 - June 30, 2026	$316,906.00	$51,000.00	$367,906.00				$367,906.00	
1	1.21	FOREIGN LANGUAGE AND GLOBAL STUDIES (FLAGS) COORDINATOR	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Hilltop High 9-12	July 1, 2025 - June 30, 2026	$34,735.77	$20,000.00	$54,735.77				$54,735.77	
1	1.22	SUPPLEMENTAL LIBRARY SUPPLIES	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$13,500.00	$13,500.00				$13,500.00	
1	1.23	STEAM PROGRAM	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools Specific Schools: All High Schools 9-12	July 1, 2025 - June 30, 2026	$175,480.33	$121,000.00	$296,480.33				$296,480.33	
1	1.24	ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All High School 9-12	July 1, 2025 - June 30, 2026	$0.00	$350,000.00	$350,000.00				$350,000.00	
1	1.25	PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: All High Schools 9-12	July 1, 2025 - June 30, 2026	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.26	SUPPLEMENTAL LIBRARY BOOKS	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$1,022,220.00	$1,022,220.00				$1,022,220.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.27	PROFESSIONAL DEVELOPMENT SUBSTITUTES	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$10,000.00	$2,000.00	$12,000.00				$12,000.00	
1	1.28	SCHOOL Of PERFORMING ARTS COORDINATOR	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Chula Vista High and Chula Vista Middle 7-12	July 1, 2025 - June 30, 2026	$193,397.48	$2,000.00	$195,397.48				$195,397.48	
1	1.29	PROFESSIONAL DEVELOPMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$524,127.00	$15,000.00	$539,127.00				$539,127.00	
1	1.30	INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	July 1, 2025 - June 30, 2026	$150,000.00	$0.00	$150,000.00				$150,000.00	
1	1.31	HIGH QUALITY SUBSTITUTES	All Students with Disabilities English Learners, Low Income, Foster Youth, Homeless Youth	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$0.00	$0.00				$0.00	
1	1.32	GRADUATION LIASION	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools 9-12	July 1, 2025 - June 30, 2026	$109,976.16	$0.00	$109,976.16				$109,976.16	
1	1.33	RETAINMENT OF HIGH QUALITY TEACHERS AND STAFF	All Students with Disabilities English Learners, Low Income, Foster Youth, Homeless Youth	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	LCFF Base	All	No			All Schools	July 1, 2025 - June 30, 2026	$26,629,184.00	$3,257,300.00	$29,886,484.00				$29,886,484.00	
2	2.2	STUDENT RE-ENGAGMENT AND OUTREACH	English Learners Foster Youth	Yes	LEA-wide School	English Learners Foster Youth	All Schools Specific	July 1, 2025 -	$749,259.32	$0.00	$749,259.32				$749,259.32	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		wide	Low Income	Schools: CPH, CPM, CVH, CVM, HTH, HTM,GJ, MOH, MOM, MVH, MVA, NCM, PH SOH, SOM, SUHI, SYH, MVA 7-12	June 30, 2026								
2	**2.3**	CULTURE OF EQUITY AND INCLUSION	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$7,607,345.15	$0.00	$7,607,345.15				$7,607,345.15	
2	**2.4**	SCHOOL SAFETY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$186,174.96	$1,003,763.00	$1,189,937.96				$1,189,937.96	
2	**2.5**	STUDENT ENGAGEMENT AND INCLUSION	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$3,904,114.51	$0.00	$3,904,114.51				$3,904,114.51	
2	**2.6**	MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$3,943,337.41	$1,000,000.00	$4,943,337.41				$4,943,337.41	
2	**2.7**	PHYSICAL HEALTH AND WELLBEING	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$4,297,013.84	$800,000.00	$5,097,013.84				$5,097,013.84	
2	**2.8**	MULTI TIERED SYSTEMS OF SUPPORT (MTSS)	All Students with Disabilities EL, SED, SWD, FY, HY	No			All Schools Specific Schools: Middle Schools and Granger Junior High 7-8 for all Middle Schools	July 1, 2025- June 30, 2026	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							& 7-9 Granger Junior High									
2	2.9	CLEAN AND SAFE PHYSICAL ENVIRONMENTS	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$158,450.00	$158,450.00				$158,450.00	
2	2.10	STUDENT MENTAL HEALTH SUPPORT	All Students with Disabilities EL, SED, SWD, FY, HY	No			All Schools	July 1, 2025 - June 30, 2026	$0.00	$0.00	$0.00				$0.00	
2	2.11	CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	2.12	HOMELESS/FOSTER RESOURCES AND OUTREACH	Foster Youth	Yes	LEA-wide School wide	Foster Youth	All Schools	July 1, 2025 - June 30, 2026	$224,846.91	$0.00	$224,846.91				$224,846.91	
2	2.13	FACILITIES IMPROVEMENT/SAFETY & SECURITY	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$7,150,000.00	$7,150,000.00				$7,150,000.00	
2	2.14	SCHOOL CONNECTEDNESS	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$104,441.77	$0.00	$104,441.77				$104,441.77	
3	3.1	LCFF BASE	All	No				July 1, 2025 - June 30, 2026	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.2	PARENT EDUCATION & RESOURCE ACCESS	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$736,739.26	$50,000.00	$786,739.26				$786,739.26	
3	3.3	COMMUNICATION, OUTREACH, FEEDBACK	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$35,000.00	$35,000.00				$35,000.00	
3	3.4	SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$187,783.46	$0.00	$187,783.46				$187,783.46	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.1**	LCFF Base	All	No			All Schools	July 1, 2025 - June 30, 2026	$8,459,624.00	$350,000.00	$8,809,624.00				$8,809,624.00	
4	**4.2**	SUPPLEMENTAL PROGRAMS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	**4.3**	LCFF Base - calculated in Action 1	All	No			All Schools	July 1, 2025 - June 30, 2026	$10,000.00	$0.00	$10,000.00				$10,000.00	
4	**4.4**	INFORMATION TECHNOLOGY SUPPORT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2025 - June 30, 2026	$0.00	$9,370,000.00	$9,370,000.00				$9,370,000.00	
5	**5.1**	CLASSROOM ACADEMIC INTERVENTIONS	All Students with Disabilities Homeless, Foster, Black, English Learner, Hispanic, Students with Disabilities and Socio-economically Disadvantaged	No			All Schools Specific Schools: Palomar High 9-12	July 1, 2024 - June 30, 2025	$248,856.65	$1,003,861.94		$1,252,718.59			$1,252,718.59	
5	**5.2**	TUTORING	All Students with Disabilities English Learner, Hispanic, and Socio-economically Disadvantaged	No			All Schools Specific Schools: Palomar High School 9-12	July 1, 2024 - June 30, 2025	$0.00	$0.00	$0.00				$0.00	
5	**5.3**	PROFESSIONAL DEVELOPMENT	All Students with Disabilities English Learners	No			All Schools Specific Schools: Palomar High School 9-12	July 1, 2024 - June 30, 2025	$0.00	$0.00		$0.00			$0.00	
5	**5.4**	ATTENDANCE COORDINATOR	All Students with Disabilities Homeless, Foster, Hispanic, Black, White, English Learner, Special	No			All Schools Specific Schools: Alta Vista Academy	July 1, 2024 - June 30, 2025	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Education, and Socio-economically Disadvantaged				7-12									
5	**5.5**	LITERACY SUPPORT	All Students with Disabilities Homeless, Foster, Hispanic, Black, White, English Learner, Special Education, and Socio-economically Disadvantaged	No			All Schools Specific Schools: Alta Vista Academy 7-12	July 1, 2024 - June 30, 2025	$0.00	$70,429.00		$70,429.00			$70,429.00	
5	**5.6**	SCHOOL CONNECTEDNESS	All Students with Disabilities Hispanic, Foster Youth, Socio-economically Disadvantaged	No			All Schools	July 1, 2024 - June 30, 2025	$0.00	$0.00		$0.00			$0.00	
6	**6.1**	PROFESSIONAL DEVELOPMENT AND COACHING	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$1,924,992.00	$0.00		$1,924,992.00			$1,924,992.00	
6	**6.2**	ACCELERATE PUPIL LEARNING	All Students with Disabilities	No			All Schools Specific Schools: CPM and BVM 7-8	July 1, 2025 - June 30, 2026	$287,952.00	$341,175.00		$629,127.00			$629,127.00	
6	**6.3**	EVIDENCED BASED PUPIL SUPPORTS	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$1,212,575.00	$0.00		$1,212,575.00			$1,212,575.00	
6	**6.4**	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$0.00	$1,694,611.00		$1,694,611.00			$1,694,611.00	
6	**6.5**	ACCELERTATING PROGRESS	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$65,064.00	$0.00		$65,064.00			$65,064.00	
6	**6.6**	CREDIT RECOVERY ALTERNATIVE EDUCATION	All Students with	No			All Schools Specific	July 1, 2025 -	$0.00	$0.00		$0.00			$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Disabilities				Schools: Palomar High 9-12	June 30, 2026								
6	**6.7**	EXPANDED LEARNING VAPA, CTE	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$572,936.00	$428,786.00		$1,001,722.00			$1,001,722.00	
6	**6.8**	INSTRUCTIONAL LEARNING TIME - SUBSTITUTE TEACHER DIFFERENTIAL	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$4,000,000.00	$0.00		$4,000,000.00			$4,000,000.00	
6	**6.9**	SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND PROFESSIONAL DEVELOPMENT	All Students with Disabilities	No			All Schools 7-12	July 1, 2025 - June 30, 2026	$3,918,015.00	$15,900,765.00		$19,818,780.00			$19,818,780.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$393,787,073	$64,470,820	16.372%	5.117%	21.489%	$105,747,248.61	0.000%	26.854 %	**Total:**	$105,747,248.61
								LEA-wide Total:	$103,399,278.83
								Limited Total:	$1,221,480.53
								Schoolwide Total:	$78,078,533.35

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	LOWER STUDENT TO TEACHER RATIO FOR MASTERY	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000,000.00	
1	1.3	ELD, AVID, BILINGUAL CLASS SIZE REDUCTION	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,202,471.87	
1	1.4	REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR PAH	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All schools and additional counselor for PAH	$7,989,287.18	
1	1.5	DISTRICT TEACHERS ON SPECIAL ASSIGNMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,118,479.00	
1	1.6	BILINGUAL TESTERS	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,221,480.53	
1	1.7	COLLEGE AND CAREER EDUCATION TEACHERS	Yes	LEA-wide Schoolwide	English Learners Foster Youth	All Schools Grades 7-12	$2,017,917.32	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$2,645,563.00	
1	1.9	AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,682,572.77	
1	1.10	ASSISTANT PRINCIPALS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,927,267.46	
1	1.12	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$17,652,167.00	
1	1.13	SITE INTERVENTION FUNDS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,000,000.00	
1	1.14	SUMMER SCHOOL	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,050,000.00	
1	1.15	SITE LEVEL PROFESSIONAL DEVELOPMENT	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$400,000.00	
1	1.16	RESEARCH AND EVALUATION STAFF	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$976,906.70	
1	1.17	COLLEGE AND CAREER READINESS ACTIVITIES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$386,473.62	
1	1.18	OFFICE OF STATE AND FEDERAL PROGRAMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,116,550.83	
1	1.19	COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT/LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All High Schools 9-12	$450,499.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.20	INTERNATIONAL BACCALAUREATE COORDINATORS	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: BVM, BVH, CPM, and CPH 7-12	$367,906.00	
1	1.21	FOREIGN LANGUAGE AND GLOBAL STUDIES (FLAGS) COORDINATOR	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Hilltop High 9-12	$54,735.77	
1	1.22	SUPPLEMENTAL LIBRARY SUPPLIES	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$13,500.00	
1	1.23	STEAM PROGRAM	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All High Schools 9-12	$296,480.33	
1	1.24	ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High School 9-12	$350,000.00	
1	1.25	PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All High Schools 9-12	$200,000.00	
1	1.26	SUPPLEMENTAL LIBRARY BOOKS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,022,220.00	
1	1.27	PROFESSIONAL DEVELOPMENT SUBSTITUTES	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	
1	1.28	SCHOOL Of PERFORMING ARTS COORDINATOR	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Chula Vista High and Chula Vista Middle 7-12	$195,397.48	
1	1.29	PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,127.00	
1	1.30	INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.31	HIGH QUALITY SUBSTITUTES				All Schools	$0.00	
1	1.32	GRADUATION LIASION	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools 9-12	$109,976.16	
1	1.33	RETAINMENT OF HIGH QUALITY TEACHERS AND STAFF				All Schools	$0.00	
2	2.2	STUDENT RE-ENGAGMENT AND OUTREACH	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: CPH, CPM, CVH, CVM, HTH, HTM,GJ, MOH, MOM, MVH, MVA, NCM, PH SOH, SOM, SUHI, SYH, MVA 7-12	$749,259.32	
2	2.3	CULTURE OF EQUITY AND INCLUSION	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$7,607,345.15	
2	2.4	SCHOOL SAFETY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,189,937.96	
2	2.5	STUDENT ENGAGEMENT AND INCLUSION	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,904,114.51	
2	2.6	MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,943,337.41	
2	2.7	PHYSICAL HEALTH AND WELLBEING	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,097,013.84	
2	2.8	MULTI TIERED SYSTEMS OF SUPPORT (MTSS)				Specific Schools: Middle Schools and Granger Junior High 7-8 for all Middle Schools & 7-9	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Granger Junior High		
2	2.9	CLEAN AND SAFE PHYSICAL ENVIRONMENTS	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$158,450.00	
2	2.11	CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,000.00	
2	2.12	HOMELESS/FOSTER RESOURCES AND OUTREACH	Yes	LEA-wide Schoolwide	Foster Youth	All Schools	$224,846.91	
2	2.13	FACILITIES IMPROVEMENT/SAFETY & SECURITY	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,150,000.00	
2	2.14	SCHOOL CONNECTEDNESS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$104,441.77	
3	3.2	PARENT EDUCATION & RESOURCE ACCESS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$786,739.26	
3	3.3	COMMUNICATION, OUTREACH, FEEDBACK	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$35,000.00	
3	3.4	SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,783.46	
4	4.2	SUPPLEMENTAL PROGRAMS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
4	4.4	INFORMATION TECHNOLOGY SUPPORT	Yes	LEA-wide	English Learners Foster Youth Low Income		$9,370,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$490,710,006.66	$331,653,962.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	LCFF BASE	No	$278,505,903.00	204,999,626.18
1	**1.2**	LOWER STUDENT TO TEACHER RATIO FOR MASTERY	Yes	$8,181,294.99	8,250,250.14
1	**1.3**	ELD, AVID, BILINGUAL CLASS SIZE REDUCTION	Yes	$3,519,274.11	1,420,534.18
1	**1.4**	REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR PAH	Yes	$7,322,749	2,909,370.12
1	**1.5**	DISTRICT TEACHERS ON SPECIAL ASSIGNMENT	Yes	$2,837,524	2,891,669.56
1	**1.6**	BILINGUAL TESTERS	Yes	$1,024,550.65	360,448.79
1	**1.7**	COLLEGE AND CAREER EDUCATION TEACHERS	Yes	$2,966,135.72	2,909,370.12
1	**1.8**	EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS	Yes	$4,358,113.45	1,769,756.27
1	**1.9**	AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS	Yes	$4,672,110.29	4,672,840.99
1	**1.10**	ASSISTANT PRINCIPALS	Yes	$5,182,768.97	2,778,323.40

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	1.11	DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT	Yes	$219,644.92	227,404.68
1	1.12	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	Yes	$15,406,229.48	9,007,971.37
1	1.13	SITE INTERVENTION FUNDS	Yes	$2,025,515.61	591,106.93
1	1.14	SUMMER SCHOOL	Yes	$6,275,384.00	394,549.14
1	1.15	SITE LEVEL PROFESSIONAL DEVELOPMENT	Yes	$400,000.00	141,688.99
1	1.16	RESEARCH AND EVALUATION STAFF	Yes	905,396.87	680,561.92
1	1.17	COLLEGE AND CAREER READINESS ACTIVITIES	Yes	$511,199.78	382,232.65
1	1.18	OFFICE OF STATE AND FEDERAL PROGRAMS	Yes	$1,405,616.39	1,087,236.72
1	1.19	COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT/LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION	Yes	$5,319,431.52	5,415,808.82
1	1.20	INTERNATIONAL BACCALAUREATE COORDINATORS	Yes	$368,314.13	325,378.00
1	1.21	FOREIGN LANGUAGE AND GLOBAL STUDIES (FLAGS) COORDINATOR	Yes	$80,614.99	45,637.15
1	1.22	SUPPLEMENTAL LIBRARY SUPPLIES	Yes	$27,350	19,851.94
1	1.23	STEAM PROGRAM	Yes	$279,265.00	76,046.10

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	1.24	ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY	Yes	$350,000.00	12,637.82
1	1.25	PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)	Yes	$200,000.00	0.00
1	1.26	SUPPLEMENTAL LIBRARY BOOKS	Yes	$341,870.00	281,352.39
1	1.27	PROFESSIONAL DEVELOPMENT SUBSTITUTES	Yes	$196,733.00	7,991.19
1	1.28	SCHOOL Of PERFORMING ARTS COORDINATOR	Yes	$136,394.41	106,839.01
1	1.29	PROFESSIONAL DEVELOPMENT	Yes	$18,825.00	10,000.00
1	1.30	INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT	Yes	$27,944.96	2,944.96
1	1.31	HIGH QUALITY SUBSTITUTES	Yes	$4,000,000.00	0.00
1	1.32	GRADUATION LIASION	Yes	$103,550.43	70,023.70
1	1.33	RETAINMENT OF HIGH QUALITY TEACHERS AND STAFF		9,140,674.78	9,433,787.00
2	2.1	LCFF Base	No	$31,795,474.00	22,255,197.36
2	2.2	STUDENT RE-ENGAGMENT AND OUTREACH	Yes	$514,148.41	421,267.86
2	2.3	CULTURE OF EQUITY AND INCLUSION	Yes	$8,535,525.52	4,662,224.63
2	2.4	SCHOOL SAFETY	Yes	$1,177,151.31	435,343.42

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	STUDENT ENGAGEMENT AND INCLUSION	Yes	$3,825,012.62	3,487,412.72
2	2.6	MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT	Yes	$5,883,227.13	3,061,038.87
2	2.7	PHYSICAL HEALTH AND WELLBEING	Yes	$5,389,068.28	2,650,836.96
2	2.8	MULTI TIERED SYSTEMS OF SUPPORT (MTSS)	Yes	$1,787,937.95	1,770,176.61
2	2.9	CLEAN AND SAFE PHYSICAL ENVIRONMENTS	Yes	$171,200.00	165,663.82
2	2.10	STUDENT MENTAL HEALTH SUPPORT	Yes	$646,294.54	3,529,786.05
2	2.11	CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT	Yes	$100,000.00	86,594.28
2	2.12	HOMELESS/FOSTER RESOURCES AND OUTREACH	Yes	$435,580.53	346,523.23
2	2.13	FACILITIES IMPROVEMENT/SAFETY & SECURITY	Yes	$8,177,551.86	4,677,551.86
2	2.14	SCHOOL CONNECTEDNESS	Yes	$2,062,037.61	2,101,298.12
3	3.1	LCFF BASE	No	$0.00	$0.00
3	3.2	PARENT EDUCATION & RESOURCE ACCESS	Yes	$730,023.69	441,911.02
3	3.3	COMMUNICATION, OUTREACH, FEEDBACK	Yes	$35,000.00	15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH	Yes	$183,836.40	186,728.01
4	4.1	LCFF Base	No	$8,809,624.00	6,950,964.00
4	4.2	SUPPLEMENTAL PROGRAMS	Yes	$25,000.00	0.00
4	4.3	LCFF Base - calculated in Action 1	No	$50,000.00	50,000.00
4	4.4	INFORMATION TECHNOLOGY SUPPORT	Yes	$870,000.00	870,000.00
5	5.1	CLASSROOM ACADEMIC INTERVENTIONS	No	$927,051.75	$288,598.77
5	5.2	TUTORING	No	$106,252.00	$352.00
5	5.3	PROFESSIONAL DEVELOPMENT	No	$85,464.72	$8,424.72
5	5.4	ATTENDANCE COORDINATOR	No	$39,267.00	$0.00
5	5.5	LITERACY SUPPORT	No	$126,795.50	$27,408.47

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)
5	**5.6**	SCHOOL CONNECTEDNESS	No	$0.00	$0.00
6	**6.1**	PROFESSIONAL DEVELOPMENT AND COACHING	No	$2,667,930.81	$2,185,956.06
6	**6.2**	ACCELERATE PUPIL LEARNING	No	$604,834.84	$333,799.89
6	**6.3**	EVIDENCED BASED PUPIL SUPPORTS	No	$2,714,867.70	$2,118,588.07
6	**6.4**	SUPPLEMENTAL INSTRUCTIONAL SUPPLIES	No	$6,388,618.47	$72,309.00
6	**6.5**	ACCELERATING PROGRESS	No	$2,510,697.81	$1,673,683.22
6	**6.6**	CREDIT RECOVERY ALTERNATIVE EDUCATION	No	$633,411.59	240,806.05
6	**6.7**	EXPANDED LEARNING VAPA, CTE	No	$1,725,251.47	$586,223.88
6	**6.8**	INSTRUCTIONAL LEARNING TIME - SUBSTITUTE TEACHER DIFFERENTIAL	No	$8,000,000.00	4,000,000.00
6	**6.9**	SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND PROFESSIONAL DEVELOPMENT	No	$16,665,489.70	$669,053.32

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
81,318,905.93	$126,750,813.00	$85,531,192.70	$41,219,620.30	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	LOWER STUDENT TO TEACHER RATIO FOR MASTERY	Yes	$8,000,000.00	8,250,250.14		
1	1.3	ELD, AVID, BILINGUAL CLASS SIZE REDUCTION	Yes	$4,293,001.00	1,420,534.18		
1	1.4	REDUCTION OF COUNSELOR CASELOAD, PORTION OF COUNSELOR, AND ADDITIONAL FTE FOR PAH	Yes	$7,784,104.00	3,247,591.31		
1	1.5	DISTRICT TEACHERS ON SPECIAL ASSIGNMENT	Yes	$2,082,862.00	2,891,669.56		
1	1.6	BILINGUAL TESTERS	Yes	$1,136,909.00	360,448.79		
1	1.7	COLLEGE AND CAREER EDUCATION TEACHERS	Yes	$3,147,008.00	2,909,370.12		
1	1.8	EXTENDED HOURS OF OPERATION-LIBRARIES AND MEDIA CENTERS	Yes	$4,165,540.00	1,769,756.27		
1	1.9	AVID PROGRAM - TEACHER ON SPECIAL ASSIGNMENT AND TUTORS	Yes	$1,014,520.00	4,672,840.99		
1	1.10	ASSISTANT PRINCIPALS	Yes	$3,403,623.00	2,778,323.40		
1	1.11	DISTRICT COUNSELORS ON SPECIAL ASSIGNMENT	Yes	$219,645.00	227,404.68		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	Yes	$33,781,438.00	18,441,758.37		
1	1.13	SITE INTERVENTION FUNDS	Yes	$2,000,000.00	591,106.93		
1	1.14	SUMMER SCHOOL	Yes	$6,200,000.00	394,549.14		
1	1.15	SITE LEVEL PROFESSIONAL DEVELOPMENT	Yes	$400,000.00	141,688.99		
1	1.16	RESEARCH AND EVALUATION STAFF	Yes	$884,305.00	680,561.92		
1	1.17	COLLEGE AND CAREER READINESS ACTIVITIES	Yes	$278,441.00	382,232.65		
1	1.18	OFFICE OF STATE AND FEDERAL PROGRAMS	Yes	$1,300,461.00	1,087,236.72		
1	1.19	COUNSELOR SUPPORT FOR SUMMER SCHOOL, CREDIT/LEARNING RECOVERY AND ACCELERATION COACHES, AND INTERSESSION	Yes	$3,339,804.00	5,415,808.82		
1	1.20	INTERNATIONAL BACCALAUREATE COORDINATORS	Yes	$444,446.00	325,378.00		
1	1.21	FOREIGN LANGUAGE AND GLOBAL STUDIES (FLAGS) COORDINATOR	Yes	$50,425.00	45,637.15		
1	1.22	SUPPLEMENTAL LIBRARY SUPPLIES	Yes	$27,000.00	19,851.94		
1	1.23	STEAM PROGRAM	Yes	$279,265.00	76,046.10		
1	1.24	ADVANCED PLACEMENT AND INTERNATIONAL BACCALAUREATE TEST SUBSIDY	Yes	$350,000.00	12,637.82		
1	1.25	PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT)	Yes	$200,000.00	0.00		
1	1.26	SUPPLEMENTAL LIBRARY BOOKS	Yes	$342,220.00	281,352.39		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.27	PROFESSIONAL DEVELOPMENT SUBSTITUTES	Yes	$90,000.00	7,991.19		
1	1.28	SCHOOL Of PERFORMING ARTS COORDINATOR	Yes	$207,435.00	106,839.01		
1	1.29	PROFESSIONAL DEVELOPMENT	Yes	$539,127.00	10,000.00		
1	1.30	INSTRUCTIONAL LEADERSHIP TEAMS - PROFESSIONAL DEVELOPMENT	Yes	$28,450.00	2,944.96		
1	1.31	HIGH QUALITY SUBSTITUTES	Yes	$4,000,000.00	0.00		
1	1.32	GRADUATION LIASION	Yes	$102,343.00	70,023.70		
2	2.2	STUDENT RE-ENGAGMENT AND OUTREACH	Yes	$796,725.00	421,267.86		
2	2.3	CULTURE OF EQUITY AND INCLUSION	Yes	$8,099,135.00	4,662,224.63		
2	2.4	SCHOOL SAFETY	Yes	$1,000,000.00	435,343.42		
2	2.5	STUDENT ENGAGEMENT AND INCLUSION	Yes	$3,943,997.00	3,487,412.72		
2	2.6	MENTAL HEALTH AND SOCIAL-EMOTIONAL SUPPORT	Yes	$4,802,843.00	3,061,038.87		
2	2.7	PHYSICAL HEALTH AND WELLBEING	Yes	$4,931,412.00	2,650,836.96		
2	2.8	MULTI TIERED SYSTEMS OF SUPPORT (MTSS)	Yes	$761,677.00	1,770,176.61		
2	2.9	CLEAN AND SAFE PHYSICAL ENVIRONMENTS	Yes	$92,000.00	165,663.82		
2	2.10	STUDENT MENTAL HEALTH SUPPORT	Yes	$568,227.00	3,529,786.05		
2	2.11	CRISIS RESPONSE AND PROFESSIONAL DEVELOPMENT	Yes	$100,000.00	86,594.28		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.12**	HOMELESS/FOSTER RESOURCES AND OUTREACH	Yes	$216,560.00	346,523.23		
2	**2.13**	FACILITIES IMPROVEMENT/SAFETY & SECURITY	Yes	$7,900,000.00	4,677,551.86		
2	**2.14**	SCHOOL CONNECTEDNESS	Yes	$1,427,730.00	2,101,298.12		
3	**3.2**	PARENT EDUCATION & RESOURCE ACCESS	Yes	$827,493.00	441,911.02		
3	**3.3**	COMMUNICATION, OUTREACH, FEEDBACK	Yes	$114,192.00	15,000.00		
3	**3.4**	SOCIAL MEDIA AND WEBSITE PUBLIC OUTREACH	Yes	$181,450.00	186,728.01		
4	**4.2**	SUPPLEMENTAL PROGRAMS	Yes	$25,000.00	0.00		
4	**4.4**	INFORMATION TECHNOLOGY SUPPORT	Yes	$870,000.00	870,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
397,996,794	81,318,905.93	6.175%	26.607%	$85,531,192.70	0.000%	21.490%	$20,364,015.26	5.117%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024



The **California School Dashboard** provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

California School Dashboard (CA Dept of Education) (caschooldashboard.org)

College and Career Indicator

The College and Career Indicator provides the percentage of high school graduates whoa re placed in the prepared level on the California Dashboard College/Career Indicator. Below are the schools and subgroups that performed at the lowest levels of "Red" on the 2022-23 California Dashboard.

School	Indicator	Student Group- Performance Level Red
Launch Virtual Academy	College and Career Indicator	English Learner
Launch Virtual Academy	College and Career Indicator	Socio-economically Disadvantaged
Mar Vista Senior High	College and Career Indicator	Students with Disabilities
Palomar High	College and Career Indicator	All Students
Palomar High	College and Career Indicator	English Learner
Palomar High	College and Career Indicator	Hispanic
Palomar High	College and Career Indicator	Socio-economically Disadvantaged
Palomar High	College and Career Indicator	Students with Disabilities
San Ysidro High	College and Career Indicator	Students with Disabilities
Sweetwater High	College and Career Indicator	English Learner
Sweetwater High	College and Career Indicator	Students with Disabilities
Sweetwater Union High School District	College and Career Indicator	Foster Youth

Chronic Absenteeism

The Chronic Absenteeism indicator provides the percentage of students in 7th & 8th grade who are absent 10 percent or more insturctional days they were enrolled in 2022-23. Below are the schools and subgroups that performed at the lowest levels of "Red" on the 2022-23 California Dashboard.

School	Indicator	Student Group- Performance Level Red
Bonita Vista Middle	Chronic Absentieesm	All Students
Bonita Vista Middle	Chronic Absentieesm	Two or More Races
Bonita Vista Middle	Chronic Absentieesm	Socio-economically Disadvantaged
Bonita Vista Middle	Chronic Absentieesm	Students with Disabilities
Chula Vista Middle	Chronic Absentieesm	White
Eastlake Middle	Chronic Absentieesm	Two or More Races
Eastlake Middle	Chronic Absentieesm	Students with Disabilities
Eastlake Middle	Chronic Absentieesm	White
Granger Junior High School	Chronic Absentieesm	All Students
Granger Junior High School	Chronic Absentieesm	English Learner
Granger Junior High School	Chronic Absentieesm	Hispanic
Granger Junior High School	Chronic Absentieesm	Socio-economically Disadvantaged
Granger Junior High School	Chronic Absentieesm	Students with Disabilities
Granger Junior High School	Chronic Absentieesm	White
Mar Vista Academy	Chronic Absentieesm	Hispanic
Mar Vista Academy	Chronic Absentieesm	Students with Disabilities
Mar Vista Academy	Chronic Absentieesm	White
Rancho Del Rey Middle School	Chronic Absentieesm	African American
Rancho Del Rey Middle School	Chronic Absentieesm	Socio-economically Disadvantaged
Sweetwater Union High School District	Chronic Absentieesm	African American

English Language Arts

The English Language Arts Indicator demonstrates how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. Below are the schools and subgroups that performed at the lowest levels of "Red" on the 2022-23 California Dashboard.

School	Indicator	Student Group- Performance Level Red
Castle Park Middle	SBAC Language Arts Performance	All Students
Launch Virtual Academy	SBAC Language Arts Performance	All Students
San Ysidro High School	SBAC Language Arts Performance	All Students
Sweetwater High School	SBAC Language Arts Performance	All Students
Sweetwater Union High School District	SBAC Language Arts Performance	English Learner
Sweetwater Union High School District	SBAC Language Arts Performance	Foster Youth
Sweetwater Union High School District	SBAC Language Arts Performance	Students with Disabilities
Olympian High School	SBAC Language Arts Performance	African American
Bonita Vista Senior High School	SBAC Language Arts Performance	English Learner
Castle Park Middle	SBAC Language Arts Performance	English Learner
Castle Park Senior High School	SBAC Language Arts Performance	English Learner
Chula Vista Middle	SBAC Language Arts Performance	English Learner
Chula Vista Senior High School	SBAC Language Arts Performance	English Learner
Eastlake High School	SBAC Language Arts Performance	English Learner
Granger Junior High School	SBAC Language Arts Performance	English Learner
Hilltop Middle School	SBAC Language Arts Performance	English Learner
Hilltop Senior High School	SBAC Language Arts Performance	English Learner
Mar Vista Senior High School	SBAC Language Arts Performance	English Learner
Montgomery Middle	SBAC Language Arts Performance	English Learner
National City Middle	SBAC Language Arts Performance	English Learner
Olympian High School	SBAC Language Arts Performance	English Learner
Otay Ranch Senior High School	SBAC Language Arts Performance	English Learner
San Ysidro High School	SBAC Language Arts Performance	English Learner
Southwest Senior High School	SBAC Language Arts Performance	English Learner
Sweetwater High School	SBAC Language Arts Performance	English Learner

Castle Park Middle	SBAC Language Arts Performance	Hispanic
Launch Virtual Academy	SBAC Language Arts Performance	Hispanic
Mar Vista Academy	SBAC Language Arts Performance	Hispanic
San Ysidro High School	SBAC Language Arts Performance	Hispanic
Sweetwater High School	SBAC Language Arts Performance	Hispanic
Castle Park Middle	SBAC Language Arts Performance	Socio-economically Disadvantaged
Launch Virtual Academy	SBAC Language Arts Performance	Socio-economically Disadvantaged
San Ysidro High School	SBAC Language Arts Performance	Socio-economically Disadvantaged
Sweetwater High School	SBAC Language Arts Performance	Socio-economically Disadvantaged
Bonita Vista Middle	SBAC Language Arts Performance	Students with Disabilities
Castle Park Middle	SBAC Language Arts Performance	Students with Disabilities
Chula Vista Senior High School	SBAC Language Arts Performance	Students with Disabilities
Eastlake High School	SBAC Language Arts Performance	Students with Disabilities
Hilltop Middle School	SBAC Language Arts Performance	Students with Disabilities
Mar Vista Academy	SBAC Language Arts Performance	Students with Disabilities
Mar Vista Senior High School	SBAC Language Arts Performance	Students with Disabilities
National City Middle	SBAC Language Arts Performance	Students with Disabilities
Otay Ranch Senior High School	SBAC Language Arts Performance	Students with Disabilities
San Ysidro High School	SBAC Language Arts Performance	Students with Disabilities
Sweetwater High School	SBAC Language Arts Performance	Students with Disabilities
Castle Park Middle	SBAC Language Arts Performance	WH
Southwest Middle	SBAC Language Arts Performance	WH
Rancho Del Rey Middle	SBAC Language Arts Performance	Students with Disabilities
Sweetwater High School	SBAC Language Arts Performance	WH

Mathematics

measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11. Below are the schools and subgroups that performed at the lowest levels of "Red" on the 2022-23 California Dashboard.

School	Indicator	Student Group- Performance Level Red
Castle Park Middle	SBAC Mathematics Performance	All Students
Castle Park Senior High School	SBAC Mathematics Performance	All Students
Chula Vista Senior High School	SBAC Mathematics Performance	All Students
Mar Vista Academy	SBAC Mathematics Performance	All Students
Mar Vista Senior High School	SBAC Mathematics Performance	All Students
Montgomery Senior High School	SBAC Mathematics Performance	All Students
San Ysidro High School	SBAC Mathematics Performance	All Students
Southwest Senior High School	SBAC Mathematics Performance	All Students
Sweetwater High School	SBAC Mathematics Performance	All Students
Sweetwater Union High School District	SBAC Mathematics Performance	English Learner
Sweetwater Union High School District	SBAC Mathematics Performance	Homeless
Bonita Vista Middle	SBAC Mathematics Performance	English Learner
Bonita Vista Senior High School	SBAC Mathematics Performance	English Learner
Castle Park Senior High School	SBAC Mathematics Performance	English Learner
Chula Vista Senior High School	SBAC Mathematics Performance	English Learner
Eastlake High School	SBAC Mathematics Performance	English Learner
Eastlake Middle	SBAC Mathematics Performance	English Learner
Hilltop Middle School	SBAC Mathematics Performance	English Learner
Mar Vista Academy	SBAC Mathematics Performance	English Learner
Mar Vista Senior High School	SBAC Mathematics Performance	English Learner
Montgomery Middle	SBAC Mathematics Performance	English Learner
Montgomery Senior High School	SBAC Mathematics Performance	English Learner
National City Middle	SBAC Mathematics Performance	English Learner
Otay Ranch Senior High School	SBAC Mathematics Performance	English Learner
San Ysidro High School	SBAC Mathematics Performance	English Learner
Southwest Middle	SBAC Mathematics Performance	English Learner

Southwest Senior High School	SBAC Mathematics Performance	English Learner
Sweetwater High School	SBAC Mathematics Performance	English Learner
Castle Park Middle	SBAC Mathematics Performance	Hispanic
Castle Park Senior High School	SBAC Mathematics Performance	Hispanic
Hilltop Middle School	SBAC Mathematics Performance	Hispanic
Mar Vista Academy	SBAC Mathematics Performance	Hispanic
Mar Vista Senior High School	SBAC Mathematics Performance	Hispanic
Montgomery Middle	SBAC Mathematics Performance	Hispanic
Montgomery Senior High School	SBAC Mathematics Performance	Hispanic
San Ysidro High School	SBAC Mathematics Performance	Hispanic
Southwest Senior High School	SBAC Mathematics Performance	Hispanic
Sweetwater High School	SBAC Mathematics Performance	Hispanic
Castle Park Senior High School	SBAC Mathematics Performance	Socio-economically Disadvantaged
Hilltop Middle School	SBAC Mathematics Performance	Socio-economically Disadvantaged
Launch Virtual Academy	SBAC Mathematics Performance	Socio-economically Disadvantaged
Mar Vista Academy	SBAC Mathematics Performance	Socio-economically Disadvantaged
Mar Vista Senior High School	SBAC Mathematics Performance	Socio-economically Disadvantaged
Montgomery Senior High School	SBAC Mathematics Performance	Socio-economically Disadvantaged
Southwest Middle	SBAC Mathematics Performance	Socio-economically Disadvantaged
Southwest Senior High School	SBAC Mathematics Performance	Socio-economically Disadvantaged
Sweetwater High School	SBAC Mathematics Performance	Socio-economically Disadvantaged
Bonita Vista Middle	SBAC Mathematics Performance	Students with Disabilities
Chula Vista Senior High School	SBAC Mathematics Performance	Students with Disabilities
Eastlake High School	SBAC Mathematics Performance	Students with Disabilities
Hilltop Middle School	SBAC Mathematics Performance	Students with Disabilities
Mar Vista Senior High School	SBAC Mathematics Performance	Students with Disabilities
Montgomery Senior High School	SBAC Mathematics Performance	Students with Disabilities
National City Middle	SBAC Mathematics Performance	Students with Disabilities
Otay Ranch Senior High School	SBAC Mathematics Performance	Students with Disabilities
Rancho Del Rey Middle	SBAC Mathematics Performance	Students with Disabilities
Southwest Middle	SBAC Mathematics Performance	White

Suspension Rate

The Suspension Rate Indicator provides information on the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

School	Indicator	Student Group- Performance Level Red
Chula Vista Middle	Suspension Rate	All Students
Granger Junior High School	Suspension Rate	All Students
Hilltop Middle	Suspension Rate	All Students
Mar Vista Academy	Suspension Rate	All Students
Montgomery Middle	Suspension Rate	All Students
Southwest Middle	Suspension Rate	All Students
Castle Park Middle	Suspension Rate	English Learner
Chula Vista Middle	Suspension Rate	English Learner
Granger Junior High School	Suspension Rate	English Learner
Hilltop Middle	Suspension Rate	English Learner
Mar Vista Academy	Suspension Rate	English Learner
Montgomery Middle	Suspension Rate	English Learner
Rancho Del Rey Middle	Suspension Rate	English Learner
San Ysidro High School	Suspension Rate	English Learner
Southwest Middle	Suspension Rate	English Learner
Alta Vista Academy	Suspension Rate	Hispanic
Castle Park Middle	Suspension Rate	Hispanic
Chula Vista Middle	Suspension Rate	Hispanic
Granger Junior High School	Suspension Rate	Hispanic
Hilltop Middle	Suspension Rate	Hispanic
Mar Vista Academy	Suspension Rate	Hispanic
Montgomery Middle	Suspension Rate	Hispanic
Southwest Middle	Suspension Rate	Hispanic
Chula Vista Senior High School	Suspension Rate	Homeless
San Ysidro High School	Suspension Rate	Homeless
Bonita Vista Middle	Suspension Rate	Two or More Races

Chula Vista Middle	Suspension Rate	Socio-economically Disadvantaged
Granger Junior High School	Suspension Rate	Socio-economically Disadvantaged
Hilltop Middle	Suspension Rate	Socio-economically Disadvantaged
Mar Vista Academy	Suspension Rate	Socio-economically Disadvantaged
Montgomery Middle	Suspension Rate	Socio-economically Disadvantaged
Rancho Del Rey Middle	Suspension Rate	Socio-economically Disadvantaged
Southwest Middle	Suspension Rate	Socio-economically Disadvantaged
Bonita Vista Senior High School	Suspension Rate	Students with Disabilities
Castle Park Middle	Suspension Rate	Students with Disabilities
Chula Vista Middle	Suspension Rate	Students with Disabilities
Hilltop Middle	Suspension Rate	Students with Disabilities
Mar Vista Academy	Suspension Rate	Students with Disabilities
Montgomery Middle	Suspension Rate	Students with Disabilities
Rancho Del Rey Middle	Suspension Rate	African American
Rancho Del Rey Middle	Suspension Rate	Students with Disabilities
San Ysidro High School	Suspension Rate	Students with Disabilities
Hilltop Middle	Suspension Rate	White
Sweetwater Union High School District	Suspension Rate	English Learner
Sweetwater Union High School District	Suspension Rate	Homeless
Sweetwater Union High School District	Suspension Rate	Students with Disabilities
Mar Vista Academy	Suspension Rate	White

Graduation Rate		
that performed at the lowest levels of "Red" on the 2022-23 California Dashboard.		
School	**Indicator**	**Student Group- Performance Level Red**
Palomar High School	Graduation Rate	All Students
Palomar High School	Graduation Rate	English Learner
Palomar High School	Graduation Rate	Hispanic
Palomar High School	Graduation Rate	Socio-economically Disadvantaged
Palomar High School	Graduation Rate	Students with Disabilities

English Learner Progress Indicator		
Language Proficiency or maintaining the highest level. Below are the schools and subgroups that performed at the lowest levels of "Red" on		
School	**Indicator**	**Student Group- Performance Level Red**
Launch Virtual Academy	English Langauge Progress Indicator	English Learner